



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Richard L. Brown Elementary School

1535 MILNOR ST

Jacksonville, FL 32206

904-630-6570

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 78%
Alternative/ESE Center No	Charter School No	Minority Rate 95%

School Grades History

2013-14 F	2012-13 D	2011-12 C	2010-11 D
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Richard L. Brown Elementary School

Principal

Todd Simpson R

School Advisory Council chair

Tameka Williams

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

Name	Title
Tumika Mondy	Assistant Principal
Kelly Rennert	School Counselor
Tamika Clark	ESE Liasion
Kimberly Gray	ESE Liasion
Jacquelyn Jenkins	Reading Coach
Deborah Ashenden	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 R. L. Brown SAC consists of ten members: The Principal, a teacher, support personnel and 7 members who do not work for the district. We are in compliance, as we have met all criteria (race, district vs. non-district employees, etc.). We have voted on and approved the following positions: Chairman, Vice Chairman and Recording Secretary.

Involvement of the SAC in the development of the SIP

SAC is very pivotal in the development of our school's SIP, as they review all goals, barriers and data that the school has written. It is developed by the faculty and staff. Then, it is taken before SAC for questions, comments and concerns. The plan is then returned to the faculty and staff for editing and final approval.

Activities of the SAC for the upcoming school year

- * SAC assists in the development of the SIP.
- * SAC assists in the spending of school improvement plan monies.
- * SAC assists in the development of the school's budget
- * SAC assists in the development of safety nets and understand quite clearly their effect on student achievement throughout the year.

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

At this time, we've projected all funds to be spent on the following: FCAT support personnel for small intensive groups and incentives, teacher support materials because of limited school funds, etc. We will determine and vote upon said use of funds after the district informs us of the amount we will receive this school year.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Todd Simpson R

Principal

Years as Administrator: 12

Years at Current School: 2

Credentials

B.A. in Elementary Education, 1995 and Master in Educational Leadership, 2002. I was the sitting Principal at Reynolds Lane Elementary School for 5 years. We earned 3 “A’s”, 1 “B” and 1 “C”. We earned an “A” the last year I was at Reynolds Lane, raising it from a “C” the year prior. Although progress was made, no subgroup met the NCLB proficiency goals. Our children made great gains in bottom quartile reading that school year, scoring almost at the 90th percentile.

I was transferred to R. L. Brown last year. Last year, we were designated a “D” school by the state, being one of the lowest 100 schools in the state. We earned 265 points, scoring between 25 – 45 points in each gains section (overall gains and bottom quartile gains). No NCLB subgroup met the federally mandated proficiency levels. Our proficiency in reading, math and science dropped from the previous year (math 41/29, reading 34/26 and science 29/24). We were expecting a drop in reading and mathematics because of the increased rigor in standards, the testing format change, and district benchmark data, but we were not expecting a drop in science.

This year, we moved to deparmentalization throughout 3rd - 5th grades (ELA and M/Sc). We have also developed Rtl rotations in the midst of our new instructional model (Gradual Release Model). Through implementing a rigorous curriculum and an effective Rtl block throughout, our goal is set at a benchmark of 50% proficiency at each grade level in math, reading, writing and/or science. The plan this year is more intentional and more strategic.

Performance Record

Tumika Mondy

Asst Principal

Years as Administrator: 4

Years at Current School: 4

Credentials

B. A. in Elementary Education and a Master’s in Elementary Education with a Level I Educational Leadership certification. I have been the Assistant Principal at Richard L. Brown Elementary for the past 4 years. 2010-2011:Math mastery remained the same at 58%, however, learning gains decreased, Reading Mastery 54%, significant gains in Science Mastery 47% (+16), Writing mastery 48%, Blacks and ECD did not make AYP in reading and mathematics. Standards Coach at Biscayne Elementary (AYP: 85%, 67% in Reading, 51% in Math, 62% in Writing, 23% in Science, did not make AYP in Math).

Last year was our biggest drop at R. L. Brown since I joined this faculty. We had less than 35% in all core areas and a major decrease in the gains sections, all being less than 50%. We attributed the big drop to 12 new teachers, 7 being new to the profession and a plan that was too broad, trying to cover too many bases. This year, we are more strategic and intentional in our efforts. I have taken a major role in the development of our instructional calendar with the coaches. I also assist the district staff with all classroom visitations and ongoing monitoring of teacher development and effectiveness. This year, we've set our goal at being at 50% proficiency in all core subjects and gains across the board.

Performance Record

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jacquelyn Jenkins

Full-time / School-based	Years as Coach: 2	Years at Current School: 5
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Areas Reading/Literacy

Credentials B.A. Psychology
M.A. Elementary Education
Professional Certification K - 6

Performance Record Ms. Jenkins has been the reading coach for two years. Although our school's scores did not improve last year, her small intensive groups that she worked with improved, making at least one year's growth, even though their level 1 or level 2 status did not change. This year, she is working extensively with district specialists to assist all of our novice and struggling teachers implement the curriculum with fidelity. She has facilitated 80% of the Professional development. Ms. Jenkins identified both reading and math bottom quartile and assists the Reading Interventionist with grouping and lesson planning on a weekly basis. Ms. Jenkins operates our SuccessMaker Computer lab, also. Ms. Jenkins also took the lead in developing lessons, schedules and ideas for our extended reading hour this school year. They have a new coach's log in which they have to write very detailed narratives on how their day is spent. 80% of their day must be spent coaching (modeling, co-teaching, etc...)

Deborah Ashenden		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Mathematics	
Credentials	<p>B.S. Industrial Management, Georgia Institute of Technology, 1980 Alternative Certification Program, Department of Education, Tallahassee, FL, 2004 Elementary Education (K-6) Certification, Mathematics (5-9) Certification, Gifted Endorsement ESOL Endorsement, Learning Forward (formerly National Staff Development Council) Academy Graduate</p>	
Performance Record	<p>Debbie taught at various schools and all subgroups within her class made at least one year's growth, with 75% or more of them earning a level 3 or higher on the FCAT. After teaching and becoming a district math coach, she began working for Pearson with various programs that are now implemented in all of Duval County Public Schools. 65% or more of teachers who consistently attended her training at the district level outgained those at their specific schools in the area of mathematics. We look forward to her bringing that same drive and knowledge to R. L. Brown, as to assist us in moving our children forward in their learning. They have a new coach's log in which they have to write very detailed narratives on how their day is spent. 80% of their day must be spent coaching (modeling, co-teaching, etc...)</p>	

Classroom Teachers

# of classroom teachers	44
# receiving effective rating or higher	0%
# Highly Qualified Teachers	89%
# certified in-field	39, 89%
# ESOL endorsed	13, 30%
# reading endorsed	0, 0%
# with advanced degrees	15, 34%
# National Board Certified	1, 2%

first-year teachers

5, 11%

with 1-5 years of experience

16, 36%

with 6-14 years of experience

14, 32%

with 15 or more years of experience

6, 14%

Education Paraprofessionals**# of paraprofessionals**

6

Highly Qualified

6, 100%

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

1

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

In order to retain the best and the brightest at R. L. Brown, we will do the following: Recruit highly qualified teachers from neighboring schools with student demographics the same as R. L. Brown, the Reading Coach will conduct monthly meetings with beginning teachers and Novice Teachers (Less than 3 years experience), mentoring new teachers with veteran staff members will be implemented throughout the building, and have beginning teachers attend workshops, as prescribed by their individual professional development plan. We will also have the district specialists work intensively with those teachers who need more development than others when it comes to classroom management, content knowledge and pedagogy.

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

It is our goal to pair our mentees with a mentor teacher who is working on the same grade level in order for them to benefit from the weekly shared planning sessions. Mentees will be paired with the most experienced and highly qualified mentors, and they will meet biweekly to discuss continuous improvement as a Reflective Practitioner. The mentees will observe classroom lessons on varying grade levels, and as part of the reflection process, they will discuss with their mentors the observations and plan for improvement throughout the course of the school year.

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 Leadership team will meet every Tuesday to debrief about observations, coaching cycles, and future professional development. The Leadership Team will also meet weekly to discuss real time data, analyze small groups to ensure student progress and specific individual student needs are being met. The RtI Leadership Team will meet monthly to discuss referrals and update student accommodations. The RtI Leadership Team consists of a representative from each grade level, the school's counselor, and VE teachers. Prior to each meeting, an agenda will be sent to all attendees. The school counselor will serve as the coordinator. The school counselor will be responsible for ensuring all grade level representatives have a copy of RTI manual, procedures, and book of accommodations. The RtI team will collaboratively work with the Collaborative Problem Solving Team and various PLC's throughout the school. This collaboration will be done on "Thrilling Thursdays" (Professional Development Block during the school day), Vertical Articulation, Focus Walks, and Professional Development trainings held on Early Dismissal days.

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

Todd Simpson, Principal - Monitor the fidelity and implementation of the core student curriculum, Gradual Release Instructional Model, rotations, and other professional development the teachers have received. Also, monitor student progress through student data chats, analysis of student data and classroom observations.

Tumika Mondy, Assistant Principal - Monitor the fidelity and implementation of the core student curriculum, Gradual Release Instructional Model, Rotations, and other professional development the teachers have received. Also, monitor student progress through student data chats, analysis of student data and classroom observations.

Jacquelyn Jenkins, Reading Coach - Provides teachers with reading professional development and daily support in the classrooms, as well as plan, model, and team teach lessons with teachers. She also runs the SuccessMaker lab to assist teachers with implementation of this technology tool.

Debbie Ashenden, Math Coach - Provides teachers with mathematics professional development and daily support in the classrooms, as well as plan, model and team teach lessons with teachers. She also analyzes and disaggregates all mathematical data, as to discuss with teachers, so they can effectively plan lessons and conduct small intensive groups.

Kimberly Gray, VE Teacher - Assists various grade levels with ESE support, push-in and teach small groups with various multi-tiered groups, helps facilitate MRT/ 504 meeting, creates IEP plans and Co-Testing Coordinator.

Tameka Clark, VE Teacher - Assists various grade levels with ESE support, push-in and teach small groups with various multi-tiered groups, helps facilitate MRT/ 504 meeting, creates IEP plans.

Kelly Rennert, Guidance Counselor- Monitoring, analyzing and creating bottom quartile groups and helping with facilitating testing. She is the school's liaison between the district, and she conducts the Multi-Referral Teams on a monthly basis.

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

The administration team will conduct walkthroughs, informal and formal observations.

The coaches (both district and school based) will observe through team teaching and CLC's

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

We will be using SuccessMaker, CGA's, DAR, IOWAS and iReady as our sources of data. We will monitor the data using Insight/Inform. We will monitor attendance through Oncourse and Genesis. We will conduct AIT meetings to ensure that parents are aware of outstanding absences and tardies. We will also conduct group sessions with the guidance counselor for causality.

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

The Leadership Team will provide professional development during "Thrilling Thursdays" and Early Dismissal days. Schoolwide Data (CGAs, IOWAS, DAR, iReady and real time data from attendance and discipline) will be used to assist teachers in implementing accommodations and providing goals for RtI. The data will also help teachers with providing students with prescriptive lessons based on their individual needs, to develop intensive small group and individual student instruction.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year: 54,000

We have picked various research based reading programs to meet the needs of our students during the extended reading hour. We have grouped our students using data according to their needs. Groups will be re-configured when new data is received from the IOWA and/or the DAR. At this time, each student is assigned to a teacher who is using a reading curriculum that will target students' individual needs.

Kindergarten: Triumphs and Soar to Success

1st Grade: Triumphs, Soar to Success, and Comprehension Toolkit

2nd Grade: SRA Corrective A, Soar to Success, and Comprehension Toolkit

3rd Grade: Soar to Success, Comprehension Toolkit, and SuccessMaker

4th Grade: Soar to Success, Comprehension Toolkit, and SuccessMaker

5th Grade: Soar to Success and Comprehension Toolkit

Strategy Purpose(s)

- Instruction in core academic subjects

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

We will administer leveled cold assessments to each grade level. We will also use the reports from SuccessMaker to monitor progress. The teachers will also collect informal data through anecdotes, small group instruction (running records, DAR, Cold Reads, etc...)

Who is responsible for monitoring implementation of this strategy?

Administration will be responsible for monitoring the fidelity of the programs that have been implemented and the instructional coaches will analyze and disaggregate data, as to move students forward in their learning. All data will be discussed in leadership team meetings, so all members are informed of the data and the overall effectiveness of the extended hour program.

Literacy Leadership Team (LLT)

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

Name	Title
Leigh Merrill	Media Specialist
Jacquelyn Jenkins	Reading Coach
Griffin Lyon	2nd grade teacher
Stephanie Phillips	Reading Interventionist
Hannah Brown	3rd grade teacher
Allison Caskran	1st grade teacher

How the school-based LLT functions

The team will meet monthly to discuss professional development progress, student needs and programs used to implement the 90 minute uninterrupted reading block and extended hour. The team will present activities, lessons, websites or ideas as common core standards are implemented and develop our craft utilizing the gradual release model. The LLT team will plan and implement literacy activities that will

involve parents and the community as to share best practices being used in the school so they can be utilized in the home setting.

Major initiatives of the LLT

The school's major initiative will be the following:

- * Implement the new Gradual Release Model with fidelity
- * Effectively administer the DAR to all students performing below expectation on the IOWA in grades KG - 2nd and level 1's and 2's in grades 3 - 5
- * Implement the 90 minute uninterrupted reading block with rotations (small groups, technology, etc....)
- * The team will also assist in the development of a fall and spring book fair, Family Learning Night, Reading Festival and spring Literacy Carnival

Every Teacher Contributes to Reading Instruction

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

Administration and the Reading Coach will meet weekly to discuss observations that will help identify the needs of students and teachers. The school based reading coach will implement professional development (through our weekly "Thrilling Thursday" PLC and CLC's). The Reading Coach will work with ALL teachers in implementing reading across the grade levels, as the IB Units of Inquiry are developed throughout the year. Administration will monitor professional development through data chats and weekly observations. Our school's reading interventionist will also assist teachers with the reading improvement of selective students in grades 2 - 4 as another intervention. She will gather her own informal and formal data on students and inform the teacher on activities that may bring about improvement during reading rotations - based purely on current data.

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

A series of diagnostic assessments are given to students entering Pre-K and Kindergarten in order to identify strengths and weaknesses, as to place children appropriately in intensive groups and/or enrichment. The screenings include, but are not limited to, FLKRS, FAIR, CGA's and the IOWA. Based on screening data, students receive targeted small group instruction to address their individual learning needs.

Parent workshops are conducted by our school's parent liaison to assist parents with proven strategies which will help their child develop reading and math skills in the home setting.

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	49%	26%	No	54%
American Indian				
Asian				
Black/African American	43%	22%	No	49%
Hispanic				
White	81%		No	83%
English language learners				
Students with disabilities	26%	17%	No	33%
Economically disadvantaged	41%	20%	No	47%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	15%	20%
Students scoring at or above Achievement Level 4	28	10%	15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	114	42%	50%
Students in lowest 25% making learning gains (FCAT 2.0)	23	45%	50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	28	31%	40%
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	52%	29%	No	57%
American Indian				
Asian				
Black/African American	47%	26%	No	52%
Hispanic				
White	81%		No	83%
English language learners				
Students with disabilities	30%	21%	No	37%
Economically disadvantaged	44%	24%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	20%	25%
Students scoring at or above Achievement Level 4	21	8%	15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	90	34%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	17	34%	50%

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	15	24%	35%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		20%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		4
Participation in STEM-related experiences provided for students	175	30%	50%

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	130	24%	15%
Students retained, pursuant to s. 1008.25, F.S.	30	6%	3%
Students who are not proficient in reading by third grade	61	71%	50%
Students who receive two or more behavior referrals	81	15%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	63	12%	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

To increase parental involvement through activities conducted by our Parent Liaison and nightly events conducted by the teachers. Activities conducted by the Parent Liaison are for all grade at various times, and nightly events are for ALL grade levels. The number of participants have decreased during the past 3 - 5 years, so we have implemented incentives, as to increase our percentage of parent participation. Parents must attend so many events in order to participate in an end of the year drawing in which we will give away a Kindle and an iPad.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the percentage of parent al involvement through a variety of activities and events.	278	15%%	25%

Area 10: Additional Targets

Additional targets for the school

400 or more referrals were written at R. L. Brown last year. This was an increase from the previous year. Within those 400 or more referrals, 108 were simple battery and fighting referrals, which accounts for

22% of the overall referrals. This year, our goal is to reduce the number of Class II battery and fighting referrals by 10%.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To reduce Class II battery and fighting referrals by 10%	108	22%	12%

Goals Summary

- G1.** In Grade 5, 35% (29) of student will score level 3+ in science on FCAT 2.0.
- G2.** 70% (178) of all bottom quartile students in grade 3 - 5 will make learning gains in mathematics on the 2013 - 2014 FCAT 2.0.
- G3.** 50% (30) of all bottom quartile students in grades 3 - 5 will make learning gains in reading on the 2013 - 2014 FCAT 2.0. This is inclusive of all AMO's (Blacks, Econ. Disadv. & SWD).
- G4.** In grade 4, 50% (47) student will score at level 4 or higher on the FCAT 2.0 Writing.
- G5.** 50% (89) of students in grades 4 & 5 will make learning gains. 100% (6) of retained students in grade 3 will make gains. 50% (36) students will score at level 3 or higher. This includes AM) (Econ. Disadv., Blacks and SWD sub groups).
- G6.** 50% (23) of all bottom quartile students in grades 3 - 5 will make learning gains in reading on the 2013 - 2014 FCAT 2.0.

Goals Detail

G1. In Grade 5, 35% (29) of student will score level 3+ in science on FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- The district Science specialist will visit classes to assist with planning and follow through. District learning guides with additional resources to support learning. Science lab for hands on activities. Gizmos will be implemented. Smart Board activities (ie. Pearson interactive Science programs).

Targeted Barriers to Achieving the Goal

- lack of content knowledge (teachers). Inconsistent teaching of Science standards. Minimum or non-use of the science lab (lack of hands on activities).

Plan to Monitor Progress Toward the Goal

Effective lesson planning and implementation, Classroom observations, Consistent monitoring from Administrators

Person or Persons Responsible

District Science Specialist and Administration

Target Dates or Schedule:

Thrilling Thursdays - PD day, Science Specialist visit on Fridays until 2:00pm, weekly monitoring and observations, data chats

Evidence of Completion:

Classroom Observation, data from district assessments, FCAT scores

G2. 70% (178) of all bottom quartile students in grade 3 - 5 will make learning gains in mathematics on the 2013 - 2014 FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- Envisions Core Series, District driven content guides, GIZMOS, Gradual Release Model (Instructional Delivery), Reflex Math , Pearson Investigations and Interventions

Targeted Barriers to Achieving the Goal

- Teachers' Lack of Background Knowledge to deliver quality instruction Students' Lack of Foundational Skills and Concept Development

Plan to Monitor Progress Toward the Goal

intense data analysis to continually identify and monitor student learning gains

Person or Persons Responsible

administrators, district and school based coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

data chats, district and school based assessments, classroom observations and artifacts

G3. 50% (30) of all bottom quartile students in grades 3 - 5 will make learning gains in reading on the 2013 - 2014 FCAT 2.0. This is inclusive of all AMO's (Blacks, Econ. Disadv. & SWD).

Targets Supported

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

Resources Available to Support the Goal

- curriculum guides, soar to success, triumphs, comprehension tool kit, SRA- corrective A and B-1, school based and district coaches, leveled readers (various content areas), make and take activities for rotations, DAR activities

Targeted Barriers to Achieving the Goal

- Lack of foundational skills and concept development Teacher background knowledge of subject matter

Plan to Monitor Progress Toward the Goal

50% of all bottom quartile students in grades 3-5 will make learning gains in reading.

Person or Persons Responsible

School and District Reading Coach, Teachers,

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Lesson Plans, district and school based assessments, data chats

G4. In grade 4, 50% (47) student will score at level 4 or higher on the FCAT 2.0 Writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- Explicit writing instruction, An outside author who will be teaching writing 1 day per week to all identified struggling writers (Level 1's and 2s), weekly convention and grammar work geared toward the structure of writing and journal writing

Targeted Barriers to Achieving the Goal

- Students' lack of proficient writing utilizing correct convention and grammar rules Limited vocabulary Teachers' inability to teach writing outside of formulaic writing Lack of conferencing (teacher and peer)

Plan to Monitor Progress Toward the Goal

Monitor the effectiveness of teachers consistently conferencing with students and using the rubric to edit and revise the writing pieces

Person or Persons Responsible

ELA Teachers, District and School Based Coaches, and Administration

Target Dates or Schedule:

Ongoing monitoring and Data chats during common planning time

Evidence of Completion:

Classroom Observation Data, Data from District Writing Assessments and FCAT

G5. 50% (89) of students in grades 4 & 5 will make learning gains. 100% (6) of retained students in grade 3 will make gains. 50% (36) students will score at level 3 or higher. This includes AM) (Econ. Disadv., Blacks and SWD sub groups.

Targets Supported

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

Resources Available to Support the Goal

- Comprehensive Core Reading Series, Comprehension Toolkit, Envisions and MI series, GIZMOS, newly developed curriculum guides, DAR, baseline assessments given at the beginning, midyear and end of the year. Professional Development across all content areas for lack of rigor, extended hour programs to help with reading deficiencies, parent Involvement activities to equip parents in assisting their students with academic goals, CHAMPs, Self Grant and small group counseling session to help with behavior challenges, MINT program and professional development for novice teachers, and professional development to help teachers create engaging lessons using best practices. Common planning and Thrilling Thursdays to discuss and understand benchmarks.

Targeted Barriers to Achieving the Goal

- 1. Lack of Rigor 2. Reading deficiencies 4. Parent Involvement 5. Behavior Challenges 6. Novice teachers 7. Lack of engagement 8. Curriculum alignment and collaboration

Plan to Monitor Progress Toward the Goal

Professional development implementation (fidelity) , Analyzing student data, Debrief and Discussion of tiered teacher progress and Student Learning

Person or Persons Responsible

Administration and Coaches (school and district)

Target Dates or Schedule:

Weekly debriefing with the leadership team and coaches (school and district). Bi-weekly/Monthly walkthroughs and observations

Evidence of Completion:

Lesson Plans, Fidelity of Implementation, Student Assessment Data and Teacher Development/Growth

G6. 50% (23) of all bottom quartile students in grades 3 - 5 will make learning gains in reading on the 2013 - 2014 FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- Comprehension Core series, Comprehension Toolkit, Leveled Literacy Intervention Kits, Curriculum Guides, DAR and Common Core Standards

Targeted Barriers to Achieving the Goal

- Differentiation Strategies during small intensive groups and the extended hour learning
Implementing an effective rotation during the reading block

Plan to Monitor Progress Toward the Goal

Data Chats

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule:

During Thrilling Thursdays, Early Dismissal Meetings and Common Planning Time

Evidence of Completion:

Progress monitoring on CGA's, Student Work, Lesson Plans, and Classroom Walkthroughs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. In Grade 5, 35% (29) of student will score level 3+ in science on FCAT 2.0.

G1.B1 lack of content knowledge (teachers). Inconsistent teaching of Science standards. Minimum or non-use of the science lab (lack of hands on activities).

G1.B1.S1 Consistent monitoring of the science schedule and lesson planning. Consistent professional development (district science specialist)to increase content knowledge.

Action Step 1

effective lesson planning and implementation, Classroom observations, Consistent monitoring from Administrators

Person or Persons Responsible

District Science Specialist, Administration

Target Dates or Schedule

Thrilling Thursdays - PD day, Science Specialist visit on Fridays until 2:00pm, weekly monitoring and observations

Evidence of Completion

Classroom Observation, data from district assessments, FCAT scores

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

Effective lesson planning and implementation, Classroom observations, Consistent monitoring from Administrators

Person or Persons Responsible

District Science Specialist, Administration

Target Dates or Schedule

Thrilling Thursdays - PD day, Science Specialist visit on Fridays until 2:00pm, weekly monitoring and observations

Evidence of Completion

Classroom Observation, data from district assessments, FCAT scores

Plan to Monitor Effectiveness of G1.B1.S1

Effective lesson planning and implementation, Classroom observations, Consistent monitoring from Administrators

Person or Persons Responsible

District Science Specialist, Administration

Target Dates or Schedule

Thrilling Thursdays - PD day, Science Specialist visit on Fridays until 2:00pm, weekly monitoring and observations, data chats

Evidence of Completion

Classroom Observation, data from district assessments, FCAT scores

G2. 70% (178) of all bottom quartile students in grade 3 - 5 will make learning gains in mathematics on the 2013 - 2014 FCAT 2.0.

G2.B1 Teachers' Lack of Background Knowledge to deliver quality instruction Students' Lack of Foundational Skills and Concept Development

G2.B1.S1 Provide PD and time for PLC's amongst math content area teachers, as to develop their background knowledge and pedagogy.

Action Step 1

To provide effective professional development and PLC time for math content area specialists

Person or Persons Responsible

Math Teacher and District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

PD Schedule, Lesson Plans, Implementation with Fidelity and Teacher Growth

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

To provide effective professional development and PLC time for math content area specialists

Person or Persons Responsible

Math Coach and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Teacher Development, Implementation with Fidelity

Plan to Monitor Effectiveness of G2.B1.S1

To provide effective professional development and PLC time for math content area specialists

Person or Persons Responsible

Math Coach, District Specialists and Administrations

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Teacher Development, Implementation with Fidelity

G2.B1.S2 intense data analysis to continually identify and monitor student learning gains

Action Step 1

intense data analysis to continually identify and monitor student learning gains

Person or Persons Responsible

administrators, district and school based coaches, and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

data chats, district and school based assessments, classroom observations and artifacts

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

intense data analysis to continually identify and monitor student learning gains

Person or Persons Responsible

administrators, district and school based coaches, and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

data chats, district and school based assessments, classroom observations and artifacts

Plan to Monitor Effectiveness of G2.B1.S2

intense data analysis to continually identify and monitor student learning gains

Person or Persons Responsible

administrators, district and school based coaches

Target Dates or Schedule

ongoing

Evidence of Completion

data chats, district and school based assessments, classroom observations and artifacts

G3. 50% (30) of all bottom quartile students in grades 3 - 5 will make learning gains in reading on the 2013 - 2014 FCAT 2.0. This is inclusive of all AMO's (Blacks, Econ. Disadv. & SWD).

G3.B1 Lack of foundational skills and concept development Teacher background knowledge of subject matter

G3.B1.S1 Utilizing effective intervention strategies for struggling and/or poorer performing learners.

Action Step 1

50% of all bottom quartile students in grades 3-5 will make learning gains in reading.

Person or Persons Responsible

Administrators, Reading Coach, District Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans , District and School Based Assessments, Student Work samples, data chats,

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

50% of all bottom quartile students in grades 3-5 will make learning gains in reading.

Person or Persons Responsible

Administrators, District and School Based Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, data chats, district and school based assessments

Plan to Monitor Effectiveness of G3.B1.S1

50% of all bottom quartile students in grades 3-5 will make learning gains in reading.

Person or Persons Responsible

School and District Reading Coach and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, district and school based assessments, data chats

G3.B1.S2 Collaborative Coaching Cycle for implementation of the Gradual Release Model (Instructional Delivery and Rotations)

Action Step 1

Ongoing Coaching Cycles for novice and struggling teachers implementing the Gradual Release Model

Person or Persons Responsible

Reading Coach, District Specialists and Administrators

Target Dates or Schedule

Thrilling Thursdays and Early Dismissal PD

Evidence of Completion

Lesson Plans, Teacher Delivery, and Student Work samples

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

Intervention Strategies for Struggling Learners through the implementation of the Gradual Release Model (Core Instruction and Rotations)

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Implementing Gradual Release and Rotations Effectively and Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S2

Intervention Strategies for Struggling Learners through the implementation of the Gradual Release Model (Core Instruction and Rotations)

Person or Persons Responsible

Reading Coach, District Specialist and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Instructional delivery (teacher and student behaviors) and Student Work and Assessments

G4. In grade 4, 50% (47) student will score at level 4 or higher on the FCAT 2.0 Writing.

G4.B1 Students' lack of proficient writing utilizing correct convention and grammar rules Limited vocabulary Teachers' inability to teach writing outside of formulaic writing Lack of conferencing (teacher and peer)

G4.B1.S1 Students will be taught grammar and conventions using select pieces of writing and their own writing.

Action Step 1

Weekly Teacher and Peer Conferencing for corrections using the 6 point rubric

Person or Persons Responsible

ELA Teacher, Creative Writing Teacher, Reading Coach and Administrators

Target Dates or Schedule

Daily during instruction and our February Writing Academy

Evidence of Completion

Teacher and Student Learning, Teacher Instruction, Student Work Samples from class and the part time writing specialist

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

Weekly Teacher and Peer Conferencing for corrections using the 6 point rubric

Person or Persons Responsible

Reading Coach, District Specialist and Administration

Target Dates or Schedule

During daily instruction

Evidence of Completion

Teacher Conferencing Notes, Student Work Samples and FCAT Data

Plan to Monitor Effectiveness of G4.B1.S1

Weekly Teacher and Peer Conferencing for corrections using the 6 point rubric

Person or Persons Responsible

Reading Teacher, District Specialist and Administration

Target Dates or Schedule

Ongoing monitoring during instruction and throughout the year

Evidence of Completion

Classroom Observational Data, Teacher Conferencing Notes, Student Work samples and Peer Conferencing Notes

G4.B1.S2 Teacher will teach and model the usage of the 6 point rubric to assess students' work, and they will also engage in assessing each others' work using this rubric.

Action Step 1

Model the usage of the 6 point rubric when assessing student work and compare to the rubric being used on selected graded pieces from the states. Have students practice using this rubric and making self corrections.

Person or Persons Responsible

Teacher, Students, Reading Coach and Administration

Target Dates or Schedule

Daily During writing instruction

Evidence of Completion

Students' work samples, published pieces of writing, and District writing prompt data

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 Teachers will conference with students on a weekly basis and the students will conference with one another concerning their work (peer evaluation).

Action Step 1

Ongoing Conferencing for writing improvement by students and teachers

Person or Persons Responsible

Teachers, Students, Reading Coach and Administrators

Target Dates or Schedule

Daily during writing instruction

Evidence of Completion

Student Work samples, Quality conferencing notes, Teacher and Student Learning

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

G5. 50% (89) of students in grades 4 & 5 will make learning gains. 100% (6) of retained students in grade 3 will make gains. 50% (36) students will score at level 3 or higher. This includes AM) (Econ. Disadv., Blacks and SWD sub groups.

G5.B1 1. Lack of Rigor 2. Reading deficiencies 4. Parent Involvement 5. Behavior Challenges 6. Novice teachers 7. Lack of engagement 8. Curriculum alignment and collaboration

G5.B1.S1 Differentiated Instruction during Core Instruction (60 minutes daily) based on data (FCAT, iReady Diagnostic Assessment, District CGAs, teacher-generated assessment, and teacher daily observations)

Action Step 1

Effective instruction, Implementation of the Gradual Release Model with fidelity and Explicit Teacher and Student Learning

Person or Persons Responsible

Teachers

Target Dates or Schedule

During the instructional day including the extended hour (ongoing)

Evidence of Completion

Lesson Plans, Student Work, Student performance on formative and summative assessments

Facilitator:

Debi Ashenden - Math Jacquelyn Jenkins - Reading Stephanie Phillips - Reading Interventionist

Participants:

All Classroom teachers

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

Administration will monitor classrooms through walkthroughs, formal and informal observations, and data chats in order to provide professional development to meet teacher/student needs.

Person or Persons Responsible

Administration will debrief with coaches (school and district) and the leadership team the needs of teachers and students.

Target Dates or Schedule

Administration will meet with coaches and the leadership team weekly for updates on observations and implementation of professional development.

Evidence of Completion

Meeting minutes, Thrilling Thursdays agendas, walkthrough documentation, formal and informal documentation, and coaches logs.

Plan to Monitor Effectiveness of G5.B1.S1

Observation of implementation of strategies provided during professional development.

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

during weekly coaching cycles, bi-weekly focused walkthroughs and monthly informals or formals.

Evidence of Completion

Assessments and walkthrough documentation

G5.B1.S2 Strategic and focused teacher-led small group instruction during center rotations (30 minutes daily) designed to target and reduce students' conceptual and skills-based deficits as identified by the iReady Diagnostic

Action Step 1

All content areas

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

During the instructional day

Evidence of Completion

Progress on CGAs, classroom assessment and FCAT

Facilitator:

Ashenden - math coach Jenkins - reading coach Phillips - reading interventionist District specialist

Participants:

Classroom teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B1.S3 High order questioning using the gradual release model

Action Step 1

All content areas

Person or Persons Responsible

Ashenden - math coach Jenkins - reading coach Phillips - reading interventionist District Specialists

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress on teacher made assessments, CGAs and FCAT

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B1.S4 Create engaging inquiry based lessons using district curriculum guides

Action Step 1

Observe others who are effective in inquiry teaching and learning

Person or Persons Responsible

Reading Coach and Administrators

Target Dates or Schedule

On-Going throughout they year

Evidence of Completion

Observations and Student Work

Plan to Monitor Fidelity of Implementation of G5.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. 50% (23) of all bottom quartile students in grades 3 - 5 will make learning gains in reading on the 2013 - 2014 FCAT 2.0.

G6.B1 Differentiation Strategies during small intensive groups and the extended hour learning
Implementing an effective rotation during the reading block

G6.B1.S1 Common Planning Time - The Reading Coach will conduct sessions on differentiation and effective rotations to meet the individual needs of all students.

Action Step 1

Common Planning and Early Dismissal Training (Differentiation and Rotations)

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Bi-Weekly Thrilling Thursday sessions and Early Dismissal Training

Evidence of Completion

Lesson Plans, Differentiation implemented within the reading block and extended hour with fidelity

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

Differentiation in Rotations during the reading block

Person or Persons Responsible

Reading Coach and Administration

Target Dates or Schedule

Ongoing throughout this year

Evidence of Completion

Lesson Plans, Student Work samples and Formative and Summative Assessments

Plan to Monitor Effectiveness of G6.B1.S1

Differentiation in Rotations during the reading block to meet the individual needs of all students

Person or Persons Responsible

Reading Coach, Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Student Work samples, and Formative and Summative Assessments

G6.B1.S2 Collaborative Coaching Cycle with a teacher lead on each grade level during Early Dismissal training

Action Step 1

Collaborative Coaching Cycle on Differentiation

Person or Persons Responsible

Reading Coach and District Specialists

Target Dates or Schedule

Early Dismissal Trainings and Thrilling Thursdays

Evidence of Completion

Lesson Plans, Student Work, and Teacher implementation during the reading block and extended hour

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

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

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

Services provided with the use of these funds ensure that we have smaller classroom sizes and after school programs for lower performing students. They are also used to fund a portion of our school's Instructional coach's salary and our math coach's salary, which in turn allows us to provide ongoing professional development for our teachers throughout the school year in addition to Early Dismissal Training/ Professional Development. This year, we're funding targeted field trips that are aligned with standards for students at all grade levels.

SAI funds will be used to retain the services of a part time teacher to assist level one and two students in grades 2 and 3. The part time teacher will work with children in pair shares and small groups. This part time teacher will also work with students who have been identified as Tier I and Tier II students through the RtI process. It is our aim this year to help our instructors identify and focus on these individuals in 2nd and 3rd. The other portion of these funds, if there are any, will be used to purchase after school materials to be used in Saturday School and before and after school tutoring. This year, according to how much we receive, the funds will be utilized to operate Saturday School for children that are not meeting grade level standards or objectives in grades 3 – 5. These children will be selected based on Benchmark data and hard and soft data collected in the classroom environment.

CHAMPS is implemented in every classroom throughout R. L. Brown Elementary. Teachers attend monthly meetings, in which they learn how to effectively implement all facets of this program with fidelity (FOUNDATIONS). This program is funded through the county. We will add additional measures to our overall behavior program by implementing the county's bullying policy to prevent bullying. We now have two investigators (Principal and a non-instructional staff member) and a contact person to effectively handle bullying issues, as to decrease the number of incidents throughout the school year.

Every student at R. L. Brown Elementary has the option of eating breakfast and lunch at no cost. We are a part of the Breakfast in the Classroom and lunch program initiative set forth by the state. Research proves that when children eat a healthy breakfast, they perform better academically and behaviorally throughout the day. At this time, we have about 90% or more of our students eating breakfast in the morning. We continue to implement BIC. Breakfast is served between 8:30 - 8:45 in KG - 2nd classrooms and 8:15 - 8:35 in the cafeteria for all 3rd - 5th grades, in hopes of more students eating breakfast, especially those students that are tardy to school on a consistent basis.

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.

G5. 50% (89) of students in grades 4 & 5 will make learning gains. 100% (6) of retained students in grade 3 will make gains. 50% (36) students will score at level 3 or higher. This includes AM) (Econ. Disadv., Blacks and SWD sub groups.

G5.B1 1. Lack of Rigor 2. Reading deficiencies 4. Parent Involvement 5. Behavior Challenges 6. Novice teachers 7. Lack of engagement 8. Curriculum alignment and collaboration

G5.B1.S1 Differentiated Instruction during Core Instruction (60 minutes daily) based on data (FCAT, iReady Diagnostic Assessment, District CGAs, teacher-generated assessment, and teacher daily observations)

PD Opportunity 1

Effective instruction, Implementation of the Gradual Release Model with fidelity and Explicit Teacher and Student Learning

Facilitator

Debi Ashenden - Math Jacquelyn Jenkins - Reading Stephanie Phillips - Reading Interventionist

Participants

All Classroom teachers

Target Dates or Schedule

During the instructional day including the extended hour (ongoing)

Evidence of Completion

Lesson Plans, Student Work, Student performance on formative and summative assessments

G5.B1.S2 Strategic and focused teacher-led small group instruction during center rotations (30 minutes daily) designed to target and reduce students' conceptual and skills-based deficits as identified by the iReady Diagnostic

PD Opportunity 1

All content areas

Facilitator

Ashenden - math coach Jenkins - reading coach Phillips - reading interventionist District specialist

Participants

Classroom teachers

Target Dates or Schedule

During the instructional day

Evidence of Completion

Progress on CGAs, classroom assessment and FCAT

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
district allocated funds		\$0
school allocation		\$0
Total		\$0

Budget Details

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

G5. 50% (89) of students in grades 4 & 5 will make learning gains. 100% (6) of retained students in grade 3 will make gains. 50% (36) students will score at level 3 or higher. This includes AM) (Econ. Disadv., Blacks and SWD sub groups.

G5.B1 1. Lack of Rigor 2. Reading deficiencies 4. Parent Involvement 5. Behavior Challenges 6. Novice teachers 7. Lack of engagement 8. Curriculum alignment and collaboration

G5.B1.S1 Differentiated Instruction during Core Instruction (60 minutes daily) based on data (FCAT, iReady Diagnostic Assessment, District CGAs, teacher-generated assessment, and teacher daily observations)

Action Step 1

Effective instruction, Implementation of the Gradual Release Model with fidelity and Explicit Teacher and Student Learning

Resource Type

Evidence-Based Program

Resource

Houghton Mifflin reading materials, Envision Math materials (Common Core I-Ready materials), Pearson Science and Houghton Mifflin Social Studies material, SRA Corrective Reading for 2nd/ ext. hour, Soar to Success for ext. hour

Funding Source

district allocated funds

Amount Needed

G5.B1.S2 Strategic and focused teacher-led small group instruction during center rotations (30 minutes daily) designed to target and reduce students' conceptual and skills-based deficits as identified by the iReady Diagnostic

Action Step 1

All content areas

Resource Type

Evidence-Based Program

Resource

iReady, successmaker, reflex math, comprehension tool kit, Triumphs, Soar Success, Literacy Navigator, Quick Reads and SRA corrective A

Funding Source

school allocation

Amount Needed