



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Fort Caroline Elementary School

3925 ATHORE DR

Jacksonville, FL 32277

904-745-4904

<http://www.duvalschools.org/fce>

## School Demographics

**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
68%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
85%

## School Grades History

**2013-14**  
D

**2012-13**  
C

**2011-12**  
C

**2010-11**  
B

## SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

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### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

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### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

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### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

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### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Fort Caroline Elementary Schl

##### Principal

David Pinter

##### School Advisory Council chair

Michelle Mann

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
David Pinter	Principal
Maryanne McDonough	Assistant Principal
Melanie Denny	Reading Coach
Steve Windley	Math Coach
Deanna Emery	Math Coach
Kay Harmeling	Science Coach
Meri Waddill	Guidance
Ann Marie Giesen	Reading Interventionist

#### District-Level Information

##### District

Duval

##### Superintendent

Dr. Nikolai P Vitti

##### Date of school board approval of SIP

1/7/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

FCE has 73.0% minority enrollment in the school and 66.7% on the SAC Board. 33.3% White, 66.7% Black. Four District Employees and Five Non District Employees are on the Board. SAC Membership includes 1 Chairperson (Also a Community/Business Partner), 1 Principal, 2 Teachers, 1 Parent, 1 Educational Support, and 3 Community/Business Partners.

#### Involvement of the SAC in the development of the SIP

The SAC Committee reviews, revises, and supports the school improvement plan. Recommendations are made for the allocated funds to support instructional programs at the school level.

**Activities of the SAC for the upcoming school year**

The Committee meets every third Monday at 5:00 p.m. beginning on September 16, 2013.

**Projected use of school improvement funds, including the amount allocated to each project**

Interactive Journals will be purchased using the total allocated funds which equals \$340.17.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

N/A

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators****# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:****David Pinter**

Principal

Years as Administrator: 16

Years at Current School: 2

**Credentials**

B.M.A. Music Education; Masters of Educational Leadership;  
Principal Academy 2010

**Performance Record**

Joseph Finegan Elementary (05-06) from C to A, AYP-Provisional  
Joseph Finegan Elementary (06-07) A, AYP Met  
Joseph Finegan Elementary (07-08) A, AYP Not Met (Writing)  
Joseph Finegan Elementary (08-09) B, AYP Not Met (M-ED)  
Joseph Finegan Elementary (09-10) A, AYP Not Met (R-ED, M-B)  
Joseph Finegan Elementary (10-11) A, AYP Not Met (R/M-ED, B)  
Fort Caroline Elementary (11-12) C, AYP Not Met  
Fort Caroline Elementary (12-13) C, AYP Not Met

**Maryanne McDonough**

Asst Principal

Years as Administrator: 3

Years at Current School: 3

**Credentials**

BA - Architectural Design; Masters Elementary Education;  
 Certifications Grades 1-6 Elementary Education; Certification  
 Educational Leadership (All Levels); Certification School Principal  
 (All Levels)

**Performance Record**

Fort Caroline Elementary (10-11) B, AYP Met  
 Fort Caroline Elementary (11-12) C, AYP Not Met  
 Fort Caroline Elementary (12-13) C, AYP Not Met

**Instructional Coaches****# of instructional coaches**

4

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**



Deanna Emery		
Part-time / District-based	Years as Coach: 5	Years at Current School: 1
Areas	Mathematics	
Credentials	Masters Degree in Educational Technology, Webster University and Bachelors Degree in Elementary Education, Florida State University Florida Elementary Education 1-6 Certificate	
Performance Record	Math Coach at Woodland Acres Elementary in 2011-2012 Grade: A , Math mastery: 68%, Math Learning Gains: 77%, Math Lowest 25%: 77% AYP: Math: Yes Math Coach at Woodland Acres Elementary in 2010-2011 Grade: C , Math mastery: 74%, Math Learning Gains: 55%, Math Lowest 25%: 62% AYP: No Math Coach at Woodland Acres Elementary in 2009-2010 Grade: C , Math mastery: 73%, Math Learning Gains: 70%, Math Lowest 25%: 77% AYP: No Math Coach at Woodland Acres Elementary in 2008-2009 Grade:C , Math mastery: 62%, Math Learning Gains: 57%, Math Lowest 25%: 65% AYP: No Math Coach at Woodland Acres Elementary in 2007-2008 Grade: B , Math mastery: 72%, Math Learning Gains: 74%, Math Lowest 25%: 83% AYP: No	

Catherine Harmeling		
Part-time / District-based	Years as Coach: 0	Years at Current School: 10
Areas	Science	
Credentials	Elementary Education K-6 Certificate Business Management, B.S., University of South Florida	
Performance Record	2012-13 School Grade: C Science: 34% 2011-12 School Grade: C Science: 47% 2010-2011 School Grade: B Science: 37% 2009-2010 School Grade C Science: 28%	

<b>John S. Windley</b>		
<b>Part-time / District-based</b>	<b>Years as Coach: 5</b>	<b>Years at Current School: 1</b>
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Elementary Education, B.S. University of Central Florida Florida Elementary Education 1-6 Certificate	
<b>Performance Record</b>	Math Coach at Fort Caroline Elementary in 2012-2013 Grade: C, Math mastery: 46%, Math Learning Gains: %, Math Lowest 25%: 58% AYP: No Math Teacher at Finegan Elementary in 2010-2011 Grade: A , Math mastery: 84%, Math Learning Gains: 60%, Math Lowest 25%: 53% AYP: No Math Coach at Finegan Elementary in 2009-2010 Grade: B , Math mastery: 74%, Math Learning Gains: 54%, Math Lowest 25%: 50% AYP: No Math Coach at Finegan Elementary in 2008-2009 Grade:A , Math mastery: 87%, Math Learning Gains: 86%, Math Lowest 25%: 83% AYP: No Math Coach at Finegan Elementary in 2007-2008 Grade: A , Math mastery: 75%, Math Learning Gains: 67%, Math Lowest 25%: 80% AYP: Yes	

**Melanie Denny**

Part-time / District-based

Years as Coach: 4

Years at Current School: 0

**Areas**

Reading/Literacy

**Credentials**

BS- Elementary Education, University of North Florida; Masters of Arts in Teaching and Educational Leadership, Jacksonville University; Certification- Educational Leadership (all levels), State of Florida, Level II Principal – State of Florida; Media Specialist K-12 – State of Florida ,Early Childhood Education- State of Florida, Elementary Ed. 1-6 – State of Florida, and English for Speakers of Other Languages (ESOL) Endorsement – State of Florida

**Performance Record**

Assistant Principal of Twin Lakes Academy Elementary in 2011-2012:

Grade: A , Reading Mastery: 67% , Math mastery: 68% , Science Mastery: 54%, Writing Mastery: 85%

Assistant Principal of Twin Lakes Academy Elementary in 2010-2011:

Grade: A , Reading Mastery: 83% , Math mastery: 83% , Science Mastery: 58%, Writing Mastery: 67%

AYP: 92% Criteria Met

No- African American in Reading

No- Economically Disadvantaged in Reading and Math

Assistant Principal of Twin Lakes Academy Elementary in 2009-2010:

Grade: B , Reading Mastery: 80% , Math mastery: 81% , Science Mastery: 63%, Writing Mastery: 89%

AYP: 90% Criteria Met

No- African American in Reading and Math

No- Economically Disadvantaged in Reading and Math

Assistant Principal of Twin Lakes Academy Elementary in 2008-2009:

Grade: A, Reading Mastery: 86%, Math mastery: 82%, Science Mastery: 53%.

AYP: 100%. Criteria Met

**Classroom Teachers****# of classroom teachers**

33

**# receiving effective rating or higher**

31, 94%

**# Highly Qualified Teachers**

100%

**# certified in-field**

100, 303%

**# ESOL endorsed**

22, 67%

**# reading endorsed**

4, 12%

**# with advanced degrees**

10, 30%

**# National Board Certified**

2, 6%

**# first-year teachers**

4, 12%

**# with 1-5 years of experience**

7, 21%

**# with 6-14 years of experience**

12, 36%

**# with 15 or more years of experience**

11, 33%

**Education Paraprofessionals****# of paraprofessionals**

5

**# Highly Qualified**

100, 2000%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

- Regular meetings of new teachers with Principal
- Summer and on-going training to provide support
- Partnering new teachers with veteran staff
- Soliciting referrals from current employees

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

All of our first & second year teachers are paired with a high-performing experienced teacher that has been CET trained. Mentors meet with mentees to discuss observations, debrief and assist with planning. Mentors are assigned based on mentee's teaching discipline.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

- Collaborative problem solving on grade level
- RtI team to discuss cases, both Tier 1 and Tier 2
- Coaches analyze data in reading and math for student needs.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

- Administrator – Ensures RtI is done with fidelity.
- Counselor or MTSS facilitator – help with documentation and observations
- Primary Teacher – problem solving/Tier 2
- ESE Teacher – help with interventions and graphing
- Intermediate Teacher – problem solving/Tier 2

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

- Implementing weekly RtI Leadership Team to assist teachers with students needing interventions.
- Coaches to monitor fidelity of computer based interventions
- Intermediate Interventionist and ESE teachers provide Tier 3 supports and progress monitoring.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

- Insight/Inform
- Genesis
- CGA's
- I-Ready
- IOWA
- DAR

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

- Parent Academies
- Principal's Newsletter
- Open House
- Parent Conferences
- EDD Professional Development
- Coaching

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 41,000

Homework, Tutoring using classroom teachers for support. District provided computer programs to enhance core subjects. Enrichment and team building activities to improve school citizenship.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

#### **How is data collected and analyzed to determine the effectiveness of this strategy?**

Reflex and i-Ready reports are reviewed weekly as well as time spent on computer. Attendance is also taken daily.

#### **Who is responsible for monitoring implementation of this strategy?**

James Watts, Extended Day Program

### **Literacy Leadership Team (LLT)**

#### **Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Melanie Denny	Reading Coach
Meri Waddill	School Counselor/RtI Coordinator
Megan Coates	5th Grade ELA
Donna Thompson	4th Grade ELA
Heather Newberg	3rd Grade ELA
Alanna Goldhagen	2nd Grade Teacher
Nicole Addie	Special Education Teacher

#### **How the school-based LLT functions**

-Academic Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development.

-RtI Facilitator: Participates on Building Leadership Team; acts as liaison for implementation of reading at the school level; receives ongoing training and delivers information to school; provides direct intervention

services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support reading instruction.

-School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.

-General Education Teachers: Provides information about core instruction; participates in student data collection; delivers core instruction/interventions; collaborates with other staff to implement interventions; and integrates core materials/instruction with intervention activities.

-Special Education Teacher: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

-The Literacy Leadership Team will focus meetings around the following academic and behavioral questions:

-Literacy strategy correlated with the Curriculum Guide

-Intervention, strategy ideas/Safety Net

-Reading Celebration

-Writing Prompts

-Monitoring Curriculum Guide

-Review School Improvement Plan

-Parent Literacy Night

The team will meet once per month to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

### **Major initiatives of the LLT**

The LLT major initiative this year is implementation of explicit vocabulary instruction, small group interventions, and monitoring independent reading. The team will conduct focus walks, observations; meet to discuss student work, mini-assessments, and researched based instructional strategies monthly.

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

## **Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

The Pre-K program at Fort Caroline Elementary consists of neighborhood children. In order to prepare the Pre-K students for easy transition into Kindergarten classrooms, the Pre-K program follows the reading, writing and math standards used in Kindergarten and integrates social studies and science throughout the curriculum. The Pre-K classroom teachers also implement the same rituals and routines as the Kindergarten classrooms in order to prepare them for a smooth transition into Kindergarten. Our

Kindergarten students are assessed using FLkRS, Echoes, CGA baselines in Reading & Math & DAR. Our Pre-K students are assessed using Get Ready to Read Assessment and VPK Assessments 1-3. The results are used to group students for differentiated instruction and provide strategies for immediate intensive intervention.

### **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

**Strategies for improving student readiness for the public postsecondary level**



## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	52%	No	64%
American Indian				
Asian				
Black/African American	50%	40%	No	55%
Hispanic	66%	59%	No	69%
White	78%	74%	No	81%
English language learners				
Students with disabilities	43%	32%	No	49%
Economically disadvantaged	51%	41%	No	56%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	30%	34%
Students scoring at or above Achievement Level 4	68	26%	30%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	149	57%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	35	67%	72%

### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	44	63%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	46%	No	63%
American Indian				
Asian				
Black/African American	52%	42%	No	57%
Hispanic	51%	40%	No	56%
White	73%	61%	No	76%
English language learners				
Students with disabilities	35%	26%	No	42%
Economically disadvantaged	53%	43%	No	57%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	31%	43%
Students scoring at or above Achievement Level 4	35	13%	20%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	121	46%	51%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	153	58%	63%

**Area 4: Science****Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	23%	30%
Students scoring at or above Achievement Level 4	10	12%	20%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		8
Participation in STEM-related experiences provided for students	300	50%	55%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	63	11%	8%
Students retained, pursuant to s. 1008.25, F.S.	23	4%	3%
Students who are not proficient in reading by third grade	58	62%	49%
Students who receive two or more behavior referrals	19	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	1%	1%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Increase parental involvement to support our programs and activities by 10%  
 Programs include: Open House, Math Night, Science Night, Reading Night

**Specific Parental Involvement Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Increase parental Involvement for Family Nights	441	16%	26%

## Goals Summary

- G1.** 51% of our students will score a level 3 or higher in math by using guiding questions as our focus.
- G2.** 62% of our students will make a level 3 or higher on FCAT 2.0 by using guiding questions as our focus.
- G3.** 64% of our students will score a 3.5 or higher on FCAT Writing by using higher order questions as our focus.
- G4.** 39% of our students will make a level three or higher on FCAT 2.0 Science using Guiding Questions as our school focus

## Goals Detail

**G1.** 51% of our students will score a level 3 or higher in math by using guiding questions as our focus.

### Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

### Resources Available to Support the Goal

- Envision K-5 NGSSS/CCSS
- Investigations in Number, Space & Data K-5
- I-Ready Diagnostic/Workbooks
- Pearson Successmaker
- Interactive Journals
- Explore Learning Gizmos
- Curriculum Guides
- Curriculum Guide Assessments

### Targeted Barriers to Achieving the Goal

- Continued professional development and support with planning for small group instruction based on student need due to the demands of time and curriculum.
- Continued professional development and support in planning and using Webb's high order questions relating to FCAT specifications.
- Knowledge for planning rigorous questions and problems required by FCAT 2.0.
- Fidelity of implementing guided math groups daily.

### Plan to Monitor Progress Toward the Goal

Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment.

**Person or Persons Responsible**

Principal, Assistant Principal, Math Coaches, Teachers

**Target Dates or Schedule:**

Math block, center rotations

**Evidence of Completion:**

Student data, lesson plans, classroom walk-through logs, observation notes, CGAs

**G2.** 62% of our students will make a level 3 or higher on FCAT 2.0 by using guiding questions as our focus.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

**Resources Available to Support the Goal**

- Houghton Mifflin Reading Series
- Curriculum Guides
- Curriculum Guide Assessments
- IOWA Diagnostic Test
- Diagnostic Assessments of Reading
- Pearson Successmaker

**Targeted Barriers to Achieving the Goal**

- Implementation with fidelity of best practices
- Analyzing student, class and school data
- Knowledge of planning and implementing Webb's Depth of Knowledge.

### Plan to Monitor Progress Toward the Goal

Focused and meaningful professional development

**Person or Persons Responsible**

Coaches, Principal, Assistant Principal, Teachers

**Target Dates or Schedule:**

Early Dismissal Day

**Evidence of Completion:**

Points turned in, agenda, Student gains on FCAT 2.0, walkthroughs, lesson plans

**G3.** 64% of our students will score a 3.5 or higher on FCAT Writing by using higher order questions as our focus.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Curriculum Guides
- District Writing Prompts
- Writing Process/Rubrics
- Writing Portfolios

**Targeted Barriers to Achieving the Goal**

- Knowledge and implementation of State expectations for FCAT Writing
- Implementation of the revision and editing process with fidelity and in timely manner.

**Plan to Monitor Progress Toward the Goal**

Classroom teachers will collaborate during PLC and analyze student writing. Teachers will submit minutes from PLC's to Assistant Principal and/or Principal.

**Person or Persons Responsible**

Reading Coach, Teachers, Principal, Assistant Principal

**Target Dates or Schedule:**

During PLC

**Evidence of Completion:**

walkthroughs, lesson plans, FACT 2.0 results

**G4.** 39% of our students will make a level three or higher on FCAT 2.0 Science using Guiding Questions as our school focus

**Targets Supported**

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- Aligned Investigations from the Curriculum Guide
- Interactive Science Textbook
- Interactive Journals
- Gizmos by Explore Learning
- Curriculum Guide Assessments

**Targeted Barriers to Achieving the Goal**

- Continued professional development and support from the science coach to implement aligned investigations.
- Continued professional development and support in planning and using Webb's high order questions relating to FCAT Specifications.
- Continued professional development using Interactive Journals to incorporate journal writing to reflect student knowledge, thinking and communication in the content area

**Plan to Monitor Progress Toward the Goal**

Review and analyze student work (labs), observe lessons, and review lessons plans to ensure teachers are instructing with rigor and fidelity based on student needs and assessments.

**Person or Persons Responsible**

Principal, Assistant Principal, Science Coach, Teacher

**Target Dates or Schedule:**

Science Block

**Evidence of Completion:**

Student Data, CGA's, lesson plans, classroom walk through logs, observation notes



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** 51% of our students will score a level 3 or higher in math by using guiding questions as our focus.

**G1.B1** Continued professional development and support with planning for small group instruction based on student need due to the demands of time and curriculum.

**G1.B1.S1** Implement the Gradual Release Model and small group instruction based on student data.

### **Action Step 1**

Conduct a 12 week Lesson Study. The coaches will facilitate this lesson study. The participants will consist of 2nd, 3rd, 4th, & 5th grade Math teachers. The focus will be determined by a course of study that will be designed by the participants and by looking at student data. The Lesson Study will begin first semester.

#### **Person or Persons Responsible**

Math Coaches, Math Teachers

#### **Target Dates or Schedule**

Mondays

#### **Evidence of Completion**

Student data, lesson plans, classroom walk-through logs, observation notes, CGAs

#### **Facilitator:**

Math Coaches

#### **Participants:**

Math Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment.

#### **Person or Persons Responsible**

Math Coaches, Teachers

#### **Target Dates or Schedule**

Math block, center rotations

#### **Evidence of Completion**

Student data, lesson plans, classroom walk-through logs, observation notes, CGAs

### **Plan to Monitor Effectiveness of G1.B1.S1**

Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment.

#### **Person or Persons Responsible**

Math Coaches, Teachers

#### **Target Dates or Schedule**

Math block, center rotations

#### **Evidence of Completion**

Student data, lesson plans, classroom walk-through logs, observation notes, CGAs

**G1.B2** Continued professional development and support in planning and using Webb's high order questions relating to FCAT specifications.

**G1.B2.S1** Journal writing two times per week using Webb's higher order questions and FCAT Specifications

**Action Step 1**

Interactive Journal training for K-5 teachers.

**Person or Persons Responsible**

Math coaches, Math teachers

**Target Dates or Schedule**

Wow Days

**Evidence of Completion**

Interactive journals being implemented by teachers, lesson plans

**Facilitator:**

Math Coaches

**Participants:**

Math Teachers

**Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment.

**Person or Persons Responsible**

Math Coaches, Math Teachers

**Target Dates or Schedule**

Math Block, Center Rotation

**Evidence of Completion**

Student data, lesson plans, classroom walk-through logs, and observation notes

### Plan to Monitor Effectiveness of G1.B2.S1

Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment.

#### Person or Persons Responsible

Math coaches, Math teachers

#### Target Dates or Schedule

Math block, Center rotations

#### Evidence of Completion

Student data, lesson plans, classroom walk-through logs, and observation notes

### G1.B4 Knowledge for planning rigorous questions and problems required by FCAT 2.0.

**G1.B4.S1** Explicit math instruction daily from district approved curriculum based on areas of weakness according to the Curriculum Guide Assessment results.

#### Action Step 1

Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment.

#### Person or Persons Responsible

Math Coaches, Math teachers

#### Target Dates or Schedule

Math block

#### Evidence of Completion

Student data, lesson plans, classroom walk-through logs, observation notes, CGAs

### Plan to Monitor Fidelity of Implementation of G1.B4.S1

Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment.

#### Person or Persons Responsible

Math coaches, Math Teachers

#### Target Dates or Schedule

Math Block

#### Evidence of Completion

Student data, lesson plans, classroom walk-through logs, observation notes, CGAs

### **Plan to Monitor Effectiveness of G1.B4.S1**

Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment.

#### **Person or Persons Responsible**

Math Coaches, Math Teachers

#### **Target Dates or Schedule**

Math Block

#### **Evidence of Completion**

Student data, lesson plans, classroom walk-through logs, observation notes, CGAs

### **G1.B5 Fidelity of implementing guided math groups daily.**

**G1.B5.S1** Differentiated small group activities during work period according to ongoing mini-assessments, quick checks, exit tickets and performance tasks.

#### **Action Step 1**

Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment.

#### **Person or Persons Responsible**

Math Coaches, Math Teachers

#### **Target Dates or Schedule**

Math block, Center rotation

#### **Evidence of Completion**

Student data, lesson plans, classroom walk-through logs, observation notes, CGAs

### **Plan to Monitor Fidelity of Implementation of G1.B5.S1**

Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment.

#### **Person or Persons Responsible**

Math coaches, Math teachers

#### **Target Dates or Schedule**

Math block, Center rotations

#### **Evidence of Completion**

Student data, lesson plans, classroom walk-through logs, observation notes, CGAs

**Plan to Monitor Effectiveness of G1.B5.S1**

Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment.

**Person or Persons Responsible**

Principal, Assistant Principal, Math coaches, Math teachers

**Target Dates or Schedule**

Math block, Center rotation

**Evidence of Completion**

Student data, lesson plans, classroom walk-through logs, observation notes, CGAs

**G2.** 62% of our students will make a level 3 or higher on FCAT 2.0 by using guiding questions as our focus.

**G2.B1** Implementation with fidelity of best practices**G2.B1.S1** Professional Development on Early Dismissal Day**Action Step 1**

Focused and meaningful professional development will be scheduled and planned for all Early Dismissal Day which will occur 16 times during this school year and will be facilitated by School Coaches with various teachers presenting to the entire faculty. Attendance sheet will be turned in for in-service points for teachers. School coaches, district Specialist and administration will conduct classroom walkthroughs and give feedback to teachers. School coaches and administration will check student Interactive journals, data, tracking sheets, and lesson plans.

**Person or Persons Responsible**

Coaches, Teachers

**Target Dates or Schedule**

Early Dismissal Day

**Evidence of Completion**

Points turned in, agenda, Student gains on FCAT 2.0, walkthroughs, lesson plans

**Facilitator:**

Coaches

**Participants:**

Teachers

### Plan to Monitor Fidelity of Implementation of G2.B1.S1

Focused and meaningful professional development

#### Person or Persons Responsible

Coaches, Teachers

#### Target Dates or Schedule

Early Dismissal Day

#### Evidence of Completion

Points turned in, agenda, Student gains on FCAT 2.0, walkthroughs, lesson plans

### Plan to Monitor Effectiveness of G2.B1.S1

Focused and meaningful professional development

#### Person or Persons Responsible

Coaches, Teachers

#### Target Dates or Schedule

Early Dismissal Day

#### Evidence of Completion

Points turned in, agenda, Student gains on FCAT 2.0, walkthroughs, lesson plans

### G2.B2 Analyzing student, class and school data

**G2.B2.S1** Small group professional development on Early Dismissal Wednesdays that are focused on best practices, next steps, and teacher feedback.

#### Action Step 1

Small group professional development on Early Dismissal Wednesday that are focused on best practices. Training will be developed for kindergarten, first, and second grade as well as 3rd, 4th and 5th grade vertical teams. The evidence will be student achievement on the FCAT 2.0, classroom walkthroughs, student interactive journals, and student data.

#### Person or Persons Responsible

Coaches, Teachers

#### Target Dates or Schedule

EDD Wednesdays

#### Evidence of Completion

Points turned in, agenda, Student gains on FCAT 2.0, walkthroughs, lesson plans

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Grade level training for kindergarten, first, and second grades as well as 3rd, 4th and 5th grade vertical teams.

#### **Person or Persons Responsible**

Coaches, Teachers

#### **Target Dates or Schedule**

EDD Wednesday

#### **Evidence of Completion**

Points turned in, agenda, Student gains on FCAT 2.0, walkthroughs, lesson plans

### **Plan to Monitor Effectiveness of G2.B2.S1**

Small group professional development on Early Dismissal Wednesday that are focused on best practices. Training will be developed for kindergarten, first, and second grade as well as 3rd, 4th and 5th grade vertical teams. The evidence will be student achievement on the FCAT 2.0, classroom walkthroughs, student interactive journals, and student data.

#### **Person or Persons Responsible**

Coaches, Teachers

#### **Target Dates or Schedule**

EDD Wednesdays

#### **Evidence of Completion**

Points turned in, agenda, Student gains on FCAT 2.0, walkthroughs, lesson plans



**G2.B3** Knowledge of planning and implementing Webb's Depth of Knowledge.

**G2.B3.S1** Small group professional development on Early Dismissal Wednesdays that are focused on best practices, next steps, and teacher feedback.

**Action Step 1**

Conduct an 8 week Collaborative Coaching and Learning cycle. The coaches will facilitate this lesson study. The participants will consist of 2nd, 3rd, 4th, & 5th grade ELA teachers. The focus will be determined by a course of study that will be designed by the participants and by looking at student data. The ELA cycle will begin second semester. The evidence will be student achievement on FCAT 2.0, classroom walkthroughs, students' interactive journals, and student data, as well a lesson plans.

**Person or Persons Responsible**

Coaches, teachers

**Target Dates or Schedule**

Mondays beginning second semester

**Evidence of Completion**

Points turned in, agenda, Student gains on FCAT 2.0, walkthroughs, lesson plans

**Facilitator:****Participants:****Plan to Monitor Fidelity of Implementation of G2.B3.S1**

Conduct 8 week Collaborative Coaching and Learning cycle.

**Person or Persons Responsible**

Coaches, Teachers

**Target Dates or Schedule**

Second Semester

**Evidence of Completion**

Points turned in, agenda, Student gains on FCAT 2.0, walkthroughs, lesson plans

### Plan to Monitor Effectiveness of G2.B3.S1

Conduct 8 week Collaborative Coaching and Learning cycle.

#### Person or Persons Responsible

Coaches, Teachers

#### Target Dates or Schedule

Second Semester

#### Evidence of Completion

Points turned in, agenda, Student gains on FCAT 2.0, walkthroughs, lesson plans

**G3.** 64% of our students will score a 3.5 or higher on FCAT Writing by using higher order questions as our focus.

### G3.B1 Knowledge and implementation of State expectations for FCAT Writing

#### G3.B1.S1 Teachers will collaborate during PLC and analyze student writing.

#### Action Step 1

Classroom teachers will collaborate during PLC and analyze student writing. Teachers will submit minutes from PLC's to Assistant Principal.

#### Person or Persons Responsible

Reading Coach, Teachers

#### Target Dates or Schedule

During PLC

#### Evidence of Completion

walkthroughs, lesson plans, FACT 2.0 results

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Classroom teachers will collaborate during PLC and analyze student writing. Teachers will submit minutes from PLC's to Assistant Principal and/or Principal.

#### **Person or Persons Responsible**

Reading Coach, Teachers

#### **Target Dates or Schedule**

During PLC

#### **Evidence of Completion**

walkthroughs, lesson plans, FACT 2.0 results

### **Plan to Monitor Effectiveness of G3.B1.S1**

Classroom teachers will collaborate during PLC and analyze student writing. Teachers will submit minutes from PLC's to Assistant Principal and/or Principal.

#### **Person or Persons Responsible**

Reading Coach, Teachers

#### **Target Dates or Schedule**

During PLC

#### **Evidence of Completion**

walkthroughs, lesson plans, FACT 2.0 results

### **G3.B1.S2 Teachers will use the 2012 scored FCAT writing as calibration papers.**

#### **Action Step 1**

ELA reading coach will print copies of writing samples of students that scored a 5 or 6 on last years FCAT 2.0 for teachers to use as calibration papers.

#### **Person or Persons Responsible**

Reading coach, Teachers

#### **Target Dates or Schedule**

During Writing Block

#### **Evidence of Completion**

walkthroughs, lesson plans, FACT 2.0 results

### **Plan to Monitor Fidelity of Implementation of G3.B1.S2**

ELA reading coach will print copies of writing samples of students that scored a 5 or 6 on last years FCAT 2.0 for teachers to use as calibration papers.

#### **Person or Persons Responsible**

Reading coach, Teachers

#### **Target Dates or Schedule**

During writing block

#### **Evidence of Completion**

walkthroughs, lesson plans, FACT 2.0 results

### **Plan to Monitor Effectiveness of G3.B1.S2**

ELA reading coach will print copies of writing samples of students that scored a 5 or 6 on last years FCAT 2.0 for teachers to use as calibration papers.

#### **Person or Persons Responsible**

Reading coach, Teachers

#### **Target Dates or Schedule**

During writing block

#### **Evidence of Completion**

walkthroughs, lesson plans, FACT 2.0 results

### **G3.B1.S3 Teachers will review and use FCAT test specifications.**

#### **Action Step 1**

Teachers will review and use FCAT test specifications.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

walkthroughs, lesson plans, FACT 2.0 results

### Plan to Monitor Fidelity of Implementation of G3.B1.S3

Teachers will review and use FCAT test specifications.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

walkthroughs, lesson plans, FACT 2.0 results

### Plan to Monitor Effectiveness of G3.B1.S3

Teachers will review and use FCAT test specifications.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

walkthroughs, lesson plans, FACT 2.0 results

**G4.** 39% of our students will make a level three or higher on FCAT 2.0 Science using Guiding Questions as our school focus

**G4.B1** Continued professional development and support from the science coach to implement aligned investigations.

**G4.B1.S1** Teachers will implement aligned investigations provided in the curriculum guide using explicit and systematic instruction the coach will work through the coaching cycle to support needs of the teachers.

### **Action Step 1**

Review and analyze student work (labs), observe lessons, and review lessons plans to ensure teachers are instructing with rigor and fidelity based on student needs and assessments.

#### **Person or Persons Responsible**

Science Coach, Teacher

#### **Target Dates or Schedule**

Science Block

#### **Evidence of Completion**

Student Data, CGA's, lesson plans, classroom walk through logs, observation notes

#### **Facilitator:**

Science Coach

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Review and analyze student work (labs), observe lessons, and review lessons plans to ensure teachers are instructing with rigor and fidelity based on student needs and assessments.

#### **Person or Persons Responsible**

Science Coach, Teacher

#### **Target Dates or Schedule**

Science Block

#### **Evidence of Completion**

Student Data, CGA's, lesson plans, classroom walk through logs, observation notes

### Plan to Monitor Effectiveness of G4.B1.S1

Review and analyze student work (labs), observe lessons, and review lessons plans to ensure teachers are instructing with rigor and fidelity based on student needs and assessments.

#### Person or Persons Responsible

Science Coach, Science Teacher

#### Target Dates or Schedule

Science Block

#### Evidence of Completion

Student Data, CGA's, lesson plans, classroom walk through logs, observation notes

**G4.B2** Continued professional development and support in planning and using Webb's high order questions relating to FCAT Specifications.

**G4.B2.S1** 1. Evaluate journal responses to essential and higher order questions.

#### Action Step 1

Review and analyze student work (labs), observe lessons, and review lessons plans to ensure teachers are instructing with rigor and fidelity based on student needs and assessments.

#### Person or Persons Responsible

Teacher, Science Coach

#### Target Dates or Schedule

Science Block

#### Evidence of Completion

Student Data, CGA's, lesson plans, classroom walk through logs, observation notes

### Plan to Monitor Fidelity of Implementation of G4.B2.S1

Review and analyze student work (labs), observe lessons, and review lessons plans to ensure teachers are instructing with rigor and fidelity based on student needs and assessments.

#### Person or Persons Responsible

Teacher, Science Coach

#### Target Dates or Schedule

Science Block

#### Evidence of Completion

Student Data, CGA's, lesson plans, classroom walk through logs, observation notes

### **Plan to Monitor Effectiveness of G4.B2.S1**

Review and analyze student work (labs), observe lessons, and review lessons plans to ensure teachers are instructing with rigor and fidelity based on student needs and assessments.

#### **Person or Persons Responsible**

Teacher, Science Coach

#### **Target Dates or Schedule**

Science Block

#### **Evidence of Completion**

Student Data, CGA's, lesson plans, classroom walk through logs, observation notes

### **G4.B2.S2 3. Monitor consistent use of graphic organizers, word wall and vocabulary.**

#### **Action Step 1**

Review and analyze student work (labs), observe lessons, and review lessons plans to ensure teachers are instructing with rigor and fidelity based on student needs and assessments.

#### **Person or Persons Responsible**

Science Coach, Teacher

#### **Target Dates or Schedule**

Science Block

#### **Evidence of Completion**

Student Data, CGA's, lesson plans, classroom walk through logs, observation notes

### **Plan to Monitor Fidelity of Implementation of G4.B2.S2**

Review and analyze student work (labs), observe lessons, and review lessons plans to ensure teachers are instructing with rigor and fidelity based on student needs and assessments.

#### **Person or Persons Responsible**

Science Coach, Teacher

#### **Target Dates or Schedule**

Science Block

#### **Evidence of Completion**

Student Data, CGA's, lesson plans, classroom walk through logs, observation notes



### Plan to Monitor Effectiveness of G4.B2.S2

Review and analyze student work (labs), observe lessons, and review lessons plans to ensure teachers are instructing with rigor and fidelity based on student needs and assessments.

#### Person or Persons Responsible

Science Coach, Teacher

#### Target Dates or Schedule

Science Block

#### Evidence of Completion

Student Data, CGA's, lesson plans, classroom walk through logs, observation notes

**G4.B3** Continued professional development using Interactive Journals to incorporate journal writing to reflect student knowledge, thinking and communication in the content area

**G4.B3.S1** 1. Evaluate students' journal responses to essential and higher order questions.

#### Action Step 1

Journal reflections will be completed at least twice a week reflecting on Webb's higher order questions, essential questions and FCAT specifications.

#### Person or Persons Responsible

Science Coach, Teacher

#### Target Dates or Schedule

Science Block

#### Evidence of Completion

Student Data, CGA's, lesson plans, classroom walk through logs, observation notes

### Plan to Monitor Fidelity of Implementation of G4.B3.S1

Journal reflections will be completed at least twice a week reflecting on Webb's higher order questions, essential questions and FCAT specifications.

#### Person or Persons Responsible

Science Coach, Teacher

#### Target Dates or Schedule

Science Block

#### Evidence of Completion

Student Data, CGA's, lesson plans, classroom walk through logs, observation notes

### **Plan to Monitor Effectiveness of G4.B3.S1**

Journal reflections will be completed at least twice a week reflecting on Webb's higher order questions, essential questions and FCAT specifications.

#### **Person or Persons Responsible**

Science Coach, Teacher

#### **Target Dates or Schedule**

Science Block

#### **Evidence of Completion**

Student Data, CGA's, lesson plans, classroom walk through logs, observation notes

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

- Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.
- The district receives supplemental funds for improving basic education programs and purchased Gizmos, I-Ready, and Successmaker to increase the instructional strategies during Reading, Math and Science instruction
- SAI funds will be used for tutoring to support 4th - 5th grade Level 1 and Level 2 students on the FCAT and at risk students in 3rd grade.
- Violation Prevention Programs: Second Step Bullying Kit (Diagnostic program), Foundations, and CHAMPs

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** 51% of our students will score a level 3 or higher in math by using guiding questions as our focus.

**G1.B1** Continued professional development and support with planning for small group instruction based on student need due to the demands of time and curriculum.

**G1.B1.S1** Implement the Gradual Release Model and small group instruction based on student data.

### PD Opportunity 1

Conduct a 12 week Lesson Study. The coaches will facilitate this lesson study. The participants will consist of 2nd, 3rd, 4th, & 5th grade Math teachers. The focus will be determined by a course of study that will be designed by the participants and by looking at student data. The Lesson Study will begin first semester.

#### Facilitator

Math Coaches

#### Participants

Math Teachers

#### Target Dates or Schedule

Mondays

#### Evidence of Completion

Student data, lesson plans, classroom walk-through logs, observation notes, CGAs

**G1.B2** Continued professional development and support in planning and using Webb's high order questions relating to FCAT specifications.

**G1.B2.S1** Journal writing two times per week using Webb's higher order questions and FCAT Specifications

**PD Opportunity 1**

Interactive Journal training for K-5 teachers.

**Facilitator**

Math Coaches

**Participants**

Math Teachers

**Target Dates or Schedule**

Wow Days

**Evidence of Completion**

Interactive journals being implemented by teachers, lesson plans

**G2.** 62% of our students will make a level 3 or higher on FCAT 2.0 by using guiding questions as our focus.

**G2.B1** Implementation with fidelity of best practices

**G2.B1.S1** Professional Development on Early Dismissal Day

**PD Opportunity 1**

Focused and meaningful professional development will be scheduled and planned for all Early Dismissal Day which will occur 16 times during this school year and will be facilitated by School Coaches with various teachers presenting to the entire faculty. Attendance sheet will be turned in for in-service points for teachers. School coaches, district Specialist and administration will conduct classroom walkthroughs and give feedback to teachers. School coaches and administration will check student Interactive journals, data, tracking sheets, and lesson plans.

**Facilitator**

Coaches

**Participants**

Teachers

**Target Dates or Schedule**

Early Dismissal Day

**Evidence of Completion**

Points turned in, agenda, Student gains on FCAT 2.0, walkthroughs, lesson plans

## **G2.B3** Knowledge of planning and implementing Webb's Depth of Knowledge.

**G2.B3.S1** Small group professional development on Early Dismissal Wednesdays that are focused on best practices, next steps, and teacher feedback.

### **PD Opportunity 1**

Conduct an 8 week Collaborative Coaching and Learning cycle. The coaches will facilitate this lesson study. The participants will consist of 2nd, 3rd, 4th, & 5th grade ELA teachers. The focus will be determined by a course of study that will be designed by the participants and by looking at student data. The ELA cycle will begin second semester. The evidence will be student achievement on FCAT 2.0, classroom walkthroughs, students' interactive journals, and student data, as well a lesson plans.

#### **Facilitator**

#### **Participants**

#### **Target Dates or Schedule**

Mondays beginning second semester

#### **Evidence of Completion**

Points turned in, agenda, Student gains on FCAT 2.0, walkthroughs, lesson plans

**G4.** 39% of our students will make a level three or higher on FCAT 2.0 Science using Guiding Questions as our school focus

**G4.B1** Continued professional development and support from the science coach to implement aligned investigations.

**G4.B1.S1** Teachers will implement aligned investigations provided in the curriculum guide using explicit and systematic instruction the coach will work through the coaching cycle to support needs of the teachers.

### **PD Opportunity 1**

Review and analyze student work (labs), observe lessons, and review lessons plans to ensure teachers are instructing with rigor and fidelity based on student needs and assessments.

#### **Facilitator**

Science Coach

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Science Block

#### **Evidence of Completion**

Student Data, CGA's, lesson plans, classroom walk through logs, observation notes



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	51% of our students will score a level 3 or higher in math by using guiding questions as our focus.	\$340
	Total	\$340

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
District	\$340	\$340
Total	\$340	\$340

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** 51% of our students will score a level 3 or higher in math by using guiding questions as our focus.

**G1.B1** Continued professional development and support with planning for small group instruction based on student need due to the demands of time and curriculum.

**G1.B1.S1** Implement the Gradual Release Model and small group instruction based on student data.

#### Action Step 1

Conduct a 12 week Lesson Study. The coaches will facilitate this lesson study. The participants will consist of 2nd, 3rd, 4th, & 5th grade Math teachers. The focus will be determined by a course of study that will be designed by the participants and by looking at student data. The Lesson Study will begin first semester.

#### Resource Type

Professional Development

#### Resource

Interactive Journals

#### Funding Source

District

#### Amount Needed

\$340