



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Hyde Park Elementary School

5300 PARK ST

Jacksonville, FL 32205

904-381-3950

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

School Demographics

| | | |
|---|-----------------------------|---|
| School Type Elementary School | Title I Yes | Free and Reduced Lunch Rate 78% |
| Alternative/ESE Center No | Charter School No | Minority Rate 75% |

School Grades History

| | | | | |
|---------------------|---------------------|---------------------|---------------------|---------------------|
| 2013-14 F | 2012-13 D | 2011-12 C | 2010-11 C | 2009-10 C |
|---------------------|---------------------|---------------------|---------------------|---------------------|

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 | 17 |
| Goals Summary | 20 |
| Goals Detail | 20 |
| Action Plan for Improvement | 28 |
| Part III: Coordination and Integration | 59 |
| Appendix 1: Professional Development Plan to Support Goals | 60 |
| Appendix 2: Budget to Support Goals | 68 |

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 |
|----------------------|--------|-------------|
| Focus Year 3 or more | 2 | Wayne Green |

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

Current School Status

School Information

School-Level Information

School

Hyde Park Elementary School

Principal

Angela Kasper

School Advisory Council chair

Terri Nelson

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

| Name | Title |
|---------------|---------------------|
| Angela Kasper | Principal |
| Ronrica Troy | Assistant Principal |
| Teresa Logan | Reading Coach |
| Fay Sharpe | Mathematics Coach |
| Tina Rich | School Counselor |

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 school's School Advisory Council (SAC) consists of parents, community members, business partners, and school staff (e.g., principal, teachers). The people on the SAC are representative of the surrounding community and the school's population and demographics (e.g., race, economic status).

Involvement of the SAC in the development of the SIP

The school improvement plan is discussed at the SAC meetings. Feedback is encouraged and incorporated into the plan, as appropriate. In addition, the SAC conducts an intensive review of school data and the SIP at the midyear point. A report is developed and a copy is submitted to the School Board and Superintendent.

Activities of the SAC for the upcoming school year

The SAC meets every fourth Monday of the month. The SAC members discuss issues that impact student achievement and student data. Members also brainstorm solutions to these issues and identify additional resources to support the school.

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

No school improvement funds are available at this time.

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

NA

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:

Angela Kasper

Principal

Years as Administrator: 8

Years at Current School: 4

Credentials

Bachelor of Arts in Elementary Education
 1982
 Master of Educational Leadership 2000
 Certification
 Elementary Education Grades 1-6
 Educational Leadership
 K-12
 School Principal K-12
 English to Speakers of Other Languages (ESOL) Endorsement
 Elementary Education

Performance Record

2012-2013 Principal Hyde Park Elementary
 School Grade-D
 Reading-31%
 Math-26%
 Science-43%
 Writing-33% (3.5)
 2011-2012 Principal Hyde Park Elementary
 School Grade-C
 Reading-44%
 Math-41%
 Science-31%
 Writing-72% (3.0)
 2010-2011 Principal Hyde Park Elementary
 School Grade-C
 Reading-64%
 Math-72%
 Science-54%
 Writing-74%
 2009-2010 Principal Hyde Park
 School Grade – C
 Reading –62%
 Math –62%
 Science –35%
 Writing – 80%
 2008-2009 Principal at Brentwood Elementary
 School Grade – D
 Reading – 61%
 Math – 47%
 Science – 31%
 Writing -75%
 AYP – No
 2007-2008 Principal at Brentwood Elementary
 School Grade – B
 Reading – 61%
 Math – 50%
 Science – 56%
 Writing – 62%

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Teresa Logan

Full-time / School-based

Years as Coach: 0

Years at Current School: 0

Areas

Reading/Literacy

Credentials

Degrees:
 BA in Elementary Education
 University of Florida
 Masters in Reading/Language Arts
 Certifications:
 Elementary Education for Grades 1-6
 Reading for Grades K-12

Performance Record

Worked for DCPS Office of School Improvement 2008 to 2013 providing technical assistance to low-performing DA and Turnaround schools. Below is data relevant to district school grades and student achievement during that time:

State Assigned Grades
 2013 2012 2011 2010 2009
 District
 C C B B B
 Schools
 A 33 57 48 56 79
 B 33 27 29 24 23
 C 38 34 41 43 29
 D 26 22 16 8 13
 F 11 21 5 3 7

Math and Reading District and State % Scoring Satisfactory 2008-2013
 District Reading State Reading District Math State Math.
 2013 53 58 54 59
 2012 52 57 53 54
 2011 62 62 69 68
 2010 63 62 69 68
 2009 63 62 68 67

2008-2007 worked for the Florida Bureau of School Improvement with seven schools designated as "D," "F," or Double "F." By the end of the school year two schools were graded "D," four were graded "C," and one was graded an "A."

| Fay Sharpe | | |
|---------------------------|---|--------------------------|
| Full-time / School-based | Years as Coach: 0 | Years at Current School: |
| Areas | Mathematics | |
| Credentials | Bachelor of Arts in Elementary Education University of North Florida National Board Certified | |
| Performance Record | 2012-2013 Math Interventionist Hyde Park Elementary School Grade-D Reading-31% Math-26% Science-43% Writing-33% (3.5) 2011-2012 Teacher Hyde Park Elementary School Grade-C Reading-44% Math-41% Science-31% Writing-72% 2010-2011 Teacher Hyde Park Elementary School Grade-C Reading-64% Math-72% Science-54% Writing-74% 2009-2010 Teacher Hyde Park School Grade – C Reading –62% Math –62% Science –35% Writing – 80% | |

Classroom Teachers

| | |
|---|----------|
| # of classroom teachers | 23 |
| # receiving effective rating or higher | 23, 100% |
| # Highly Qualified Teachers | 100% |
| # certified in-field | 23, 100% |
| # ESOL endorsed | 15, 65% |
| # reading endorsed | 1, 4% |

with advanced degrees

6, 26%

National Board Certified

2, 9%

first-year teachers

0, 0%

with 1-5 years of experience

8, 35%

with 6-14 years of experience

7, 30%

with 15 or more years of experience

8, 35%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

8

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

The following are strategies to recruit and retain highly qualified, certified-in-field, effective teachers and the person responsible:

- Attend new teacher meeting to discuss Teacher Induction Program; Professional Development Facilitator and Principal
- Match new teachers with veteran teacher “buddies;” Professional Development Facilitator and Principal
- Mentor teachers with 1-5 years of experience throughout the school year
- Provide instructional support to all teachers throughout the school year; Professional Development Facilitator and Principal
- Recruit new teachers; Human Resource Personnel

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

The school's teacher mentoring program/plan is designed to provide support to teachers new to the profession, school, or grade levels. Novice teachers are paired with more experienced teachers based on the instructional needs of the mentee and the skills and knowledge of the mentor. In addition, the school has two instructional coaches who provide assistance to all teachers in mathematics and reading.

The following are mentoring activities:

- Meetings between mentors and mentees. These are held at least once a month, but may occur on an "as needed" basis and are more frequent in the beginning of the school year. During these meetings mentors and mentees discuss classroom concerns and strategies for high quality instruction.
- Grade level and subject area collaborative teacher planning
- Classroom support by instructional coaches
- Instructional support, classroom observations, and constructive feedback of mentee classrooms by school administrators
- Instructional support, classroom observations, and constructive feedback of mentor classrooms by school administrators

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 MTSS leadership team meets monthly to discuss the student expectations, analyze the data, and engage in school wide problem solving. In addition to classroom observations, the instructional coach and principal will review DATA notebooks to determine if students are progressing. The team will collaborate with classroom teachers to ensure that instructional strategies and differentiation occurs within each classroom. The team will also attend all district RtI trainings and provide presentations to faculty on RtI practices. They will identify professional development needs and facilitate the process of building consensus and making decisions about implementation. The team will also review progress-monitoring data at each grade level and classroom level to identify students who are meeting/exceeding benchmarks, at risk or at high risk for not meeting benchmarks.

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

Principal- Angela Kasper: Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal- Ronrica Troy: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development to faculty and staff; and collaborates with staff to implement behavioral interventions.

Mathematics Coach- Fay Sharpe: 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; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Reading Coach- Teresa Logan: 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; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

School Counselor- Tina Rich: 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., 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, analysis of Tier 2 and 3 intervention plans.

MTSS/Rtl Facilitator-Tina Rich: Participates on Leadership Team; acts as liaison for implementation of Rtl at the school level; receives ongoing Rtl 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 Rtl

Varying Exceptionalities/ESE Liaison- Ellisa Williams: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

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

The MTSS team will analyze student data such as FCAT and the district assessments with teachers. Each faculty member will select an organizational team to work on such as Math and Technology, Reading, and Foundations/Safety. Each organizational team will provide input on objectives and instructional strategies to focus on for the school year. Once the input has been provided in creating the School Improvement Plan, the team will present the document to the School Advisory Council for input. As the school year progresses, the team will review the School Improvement Plan to ensure that it continues to meet the needs of the students.

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

Reading: Baseline assessments: IOWA, DAR, District Curriculum Guide Assessment, Florida Comprehensive Assessment Test (FCAT), Mid-Year: District Curriculum Guide Assessment, End of the Year: FCAT, MAP Ongoing Progress Monitoring: District Curriculum Guide Assessments and classroom assessments Frequency of data review: Ongoing

Mathematics: District Curriculum Guide Assessment Baseline, Florida Comprehensive Assessment Test (FCAT), i-Ready; Mid-Year: Quarterly Curriculum Guide Assessments, Math Investigation/envision assessments, i-Ready; End of the Year: Florida Comprehensive Assessment Test (FCAT), Curriculum Guide Assessment End of Year, Math Investigation/envision assessments, i-Ready, Frequency of data review: Ongoing

Science: Baseline assessments: District Curriculum Guide Assessment, Florida Comprehensive Assessment Test (FCAT), Mid-Year: District Curriculum Guide Assessment, District module assessments , Data Dashboard assessments, End of the Year: District assessments, Ongoing Progress Monitoring: District Benchmark Assessments, Frequency of data review: Ongoing
 Writing: Baseline assessments: District Writing Prompt Mid-Year: District Writing Prompt, End of the Year: District writing assessments, Ongoing Progress Monitoring: Frequency of data review: Ongoing
 Data from absenteeism, referrals, and suspensions from Genesis will be used for behavior and managed by Pearson Inform.

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

The MTSS leadership team received initial MTSS and data-based problem solving training and subsequently has trained the faculty on analyzing student needs. The training and capacity building will continue through Early Release session, faculty meetings, weekly grade level meetings; web based training and professional learning communities. This provides whole group, small group, and content specific trainings to establish continuous analysis of student needs throughout the school year. The MTSS Leadership team meets monthly with each classroom teacher to discuss progress monitoring with students. The team reviews data, discusses interventions, and makes recommendations for increasing student achievement.

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: Weekend Program

Minutes added to school year: 3,880

Saturday School will be provided for selected students including those in the bottom quartile and those identified as "bubble." The academic program will focus on three subject areas: reading, mathematics, and science. Instructional strategies and learning activities will be developed with student engagement and educational rigor in mind.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Selected data will be identified and analyzed to indicate student understanding of targeted concepts and benchmarks prior to the start of the program. At the end of the program data will again be collected and analyzed to indicate the gain of student understanding.

Who is responsible for monitoring implementation of this strategy?

The school's Principal and Leadership Team will be responsible for monitoring implementation of this strategy.

Literacy Leadership Team (LLT)

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

| Name | Title |
|---------------------|-------------------------|
| Angela Kasper | Principal |
| Ronrica Troy | Assistant Principal |
| Teresa Logan | Reading Coach |
| Jenny Cashen | School Media Specialist |
| Mary (Kathy) Ramsey | Reading |

How the school-based LLT functions

The Literacy Leadership Team (LLT) meets bi-monthly to plan and discuss curriculum, assessment, differentiated instruction, literacy nights, literacy week, and other reading-related activities. The LLT also meets to assess faculty professional development needs and to formulate plans to effectively implement targeted reading goals.

Major initiatives of the LLT

Support activities that will increase student reading achievement and build students' independent, sustained reading capacity.

Support implementation of the Common Core Standards

Provide coaching and modeling for developing teachers

Implementation of the Curriculum Guides and assessments and resources

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

During the 4th nine weeks, surrounding daycare centers and preschools tour Hyde Park. The tour allows the students to meet future Kindergarten teachers and familiarize the students to the school setting. As a part of the tour, the students participate in a lesson, eat lunch in the cafeteria, and receive a treat bag.

Orientation for Kindergarten takes place a week before school begins. During orientation, parents and students are introduced to the expectations and curriculum for the school year.

Diagnostic assessments such as FKLRS/ ECHOS are administered to first time Kindergarten students to calculate their readiness rate. This data is used to differentiate instruction.

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 | 53% | 31% | No | 57% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 47% | 27% | No | 52% |
| Hispanic | 58% | | No | 63% |
| White | 65% | 44% | No | 69% |
| English language learners | | | | |
| Students with disabilities | 33% | | No | 40% |
| Economically disadvantaged | 51% | 30% | No | 56% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 25 | 17% | 22% |
| Students scoring at or above Achievement Level 4 | 24 | 8% | 13% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 94 | 62% | 72% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 26 | 69% | 79% |

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 | 14 | 33% | 43% |
| 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 | 54% | 26% | No | 59% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 50% | 23% | No | 55% |
| Hispanic | 73% | | No | 75% |
| White | 63% | 27% | No | 66% |
| English language learners | | | | |
| Students with disabilities | 38% | 14% | No | 44% |
| Economically disadvantaged | 52% | 25% | No | 57% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 24 | 15% | 20% |
| Students scoring at or above Achievement Level 4 | 15 | 5% | 10% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | 80 | 52% | 62% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 27 | 70% | 80% |

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 | 11 | 21% | 26% |
| Students scoring at or above Achievement Level 4 | 13 | 25% | 30% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 0% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 0% |

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 | 9 | 2% | 1% |
| Students retained, pursuant to s. 1008.25, F.S. | 24 | 6% | 5% |
| Students who are not proficient in reading by third grade | 47 | 81% | 71% |
| Students who receive two or more behavior referrals | 16 | 4% | 2% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 38 | 9% | 7% |

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

Hyde Park Elementary is a Title I school. Please refer to the school's Parent Involvement Plan for data and information related to this section.

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
|--------|---------------|---------------|---------------|

Area 10: Additional Targets

Additional targets for the school

Safety Goal: During Code Red/Lockdown Intruder Drill 100% of all teachers will utilize the Emergency Color Card system.

Specific Additional Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| 100% of all teachers will utilize the Emergency Color Card system. | 0 | 0% | 100% |

Goals Summary

- G1.** Teacher usage of the Emergency Color Card system will increase from 0% in 2012-2013 to 100% in 2013-2014.
- G2.** Increase the percentage of proficiency (3.5 or above) on the 2014 Spring FCAT Writing by 10% or more.
- G3.** Increase the percentage of proficiency (3 or above) on the 2014 Spring Math FCAT 2.0 by 10% or more.
- G4.** Increase the percentage of bottom quartile students on the 2014 Spring Math FCAT making gains by 10% or more.
- G5.** Increase the percentage of proficiency (3 or above) on the 2014 Spring Science FCAT by 10% or more.
- G6.** Increase the percentage of bottom quartile students on the 2014 Spring Science FCAT making gains by 10% or more.
- G7.** Increase the percentage of proficiency (3 or above) on the 2014 Spring Reading FCAT 2.0 by 10% or more.
- G8.** Increase the percentage of bottom quartile students on the 2014 Spring Reading FCAT making gains by 10% or more.

Goals Detail

G1. Teacher usage of the Emergency Color Card system will increase from 0% in 2012-2013 to 100% in 2013-2014.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Districts Code Red/Lockdown Intruder Protocols, Hyde Park Elementary Crisis/Safety Plan, school and district Code Red/Lockdown drills

Targeted Barriers to Achieving the Goal

- Teachers are unfamiliar with Code Red/Lockdown Intruder Protocols

Plan to Monitor Progress Toward the Goal

Document number of teachers who utilize Color Coded Card system

Person or Persons Responsible

Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Principal's Notes

G2. Increase the percentage of proficiency (3.5 or above) on the 2014 Spring FCAT Writing by 10% or more.

Targets Supported

- Writing

Resources Available to Support the Goal

- District Specialist
- Reading Coach
- Curriculum Guides and Assessments
- Coaching Academy and Teacher Academy
- District Timed Writing Scorers

Targeted Barriers to Achieving the Goal

- lack of experience with structured writing
- Time restraints

Plan to Monitor Progress Toward the Goal

Writing prompt scores, classroom writing samples

Person or Persons Responsible

Leadership Team and Classroom Teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Student Data

G3. Increase the percentage of proficiency (3 or above) on the 2014 Spring Math FCAT 2.0 by 10% or more.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- District Specialist
- Math Coach
- Curriculum Guides and Assessments
- Program Materials
- Coaching Academy
- Teacher Academy
- Coaching Cycle/Lesson Study
- i-Ready
- FCAT Explorer

Targeted Barriers to Achieving the Goal

- Students entering 3rd grade below grade level
- Classroom instruction doesn't match rigor of assessment
- Low reading levels make it difficult for students to understand the math questions and vocabulary

Plan to Monitor Progress Toward the Goal

Exit tickets Classroom assessments Anecdotal Notes

Person or Persons Responsible

Classroom teachers Leadership team

Target Dates or Schedule:

bi-monthly

Evidence of Completion:

Data Chat Form

G4. Increase the percentage of bottom quartile students on the 2014 Spring Math FCAT making gains by 10% or more.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- District Specialist
- Math Coach
- Curriculum Guides and Assessments
- Program Materials
- Coaching Academy
- Teacher Academy
- Coaching Cycle/Lesson Study
- i-Ready
- FCAT Explorer

Targeted Barriers to Achieving the Goal

- Students entering 3rd grade below grade level
- Classroom instruction doesn't match rigor of assessment
- Low reading levels make it difficult for students to understand the math questions and vocabulary

Plan to Monitor Progress Toward the Goal

Exit tickets Classroom assessments Anecdotal Notes

Person or Persons Responsible

Classroom teachers Leadership team

Target Dates or Schedule:

bi-monthly

Evidence of Completion:

Data Chat Form

G5. Increase the percentage of proficiency (3 or above) on the 2014 Spring Science FCAT by 10% or more.

Targets Supported

- Reading (FCAT2.0, Learning Gains, Postsecondary Readiness)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- District Specialist
- Curriculum Guides and Assessments
- Program Materials
- Coaching Academy
- Teacher Academy
- Coaching Cycle/Lesson Study
- FCAT Explorer
- Dedicated Science Lab/Room

Targeted Barriers to Achieving the Goal

- Students entering 3rd grade below grade level
- Low reading levels make it difficult for students to understand the science questions and vocabulary

Plan to Monitor Progress Toward the Goal

Exit tickets Classroom assessments Anecdotal Notes

Person or Persons Responsible

Classroom teachers Leadership team

Target Dates or Schedule:

bi-monthly

Evidence of Completion:

Data Chat Form

G6. Increase the percentage of bottom quartile students on the 2014 Spring Science FCAT making gains by 10% or more.

Targets Supported

- Reading (FCAT2.0, Learning Gains, Postsecondary Readiness)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- District Specialist
- Curriculum Guides and Assessments
- Program Materials
- Coaching Academy
- Teacher Academy
- Coaching Cycle/Lesson Study
- FCAT Explorer
- Dedicated Science Lab/Room

Targeted Barriers to Achieving the Goal

- Students entering 3rd grade below grade level
- Low reading levels make it difficult for students to understand the science questions and vocabulary

Plan to Monitor Progress Toward the Goal

Exit tickets Classroom assessments Anecdotal Notes

Person or Persons Responsible

Classroom teachers Leadership team

Target Dates or Schedule:

bi-monthly

Evidence of Completion:

Data Chat Form

G7. Increase the percentage of proficiency (3 or above) on the 2014 Spring Reading FCAT 2.0 by 10% or more.

Targets Supported

- Reading (FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- District specialists
- Reading Coach
- Curriculum Guides and Assessments
- Program Materials
- Coaching Academy
- Teacher Academy
- Coaching Cycle/Lesson Study
- i-Ready/Ready Common Core
- FCAT Explorer

Targeted Barriers to Achieving the Goal

- Students entering 3rd grade below grade level

Plan to Monitor Progress Toward the Goal

Exit Tickets and classroom assessments, anecdotal notes

Person or Persons Responsible

Classroom Teachers and Leadership Team

Target Dates or Schedule:

bi-monthly

Evidence of Completion:

Data Chat Forms

G8. Increase the percentage of bottom quartile students on the 2014 Spring Reading FCAT making gains by 10% or more.

Targets Supported

- Reading (FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- District specialists
- Reading Coach
- Curriculum Guides and Assessments
- Program Materials
- Coaching Academy
- Teacher Academy
- Coaching Cycle/Lesson Study
- i-Ready/Ready Common Core
- FCAT Explorer

Targeted Barriers to Achieving the Goal

- Students entering 3rd grade below grade level

Plan to Monitor Progress Toward the Goal

Exit Tickets and classroom assessments, anecdotal notes

Person or Persons Responsible

Classroom Teachers and Leadership Team

Target Dates or Schedule:

bi-monthly

Evidence of Completion:

Data Chat Forms

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teacher usage of the Emergency Color Card system will increase from 0% in 2012-2013 to 100% in 2013-2014.

G1.B1 Teachers are unfamiliar with Code Red/Lockdown Intruder Protocols

G1.B1.S3 School will conduct Code Red/Lockdown Intruder drills to train teachers with the use of the Emergency Color Card System.

Action Step 1

Teachers will be informed of Code Red procedures and given materials including the Color Coded Cards.

Person or Persons Responsible

Principal

Target Dates or Schedule

September 11, 2013 Faculty Meeting

Evidence of Completion

Faculty Meeting Agenda and notes

Action Step 2

Drill will be conducted

Person or Persons Responsible

Principal and Leadership Team

Target Dates or Schedule

Late October, 2013

Evidence of Completion

Principal's Notes

Action Step 3

Debrief teachers about the use of the Color Coded Card system and the following of Code Red Protocols at Faculty Meeting

Person or Persons Responsible

Principal

Target Dates or Schedule

November, 2013

Evidence of Completion

Principal's Notes and Faculty Agenda

Action Step 4

Randomly conduct drills each quarter

Person or Persons Responsible

Principal

Target Dates or Schedule

Once a quarter

Evidence of Completion

Principal's Notes

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Document Drills and usage of Color Coded Card system

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Principal's Notes

Plan to Monitor Effectiveness of G1.B1.S3

Document the number of teachers that utilize Color Coded Card system and Code Red protocols correctly during drills

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Principal's Notes

G2. Increase the percentage of proficiency (3.5 or above) on the 2014 Spring FCAT Writing by 10% or more.

G2.B3 lack of experience with structured writing

G2.B3.S1 Teachers will provide support for students to develop and strengthen writing as needed by planning, revising, and editing.

Action Step 1

Monitor that writing is being implemented in all classrooms

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

Walk-through form, teacher lesson plans

Action Step 2

Provide needed writing training and support to teachers

Person or Persons Responsible

Reading Coach and District Specialist

Target Dates or Schedule

Throughout the year

Evidence of Completion

Student data, samples of student writing

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Writing instruction implementation in classroom

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

samples of student writing, Teacher lesson plans

Plan to Monitor Effectiveness of G2.B3.S1

Improved performance on writing prompts

Person or Persons Responsible

Classroom teachers and Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student data

G2.B5 Time restraints

G2.B5.S1 Teachers will provide opportunities for students to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Action Step 1

Develop specific time for writing activities on a daily basis

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Throughout school year

Evidence of Completion

Classroom schedules, Lesson Plans

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

Classroom scheduled student writing instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Throughout school year

Evidence of Completion

Writing Lesson Plans and student writing

Plan to Monitor Effectiveness of G2.B5.S1

Improved writing scores

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Data

G3. Increase the percentage of proficiency (3 or above) on the 2014 Spring Math FCAT 2.0 by 10% or more.

G3.B2 Students entering 3rd grade below grade level

G3.B2.S1 Effective teaching instruction aligned to standards through the gradual release model.

Action Step 1

Survey teachers to determine who received training on gradual release.

Person or Persons Responsible

Administration

Target Dates or Schedule

Preplanning

Evidence of Completion

Email responses

Action Step 2

Provide training and support for math teachers who did not receive gradual release training.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

August and September

Evidence of Completion

Coach Log

Facilitator:

Math Coach

Participants:

Classroom teachers

Action Step 3

Monitor that gradual release model is being implemented.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

September and October

Evidence of Completion

Informal Observations.

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Use walk-through form and classroom observation to determine if gradual release model is being used.

Person or Persons Responsible

Administration

Target Dates or Schedule

through out the year

Evidence of Completion

Walk-through form Teacher lesson plans

Plan to Monitor Effectiveness of G3.B2.S1

Improved performance on Quarterly Curriculum Guide Assessments

Person or Persons Responsible

Classroom teachers Leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student data in Inform

G3.B5 Classroom instruction doesn't match rigor of assessment

G3.B5.S1 Effective teaching instruction aligned to Common Core Standards.

Action Step 1

Provide training on Common Core Mathematical practices

Person or Persons Responsible

Math Coach

Target Dates or Schedule

September

Evidence of Completion

Training PowerPoint

Action Step 2

Unpack the Common Core Standards

Person or Persons Responsible

Classroom Teachers Math Coach

Target Dates or Schedule

October/November

Evidence of Completion

Posters/work created during meetings.

Facilitator:

Math Coach

Participants:

Classroom Teachers Math Coach

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Instruction provided based on Common Core Standards.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly during walk-throughs

Evidence of Completion

Lesson Plans with standards documented and observations during walk-throughs

Plan to Monitor Effectiveness of G3.B5.S1

Improved performance on Curriculum Guide Assessments

Person or Persons Responsible

Classroom teachers and leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student data in Inform

G3.B9 Low reading levels make it difficult for students to understand the math questions and vocabulary

G3.B9.S1 Teach vocabulary in math

Action Step 1

Provide training to classroom teachers on ways to incorporate higher level math vocabulary in lessons in lower grades.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

October

Evidence of Completion

Teacher lesson plans

Facilitator:

Math Coach

Participants:

Math Coach

Plan to Monitor Fidelity of Implementation of G3.B9.S1

Look for student use of math vocabulary in classrooms and interactive journals.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Walk through forms.

Plan to Monitor Effectiveness of G3.B9.S1

Improved performance on Curriculum Guide Assessments Increase use of math vocabulary in classroom.

Person or Persons Responsible

Classroom teachers and leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Data on Inform Interactive journals

G4. Increase the percentage of bottom quartile students on the 2014 Spring Math FCAT making gains by 10% or more.

G4.B2 Students entering 3rd grade below grade level

G4.B2.S1 Effective teaching instruction aligned to standards through the gradual release model.

Action Step 1

Survey teachers to determine who received training on gradual release.

Person or Persons Responsible

Administration

Target Dates or Schedule

Preplanning

Evidence of Completion

Email responses

Action Step 2

Provide training and support for math teachers who did not receive gradual release training.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

August and September

Evidence of Completion

Coach Log

Facilitator:

Math Coach

Participants:

Classroom Teachers

Action Step 3

Monitor that gradual release model is being implemented.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

September and October

Evidence of Completion

Informal Observations.

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

Use walk-through form and classroom observation to determine if gradual release model is being used.

Person or Persons Responsible

Administration

Target Dates or Schedule

through out the year

Evidence of Completion

Walk-through form Teacher lesson plans

Plan to Monitor Effectiveness of G4.B2.S1

Improved performance on Quarterly Curriculum Guide Assessments

Person or Persons Responsible

Classroom teachers Leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student data in Inform

G4.B5 Classroom instruction doesn't match rigor of assessment

G4.B5.S1 Effective teaching instruction aligned to Common Core Standards.

Action Step 1

Provide training on Common Core Mathematical practices

Person or Persons Responsible

Math Coach

Target Dates or Schedule

September

Evidence of Completion

Training PowerPoint

Action Step 2

Unpack the Common Core Standards

Person or Persons Responsible

Classroom Teachers Math Coach

Target Dates or Schedule

October/November

Evidence of Completion

Posters/work created during meetings.

Facilitator:

Math Coach

Participants:

Classroom Teachers Math Coach

Plan to Monitor Fidelity of Implementation of G4.B5.S1

Instruction provided based on Common Core Standards.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly during walk-throughs

Evidence of Completion

Lesson Plans with standards documented and observations during walk-throughs

Plan to Monitor Effectiveness of G4.B5.S1

Improved performance on Curriculum Guide Assessments

Person or Persons Responsible

Classroom teachers and leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student data in Inform

G4.B9 Low reading levels make it difficult for students to understand the math questions and vocabulary

G4.B9.S1 Teach vocabulary in math

Action Step 1

Provide training to classroom teachers on ways to incorporate higher level math vocabulary in lessons in lower grades.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

October

Evidence of Completion

Teacher lesson plans

Facilitator:

Math Coach

Participants:

Math Coach

Plan to Monitor Fidelity of Implementation of G4.B9.S1

Look for student use of math vocabulary in classrooms and interactive journals.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Walk through forms.

Plan to Monitor Effectiveness of G4.B9.S1

Improved performance on Curriculum Guide Assessments Increase use of math vocabulary in classroom.

Person or Persons Responsible

Classroom teachers and leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Data on Inform Interactive journals

G5. Increase the percentage of proficiency (3 or above) on the 2014 Spring Science FCAT by 10% or more.

G5.B2 Students entering 3rd grade below grade level

G5.B2.S1 Effective teaching instruction aligned to standards through the gradual release model.

Action Step 1

Survey teachers to determine who received training on gradual release.

Person or Persons Responsible

Administration

Target Dates or Schedule

Pre-planning

Evidence of Completion

email responses

Action Step 2

Provide training and support for teachers who did not receive gradual release training.

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

August and September

Evidence of Completion

Coach Log

Facilitator:

Instructional Coach

Participants:

Classroom teachers

Action Step 3

Monitor that gradual release model is being implemented.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

September and October

Evidence of Completion

Informal Observations.

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Use walk-through form and classroom observation to determine if gradual release model is being used.

Person or Persons Responsible

Administration

Target Dates or Schedule

through out the year

Evidence of Completion

Walk-through form Teacher lesson plans

Plan to Monitor Effectiveness of G5.B2.S1

Improved performance on Quarterly Curriculum Guide Assessments

Person or Persons Responsible

Classroom teachers Leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student data in Inform

G5.B9 Low reading levels make it difficult for students to understand the science questions and vocabulary

G5.B9.S1 Teach vocabulary in science.

Action Step 1

Provide training to classroom teachers on ways to incorporate higher level science vocabulary in lessons in lower grades.

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

November

Evidence of Completion

Teacher lesson plans

Facilitator:

Instructional Coach

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G5.B9.S1

Look for student use of science vocabulary in classrooms and interactive journals.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Walk through forms.

Plan to Monitor Effectiveness of G5.B9.S1

Improved performance on Curriculum Guide Assessments Increase use of science vocabulary in classroom.

Person or Persons Responsible

Classroom teachers and leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Data on Inform Interactive journals

G6. Increase the percentage of bottom quartile students on the 2014 Spring Science FCAT making gains by 10% or more.

G6.B2 Students entering 3rd grade below grade level

G6.B2.S1 Effective teaching instruction aligned to standards through the gradual release model.

Action Step 1

Survey teachers to determine who received training on gradual release.

Person or Persons Responsible

Administration

Target Dates or Schedule

Pre-planning

Evidence of Completion

email responses

Action Step 2

Provide training and support for teachers who did not receive gradual release training.

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

August and September

Evidence of Completion

Coach Log

Facilitator:

Instructional Coach

Participants:

Classroom teachers

Action Step 3

Monitor that gradual release model is being implemented.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

September and October

Evidence of Completion

Informal Observations.

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

Use walk-through form and classroom observation to determine if gradual release model is being used.

Person or Persons Responsible

Administration

Target Dates or Schedule

through out the year

Evidence of Completion

Walk-through form Teacher lesson plans

Plan to Monitor Effectiveness of G6.B2.S1

Improved performance on Quarterly Curriculum Guide Assessments

Person or Persons Responsible

Classroom teachers Leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student data in Inform

G6.B9 Low reading levels make it difficult for students to understand the science questions and vocabulary

G6.B9.S1 Teach vocabulary in science.

Action Step 1

Provide training to classroom teachers on ways to incorporate higher level science vocabulary in lessons in lower grades.

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

November

Evidence of Completion

Teacher lesson plans

Facilitator:

Instructional Coach

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G6.B9.S1

Look for student use of science vocabulary in classrooms and interactive journals.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Walk through forms.

Plan to Monitor Effectiveness of G6.B9.S1

Improved performance on Curriculum Guide Assessments Increase use of science vocabulary in classroom.

Person or Persons Responsible

Classroom teachers and leadership team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Data on Inform Interactive journals

G7. Increase the percentage of proficiency (3 or above) on the 2014 Spring Reading FCAT 2.0 by 10% or more.

G7.B2 Students entering 3rd grade below grade level

G7.B2.S1 All teachers will implement the gradual release model

Action Step 1

Survey teachers to see who attended Teacher Academy

Person or Persons Responsible

Principal

Target Dates or Schedule

Preplanning

Evidence of Completion

Email responses

Action Step 2

Provide professional development for reading teachers who did not receive gradual release training along with follow-up support

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

August and September

Evidence of Completion

Coaches Log

Facilitator:

Instructional Coaches

Participants:

K-5 teachers that did not attend training or need additional training.

Action Step 3

Monitor that gradual release model is being implemented

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

September and October

Evidence of Completion

Informal observation

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Use Walk Through Form and classroom observation to determine that gradual release model is being implemented

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

October and November

Evidence of Completion

Walk Through Form and Lesson Plans

Plan to Monitor Effectiveness of G7.B2.S1

Improved performance on Curriculum Guide Assessments

Person or Persons Responsible

Classroom teachers, Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Data in Inform

G7.B2.S2 Teachers will participate in professional development on text complexity, structure and text dependent and higher order questioning

Action Step 1

The reading coach and/or outside trainer will provide text examples of grade level informational text, ways to determine text complexity of informational text, and higher order questioning

Person or Persons Responsible

Reading Coach/FIDLRS

Target Dates or Schedule

Common grade level planning, Early Release, and WOW Wednesdays in September and October

Evidence of Completion

Common planning minutes; lesson plans

Facilitator:

Reading coach/FIDLRS Trainer

Participants:

Reading teachers in K-5

Plan to Monitor Fidelity of Implementation of G7.B2.S2

Review implementation of reading logs with classroom teacher.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Monthly at grade level meetings

Evidence of Completion

Student reading logs.

Plan to Monitor Effectiveness of G7.B2.S2

informal observations of students quarterly Curriculum Guide Assessments

Person or Persons Responsible

Teachers

Target Dates or Schedule

monthly; quarterly

Evidence of Completion

Students will need less scaffolded instruction to read informational text on grade level and CGA results will improve.

G7.B2.S3 Students will read and reread informational text on grade level with scaffolded support

Action Step 1

Teacher will monitor reading log and Accelerated Reader data to determine if students are successfully reading informational text on grade level.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

monthly

Evidence of Completion

Student reading logs Accelerated Reader data

Plan to Monitor Fidelity of Implementation of G7.B2.S3

Accelerated Reader data and teacher anecdotal notes

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Monthly grade level meetings

Evidence of Completion

grade level minutes

Plan to Monitor Effectiveness of G7.B2.S3

informal classroom observations Curriculum Guide Assessments

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Inform Data

G8. Increase the percentage of bottom quartile students on the 2014 Spring Reading FCAT making gains by 10% or more.

G8.B2 Students entering 3rd grade below grade level

G8.B2.S1 All teachers will implement the gradual release model

Action Step 1

Survey teachers to see who attended Teacher Academy

Person or Persons Responsible

Principal

Target Dates or Schedule

Preplanning

Evidence of Completion

Email responses

Action Step 2

Provide professional development for reading teachers who did not receive gradual release training along with follow-up support

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

August and September

Evidence of Completion

Coaches Log

Facilitator:

Instructional Coaches

Participants:

K-5 teachers that did not attend training or need additional training.

Action Step 3

Monitor that gradual release model is being implemented

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

September and October

Evidence of Completion

Informal observation

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Use Walk Through Form and classroom observation to determine that gradual release model is being implemented

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

October and November

Evidence of Completion

Walk Through Form and Lesson Plans

Plan to Monitor Effectiveness of G8.B2.S1

Improved performance on Curriculum Guide Assessments

Person or Persons Responsible

Classroom teachers, Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Data in Inform

G8.B2.S2 Teachers will participate in professional development on text complexity, structure and text dependent and higher order questioning

Action Step 1

The reading coach and/or outside trainer will provide text examples of grade level informational text, ways to determine text complexity of informational text, and higher order questioning

Person or Persons Responsible

Reading Coach/FIDLRS

Target Dates or Schedule

Common grade level planning, Early Release, and WOW Wednesdays in September and October

Evidence of Completion

Common planning minutes; lesson plans

Facilitator:

Reading coach/FIDLRS Trainer

Participants:

Reading teachers in K-5

Plan to Monitor Fidelity of Implementation of G8.B2.S2

Review implementation of reading logs with classroom teacher.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Monthly at grade level meetings

Evidence of Completion

Student reading logs.

Plan to Monitor Effectiveness of G8.B2.S2

informal observations of students quarterly Curriculum Guide Assessments

Person or Persons Responsible

Teachers

Target Dates or Schedule

monthly; quarterly

Evidence of Completion

Students will need less scaffolded instruction to read informational text on grade level and CGA results will improve.

G8.B2.S3 Students will read and reread informational text on grade level with scaffolded support

Action Step 1

Teacher will monitor reading log and Accelerated Reader data to determine if students are successfully reading informational text on grade level.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

monthly

Evidence of Completion

Student reading logs Accelerated Reader data

Plan to Monitor Fidelity of Implementation of G8.B2.S3

Accelerated Reader data and teacher anecdotal notes

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Monthly grade level meetings

Evidence of Completion

grade level minutes

Plan to Monitor Effectiveness of G8.B2.S3

informal classroom observations Curriculum Guide Assessments

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Inform Data

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

The following federal, state, and local funds, services, and programs will be coordinated and integrated in the school in the following manner:

Title I, Part A

Teacher salaries are provided through funds from Title I.

Supplemental Academic Instruction (SAI)

SAI Funds are provided to assist students not showing proficiency in reading, writing, math, and science.

Tutoring outside the school day.

Violence Prevention Programs

Foundations and CHAMPS are used in our school to ensure that students have a safe and civil learning environment.

Nutrition Programs

Breakfast is provided to every student every morning. Snacks are provided to students enrolled in the Extended Day Program.

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.

G3. Increase the percentage of proficiency (3 or above) on the 2014 Spring Math FCAT 2.0 by 10% or more.

G3.B2 Students entering 3rd grade below grade level

G3.B2.S1 Effective teaching instruction aligned to standards through the gradual release model.

PD Opportunity 1

Provide training and support for math teachers who did not receive gradual release training.

Facilitator

Math Coach

Participants

Classroom teachers

Target Dates or Schedule

August and September

Evidence of Completion

Coach Log

G3.B5 Classroom instruction doesn't match rigor of assessment

G3.B5.S1 Effective teaching instruction aligned to Common Core Standards.

PD Opportunity 1

Unpack the Common Core Standards

Facilitator

Math Coach

Participants

Classroom Teachers Math Coach

Target Dates or Schedule

October/November

Evidence of Completion

Posters/work created during meetings.

G3.B9 Low reading levels make it difficult for students to understand the math questions and vocabulary

G3.B9.S1 Teach vocabulary in math

PD Opportunity 1

Provide training to classroom teachers on ways to incorporate higher level math vocabulary in lessons in lower grades.

Facilitator

Math Coach

Participants

Math Coach

Target Dates or Schedule

October

Evidence of Completion

Teacher lesson plans

G4. Increase the percentage of bottom quartile students on the 2014 Spring Math FCAT making gains by 10% or more.

G4.B2 Students entering 3rd grade below grade level

G4.B2.S1 Effective teaching instruction aligned to standards through the gradual release model.

PD Opportunity 1

Provide training and support for math teachers who did not receive gradual release training.

Facilitator

Math Coach

Participants

Classroom Teachers

Target Dates or Schedule

August and September

Evidence of Completion

Coach Log

G4.B5 Classroom instruction doesn't match rigor of assessment

G4.B5.S1 Effective teaching instruction aligned to Common Core Standards.

PD Opportunity 1

Unpack the Common Core Standards

Facilitator

Math Coach

Participants

Classroom Teachers Math Coach

Target Dates or Schedule

October/November

Evidence of Completion

Posters/work created during meetings.

G4.B9 Low reading levels make it difficult for students to understand the math questions and vocabulary

G4.B9.S1 Teach vocabulary in math

PD Opportunity 1

Provide training to classroom teachers on ways to incorporate higher level math vocabulary in lessons in lower grades.

Facilitator

Math Coach

Participants

Math Coach

Target Dates or Schedule

October

Evidence of Completion

Teacher lesson plans

G5. Increase the percentage of proficiency (3 or above) on the 2014 Spring Science FCAT by 10% or more.

G5.B2 Students entering 3rd grade below grade level

G5.B2.S1 Effective teaching instruction aligned to standards through the gradual release model.

PD Opportunity 1

Provide training and support for teachers who did not receive gradual release training.

Facilitator

Instructional Coach

Participants

Classroom teachers

Target Dates or Schedule

August and September

Evidence of Completion

Coach Log

G5.B9 Low reading levels make it difficult for students to understand the science questions and vocabulary

G5.B9.S1 Teach vocabulary in science.

PD Opportunity 1

Provide training to classroom teachers on ways to incorporate higher level science vocabulary in lessons in lower grades.

Facilitator

Instructional Coach

Participants

Classroom teachers

Target Dates or Schedule

November

Evidence of Completion

Teacher lesson plans

G6. Increase the percentage of bottom quartile students on the 2014 Spring Science FCAT making gains by 10% or more.

G6.B2 Students entering 3rd grade below grade level

G6.B2.S1 Effective teaching instruction aligned to standards through the gradual release model.

PD Opportunity 1

Provide training and support for teachers who did not receive gradual release training.

Facilitator

Instructional Coach

Participants

Classroom teachers

Target Dates or Schedule

August and September

Evidence of Completion

Coach Log

G6.B9 Low reading levels make it difficult for students to understand the science questions and vocabulary

G6.B9.S1 Teach vocabulary in science.

PD Opportunity 1

Provide training to classroom teachers on ways to incorporate higher level science vocabulary in lessons in lower grades.

Facilitator

Instructional Coach

Participants

Classroom teachers

Target Dates or Schedule

November

Evidence of Completion

Teacher lesson plans

G7. Increase the percentage of proficiency (3 or above) on the 2014 Spring Reading FCAT 2.0 by 10% or more.

G7.B2 Students entering 3rd grade below grade level

G7.B2.S1 All teachers will implement the gradual release model

PD Opportunity 1

Provide professional development for reading teachers who did not receive gradual release training along with follow-up support

Facilitator

Instructional Coaches

Participants

K-5 teachers that did not attend training or need additional training.

Target Dates or Schedule

August and September

Evidence of Completion

Coaches Log

G7.B2.S2 Teachers will participate in professional development on text complexity, structure and text dependent and higher order questioning

PD Opportunity 1

The reading coach and/or outside trainer will provide text examples of grade level informational text, ways to determine text complexity of informational text, and higher order questioning

Facilitator

Reading coach/FIDLRS Trainer

Participants

Reading teachers in K-5

Target Dates or Schedule

Common grade level planning, Early Release, and WOW Wednesdays in September and October

Evidence of Completion

Common planning minutes; lesson plans

G8. Increase the percentage of bottom quartile students on the 2014 Spring Reading FCAT making gains by 10% or more.

G8.B2 Students entering 3rd grade below grade level

G8.B2.S1 All teachers will implement the gradual release model

PD Opportunity 1

Provide professional development for reading teachers who did not receive gradual release training along with follow-up support

Facilitator

Instructional Coaches

Participants

K-5 teachers that did not attend training or need additional training.

Target Dates or Schedule

August and September

Evidence of Completion

Coaches Log

G8.B2.S2 Teachers will participate in professional development on text complexity, structure and text dependent and higher order questioning

PD Opportunity 1

The reading coach and/or outside trainer will provide text examples of grade level informational text, ways to determine text complexity of informational text, and higher order questioning

Facilitator

Reading coach/FIDLRS Trainer

Participants

Reading teachers in K-5

Target Dates or Schedule

Common grade level planning, Early Release, and WOW Wednesdays in September and October

Evidence of Completion

Common planning minutes; lesson plans

Appendix 2: Budget to Support School Improvement Goals