



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Hendricks Avenue Elementary School

3400 HENDRICKS AVE

Jacksonville, FL 32207

904-346-5610

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

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
26%

Alternative/ESE Center
No

Charter School
No

Minority Rate
22%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

2009-10
A

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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	18
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	33
Part III: Coordination and Integration	0
Appendix 1: Professional Development Plan to Support Goals	57
Appendix 2: Budget to Support Goals	59

Purpose and Outline of the SIP

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.

Part I: Current School Status

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.

Part II: Expected Improvements

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).

Part III: Coordination and Integration

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.

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Hendricks Avenue Elementary School

Principal

Lacy Healy R

School Advisory Council chair

Kate Davis

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

Name	Title
Stephanie Jackson	Assistant Principal

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

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

Kate Davis (chair)

Maureen McGuinn (vice chair)

Jason Evert (secretary)

Involvement of the SAC in the development of the SIP

SAC will review school performance data and assist in determining the cause of low performance. SAC will also provide input on the creation of the School Improvement Plan.

Activities of the SAC for the upcoming school year

SAC will meet 10 times during the 2012-2013 school year. The SAC serves as an advisory board to the school. SAC will have an active role in helping to establish the following: business partnerships, remediation and enrichment safety net programs for the students at Hendricks Avenue Elementary. SAC

will review school performance data and assist in determining the cause of low performance. SAC will also provide input on the creation of the School Improvement Plan.

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

Utilize SAC funds to hire teachers for after school Reading and Math Academy (both remediation and enrichment)- \$8,000

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

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:

Lacy Healy R

Principal

Years as Administrator: 9

Years at Current School: 2

Credentials

B.S. – Elementary Education, University of South Dakota;
 Master of Science – Educational Leadership, Nova Southeastern
 University
 Certification: Principal, FL
 (All Levels)

Performance Record

Principal of Hendricks Avenue Elementary 2012-2013
 Grade A, Reading Proficiency: 83%, Math Proficiency: 78%,
 Writing Proficiency: 82%
 Principal of John Stockton Elementary in 2011-2012:
 Grade A, Reading Proficiency: 84%, Math Proficiency: 81%,
 Writing Proficiency: 88%
 Science Proficiency: 63%, Reading Gains: 67%, Math Gains:
 61%, BQ Reading Gains: 68%,
 BQ Math Gains: 63%
 Principal of John Stockton Elementary in 2010-2011:
 Grade A, Reading Proficiency: 95%, Math Proficiency: 94%,
 Writing Proficiency: 98%
 Science Proficiency: 82%, Reading Gains: 75%, Math Gains:
 51%, BQ Reading Gains: 75%,
 BQ Math Gains: 65%, AYP: No
 Principal of John Stockton Elementary in 2009-2010:
 Grade A, Reading Proficiency: 96%, Math Proficiency: 97%,
 Writing Proficiency: 89%,
 Science Proficiency: 76%, Reading Gains: 81%, Math Gains:
 82%, BQ Reading Gains: 77%,
 BQ Math Gains: 97%, AYP: 100%.
 Principal of John Stockton Elementary in 2008-2009:
 Grade A, Reading Proficiency: 92%, Math Proficiency: 93%,
 Writing Proficiency: 94%,
 Science Proficiency: 76%, Reading Gains: 76%, Math Gains:
 92%, BQ Reading Gains: 76%,
 BQ Math Gains: 91%, AYP: 100%.
 Assistant Principal of Lake Shore Middle in 2007-2008:
 Grade C, Reading Proficiency: 47%, Math Proficiency: 45%,
 Writing Proficiency: 91%,
 Science Proficiency: 17%, Reading Gains: 57%, Math Gains:
 61%, BQ Reading Gains: 62%,
 BQ Math Gains: 59%, AYP: 85%, White, Black, and Economically
 disadvantaged did not make AYP in reading, Black and
 Economically Disadvantaged did not make AYP in math.
 Assistant Principal of Lake Shore Middle in 2006-2007:
 Grade D, Reading Proficiency: 48%, Math Proficiency: 39%,
 Writing Proficiency: 96%,
 Science Proficiency: 22%, Reading Gains: 53%, Math Gains:
 59%, BQ Reading Gains: 56%,
 BQ Math Gains: 57%, AYP: 72%, Black, Economically
 Disadvantaged, and Students With Disabilities did not make AYP

in reading, White, Black, Economically Disadvantaged, and Students With Disabilities did not make AYP in math.
Assistant Principal of Lake Shore Middle in 2005-2006:
Grade C, Reading Proficiency: 47%, Math Proficiency: 38%,
Writing Proficiency: 83%,
Reading Gains: 58%, Math Gains: 56%, BQ Reading Gains: 67%,
AYP: 77%, Black, and Economically Disadvantaged and Students
With Disabilities did not make AYP in reading, White, Black and
Economically Disadvantaged, and Students With Disabilities did
not make AYP in math.

Stephanie Jackson

Asst Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

B.S. Public Relations (Florida A&M University). M.Ed, Educational Leadership (Nove Southeastern University)

Certifications: Middle Grades Integrated Curriculum, Reading (endorsement), and Educational Leadership

Performance Record

2009-2010, Assistant Principal, Eugene Butler Middle School
School Grade: D

Reading Mastery- 23%; 50% of students made learning gains in reading; 68% of lowest quartile students made learning gains in reading; Math Mastery- 36%; 58% of students made learning gains in math; 63% of lowest quartile students made learning gains in math; Science Mastery- 16%; There was adequate progress based on gains of lowest 25% of students in reading and math.

2010-2011, Reading Coordinator with FLDOE

Schools Supported: Ribault High, Forrest High, Ed White High
School Grades:

Ribault High- C

Nathan Forrest High- C

Ed White High- D

Ribault High: Reading Mastery- 15%; 30% of students made learning gains in reading; 40% of lowest quartile students made learning gains in reading; Math Mastery- 62%; 67% of students made learning gains in math; 56% of lowest quartile students made learning gains in math; Science Mastery- 23%; African American and Economically Disadvantage subgroups did meet AYP in reading and African American, Economically Disadvantage, and Student with Disabilities subgroups did not meet AYP in math.

Nathan Forrest High- Reading Mastery- 20%; 34% of students made learning gains in reading; 41% of lowest quartile students made learning gains in reading; Math Mastery- 49%; 60% of students made learning gains in math; 63% of lowest quartile students made learning gains in math; Science Mastery- 35%; White, African American, , Economically Disadvantage, and Students with Disabilities subgroups did meet AYP in reading or math.

Ed White High- Reading Mastery- 27%; 41% of students made learning gains in reading; 40% of lowest quartile students made learning gains in reading; Math Mastery- 55%; 60% of students made learning gains in math; 58% of lowest quartile students made learning gains in math; Science Mastery- 32%; White, African American, , Economically Disadvantage, and Students with Disabilities subgroups did meet AYP in reading or math.

2011-2012, Reading Coordinator with FLDOE

Schools Supported: Andrew Jackson High

School Grade: F

Reading Mastery- 13%; 37% of students made learning gains in

reading; 34% of lowest quartile students made learning gains in reading; Math Mastery- 55%; 65% of students made learning gains in math; 61% of lowest quartile students made learning gains in math; Science Mastery- 16%; African American, Economically Disadvantage, and Students with Disabilities subgroups did meet AYP in reading or math.
 2012-2013, Assistant Principal, Ribault Middle School
 Reading Proficiency 31%, Math Proficiency 32%, Writing Proficiency, 28%, Science Proficiency, 24%

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Christa Ritchie

Full-time / District-based

Years as Coach: 4

Years at Current School: 10

Areas

Reading/Literacy

Credentials

Bachelors in Elementary Education, University of North Florida
 Masters in Reading, Barry University
 Highly Qualified Status
 Reading Endorsement
 National Board Certified, Middle Childhood Generalist
 ESOL Endorsement

Performance Record

Mrs. Ritchie is the School Instruction Coach. She has been teaching for 20 years. She has taught 3rd, 4th and 5th grades. Hendricks Avenue Elementary has made four consecutive As and made Annual Yearly Progress three of these four years.

Classroom Teachers

of classroom teachers

46

receiving effective rating or higher

42, 91%

Highly Qualified Teachers

89%

certified in-field

41, 89%

ESOL endorsed

27, 59%

reading endorsed

2, 4%

with advanced degrees

15, 33%

National Board Certified

3, 7%

first-year teachers

0, 0%

with 1-5 years of experience

9, 20%

with 6-14 years of experience

17, 37%

with 15 or more years of experience

16, 35%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

1, 50%

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

0

receiving effective rating or higher

(not entered because basis is < 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

1. A vertical grade level team plans and conducts interviews and provides input in decision making process.
2. Teacher leaders model instructional strategies and parallel teach with teachers to provide in-depth, one-to-one professional development in the classroom.
3. Inexperienced and new to Florida/Hendricks teachers are partnered with veteran, high performing teachers in the same content area.
4. On-site differentiated, monthly professional development sessions will be held based on teacher's individual needs.
5. All faculty members meet weekly in grade level PLCs to analyze student work, plan instruction, and support one another in maintaining high standards for all students.

6. All faculty members participate in one professional academic Vertical Learning Community (VLC): math, science, reading, or writing. Meetings are monthly and follow up is on-going throughout the school year.

7. Open door policy with administration.

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

Beginning teachers who have not completed the district's MINT (Mentoring and Induction for Novice Teachers Program) will continue participation with Principal and PDF support and supervision.

Teachers participate in differentiated professional development, vertical learning communities (VLC) and grade level learning communities.

Each teacher receives and up-dated handbook which includes detailed information regarding school-wide rituals/routines, calendars, and expectations related to curriculum, instruction, and assessment. Mentors and mentees meet informally on a regular basis to address current needs.

Principal meets with new teachers quarterly to share norms, best practices, and respond to individual/group questions/needs.

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

The school-based RtI Leadership Team will meet monthly to review universal screening data, diagnostic data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create and enhance effective learning environments. Once effective core instruction (Tier 1 - research based and differentiated instructional practices implemented with fidelity) is in place, the team will work with the grade level teams to identify those students needing Tier 2 support. The identified students will receive secondary level interventions through RtI small group support led by classroom teachers, ESE teachers, and our newly hired intervention specialist. Students not making adequate progress through this level of support will be referred to the RtI team for a Tier 3 (tertiary) intervention plan. These highly individualized plans will focus on level of support, intensity, and duration of support

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

The RtI team along with the Hendricks Avenue Elementary Vertical Learning Communities (reading, math, writing, and science), Safe and Civil Schools Committee, and grade level chairs all meet to analyze grade level and school-wide data to determine more effective strategies for meeting the academic and behavioral needs of our students. Central to our focus is the following:

- 1) What do our students need to be able to know and do?
- 2) What professional practices and resources will help us to achieve our goals?
- 3) What criteria will be used to determine mastery of our goals?

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

To monitor and support MTSS, the team will assign roles, develop a calendar, and consistently meet to improve the process.

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

Baseline Data to include:

FLKRS

DAR

Iowa Assessment

Curriculum Guide Assessments

District Prompt Writing Assessments (3rd – 5th)

i-Ready (Math)

Success Maker (Reading)

2012-2013 FCAT Data

CELLA

Attendance/Tardy Data

Discipline Data

Promotion/Retention Data

Guidance Referrals

Mid Year Data to include:

DAR

Curriculum Guide Assessments

District Prompt Writing Assessments (3rd – 5th)

i-Ready (Math)

Success Maker (Reading)

Attendance/Tardy Data

Discipline Data

Promotion/Retention Data

Guidance Referrals

End of the Year Data to include:

DAR

Iowa Assessment

Curriculum Guide Assessments

District Prompt Writing Assessments (3rd – 5th)

i-Ready (Math)

Success Maker (Reading)

2013-2014 FCAT Data

CELLA

Attendance/Tardy Data

Discipline Data

Promotion/Retention Data

Guidance Referrals

On Going Data to include:

Success Maker (Reading)

i-Ready (Math)

Running Records/Conferencing Notes

Monthly Book Counts for Student's Reading

Anecdotal Records

Flexible Grouping

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

Professional development will be offered to RtI Team members by district staff during the 2012-2013 school year. The RtI Team will provide in-service to the faculty during professional development days (i.e. early dismissal, planning days and faculty meetings). The RtI Team will evaluate additional staff Professional development needs during their regularly scheduled team meetings. RtI training will be job embedded and will also occur during the following:

Professional Learning Communities

Collaborative planning

Analysis of student work

Classroom observations

Book Study

Positive behavioral intervention and support Progress monitoring

Selection and availability of research-based interventions

Professional collaboration in determining tiered instruction

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: 1,440

Reading and Math Academy is designed to provide targeted reading and and math instruction to individual students and small groups of students.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected through anecdotal records, running records and informal assessments used to monitor progress of the standards that are mastered.

Who is responsible for monitoring implementation of this strategy?

Administration (Principal and Assistant Principal)

Strategy: Weekend Program**Minutes added to school year: 2,520**

Saturday School is designed to provide targeted Reading, Writing, Math, and Science instruction to individual students and small groups of students.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected through the use of informal assessments designed and administered to monitor students' progress of standards that are mastered.

Who is responsible for monitoring implementation of this strategy?

Administration (Principal and Assistant Principal)

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Lacy Healy	Principal
Stephanie Jackson	Assistant Principal
Christa Ritchie	Reading Coach
Tracy Langley	Vertical Learning Community Reading/Writing Co-Chair
K-5 Literacy Teachers	Vertical Learning Community Members

How the school-based LLT functions

In support of the district and school's reading goals (Read it Forward JAX), we have established a Literacy Vertical Learning Community that focuses the following:

Monthly team data review meetings and grade level will assist us in aligning instruction with DCPS Comprehensive K-12 Reading Plan. Team members review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum. Teams also report out to the entire faculty monthly during Faculty Meetings.

The Leadership Team further meets to assess and align faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students.

Major initiatives of the LLT

Reading Goals this year will target utilizing current data to inform instructional decisions for yielding increased student achievement in overall proficiency (level 3 or above) through increasing learning gains across all subgroups. Focus areas will include the following:

Increase the amount of time for independent reading across genres.

Further develop teachers' understanding of how to foster critical, independent, and collaborative thinking in their students.

Focus on text complexity across the content areas which will include increasing students' exposure to non-fiction text.

Select quality children's literature and appropriate author and genre study texts to provide meaningful literacy instruction.

Infuse quality reading instruction across the content areas.

Plan targeted intervention for students not responding to core curriculum using problem-solving process/ interventions will be matched to individual student needs

Plan will include explicit instruction, modeled instruction, guided and independent practice.

Unpacking the Standards – Common Core State Standards (CCSS)

Close Reading – Focus on questioning and discussion techniques

Use formative assessments to inform instruction

Use data to drive instructional practices

Every Teacher Contributes to Reading Instruction

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

The following are the foci of the Literacy Leadership Team:

- *Increase the amount of time for independent reading across genres.

- *Further develop teachers' understanding of how to foster critical, independent, and collaborative thinking in their students.

- *Focus on text complexity across the content areas which will include increasing students' exposure to non-fiction text.

- *Select quality children's literature and appropriate author and genre study texts to provide meaningful literacy instruction.

- *Infuse quality reading instruction across the content areas.

- *Plan targeted intervention for students not responding to core curriculum using problem-solving process/interventions will be matched to individual student needs

- *Plan will include explicit instruction, modeled instruction, guided and independent practice.

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	83%	82%	No	85%
American Indian				
Asian	88%	100%	Yes	89%
Black/African American	62%	57%	No	66%
Hispanic	70%	82%	Yes	73%
White	88%	85%	No	89%
English language learners				
Students with disabilities	53%	64%	Yes	57%
Economically disadvantaged	69%	61%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	23%	25%
Students scoring at or above Achievement Level 4	172	53%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	243	75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)	256	79%	83%

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	82	82%	87%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	78%	78%	Yes	81%
American Indian				
Asian	88%	73%	No	89%
Black/African American	53%	50%	No	57%
Hispanic	78%	73%	No	80%
White	83%	84%	Yes	85%
English language learners				
Students with disabilities	55%	56%	Yes	60%
Economically disadvantaged	58%	52%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	28%	30%
Students scoring at or above Achievement Level 4	144	44%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	227	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	191	59%	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	26	23%	25%
Students scoring at or above Achievement Level 4	55	49%	53%

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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0		
Students retained, pursuant to s. 1008.25, F.S.	16	2%	0%
Students who are not proficient in reading by third grade	12	10%	7%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	0%	0%

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

Our goal for 2013-2014 is to increase the number of documented volunteers to 275 or 40%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Documented volunteers	217	32%	40%

Goals Summary

- G1.** 30% of students will achieve FCAT Proficiency Level 3 on the 2014 Math FCAT.
- G2.** 50% of students will achieve FCAT proficiency Levels 4 and 5 on the 2014 Math FCAT.
- G3.** 72% or more of 4th/5th grade students will make Learning Gains on the 2014 Math FCAT, which is a 2% increase from 2013.
- G4.** 61% or more of Bottom Quartile students in 4th/5th grade will grade will achieve learning gains on the 2014 Math FCAT, which is a 2% increase from 2013.
- G5.** In 2014, White students not making satisfactory progress in Math will decrease to 15% and Black students not making satisfactory progress in Math will decrease to 43%.
- G6.** In 2014, Economically Disadvantaged students not making satisfactory progress in math will decrease to 37%.
- G7.** 85% of our students will achieve proficiency (FCAT Level 3) in Reading.
- G8.** 55% of students will achieve FCAT proficiency Levels 4 and 5 on the 2014 Reading FCAT.
- G9.** 77% or more of 4th/5th grade students will make Learning Gains on the 2014 Reading FCAT, which is a 2% increase from 2013.
- G10.** White students not making satisfactory progress in Reading will decrease to 11% and Black students not making satisfactory progress in reading will decrease to 34%.
- G11.** 81% or more of Bottom Quartile students in 4th/5th grade will grade will achieve learning gains on the 2014 Reading FCAT, which is a 2% increase from 2013.
- G12.** Economically Disadvantaged students not making satisfactory progress in Reading will decrease to 28%.
- G13.** 29% of our students will achieve proficiency (FCAT Level 3) in Science.
- G14.** In 2014, 58% of our students will achieve a Level 4 or 5 on the Science FCAT.

Goals Detail

G1. 30% of students will achieve FCAT Proficiency Level 3 on the 2014 Math FCAT.

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

- Math Investigations
- enVision Math Florida
- iReady (K-5) and Ready Common Core (3-5)
- Success Maker
- Reflex Math
- Gizmos
- Curriculum Guides

Targeted Barriers to Achieving the Goal

- Consistency in implementation of the math curriculum

Plan to Monitor Progress Toward the Goal

CGA data, Teacher made tests

Person or Persons Responsible

Teachers, Asst. Principal, Principal

Target Dates or Schedule:

On Going

Evidence of Completion:

CGA data

G2. 50% of students will achieve FCAT proficiency Levels 4 and 5 on the 2014 Math FCAT.

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

- Math Investigations
- enVision Math
- iReady (K-5) and Ready Common Core (3-5)
- Success Maker
- Reflex
- Gizmos
- Curriculum Guides

Targeted Barriers to Achieving the Goal

- Difficulty in training students to answer questions that require a higher rate of cognitive complexity
- Understanding of how to differentiate instruction to meet the needs of all learners

Plan to Monitor Progress Toward the Goal

CGA Results, FCAT Results

Person or Persons Responsible

Principal, Asst. Principal, Coach, Teachers

Target Dates or Schedule:

On Going

Evidence of Completion:

CGA Results, FCAT Results

G3. 72% or more of 4th/5th grade students will make Learning Gains on the 2014 Math FCAT, which is a 2% increase from 2013.

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

- Math Investigations
- enVision Math Florida
- iReady (K-5) and Ready Common Core (3-5)
- Success Maker
- Reflex Math
- Gizmos

Targeted Barriers to Achieving the Goal

- Teacher understanding of standards and item specifications
- Understanding of how to differentiate instruction to meet the needs of all learners

Plan to Monitor Progress Toward the Goal

CGA Results, Teacher Made Assessments

Person or Persons Responsible

Principal, Asst. Principal, Teachers

Target Dates or Schedule:

On Going

Evidence of Completion:

CGA Results, Teacher Made Assessments

G4. 61% or more of Bottom Quartile students in 4th/5th grade will achieve learning gains on the 2014 Math FCAT, which is a 2% increase from 2013.

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

- Math Investigations
- enVision Math Florida
- iReady (K-5) and Ready Common Core (3-5)
- Success Maker
- Reflex Math
- Gizmos

Targeted Barriers to Achieving the Goal

- Limited common planning time to discuss Bottom Quartile

Plan to Monitor Progress Toward the Goal

CGA Results, FCAT Results

Person or Persons Responsible

Teachers, Principal, Asst. Principal

Target Dates or Schedule:

On Going

Evidence of Completion:

CGA Results, FCAT Results

G5. In 2014, White students not making satisfactory progress in Math will decrease to 15% and Black students not making satisfactory progress in Math will decrease to 43%.

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

- Math Investigations
- enVision Florida Math
- iReady (K-5) and Ready Common Core (3-5)
- Success Maker
- Reflex Math
- Gizmos

Targeted Barriers to Achieving the Goal

- Diverse student background

Plan to Monitor Progress Toward the Goal

CGA Results, FCAT Results

Person or Persons Responsible

Teachers, Principal, Asst. Principal

Target Dates or Schedule:

On Going

Evidence of Completion:

CGA Results, FCAT Results

G6. In 2014, Economically Disadvantaged students not making satisfactory progress in math will decrease to 37%.

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

- Math Investigations
- enVision Math Florida
- iReady (K-5) and Ready Common Core (3-5)
- Success Maker
- Reflex Math
- Gizmos

Targeted Barriers to Achieving the Goal

- Correct identification of all students in the Economically Disadvantages subgroup.

Plan to Monitor Progress Toward the Goal

CGA Results, FCAT Results

Person or Persons Responsible

Teachers, Principal, Asst. Principal

Target Dates or Schedule:

On Going

Evidence of Completion:

CGA Results, FCAT Results

G7. 85% of our students will achieve proficiency (FCAT Level 3) in Reading.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- Curriculum Guides
- Novel Literature Studies
- Comprehension Tool Kits
- Nonfiction Text
- Success Maker
- DAR Kits
- Science Leveled Readers

Targeted Barriers to Achieving the Goal

- Time to Implement
- Resources (magazines, periodicals, non fiction text)- Money

Plan to Monitor Progress Toward the Goal

CGA Results, Teacher Developed Assessments, Walk Throughs, Evaluations

Person or Persons Responsible

Principal, Asst. Principal, Reading Coach, Teachers

Target Dates or Schedule:

OnGoing

Evidence of Completion:

Evaluations, FCAT Results, CGA Results

G8. 55% of students will achieve FCAT proficiency Levels 4 and 5 on the 2014 Reading FCAT.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- Literature Novels
- Curriculum Guides
- Success Maker
- Assessment Tools- DAR/ IOWA
- Non Fiction Readers
- Magazines/ Subscriptions

Targeted Barriers to Achieving the Goal

- Common Planning

Plan to Monitor Progress Toward the Goal

Results from CGAs, FCAT Results

Person or Persons Responsible

Principal, Asst. Principal, Reading Coach, Teachers

Target Dates or Schedule:

On Going

Evidence of Completion:

Results from CGAs, FCAT Results

G9. 77% or more of 4th/5th grade students will make Learning Gains on the 2014 Reading FCAT, which is a 2% increase from 2013.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Curriculum Guides
- Literature Novels
- Success Maker
- Assessment Tools- DAR, IOWA
- Nonfiction text
- Magazines- Subscriptions

Targeted Barriers to Achieving the Goal

- Time for Implementation
- Professional Development

Plan to Monitor Progress Toward the Goal

Lesson Plans, CGA Results

Person or Persons Responsible

Principal, Asst. Principal, Reading Coach, Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

CGA Results, FCAT Results

G10. White students not making satisfactory progress in Reading will decrease to 11% and Black students not making satisfactory progress in reading will decrease to 34%.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Literature Novels
- Curriculum Guides
- Success Maker
- Assessment Tools (DAR, IOWA)
- Nonfiction texts

Targeted Barriers to Achieving the Goal

- Common Planning

Plan to Monitor Progress Toward the Goal

Results from CGAs, FCAT Results

Person or Persons Responsible

Principal, Asst. Principal, Reading Coach, Teachers

Target Dates or Schedule:

On Going

Evidence of Completion:

Results from CGAs, FCAT Results

G11. 81% or more of Bottom Quartile students in 4th/5th grade will grade will achieve learning gains on the 2014 Reading FCAT, which is a 2% increase from 2013.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Literature Novels
- Curriculum Guides
- Success Maker
- Assessment Tools (DAR/IOWA)
- GRASP program
- Hope Haven
- Reading Academy

Targeted Barriers to Achieving the Goal

- Reading Specialist/ Teachers teaching Reading Academy

Plan to Monitor Progress Toward the Goal

CGA Results, Lesson Plans, Attendance Records, FCAT Results

Person or Persons Responsible

Teachers, Reading Coach, Principal, Asst. Principal

Target Dates or Schedule:

On Going

Evidence of Completion:

CGA Results, Lesson Plans, Attendance Records, FCAT Results

G12. Economically Disadvantaged students not making satisfactory progress in Reading will decrease to 28%.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Literature Novels
- Curriculum Guides
- Success Maker
- Assessment Tools (DAR/IOWA)
- Non Fiction Text
- Magazines/ Subscriptions

Targeted Barriers to Achieving the Goal

- Common Planning

Plan to Monitor Progress Toward the Goal

Data board, Lesson Plans, Observations, CGA Results

Person or Persons Responsible

Teachers, Reading Coach, Principal, Asst. Principal

Target Dates or Schedule:

On Going

Evidence of Completion:

Data board, Lesson Plans, Observations, CGA Results

G13. 29% of our students will achieve proficiency (FCAT Level 3) in Science.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Pearson Interactive Science
- Seeds of Science Books
- Curriculum Guides
- Nonfiction texts
- GIZMO
- Leveled readers

Targeted Barriers to Achieving the Goal

- Limited time for planning with grade level teams and for discussing vertical alignment within the department.
- Inexperience in utilizing Interactive Journals in the classroom.
- Lack of experience with Gradual Release of Responsibility Model for instructional delivery

Plan to Monitor Progress Toward the Goal

Review and analysis of assessment data Classroom observations and focused walks Lesson plans

Person or Persons Responsible

Principal Assistant Principal Reading Coach

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Lesson plans Assessment Results Classroom observation notes and feedback

G14. In 2014, 58% of our students will achieve a Level 4 or 5 on the Science FCAT.

Targets Supported

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

Resources Available to Support the Goal

- Pearson Interactive Science
- Leveled Readers and Seeds of Science Books
- Nonfiction Text
- GIZMOS
- Curriculum Guides

Targeted Barriers to Achieving the Goal

- -Continued training of effective Academic Vocabulary strategies. - Limited time to implement.
- Time for VLC collaboration
- Consistency of implementation Technology resources

Plan to Monitor Progress Toward the Goal

Coaching observations and plans Focused walks Review and analysis of interim assessment data

Person or Persons Responsible

Reading Coach Principal Assistant Principal

Target Dates or Schedule:

Weekly

Evidence of Completion:

Coaching logs/feedback from administrator Observation notes Interim assessment Results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 30% of students will achieve FCAT Proficiency Level 3 on the 2014 Math FCAT.

G1.B8 Consistency in implementation of the math curriculum

G1.B8.S1 Teachers will work to implement Math Investigation and EnVision Math using the gradual release model on a daily basis.

Action Step 1

Teachers will work to develop lesson plans that use gradual release model with curriculum

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

On Going

Evidence of Completion

Lesson Plans

Facilitator:

Christa Ritchie, Reading Coach

Participants:

Math teachers, Grades 3-5

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Classroom Walk Throughs that will be conducted to ensure that teachers are utilizing the gradual release model and that curriculum is being implemented.

Person or Persons Responsible

Teachers, Asst. Principal, Principal

Target Dates or Schedule

On Going

Evidence of Completion

Walk Through data and lesson plans

Plan to Monitor Effectiveness of G1.B8.S1

FCAT data, CGA data

Person or Persons Responsible

Teachers, Asst. Principal, Principal

Target Dates or Schedule

On Going

Evidence of Completion

FCAT data, CGA data

G2. 50% of students will achieve FCAT proficiency Levels 4 and 5 on the 2014 Math FCAT.

G2.B4 Difficulty in training students to answer questions that require a higher rate of cognitive complexity

G2.B4.S1 Develop power questions to use throughout the Gradual Release of Responsibility Model utilizing Webb's Depth of Knowledge

Action Step 1

Training on Gradual Release and Webb's depth of Knowledge

Person or Persons Responsible

Teachers, Coach

Target Dates or Schedule

October

Evidence of Completion

Agenda of Training

Facilitator:

Christa Ritchie, Reading Coach

Participants:

Math teachers, Grades 3-5

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Lesson Plans for power questions with gradual release/ Webb's Depth of Knowledge

Person or Persons Responsible

Teachers, Coach, Principal, Asst. Principal

Target Dates or Schedule

On Going

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G2.B4.S1

CGA Results, FCAT Results

Person or Persons Responsible

Principal, Asst. Principal, Coach, Teachers

Target Dates or Schedule

On Going

Evidence of Completion

CGA Results, FCAT Results

G2.B5 Understanding of how to differentiate instruction to meet the needs of all learners

G2.B5.S1 Engage students in hands-on, interactive, and small group investigations

Action Step 1

Use manipulatives during instruction when beginning a new concept, working concretely on the concept to start building conceptual understanding. As students show readiness to begin working with problems representationally or abstractly allow them to shift to that way of work on mathematics problems. Model the use of manipulatives, representations, or algorithms each time before students work with them individually or in small groups by using Investigations in Number, Data, and Space and/or enVision lessons.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

During the Gradual Release of Responsibility instructional delivery model

Evidence of Completion

lesson plans, anecdotal notes, data notebook, focus Walks

Action Step 2

Utilize centers to differentiate instruction and address student needs identified by informal and formal data.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

30 minute center rotation block

Evidence of Completion

lesson plans, anecdotal notes, data notebooks, Focus Walks

Plan to Monitor Fidelity of Implementation of G2.B5.S1

lesson plans, anecdotal notes, data notebook, Focus Walks

Person or Persons Responsible

Teachers, Principal, Asst. Principal

Target Dates or Schedule

On Going

Evidence of Completion

lesson plans, anecdotal notes, data notebook, Focus Walks

Plan to Monitor Effectiveness of G2.B5.S1

CGA Results, FCAT Results

Person or Persons Responsible

Teachers, Principal, Asst. Principal

Target Dates or Schedule

On Going, EOY

Evidence of Completion

CGA Results, FCAT Results

G3. 72% or more of 4th/5th grade students will make Learning Gains on the 2014 Math FCAT, which is a 2% increase from 2013.

G3.B7 Teacher understanding of standards and item specifications

G3.B7.S1 Math Academy to focus on standards and item specs.

Action Step 1

Students will focus on specific standards in small group after school academy.

Person or Persons Responsible

Teachers, Principal, Asst. Principal

Target Dates or Schedule

November- April

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B7.S1

CGAs Results, Focus Walks

Person or Persons Responsible

Teachers, Principal, Asst. Principal

Target Dates or Schedule

On Going

Evidence of Completion

CGAs Results, Focus Walks

Plan to Monitor Effectiveness of G3.B7.S1

FCAT Results

Person or Persons Responsible

Teachers, Principal, Asst. Principal

Target Dates or Schedule

End of the Year

Evidence of Completion

FCAT results

G3.B9 Understanding of how to differentiate instruction to meet the needs of all learners

G3.B9.S2 Teachers will utilize small group instruction (guided math groups) and conferencing to meet the needs of all students.

Action Step 1

Walk throughs and observations to monitor small group instruction and conferencing.

Person or Persons Responsible

Principal, Asst. Principal

Target Dates or Schedule

On Going

Evidence of Completion

Walk Through data and observation data.

Plan to Monitor Fidelity of Implementation of G3.B9.S2

Lesson Plans showing differentiated small groups and conferencing

Person or Persons Responsible

Teachers, Principal, Asst. Principal

Target Dates or Schedule

On Going

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G3.B9.S2

CGA Results, FCAT Results

Person or Persons Responsible

Principal, Asst. Principal, Teachers

Target Dates or Schedule

On Going

Evidence of Completion

CGA Results, FCAT Results

G4. 61% or more of Bottom Quartile students in 4th/5th grade will achieve learning gains on the 2014 Math FCAT, which is a 2% increase from 2013.

G4.B3 Limited common planning time to discuss Bottom Quartile

G4.B3.S1 Using Terrific Tuesdays to have teachers discuss Bottom Quartile and instructional strategies to meet student needs.

Action Step 1

Teachers will meet and discuss progress monitoring strategies to meet individual needs

Person or Persons Responsible

Teacher, Principal, Asst. Principal, and Coach

Target Dates or Schedule

On Going

Evidence of Completion

Data Charts, Agendas

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

CGA Reults, and FCAT Results, Teacher made assessment results

Person or Persons Responsible

Teachers, Principal, Asst. Principal

Target Dates or Schedule

On Going

Evidence of Completion

CGA Reults, and FCAT Results, Teacher made assessment results

Plan to Monitor Effectiveness of G4.B3.S1

CGA Results, FCAT Results

Person or Persons Responsible

Teachers, Principal, Asst. Principal

Target Dates or Schedule

On Going

Evidence of Completion

CGA Results, FCAT Results

G5. In 2014, White students not making satisfactory progress in Math will decrease to 15% and Black students not making satisfactory progress in Math will decrease to 43%.

G5.B3 Diverse student background

G5.B3.S1 Teachers will discuss individual needs of each student. Teachers will use Terrific Tuesday to read more professional development on how to raise achievement levels for all students.

Action Step 1

Terrific Tuesday for Professional Development on meeting needs of all students.

Person or Persons Responsible

Teachers, Principal, Asst. Principal, Coach

Target Dates or Schedule

On Going

Evidence of Completion

Agendas

Plan to Monitor Fidelity of Implementation of G5.B3.S1

CGA Results, FCAT Results

Person or Persons Responsible

Teachers, Principal, Asst. Principal

Target Dates or Schedule

On Going

Evidence of Completion

CGA Results, FCAT Results

Plan to Monitor Effectiveness of G5.B3.S1

CGA Results, FCAT Results

Person or Persons Responsible

Teachers, Principal, Asst. Principal

Target Dates or Schedule

On Going

Evidence of Completion

CGA Results, FCAT Results

G6. In 2014, Economically Disadvantaged students not making satisfactory progress in math will decrease to 37%.

G6.B2 Correct identification of all students in the Economically Disadvantages subgroup.

G6.B2.S1 Teachers will get updated lists of students in this subgroup.

Action Step 1

CRT will create a list of subgroup and give to each teacher

Person or Persons Responsible

CRT and Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Lists

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Small Group Instruction for students listed in subgroups several times per week.

Person or Persons Responsible

Teachers, Principal, Asst. Principal, CRT

Target Dates or Schedule

On Going

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G6.B2.S1

CGA Results, FCAT Results

Person or Persons Responsible

Teachers, Principal, Asst. Principal

Target Dates or Schedule

On Going

Evidence of Completion

CGA Results, FCAT Results

G7. 85% of our students will achieve proficiency (FCAT Level 3) in Reading.

G7.B1 Time to Implement

G7.B1.S1 Terrific Tuesday- Common Planning Time

Action Step 1

Implement Terrific Tuesdays for Common Planning Time

Person or Persons Responsible

Teachers Reading Coach Principal Asst. Principal

Target Dates or Schedule

Every Tuesday

Evidence of Completion

Agendas

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Agendas of Terrific Tuesdays

Person or Persons Responsible

Principal, Asst. Principal, Reading Coach, Teachers

Target Dates or Schedule

Every Tuesday, Ongoing

Evidence of Completion

FCAT Results

Plan to Monitor Effectiveness of G7.B1.S1

Agenda, Walk-Throughs, Evaluations

Person or Persons Responsible

Principal, Asst. Principal, Reading Coach, Teachers

Target Dates or Schedule

Tuesdays, On-Going

Evidence of Completion

FCAT Results, Evaluations

G7.B3 Resources (magazines, periodicals, non fiction text)- Money

G7.B3.S1 Using our Grant program with Friends of Hendricks, Teachers will apply for grants to purchase need non fiction text and resources for their classrooms

Action Step 1

Grants to Purchase Resources

Person or Persons Responsible

Teachers, Reading Coach

Target Dates or Schedule

On Going

Evidence of Completion

Applications and new materials

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Teachers will use new nonfiction to help instruct with nonfiction standards

Person or Persons Responsible

Teachers, Reading Coach, Principal, Asst. Principal

Target Dates or Schedule

On Going

Evidence of Completion

New non fiction materials, CGA Results, FCAT results

Plan to Monitor Effectiveness of G7.B3.S1

FCAT Results, CGA Results

Person or Persons Responsible

Teachers, Reading Coach, Principal, Asst. Principal

Target Dates or Schedule

On Going

Evidence of Completion

FCAT Results, CGA results, Lesson Plans, New Materials

G8. 55% of students will achieve FCAT proficiency Levels 4 and 5 on the 2014 Reading FCAT.

G8.B4 Common Planning

G8.B4.S1 Teachers will have Terrific Tuesday to work on analyzing data and creating lessons. Common Planning will allow teachers to create lessons for their upper level readers.

Action Step 1

Terrific Tuesdays to allow teachers to plan together.

Person or Persons Responsible

Teachers, Principal, Asst. Principal, Reading Coach

Target Dates or Schedule

Each Week

Evidence of Completion

Agendas, Lesson Plans, Data Board

Plan to Monitor Fidelity of Implementation of G8.B4.S1

Teacher created Lesson Plans, Results from CGAs

Person or Persons Responsible

Principal. Asst. Principal, Reading Coach, Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Teacher created Lesson Plans, Results from CGAs

Plan to Monitor Effectiveness of G8.B4.S1

Results from CGAs, FCAT Results

Person or Persons Responsible

Principal. Asst. Principal, Reading Coach, Teachers

Target Dates or Schedule

On-Going, End of Year

Evidence of Completion

Results from CGAs, FCAT Results

G9. 77% or more of 4th/5th grade students will make Learning Gains on the 2014 Reading FCAT, which is a 2% increase from 2013.

G9.B1 Time for Implementation

G9.B1.S1 Reading Academy

Action Step 1

Identified students will attend Reading Academy with focused instruction based on student needs

Person or Persons Responsible

Teachers, Principal, Asst. Principal

Target Dates or Schedule

November- April

Evidence of Completion

Attendance Sheets, Lesson Plans

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Lessons Plans, CGA results

Person or Persons Responsible

Teachers, Principal, Asst. Principal

Target Dates or Schedule

On Going

Evidence of Completion

Lesson Plans, CGA results

Plan to Monitor Effectiveness of G9.B1.S1

Lessons Plans, CGA results, FCAT results

Person or Persons Responsible

Teachers, Principal, Asst. Principal

Target Dates or Schedule

On Going

Evidence of Completion

Lessons Plans, CGA results, FCAT results

G9.B3 Professional Development

G9.B3.S4 Common Planning time for teachers to have professional development on methods to instruct students effectively based on data gained from assessment tools.

Action Step 1

Terrific Tuesdays are designed for teachers to meet to discuss data and then develop lessons to meet specific needs of individual students

Person or Persons Responsible

Teachers, Reading Coach, Principal, Asst. Principal

Target Dates or Schedule

Each Week

Evidence of Completion

Agendas from Terrific Tuesdays, Data Boards, Lesson Plans

Plan to Monitor Fidelity of Implementation of G9.B3.S4

Analyze results from assessments to determine the effectiveness of implemented strategies. Lesson Plans, Walk Throughs

Person or Persons Responsible

Teachers, Reading Coach, Principal, Asst. Principal

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Data from Walk Throughs, Observations

Plan to Monitor Effectiveness of G9.B3.S4

CGA Data, FCAT Data, Observations

Person or Persons Responsible

Teachers, Reading Coach, Principal, Asst. Principal

Target Dates or Schedule

On-Going

Evidence of Completion

FCAT Results, Observations, CGA results

G10. White students not making satisfactory progress in Reading will decrease to 11% and Black students not making satisfactory progress in reading will decrease to 34%.

G10.B1 Common Planning

G10.B1.S3 Provide Instructional focus lessons using Gradual Release Model for specific standards.

Action Step 1

Create lessons for specific standards using gradual release model to explicitly teach content.

Person or Persons Responsible

Teacher, Reading Coach

Target Dates or Schedule

Terrific Tuesdays Common Planning

Evidence of Completion

Lesson Plans, Results from CGA's

Plan to Monitor Fidelity of Implementation of G10.B1.S3

Lesson Plans, CGA data

Person or Persons Responsible

Teachers, Principal, Asst. Principal, Reading Coach

Target Dates or Schedule

On Going

Evidence of Completion

Results from CGAs, FCAT Results

Plan to Monitor Effectiveness of G10.B1.S3

Lesson Plans, Results from CGAs, FCAT Results

Person or Persons Responsible

Teachers, Principal, Asst. Principal, Teachers

Target Dates or Schedule

OnGoing

Evidence of Completion

Results from CGAs, FCAT Results

G11. 81% or more of Bottom Quartile students in 4th/5th grade will grade will achieve learning gains on the 2014 Reading FCAT, which is a 2% increase from 2013.

G11.B5 Reading Specialist/ Teachers teaching Reading Academy

G11.B5.S1 Implement District funded After School (Saturday) Tutoring Program

Action Step 1

Reading Academy

Person or Persons Responsible

Teachers, Reading Coach, Principal, Asst. Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance Records

Plan to Monitor Fidelity of Implementation of G11.B5.S1

CGA Results, Lesson Plans, Attendance Records

Person or Persons Responsible

Teachers, Reading Coach, Principal, Asst. Principal

Target Dates or Schedule

Weekly

Evidence of Completion

CGA Results, Lesson Plans, Attendance Records

Plan to Monitor Effectiveness of G11.B5.S1

CGA Results, Lesson Plans, Attendance Records, FCAT Results

Person or Persons Responsible

Teachers, Reading Coach, Principal, Asst. Principal

Target Dates or Schedule

On Going, Weekly

Evidence of Completion

CGA Results, Lesson Plans, Attendance Records, FCAT Results

G12. Economically Disadvantaged students not making satisfactory progress in Reading will decrease to 28%.

G12.B3 Common Planning

G12.B3.S1 Terrific Tuesdays to analyze data and for common planning based on student needs with Reading Coach

Action Step 1

Terrific Tuesdays to analyze data from CGA's and common planning time based on data.

Person or Persons Responsible

Teachers, Reading Coach, Principal, Asst. Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, Lesson Plans, Walk Throughs and Observations

Plan to Monitor Fidelity of Implementation of G12.B3.S1

Data board, Lesson Plans, Observations, CGA Results

Person or Persons Responsible

Teachers, Reading Coach, Principal, Asst. Principal

Target Dates or Schedule

On Going

Evidence of Completion

Data board, Lesson Plans, Observations, CGA Results

Plan to Monitor Effectiveness of G12.B3.S1

Data board, Lesson Plans, Observations, CGA Results, FCAT Results

Person or Persons Responsible

Teachers, Reading Coach, Principal, Asst. Principal

Target Dates or Schedule

On Going

Evidence of Completion

Data board, Lesson Plans, Observations, CGA Results, FCAT Results

G13. 29% of our students will achieve proficiency (FCAT Level 3) in Science.

G13.B3 Limited time for planning with grade level teams and for discussing vertical alignment within the department.

G13.B3.S1 Redesign Terrific Tuesday and Early release to maximize uninterrupted planning time.

Action Step 1

Implement Terrific Tuesday for common planning time

Person or Persons Responsible

Teachers Reading Coach Principal Assistant Principal

Target Dates or Schedule

Tuesdays, weekly

Evidence of Completion

Agendas Common lessons planned

Plan to Monitor Fidelity of Implementation of G13.B3.S1

Conduct common planning observations by administrators Monitor coaching logs and provide feedback

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Assessment Results Lesson plans Coaching logs

Plan to Monitor Effectiveness of G13.B3.S1

Review and analysis of assessment data to determine students' mastery of concepts and standards
Classroom observations and focused walks

Person or Persons Responsible

Reading Coach Principal Assistant Principal

Target Dates or Schedule

Tuesdays, weekly

Evidence of Completion

Agendas Lesson plans Assessment Results

G13.B6 Inexperience in utilizing Interactive Journals in the classroom.

G13.B6.S1 Incorporate writing strategies into Science instruction.

Action Step 1

Conduct a Professional Development on Interactive Strategies to increase teacher awareness of how to implement Interactive Journals in the classroom.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Terrific Tuesdays

Evidence of Completion

Agendas Lesson Plans

Action Step 2

Create Interactive Journals following the DCPS recommended format for all grade levels to be used.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student journals

Action Step 3

Use structured graphic organizers (i.e. flip charts, Venn Diagram, t-chart, foldables, webs, concept maps, etc) during activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Student work samples

Plan to Monitor Fidelity of Implementation of G13.B6.S1

Review and analysis of assessment data Classroom observations and focused walks Coaching cycles

Person or Persons Responsible

Principal Assistant Principal Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment results Classroom observation notes and feedback Coaching logs

Plan to Monitor Effectiveness of G13.B6.S1

Review and analysis of assessment data Classroom observations and focused walks Coaching cycles

Person or Persons Responsible

Principal Assistant principal Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Assessment Results Classroom observation notes and feedback Coaching logs Lesson plans

G13.B7 Lack of experience with Gradual Release of Responsibility Model for instructional delivery

G13.B7.S1 Utilize the Gradual Release of Responsibility Model when planning and delivering lessons.

Action Step 1

Plan and conduct Professional Development on the Gradual Release of Responsibility Model for instructional delivery.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

September 25, 2013

Evidence of Completion

Agenda PowerPoint PD Plans

Action Step 2

Plan lessons following the Gradual Release of Responsibility Format i.e. Introduction - I Do - We Do - You Do - Closing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans Student work samples

Plan to Monitor Fidelity of Implementation of G13.B7.S1

Classroom observations and focused walks Coaching plans/cycles

Person or Persons Responsible

Principal Assistant Principal Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observation notes and feedback Lesson plans Coaching logs

Plan to Monitor Effectiveness of G13.B7.S1

Classroom observations and focused walks Assessment Results

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation notes and feedback Lesson plans Assessment results

G14. In 2014, 58% of our students will achieve a Level 4 or 5 on the Science FCAT.

G14.B1 -Continued training of effective Academic Vocabulary strategies. - Limited time to implement.

G14.B1.S1 Train faculty Academic Vocabulary across the content areas. Implement strategies across the grade levels.

Action Step 1

Professional development on effective vocabulary acquisition instruction

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

November/December

Evidence of Completion

PD Plans PowerPoint presentation Lesson plans

Facilitator:

Christa Ritchie, Reading Coach

Participants:

Science teachers, Grade 5

Plan to Monitor Fidelity of Implementation of G14.B1.S1

Classroom observations and focused walks Review of lesson plans Coaching observations

Person or Persons Responsible

Principal Assistant Principal Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation notes and feedback Lesson plans Coaching logs

Plan to Monitor Effectiveness of G14.B1.S1

Classroom observations and focused walks Review and analysis of assessment data

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation notes and feedback Assessment Results

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. 30% of students will achieve FCAT Proficiency Level 3 on the 2014 Math FCAT.

G1.B8 Consistency in implementation of the math curriculum

G1.B8.S1 Teachers will work to implement Math Investigation and EnVision Math using the gradual release model on a daily basis.

PD Opportunity 1

Teachers will work to develop lesson plans that use gradual release model with curriculum

Facilitator

Christa Ritchie, Reading Coach

Participants

Math teachers, Grades 3-5

Target Dates or Schedule

On Going

Evidence of Completion

Lesson Plans

G2. 50% of students will achieve FCAT proficiency Levels 4 and 5 on the 2014 Math FCAT.

G2.B4 Difficulty in training students to answer questions that require a higher rate of cognitive complexity

G2.B4.S1 Develop power questions to use throughout the Gradual Release of Responsibility Model utilizing Webb's Depth of Knowledge

PD Opportunity 1

Training on Gradual Release and Webb's depth of Knowledge

Facilitator

Christa Ritchie, Reading Coach

Participants

Math teachers, Grades 3-5

Target Dates or Schedule

October

Evidence of Completion

Agenda of Training

G14. In 2014, 58% of our students will achieve a Level 4 or 5 on the Science FCAT.

G14.B1 -Continued training of effective Academic Vocabulary strategies. - Limited time to implement.

G14.B1.S1 Train faculty Academic Vocabulary across the content areas. Implement strategies across the grade levels.

PD Opportunity 1

Professional development on effective vocabulary acquisition instruction

Facilitator

Christa Ritchie, Reading Coach

Participants

Science teachers, Grade 5

Target Dates or Schedule

November/December

Evidence of Completion

PD Plans PowerPoint presentation Lesson plans

Appendix 2: Budget to Support School Improvement Goals