



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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West Riverside Elementary School

2801 HERSCHEL ST

Jacksonville, FL 32205

904-381-3900

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 56%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 59%

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## School Grades History

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<b>2013-14</b> D	<b>2012-13</b> D	<b>2011-12</b> D	<b>2010-11</b> C	<b>2009-10</b> B
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## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

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

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

West Riverside Elementary School

##### Principal

Dr. Sylvia Johnson

##### School Advisory Council chair

Janet Holt

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

Name	Title
Dr. Sylvia Johnson	Principal
Dr. Raymond Carver	Assistant Principal
Angela Doss	School Counselor
Kristan Haas	Reading Coach
Gloria Manuel	Math Coach

#### 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 existing president has stated that she not been able to serve. She has all the SAC nomination forms and has not been able to get them to us. However, we will have another SAC meeting in to elect new SAC officers. The existing president is Janet Holt.

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

The SAC recommends school improvement processes and resources to assist the school with working toward the fulfillment of the mission and vision of the school.

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

The SAC recommends school improvement processes and provides funds that can benefit every student.

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

Funds will be used to supply the behavior store and make capital improvements toward the drainage problems.

**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**

The SAC membership is currently representative of the school's student population. However, the SAC is going through officer reorganization.

**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:**

**Dr. Sylvia Johnson**

Principal

Years as Administrator: 22

Years at Current School: 1

**Credentials**

B.A. Elementary Education, Howard University - 1971  
 M.Ed. Educational Leadership, University of North Florida - 1992  
 Ed.D. Educational Leadership, University of North Florida - 2008  
 Florida Teaching Certificate - Elementary 1-6, Early Childhood PK-K, School Principal - All Levels

**Performance Record**

2012-2013 District reading at least satisfactory: 54%, math at least satisfactory: 56%, writing at least satisfactory: 59%, science at least satisfactory: 55%, reading gains: 64, math gains 64, reading gains for low 25%: 63, math gains for low 25%: 64;  
 2011-2012 District reading at least satisfactory: 53%, math at least satisfactory: 54%, writing at least satisfactory: 82%, science at least satisfactory: 46%, reading gains: 64, math gains 65, reading gains for low 25%: 66, math gains for low 25%: 64;  
 2010-2011 District reading at least satisfactory: 62%, math at least satisfactory: 69%, writing at least satisfactory: 79%, science at least satisfactory: 49%, reading gains: 58, math gains 65, reading gains for low 25%: 56, math gains for low 25%: 65

**Dr. Raymond Carver**

Asst Principal	Years as Administrator: 0	Years at Current School: 0
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**Credentials**

- Bachelor of Science in Computer and Information Sciences
- Master of Business Administration with specialization in Information Technology
- Doctor of Education in Education Leadership with specialization in Instructional technology and Distance Learning
- Certificates: Computer Science (K-12), Educational Leadership (all levels), English Speakers of Other Languages, Reading, Driver Education, Business Education (6-12, and Teacher Coordinator of Cooperative Education

**Performance Record**

2012-2013 District reading at least satisfactory: 54%, math at least satisfactory: 56%, writing at least satisfactory: 59%, science at least satisfactory: 55%, reading gains: 64, math gains 64, reading gains for low 25%: 63, math gains for low 25%: 64; 2011-2012 District reading at least satisfactory: 53%, math at least satisfactory: 54%, writing at least satisfactory: 82%, science at least satisfactory: 46%, reading gains: 64, math gains 65, reading gains for low 25%: 66, math gains for low 25%: 64; 2010-2011 District reading at least satisfactory: 62%, math at least satisfactory: 69%, writing at least satisfactory: 79%, science at least satisfactory: 49%, reading gains: 58, math gains 65, reading gains for low 25%: 56, math gains for low 25%: 65

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Gloria Manuel**

Full-time / School-based	Years as Coach: 2	Years at Current School: 2
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**Areas** Mathematics

**Credentials**

- Elementary Education (grades 1-6), ESOL endorsement, Primary Education (grades k-3)
- Bachelor's Degree in Elementary Education

**Performance Record**

In 2013 the school grade went up from a D(F) 372 to 419 D. 47 point increase. Specifically the Bottom Quartile Math Gains increased from 36 to 63, a 27 point change from 2012-2013. Math Gains went from 53 to 55, a 2 point change from 2012-2013. The bottom quartile showed significant gains.



<b>Kristan Haas</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 7
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Certification in Elementary Education K-6 and Education of Mentally Handicapped	
<b>Performance Record</b>	In 2013 the school grade went up from a D(F) 372 to 419 D a 47 point increase. Specifically Reading gains increased from 53 to 67, a 14 point change from 2012-2013. The bottom quartile Reading showed significant gains going from 56 to 86, a 30 point increase.	

**Classroom Teachers**

<b># of classroom teachers</b>	24
<b># receiving effective rating or higher</b>	24, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	24, 100%
<b># ESOL endorsed</b>	16, 67%
<b># reading endorsed</b>	0, 0%
<b># with advanced degrees</b>	5, 21%
<b># National Board Certified</b>	0, 0%
<b># first-year teachers</b>	0, 0%
<b># with 1-5 years of experience</b>	3, 13%
<b># with 6-14 years of experience</b>	15, 63%
<b># with 15 or more years of experience</b>	6, 25%

**Education Paraprofessionals**

**# of paraprofessionals**

5

**# Highly Qualified**

5, 100%

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

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

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

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

West Riverside Elementary will recruit highly qualified teachers by utilizing the District's screening process, word-of-mouth, and various collegiate preparation programs.

West Riverside Elementary will retain highly qualified, certified, and effective teachers by offering mentoring and other professional development sessions through the observation of demonstrated need.

**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 team meets once a month to engage in the following activities:

- Review universal screening data and link to instructional decisions.
- Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting standards.

Based on the above information, the team will:

- Identify professional development needed.
- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Data is used to determine the specific needs of students. Based on the data, students can be served in small groups or individually.

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

-Dr. Sylvia Johnson (Principal; MTSS Member): Ensures that all staff are implementing MTSS. Communicates with School Advisory Council (SAC) regarding the MTSS process.

-Angela Doss (school counselor; MTSS Chair): Responsible for facilitating all MTSS meetings. Ensures that all team members and parents are invited to meetings. Leads the meeting discussions and provide input in regards to appropriate interventions. Records notes for all meetings and maintain MTSS log

which includes all students in tiers 2 and 3. Completes observations of students in tier 2 and tier 3.

Trains staff and parents on MTSS, documentation, and progress monitoring.

-Kristan Haas (Reading Coach; MTSS Member): Participates in MTSS meetings as needed. Assists in developing intervention plans. Provides professional development to teachers regarding common core and tiered instruction.

-Gloria Manual (Math Coach; MTSS Member): Participates in MTSS meetings as needed. Assists in developing intervention plans. Provides professional development to teachers regarding common core and tiered instruction.

-Caryn Johnson (ESOL Contact; MTSS Member): Participates in MTSS meetings as needed. Assists in developing ESOL intervention plans for third and fourth grade non-proficient students utilizing differentiated instruction at students' learning ability.

-The school based leadership team will meet to discuss the progress of students. As needed, the team will develop new strategies and interventions to meet the needs of our students. This in turn will be incorporated into the SIP.

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

The leadership team will monitor the fidelity of the school's MTSS and SIP by:

- reviewing teachers' MTSS intervention log.
- reviewing teachers' lesson plans and anecdotal logs.
- completing "walk throughs" in all classes.

### **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**

-Effectiveness of Core:

\*Reading: Curriculum Guide Assessments, IOWA, FLKRS (Kindergarten), teacher assessments

\*Math: Curriculum Guide Assessments, iReady, teacher assessments

\*Science: Curriculum Guide Assessments, teacher assessments

\*Writing: District Writing Prompts, teacher assessments

\*Behavior: CHAMPS daily behavior grades, discipline referrals

-Effectiveness of Supplemental and Intensive Supports:

\*Reading: Same as above, DAR, SOAR to Success, Text Talk, Reading Mastery, Readworks.org, interventioncentral.org, EasyCBM.com, Great Leaps, Success Maker

\*Math: Same as above, Reflex Math, Common Core Interventions, iReady Intervention Program, Success Maker, individualized progress monitoring assessments based on skills being taught

\*Science: Same as above, individualized progress monitoring assessments based on skills being taught

\*Writing: same as above, individualized progress monitoring assessments based on skills being taught

\*Behavior: same as above, individualized behavior tracking sheets

-Teachers and MTSS team will consistently analyze data as it becomes available to determine the effectiveness of core instruction and interventions. Based on data the team will improvise core instruction and interventions as needed.

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

In order to support understanding of MTSS and build capacity in data-based problem solving, staff will:

- Participate in Professional Learning Communities
- Observe other teachers model effective teaching strategies and interventions
- Participate in collaborative planning
- Analyze student work with peers and coaches
- Participate in MTSS Book study

In order to support understanding of MTSS and build capacity in data-based problem solving, parents will:

- be able to participate in MTSS/data information sessions.
- have access to MTSS/data brochures.
- be informed of MTSS/data at MTSS meetings for students.
- be provided information via Family Newsletter

**Literacy Leadership Team (LLT)**

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

Name	Title
Dr. Sylvia Johnson/Dr. Raymond Carter	Principal/Assistant Principal
Kristan Haas	Reading Coach
Olga Williams	Teacher
Sylvia Buchanan	Teacher
Ric Hurst	Teacher
Robyn DePriest	Teacher
Caryn Johnson	ESOL co-Teacher
Tanya Scharps	STAR Teacher
Kristi St. John	Teacher
Larisa Ladyzhenskay	ESE Teacher

**How the school-based LLT functions**

- The team meets 2 times a month to:
- Disaggregate student performance data.
- Examine the performance of NCLB subgroups, grade levels, classes, and the school performance on assessments.
- Develop strategies to address particular curricular issues and use the gradual release model to teach focus lessons.
- Administer assessments to measure student learning.
- Team members review current and longitudinal data to ensure the successful implementation (with fidelity) of the core reading series and the use of research based strategies for supporting students in the core curriculum.
- Examine the needs of our faculty and staff for professional development and create training opportunities at early dismissal, PLC's, CP's, and before school meetings.
- Coordinate training and professional development to ensure we are moving forward toward achieving our reading targets for school grade and AMOs.

**Major initiatives of the LLT**

- PLC's with Reading Coach
- Common Grade Level Planning with Reading Coach
- Lesson Studies
- Nine week's student reading goals with celebration

**Every Teacher Contributes to Reading Instruction**

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

Teachers and Staff will:

- Collect daily anecdotal notes and change lesson plans as needed
- Analyze CGAs, IOWA, and DAR with team and grade level
- Follow CGs and CLGs to be sure we are on target with standard expectations and timeline
- Use data to determine center rotation plan and MTSS
- Use of Leadership Team to develop / support intervention plan
- Strategic use of ESOL and STAR paras to push-in and pull-out offering specialized assistance based on need
- Strategic use of Foster Grandparents to push-in offering assistance based on need
- Common Planning time, PLCs focus on student achievement

## 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**

In order to assist preschool children transitioning to kindergarten, West Riverside Elementary will:

- Focus on building positive relationships with parents/guardians and school personnel
- Establish regular communication between school and home
- Develop consistent rituals and routines
- Implement a buddy-system to assist in the transition by using older students or well-adjusted classmates
- Provide support through school counselor for students having difficulty adjusting to new environment
- Ensure that families know what a school day looks like: daily schedule, lessons, meals, resources
- Communicate expectations for behavior and home learning to parents in order to foster a working relationship between school and home
- Encourage family participation in the Superintendent's Parent Academy and school-based activities
- Provide parental education for the utilization of online resources: grade portal, Rosetta Stone (dual language), Success Maker, and Reflex Math

## 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	56%	41%	No	60%
American Indian				
Asian	38%	50%	Yes	44%
Black/African American	45%	24%	No	51%
Hispanic	37%	15%	No	43%
White	78%	59%	No	81%
English language learners	28%	18%	No	35%
Students with disabilities	34%	20%	No	41%
Economically disadvantaged	44%	29%	No	50%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	20%	40%
Students scoring at or above Achievement Level 4	33	20%	20%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	112	67%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	28	86%	95%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	29	36%	40%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		12%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	29	36%	40%

**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	15	39%	45%
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	51%	38%	No	56%
American Indian				
Asian	31%	50%	Yes	38%
Black/African American	45%	19%	No	51%
Hispanic	37%	27%	No	43%
White	67%	50%	No	70%
English language learners	23%	28%	Yes	30%
Students with disabilities	34%	24%	No	41%
Economically disadvantaged	41%	27%	No	47%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	18%	30%
Students scoring at or above Achievement Level 4	32	19%	26%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	92	55%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	63%	69%

**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	[data excluded for privacy reasons]		17%
Students scoring at or above Achievement Level 4	11	19%	21%

**Florida Alternate Assessment (FAA)**

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

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		85
Participation in STEM-related experiences provided for students	4	85%	85%

**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	58	18%	8%
Students retained, pursuant to s. 1008.25, F.S.	15	5%	2%
Students who are not proficient in reading by third grade	6	11%	9%
Students who receive two or more behavior referrals	38	12%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	4%	2%

**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**

Keep parents informed through PTA, SAC, School Messenger, e-mail, and Website. Provide parent resource library in order to assist with extended home learning. Offer training in Oncourse and other



District required Web-based learning applications. Translate key information into Spanish to ensure that the Dual Language and primary ethnic group at the school are able to understand.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
PTA Membership	51	16%	33%

### Area 10: Additional Targets

#### Additional targets for the school

Eliminate the public slippage on algae at handicap ramp after a rain.

#### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reduce the number of personal injury cases	1	.17%	0%

## Goals Summary

- G1.** 60% of our students in grades 3/4/5 will achieve at least a level 3 on FCAT reading
- G2.** 45% of our 4th graders will score a 4 or higher on the FCAT writing Assessment.
- G3.** 70% of K-2 students will score a 70% or higher on the Reading Curriculum Guide Assessments.
- G4.** 56% of 3/4/5 grade students will score at or above 3 or higher.
- G5.** 70% of K-2 students will score 70% or higher on the Math Curriculum Guide Assessments.
- G6.** 38% of 5th Grade students will score 3 or higher on the Science FCAT.
- G7.** 70% of K-2 students will score 70% or higher on their science CGA.

## Goals Detail

**G1.** 60% of our students in grades 3/4/5 will achieve at least a level 3 on FCAT reading

### Targets Supported

### Resources Available to Support the Goal

- Reading coach will support teacher needs through observations and professional development
- Teachers will closely follow the gradual release model
- Teachers will use Common Board Configurations
- Teachers will use interactive word walls
- Teachers and students will use interactive journals
- Teachers will meet weekly to discuss student work and determine next steps

### Targeted Barriers to Achieving the Goal

- Students not arriving on grade level
- New curriculum with resources that may not be readily available

## Plan to Monitor Progress Toward the Goal

### Curriculum Guide Assessments

**Person or Persons Responsible**

AP, teachers, and reading coach

**Target Dates or Schedule:**

each nine weeks

**Evidence of Completion:**

CGA and FCAT scores

## G2. 45% of our 4th graders will score a 4 or higher on the FCAT writing Assessment.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Interactive Journals in all subjects, using the FCAT Writing rubric
- Common Board Configurations
- Reading Coach Support
- ELL support (school level and district level) for CELLA 1's and 2's in grades 3-5
- Planning time for teachers to go over student work and student data
- Interactive Word Walls with student-generated examples and /or graphics with words
- Acquisition of consultant services of Erik Cork, Internationally known writing specialist from Houston, Texas for 2-day seminar: Day 1 with teachers and Day 2 with all 4th grade students

**Targeted Barriers to Achieving the Goal**

- Lack of students knowledge of grammar, spelling, and sentence syntax
- Adequate teacher training in the area of writing strategies
- Adequate funding to secure the services of Mr. Cork

## Plan to Monitor Progress Toward the Goal

### District Writing Prompts

**Person or Persons Responsible**

AP and Reading Coach

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Scores moving towards 4 or higher

**G3. 70% of K-2 students will score a 70% or higher on the Reading Curriculum Guide Assessments.**

**Targets Supported**

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

**Resources Available to Support the Goal**

- Reading coach and district K-2 specialist
- Common Board Configurations
- Interactive Journals
- Interactive Word Walls
- Teacher use of Close reading lessons and text dependent questions
- Team meetings for teachers to share student work and offer ideas for student growth

**Targeted Barriers to Achieving the Goal**

- Students not proficient when arriving to next grade level

**Plan to Monitor Progress Toward the Goal**

parent and student skill improvement and parent relationships

**Person or Persons Responsible**

teacher, administration, and District specialist

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

student performance data and parent/school relationships

**G4. 56% of 3/4/5 grade students will score at or above 3 or higher.**

**Targets Supported**

**Resources Available to Support the Goal**

- Math coach and district specialist
- iReady program
- Reflex math program
- SuccessMaker
- Common Board Configuration
- Interactive Word Wall
- Interactive Journals

**Targeted Barriers to Achieving the Goal**

- Student lack of understanding in areas of numbers and operations, geometry and measurement, algebra and data analysis
- Math teachers that are new to grade level

## Plan to Monitor Progress Toward the Goal

Data Chats with teachers and students

### Person or Persons Responsible

Administration, teachers and students

### Target Dates or Schedule:

Throughout the year

### Evidence of Completion:

Anecdotal notes from data chats and current disaggregated data

## G5. 70% of K-2 students will score 70% or higher on the Math Curriculum Guide Assessments.

### Targets Supported

### Resources Available to Support the Goal

- Math Coach and Math District Specialist
- Math Technologies: Reflex, SuccessMaker, IReady
- Common Board Configurations
- Interactive Journals
- Interactive Word Walls
- Grade level meeting to share student work and determine steps to be taken next

### Targeted Barriers to Achieving the Goal

- Student understanding of basic number sense

## Plan to Monitor Progress Toward the Goal

Teacher assessments and CGAs

### Person or Persons Responsible

Teachers and students

### Target Dates or Schedule:

Throughout the year

### Evidence of Completion:

Improved students performance, meaningful dialogue with students to monitor ability to articulate processes

**G6. 38% of 5th Grade students will score 3 or higher on the Science FCAT.**

**Targets Supported**

- Science - Elementary School

**Resources Available to Support the Goal**

- District specialist support
- Technology support- GIZMOS
- P-SELL program

**Targeted Barriers to Achieving the Goal**

- Not enough science taught at each grade level before 5th grade

**Plan to Monitor Progress Toward the Goal**

Science skill progress monitoring

**Person or Persons Responsible**

administration and science specialist

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

CGA and FCAT

**G7. 70% of K-2 students will score 70% or higher on their science CGA.**

**Targets Supported**

- Science - Elementary School

**Resources Available to Support the Goal**

- GIZMOS
- Houghtin Mifflin Reading Series Science Readers

**Targeted Barriers to Achieving the Goal**

- Not enough time being spent teaching science in the primary grades

**Plan to Monitor Progress Toward the Goal**

Exposure to scientific vocabulary

**Person or Persons Responsible**

administration and District specialist

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

Student use of appropriate vocabulary (i.e. interactive journals and accountable talk)

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** 60% of our students in grades 3/4/5 will achieve at least a level 3 on FCAT reading

**G1.B1** Students not arriving on grade level

**G1.B1.S1** Teachers will access testing data to determine next steps. This would include planning student rotations that best suit their needs, and small group instruction. Also, teachers will meet with guidance and reading coach to determine if the MTSS process is needed.

#### **Action Step 1**

Observations of rotations for support, meet during PLCs to determine focus areas and sharing of ideas among teachers

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

Reading Coach, district specialists

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

weekly

#### **Evidence of Completion**

Check results of CGAs and FCAT

#### **Facilitator:**

Reading Coach

#### **Participants:**

ELA 3-5 Teachers

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

data analysis and gradual release

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

assistant principal and reading coach

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

after baseline data is in Inform

#### **Evidence of Completion**

observations

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

Student performance improvement

### Person or Persons Responsible

reading coach and administration

### Target Dates or Schedule

ongoing

### Evidence of Completion

Student proficiency improves

## G1.B3 New curriculum with resources that may not be readily available

**G1.B3.S1** Reading coach will offer support to teachers to cover new curriculum guide and assistance with lesson planning based on CGs.

### Action Step 1

Curriculum guide training and support

#### Person or Persons Responsible

teachers and reading coach

#### Target Dates or Schedule

as needed

#### Evidence of Completion

lesson plans based on curriculum guides, students scoring proficient of CGA's

#### Facilitator:

reading coach

#### Participants:

3-5 reading teachers



### Plan to Monitor Fidelity of Implementation of G1.B3.S1

lessons reflect curriculum guide

**Person or Persons Responsible**

administration

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

observations; lesson plans

### Plan to Monitor Effectiveness of G1.B3.S1

student performance increase

**Person or Persons Responsible**

teacher, administration, reading coach

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

CGA and FCAT

**G2.** 45% of our 4th graders will score a 4 or higher on the FCAT writing Assessment.

**G2.B1** Lack of students knowledge of grammar, spelling, and sentence syntax

**G2.B1.S1** Utilizing the interactive journals as often as possible for students' written responses

**Action Step 1**

Daily Interactive Journaling

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Student work in journals and district writing prompts

**Facilitator:**

Coaches

**Participants:**

4th Grade team

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

Use of interactive journals in classroom

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

student samples

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

Teacher and student use of interactive journals

### **Person or Persons Responsible**

teachers and administration

### **Target Dates or Schedule**

ongoing

### **Evidence of Completion**

student work

## G2.B1.S2 Grammar, spelling, and syntax lessons embedded in cross-curricular writing

### **Action Step 1**

Identifying grammar, spelling, and syntax needs of students and planning explicit lessons that will target these needs in the other subject areas.

### **Person or Persons Responsible**

Classroom teachers and reading coach

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Students' writing in their journals and the district writing prompts

### **Facilitator:**

Reading coach

### **Participants:**

2nd - 5th Grade teachers

### Plan to Monitor Fidelity of Implementation of G2.B1.S2

Evidence of cross-curricular writing in interactive journals and student writing on demand using FCAT 2.0 rubric

#### Person or Persons Responsible

teacher and administration

#### Target Dates or Schedule

bi-weekly

#### Evidence of Completion

interactive journals, antidotal notes from student-teacher conferences, and teacher or District writing assessments

### Plan to Monitor Effectiveness of G2.B1.S2

writing skill improvement

#### Person or Persons Responsible

teacher, reading coach, and administration

#### Target Dates or Schedule

monthly

#### Evidence of Completion

assessment results and interactive journals

### G2.B2 Adequate teacher training in the area of writing strategies

**G2.B2.S1** Reading coach and district specialist will offer training as needed through observations and teacher request as well as teachers observing other writing teachers

#### Action Step 1

Professional Development and teacher observations

#### Person or Persons Responsible

Writing teachers and reading coach

#### Target Dates or Schedule

As needed

#### Evidence of Completion

District Writing Prompts

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

Use of effective writing strategies

**Person or Persons Responsible**

teachers and administration

**Target Dates or Schedule**

bi-weekly

**Evidence of Completion**

lesson plans, charting, and interactive journals

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### G2.B2.S2 Writing curriculum guide support from reading coach

**Action Step 1**

Curriculum guided training and lesson planning

**Person or Persons Responsible**

teachers and reading coach

**Target Dates or Schedule**

as needed

**Evidence of Completion**

lesson plans done explicitly and district writing prompts

**Plan to Monitor Fidelity of Implementation of G2.B2.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G2.B2.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G3. 70% of K-2 students will score a 70% or higher on the Reading Curriculum Guide Assessments.**

**G3.B1 Students not proficient when arriving to next grade level**

**G3.B1.S1 Offering parent and student training**

**Action Step 1**

Parent and student trainings

**Person or Persons Responsible**

Mrs. Franco

**Target Dates or Schedule**

On Tuesdays and Thursdays for 1 hour each day

**Evidence of Completion**

Classroom and data monitoring

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

students and parents improve literacy skills

**Person or Persons Responsible**

teacher, administration, and District specialist

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

student performance data, parent/student/school relationships, and teacher conversations regarding student and parent engagement

**G4.** 56% of 3/4/5 grade students will score at or above 3 or higher.

**G4.B1** Student lack of understanding in areas of numbers and operations, geometry and measurement, algebra and data analysis

**G4.B1.S1** Use of Technology which may include: iReady, Reflex, enVision, FCAT explorer, Sum Dog, SuccessMaker

**Action Step 1**

Math Technologies

**Person or Persons Responsible**

All Math teachers with tech support and math coach

**Target Dates or Schedule**

as needed, rotations

**Evidence of Completion**

classroom assessments and CGAs

**Facilitator:**

Math Coach

**Participants:**

All K-2 teachers and 3-5 Math teachers

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

Use of technology to supplement instruction

**Person or Persons Responsible**

Coaches and Administration

**Target Dates or Schedule**

Throughout the year

**Evidence of Completion**

Center rotation schedule Application reports



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

Improved performance in Math

### Person or Persons Responsible

Teachers and Administration

### Target Dates or Schedule

Throughout the year

### Evidence of Completion

Assessment data (CGAs and FCAT)

## G4.B1.S2 Math Investigations games

### Action Step 1

MI Games

### Person or Persons Responsible

Classroom Math Teachers

### Target Dates or Schedule

As needed, rotations

### Evidence of Completion

Classroom assessments and CGAs

## Plan to Monitor Fidelity of Implementation of G4.B1.S2

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

## Plan to Monitor Effectiveness of G4.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## G4.B1.S3 Math Strategy Charts

### Action Step 1

Create math strategy charts

**Person or Persons Responsible**

Classroom teachers with math coach support

**Target Dates or Schedule**

daily, as needed

**Evidence of Completion**

charts will be around room, classroom assessments and CGAs

**Facilitator:**

math coach

**Participants:**

3 - 5 math teachers

## Plan to Monitor Fidelity of Implementation of G4.B1.S3

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G4.B1.S3

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

## G4.B1.S4 Math centers and math facts

### Action Step 1

Math centers/ rotations

#### Person or Persons Responsible

Classroom teachers with support from math coach

#### Target Dates or Schedule

Daily

#### Evidence of Completion

improved classroom assessment scores and CGAs

#### Facilitator:

Math Coach

#### Participants:

K-2 teachers and 3-5 Math teachers

## Plan to Monitor Fidelity of Implementation of G4.B1.S4

Walkthroughs, informal and formal observations

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Throughout the year

### Evidence of Completion

Differentiated groupings, anecdotal notes, coaching support logs, student engagement and improved performance on CGAs and FCAT

## Plan to Monitor Effectiveness of G4.B1.S4

Observations, PLCs, Differentiation of centers, alignment with Curriculum Guide

### Person or Persons Responsible

Coaches and Administration

### Target Dates or Schedule

Throughout the year

### Evidence of Completion

Conference logs, coaching support logs, student engagement and improved performance indicated in disaggregated data

## G4.B2 Math teachers that are new to grade level

**G4.B2.S1** Math coach will offer trainings as needed based on teacher observations and requests, especially in gradual release and explicit instruction

### Action Step 1

Teacher knowledge of math curriculum

#### Person or Persons Responsible

3-5 Math teachers

#### Target Dates or Schedule

As Needed

#### Evidence of Completion

Coach observations and lessons

#### Facilitator:

Math Coach

#### Participants:

3-5 math teachers

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

Teachers are implementing training.

**Person or Persons Responsible**

admin

**Target Dates or Schedule**

throughout the year

**Evidence of Completion**

observations

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

Math performance is improving among students

**Person or Persons Responsible**

coaches, administration

**Target Dates or Schedule**

throughout the year

**Evidence of Completion**

interactive journals, CGAs, and FCAT

**G5.** 70% of K-2 students will score 70% or higher on the Math Curriculum Guide Assessments.

**G5.B1** Student understanding of basic number sense

**G5.B1.S1** Meaningful small groups and centers based on student needs

**Action Step 1**

Centers and small group activities

**Person or Persons Responsible**

Classroom teachers with support of math coach

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Classroom assessments and CGAs

**Facilitator:**

Math Coach

**Participants:**

All K-2 teachers

**Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Data analysis drilled down to the individual student

**Person or Persons Responsible**

teachers, coaches, and administration

**Target Dates or Schedule**

Throughout the year

**Evidence of Completion**

Fluid grouping following any assessment to differentiate instruction and provide targeted assistance as indicated by the data

## Plan to Monitor Effectiveness of G5.B1.S1

Student engagement and improved performance

### Person or Persons Responsible

Coaches and Administration

### Target Dates or Schedule

Throughout the year

### Evidence of Completion

Anecdotal notes and deliberate observation of student during work periods, data chats with students to move them toward taking charge of their own learning as documented in logs and journals

## G5.B1.S2 Student buddy supports

### Action Step 1

Student math buddies

#### Person or Persons Responsible

Students will be paired to do extra practice during down time (before school, during transitions, etc.)

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Teacher assessments, CGAs

#### Facilitator:

Math coach

#### Participants:

K-2 teachers

### Plan to Monitor Fidelity of Implementation of G5.B1.S2

Math buddies are being used.

**Person or Persons Responsible**

math coach

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Math buddies are being directed by teachers.

### Plan to Monitor Effectiveness of G5.B1.S2

Do math buddies help students improve skills?

**Person or Persons Responsible**

math coach and administration

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

math CGAs, journals, teacher assessments



**G6.** 38% of 5th Grade students will score 3 or higher on the Science FCAT.

**G6.B1** Not enough science taught at each grade level before 5th grade

**G6.B1.S1** District required science times in each grade level

**Action Step 1**

Required science lessons in all grade levels

**Person or Persons Responsible**

All classroom science teachers with district science science specialist support

**Target Dates or Schedule**

Daily

**Evidence of Completion**

observations, science CGAs and teacher assessments

**Facilitator:**

Laura Meade

**Participants:**

Science Teachers

**Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Observing science scheduling structure

**Person or Persons Responsible**

Administration and Science Specialist

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Labs, journaling, projects, and explicit instruction

## Plan to Monitor Effectiveness of G6.B1.S1

Student science performance improvement

### **Person or Persons Responsible**

administration and science specialist

### **Target Dates or Schedule**

ongoing

### **Evidence of Completion**

CGA and FCAT

## G6.B1.S2 Interactive science journals

### **Action Step 1**

Interactive Science Journals

### **Person or Persons Responsible**

All students

### **Target Dates or Schedule**

Daily

### **Evidence of Completion**

Journal checks and CGAs

### **Facilitator:**

District Personnel P-Sell Staff

### **Participants:**

Teachers of Science Grade 5 Science Teachers

### **Plan to Monitor Fidelity of Implementation of G6.B1.S2**

Entries made into journals during and after instruction is delivered

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

Administration, District personnel, P-Sell personnel

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

Ongoing

#### **Evidence of Completion**

Meaningful entries that reflect deeper thinking and problem solving improvement; entries that reflect student ability to make connections that result in comprehension of material and the ability to apply and transfer skills

### **Plan to Monitor Effectiveness of G6.B1.S2**

CG and materials entered into journals are aligned; rigor is evident; and extension of skills is a product of the work

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

Teachers, administration, district personnel

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

Ongoing

#### **Evidence of Completion**

Meaningful written responses; improved verbal articulation indicating deeper comprehension

**G7.** 70% of K-2 students will score 70% or higher on their science CGA.

**G7.B1** Not enough time being spent teaching science in the primary grades

**G7.B1.S1** District required time framework for all grades

**Action Step 1**

Consistent monitoring of instruction in prescribed Science block, selection of authentic literature that supports Science concepts for text to life connections

**Person or Persons Responsible**

Teachers and Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Rigorous responses in interactive journals, demonstration of ability to connect literature and lab activities

**Facilitator:**

P-Sell district support (Meade)

**Participants:**

K-2 teachers

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

Frequent walkthroughs, dialogue with students, and checkpoints for aligned plans and instruction

**Person or Persons Responsible**

District specialist and Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Rigor of interactive journal entries, students' ability to articulate concepts and make connections, support logs, and anecdotal notes

### Plan to Monitor Effectiveness of G7.B1.S1

Debrief and report-back sessions to share best practices and problem solve

**Person or Persons Responsible**

K-2 teachers and District Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

increased student engagement and participation

### G7.B1.S3 Science Interactive journals

**Action Step 1**

Interactive science journals

**Person or Persons Responsible**

classroom teachers

**Target Dates or Schedule**

at least 3 times a week

**Evidence of Completion**

journal entries and science CGAs

### Plan to Monitor Fidelity of Implementation of G7.B1.S3

teacher and student use of interactive journals

**Person or Persons Responsible**

District specialist and administration

**Target Dates or Schedule**

weekly

**Evidence of Completion**

interactive journals and lesson plans

**Plan to Monitor Effectiveness of G7.B1.S3**

consistent use of journals

**Person or Persons Responsible**

District specialist

**Target Dates or Schedule**

monthly

**Evidence of Completion**

journal is aligned with CG

## 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

Federal Title I funds pay for the salaries of the math coach, a kindergarten teacher, and two STAR paraprofessionals.

SAI funds will be used to provide tutoring to students whose data indicate a need for this targeted assistance

School Advisory Council will be asked to fund a "212 ...Extra Degree" store to reward students for excellent behavior or significant improvement in interacting with peers, time on task, and respecting adults. Students will have to earn Degree Points to shop in the store. The reward system for the Gator Swamp points for good cafeteria behavior is in place and needs funds to provide the freeze pops for recognition.

Providing each child with a take home folder for work to be signed and returned as well as work to stay at home will increase communication in such a diverse setting with multiple languages. The use of daily agendas has proven to be an effective tool for consistent teacher-parent communication.

## 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. 60% of our students in grades 3/4/5 will achieve at least a level 3 on FCAT reading

#### G1.B1 Students not arriving on grade level

**G1.B1.S1** Teachers will access testing data to determine next steps. This would include planning student rotations that best suit their needs, and small group instruction. Also, teachers will meet with guidance and reading coach to determine if the MTSS process is needed.

#### PD Opportunity 1

Observations of rotations for support, meet during PLCs to determine focus areas and sharing of ideas among teachers

##### Facilitator

Reading Coach

##### Participants

ELA 3-5 Teachers

##### Target Dates or Schedule

weekly

##### Evidence of Completion

Check results of CGAs and FCAT



**G1.B3** New curriculum with resources that may not be readily available

**G1.B3.S1** Reading coach will offer support to teachers to cover new curriculum guide and assistance with lesson planning based on CGs.

**PD Opportunity 1**

Curriculum guide training and support

**Facilitator**

reading coach

**Participants**

3-5 reading teachers

**Target Dates or Schedule**

as needed

**Evidence of Completion**

lesson plans based on curriculum guides, students scoring proficient of CGA's

**G2.** 45% of our 4th graders will score a 4 or higher on the FCAT writing Assessment.

**G2.B1** Lack of students knowledge of grammar, spelling, and sentence syntax

**G2.B1.S1** Utilizing the interactive journals as often as possible for students' written responses

**PD Opportunity 1**

Daily Interactive Journaling

**Facilitator**

Coaches

**Participants**

4th Grade team

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Student work in journals and district writing prompts

**G2.B1.S2** Grammar, spelling, and syntax lessons embedded in cross-curricular writing

**PD Opportunity 1**

Identifying grammar, spelling, and syntax needs of students and planning explicit lessons that will target these needs in the other subject areas.

**Facilitator**

Reading coach

**Participants**

2nd - 5th Grade teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Students' writing in their journals and the district writing prompts

**G4.** 56% of 3/4/5 grade students will score at or above 3 or higher.

**G4.B1** Student lack of understanding in areas of numbers and operations, geometry and measurement, algebra and data analysis

**G4.B1.S1** Use of Technology which may include: iReady, Reflex, enVision, FCAT explorer, Sum Dog, SuccessMaker

**PD Opportunity 1**

Math Technologies

**Facilitator**

Math Coach

**Participants**

All K-2 teachers and 3-5 Math teachers

**Target Dates or Schedule**

as needed, rotations

**Evidence of Completion**

classroom assessments and CGAs

### **G4.B1.S3 Math Strategy Charts**

#### **PD Opportunity 1**

Create math strategy charts

##### **Facilitator**

math coach

##### **Participants**

3 - 5 math teachers

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

daily, as needed

##### **Evidence of Completion**

charts will be around room, classroom assessments and CGAs

### **G4.B1.S4 Math centers and math facts**

#### **PD Opportunity 1**

Math centers/ rotations

##### **Facilitator**

Math Coach

##### **Participants**

K-2 teachers and 3-5 Math teachers

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

Daily

##### **Evidence of Completion**

improved classroom assessment scores and CGAs

**G4.B2** Math teachers that are new to grade level

**G4.B2.S1** Math coach will offer trainings as needed based on teacher observations and requests, especially in gradual release and explicit instruction

**PD Opportunity 1**

Teacher knowledge of math curriculum

**Facilitator**

Math Coach

**Participants**

3-5 math teachers

**Target Dates or Schedule**

As Needed

**Evidence of Completion**

Coach observations and lessons

**G5.** 70% of K-2 students will score 70% or higher on the Math Curriculum Guide Assessments.

**G5.B1** Student understanding of basic number sense

**G5.B1.S1** Meaningful small groups and centers based on student needs

**PD Opportunity 1**

Centers and small group activities

**Facilitator**

Math Coach

**Participants**

All K-2 teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Classroom assessments and CGAs

**G5.B1.S2** Student buddy supports

**PD Opportunity 1**

Student math buddies

**Facilitator**

Math coach

**Participants**

K-2 teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Teacher assessments, CGAs

**G6.** 38% of 5th Grade students will score 3 or higher on the Science FCAT.

**G6.B1** Not enough science taught at each grade level before 5th grade

**G6.B1.S1** District required science times in each grade level

**PD Opportunity 1**

Required science lessons in all grade levels

**Facilitator**

Laura Meade

**Participants**

Science Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

observations, science CGAs and teacher assessments

## **G6.B1.S2** Interactive science journals

### **PD Opportunity 1**

Interactive Science Journals

#### **Facilitator**

District Personnel P-Sell Staff

#### **Participants**

Teachers of Science Grade 5 Science Teachers

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

Daily

#### **Evidence of Completion**

Journal checks and CGAs

**G7.** 70% of K-2 students will score 70% or higher on their science CGA.

**G7.B1** Not enough time being spent teaching science in the primary grades

**G7.B1.S1** District required time framework for all grades

### **PD Opportunity 1**

Consistent monitoring of instruction in prescribed Science block, selection of authentic literature that supports Science concepts for text to life connections

#### **Facilitator**

P-Sell district support (Meade)

#### **Participants**

K-2 teachers

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

Ongoing

#### **Evidence of Completion**

Rigorous responses in interactive journals, demonstration of ability to connect literature and lab activities