2013-2014 SCHOOL IMPROVEMENT PLAN

Hobe Sound Elementary School

11555 SE GOMEZ AVE

Hobe Sound, FL 33455

772-219-1540

hse.sbmc.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	50%

Alternative/ESE Center	Charter School	Minority Rate
No	No	31%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	B	A	A	A

SIP Authority and Template

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

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

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

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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
Prevent	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Hobe Sound Elementary School

Principal

Joan Gibbons

School Advisory Council chair

Tia Brown

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

Name	Title
Joan Gibbons	Principal
Willie Gore	Assistant Principal
Janet Church	Literacy Coach
Keneth Rickson	Guidance Counselor
Michelle McCree	Interventionist
Mary Slavin	Problem Solving interventionist

District-Level Information

District

Martin

Superintendent

Mrs. Laurie Gaylord

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the Assistant Principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.
Willie Gore - Assistant Principal
Tia Brown - SAC Chair/Teacher
Ruth March - Parent Involvement Coordinator/Parent Liaison
Kathy Creswell - Recording Secretary/Teacher
Monica Graham -Parent
Liliana Martinez-Parent

Lane' Jackson-Parent
Donna Goodwin-Parent

Involvement of the SAC in the development of the SIP

SAC members are actively involved with the development and monitoring of the School Improvement Plan. SAC is involved in the safety and enhancement of the school facility.

Activities of the SAC for the upcoming school year

School Improvement Plan - progress monitoring strategy implementation and budget review pertaining to each goal on a monthly basis. Climate Surveys - Surveys for Parents, Students, and Staff - development of surveys, analysis of results and recommendation. Parent Involvement Plan - progress monitoring, revision, and recommendations for the 2013-2014 PIP.

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

Literacy Training - $500.00
Technology Training - $500.00

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

Hobe Sound Elementary will monitor SAC compliance by reviewing the attendance and ethnicity of membership on a monthly basis to ensure stakeholders are represented on a monthly basis.

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:

Joan Gibbons		
Principal	Years as Administrator: 10	Years at Current School: 8

Credentials	BA Elem. Ed. M.Ed. Leadership Certification areas: Elem Ed: K-6 Principal: K-12 Ed. Leadership K-12
Performance Record	'12-'13- "B" school rating; No did not make AMO in Reading and Math '11-'12- "A" school rating; No did not make AYP in subgroups: White (Reading) and White, Hispanic, African American, Economically Disadvantaged (Math) '10-'11- "A" school rating; no did not make AYP in subgroups: Economically Disadvantaged and Hispanic (Reading), Economically Disadvantaged and Hispanic (Math) '09-'10- "A" school rating; No, did not make AYP in subgroups: Economically Disadvantaged (Reading) and Hispanic - (Math) '08-'09- "A" school rating; Yes, made AYP

Willie Gore, Jr.		
Asst Principal	Years as Administrator: 12	Years at Current School: 4

Credentials	BA Elem. Ed. M.Ed. Leadership Certification areas: Elem Ed: K-6 Ed. Leadership K-12 ESE K-12
Performance Record	'12-'13- "B" school rating; No did not make AMO in Reading and Math '11-'12- "A" school rating; No did not make AYP in subgroups: White (Reading) and White, Hispanic, African American, Economically Disadvantaged (Math) '10-'11- "A" school rating; no did not make AYP in subgroups: Economically Disadvantaged and Hispanic (Reading), Economically Disadvantaged and Hispanic (Math) '09-'10- "A" school rating; No, did not make AYP in subgroups: Economically Disadvantaged (Reading) and Hispanic - (Math) '08-'09- "A" school rating; Yes, made AYP

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Janet Church		
Full-time / School-based	Years as Coach: 4	Years at Current School: 11
Areas	Reading/Literacy, Other	
Credentials	BS Elem. Ed., Certified teacher, grades K-6 MS Reading Reading Endorsed	
Performance Record	'12-'13- "B" school rating; No did not make AMO in Reading and Math '11-'12- "A" school rating; No did not make AYP in subgroups: White (Reading) and White, Hispanic, African American, Economically Disadvantaged (Math) '10-'11- "A" school rating; no did not make AYP in subgroups: Economically Disadvantaged and Hispanic (Reading), Economically Disadvantaged and Hispanic (Math) '09-'10- "A" school rating; No, did not make AYP in subgroups: Economically Disadvantaged (Reading) and Hispanic - (Math) '08-'09- "A" school rating; Yes, made AYP	

Mary Slavin		
Full-time / School-based	Years as Coach: 18	Years at Current School: 1
Areas	Other	
Credentials	BS ESE K-12	
Performance Record	'12-'13 - "B" school rating; No, did not make AMO in Math '11-12 - "A" school rating; Yes, made AYP '10-'11 - "A" school rating; No, did not make AYP in subgroups: ED (Math), SWD and Hispanic (Reading) '09-'10 - "A" school rating; Yes, made AYP '08-'09 - "A" school rating; Yes, made AYP	

Classroom Teachers

# of classroom teachers

42

 # receiving effective rating or higher

42, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
42, 100%

 # ESOL endorsed
35, 83%

 # reading endorsed
3, 7%

 # with advanced degrees
15, 36%

 # National Board Certified
2, 5%

 # first-year teachers
3, 7%

 # with 1-5 years of experience
6, 14%

 # with 6-14 years of experience
11, 26%

 # with 15 or more years of experience
21, 50%

Education Paraprofessionals

# of paraprofessionals
8

 # Highly Qualified
8, 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

The Principal will on an ongoing basis review HR Novus online applicants to identify high quality teachers and continue networking with FAU Department of Education Chair to host interns at HSE.

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

Hobe Sound Elementary supports teachers by paring them with a mentor at a respective grade level or close to their academic assignment. The rationale for mentoring would include the following: procedures and practices common to HSE, grade level expectations,support with technology,lesson plan development,and assessments. Other reasons would include support with assessments, instructional focus in all academic areas, data analysis and technology. Grade level members would support a teacher new to a given grade level as well as one new to the school. This type of support is layered by the support of a joining classroom partner to a teachers in the same curricular area of a different grade level. HSE has paired Mr. Hulewicz, a first year 5th grade teacher with Mrs. Cusack, a veteran teacher on the same grade level team and content area. Ms. Rivera is a first year teacher in grade 2 who is paired with Mrs. Wheeler, a veteran teacher with extensive experience in Grade 2.

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

Our Core Team consists of these members:
Mary Slavin, Problem Solving Intervention Coach
Michelle McCree, Interventionist
Ken Rickson, Guidance Counselor
Janet Church, Reading/Writing Coach
Julie Stellman, Speech and Language Therapist
Suzanne Mason, School Psychologist
Willie Gore, Assistant Principal
Joan Gibbons, Principal
Other teacher members will join after-school meetings based upon student academic or behavioral, grade level needs.

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

The MTSS Leadership Team meets each week to review academic and behavioral data. Expertise in specific areas of need and collaboration enables the group to support students and teachers with core and tiered levels of academic and behavioral interventions.

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

The MTSS Leadership Team serves in various roles on school improvement teams to provide support in the development of the SIP. These teams meet twice a month after-school to provide continual review of the implementation of strategies and identification of additional avenues of support. The MTSS team serves as a final review stage of the drafted SIP.

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

Data will be updated weekly and shared at the weekly MTSS meeting. The specific tiered data will be managed using excel spreadsheets, F and P charts, iReady assessments (where applicable), Performance Matters for grades 3-5 and academic benchmark assessments.

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

The MTSS process has been revised to work more efficiently for administrators, teachers, and parents. Professional Development will be conducted to inform staff of revisions. Collaborative work in grade level PLCs and School Leadership team will address concerns and make improvements. Parent teacher conferences and work with SAC and Parent Involvement groups will build capacity to support MTSS and data based problem solving.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 1,920

HSE will offer tutoring of lowest quartile students in reading and math. This tutoring will take place within the school day and after school.

Strategy Purpose(s)

• Instruction in core academic subjects

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

Data will be collected and reviewed through class assessments and benchmark assessments. Benchmark assessments are aggregated via Performance Matters (district tool).

Who is responsible for monitoring implementation of this strategy?

Tutors will administer class assessments and have access to performance data via Performance Matters (district tool).

Literacy Leadership Team (LLT)

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

Name	Title
Joan Gibbons	Principal
Willie Gore	Assistant Principal
Janet Church	Reading Coach
Mary Slavin	Problem Solving Intervention Coach
Michelle McCree	Interventionist

Name	Title
Ken Rickson	Guidance Counselror

How the school-based LLT functions

The LLT meets every other week to discuss schoolwide literacy needs and develop strategies to support student achievement. Professional development is planned and executed, review of instructional focus calendars and materials, vertical alignment of academic areas between grade level teams, coordination of mentorships is executed. On opposite weeks, these leaders coordinate curricular team meetings (SIP Teams) with one teacher per grade level who takes on the role of teacher leader in that academic area (reading, writing, math, science).

Major initiatives of the LLT

Identify areas of need after analyzing student performance data at each meeting. Plan, develop and execute professional development with all teachers in the areas of literacy, technology, and behavior, specifically focusing on strategies for lower performing students and at risk populations.

Every Teacher Contributes to Reading Instruction

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

Hobe Sound Elementary has adopted the Balanced Literacy approach to reading. Teachers have been trained in Reader's Workshop Strategies, as well as, strategies to engage students with various learning styles. These strategies are utilized to improve the overall reading performance of students. Teachers also implement a Word Study component within their reading block. This program allows students to scaffold upon their knowledge of various sight words and develop a more comprehensive vocabulary. Professional Development and monitoring will be afforded to each teacher of reading in grades K-5.

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

Our kindergarten teachers coordinate kindergarten screenings and school tours in March, May and August of each year. Translators are available to support families in completing necessary paperwork. Our parent liaison works in collaboration with neighboring preschools to ensure communication of our kindergarten program. We host a VPK program on our campus which enables a smooth transition for these 20 students to our school culture and campus. All families receive a welcome letter from the Principal and monthly newsletters to support the transition of preschool students to our school.

Expected Improvements

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	69%	60%	No	72%
American Indian				
Asian				
Black/African American	44%	30%	No	50%
Hispanic	53%	33%	No	58%
White	78%	68%	No	81%
English language learners	33%	15%	No	39%
Students with disabilities	38%	53%	Yes	45%
Economically disadvantaged	54%	40%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	219	67%	79%
Students scoring at or above Achievement Level 4	77	34%	40%

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	*[data excluded for privacy reasons]*		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	128	57%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	111	55%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		78%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		75%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		75%

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	70	65%	98%
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	67%	58%	No	70%
American Indian				
Asian				
Black/African American	38%	45%	Yes	45%
Hispanic	56%	40%	No	60%
White	77%	64%	No	79%
English language learners	48%	36%	No	54%
Students with disabilities	43%	47%	Yes	48%
Economically disadvantaged	53%	41%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	212	65%	82%
Students scoring at or above Achievement Level 4	103	31%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	92	59%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	69	59%	75%

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	44	61%	70%
Students scoring at or above Achievement Level 4	38	33%	44%

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		5
Participation in STEM-related experiences provided for students	665	100%	100%

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	40	5%	2%
Students retained, pursuant to s. 1008.25, F.S.	7	1%	0%
Students who are not proficient in reading by third grade	45	37%	0%
Students who receive two or more behavior referrals	19	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	31	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

100% of Hobe Sound Elementary School families will participate in at least one Parent Involvement event during the 2013-2014 school year. Please see our detailed Parent Involvement Plan which describes family literacy nights, conferencing, trainings and various other methods to support each school family.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of families will participate in one or more events.	667	100%	100%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The percentage of students scoring Level 3, 4 or 5 on FCAT will increase by 5%. 72 % of students will score a Level 3 or above on the 2014 FCAT Reading Test.

G2. The percentage of students scoring Level 3, 4 and 5 in math will increase by 5%. 70% of students will score Level 3 or above on the 2014 FCAT Math Test.

G3. The percent of students scoring levels 3-5 in science will increase by 5%. 66% of students will score a level 3 or above on the 2014 Science FCAT Test.

G4. Students scoring 3.5 and above on the 4th grade writing test will increase by 5%. As a result, 77% of students will score 3.5 or higher on the 2014 FCAT Writing Test.

Goals Detail

G1. The percentage of students scoring Level 3, 4 or 5 on FCAT will increase by 5%. 72 % of students will score a Level 3 or above on the 2014 FCAT Reading Test.

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

Resources Available to Support the Goal
- The following resources are available to teachers: Readers' Workshop Units of Study, Words Their Way, iReady Assessment, F and P Assessments, the Continuum of Literacy Learning (F and P Continuum), When Readers Struggle (F and P Continuum), MCSD Benchmark Assessments, PD Columbia Teachers' College, Literacy Coach modeling of lessons and providing resources to instructional staff.

Targeted Barriers to Achieving the Goal
- Ability to increase level of reading proficiency of all students

- Increase level of instructional expertise for teachers of reading

- Implementation of inclusion services (support facilitation) with ESE students

- Ability to increase language acquisition and vocabulary of students

- Ability to increase the performance of the lowest quartile

Plan to Monitor Progress Toward the Goal

The following process will be used to monitor the goal: data meetings with LLT and MTSS teams, administration review of lesson plans and classroom observations for evidence of implementation of components of Readers' Workshop with fidelity.

Person or Persons Responsible
Classroom Teachers, Literacy Coach, Interventionist, Problem Solving Coach, Principal and Assistant Principal will take ownership and responsibility for monitoring the goal.

Target Dates or Schedule:
During and after each assessment cycle, reading data meetings are conducted to analyze progress toward the goal.

Evidence of Completion:
An analysis of each class' progress on a monthly basis, data analysis at a weekly LLT, MTSS, grade level meetings and the results of applicable student assessment data.

G2. The percentage of students scoring Level 3, 4 and 5 in math will increase by 5%. 70% of students will score Level 3 or above on the 2014 FCAT Math Test.

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

Resources Available to Support the Goal
- Differentiated instruction and opportunities for inquiry learning are available and can be supported by the Math PLC. Unwrapped standards for every math CCSS standard are available on the district website for teachers to access and use to increase the rigor of instruction. These standards/resources include: academic vocabulary, essential questions, strong big ideas, and specific goals and scales. We have I-Ready curriculum for grade 2 teachers piloting digital learning and i-Ready assessment tools for teachers of K,1, 2, and 3. Students and teachers will utilize a technology supported program such as Think Through Math K-5 to support student achievement and extend learning time outside of the school day.

Targeted Barriers to Achieving the Goal
- Students inability to recall basic math facts with automaticity.

- Students limited ability to attack higher order questions with appropriate strategies and tenacity.

- Teachers need time to acquire a more thorough knowledge base of teaching CCSS with increased academic rigor.

- Students lack experience with test taking strategies.

Plan to Monitor Progress Toward the Goal

The following process will be used to monitor the goal: analysis of Benchmark (3-5), implementation of a technology supported program such as Think Through Math, i-Ready assessments (K-3) and FCAT analysis.

Person or Persons Responsible
Classroom Teachers, Interventionist, Problem Solving Coach, Leadership Team, Guidance Counselor, Administration

Target Dates or Schedule:
During and after each assessment cycle, data meetings will be conducted to track and monitor progres

Evidence of Completion:
The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: data analysis of student scores recorded in Performance Matters, Think It Through Math data, i-Ready data, student achievement in classroom per quarter and PLC/ Collaborative grade level minutes.

G3. The percent of students scoring levels 3-5 in science will increase by 5%. 66% of students will score a level 3 or above on the 2014 Science FCAT Test.

Targets Supported
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- The following resources will be used to achieve the goal of increasing student achievement in Science: professional development in science instruction, inquiry-based activities and assessments, progress monitoring utilizing formative assessments, and effective use of materials for hands-on labs. Our trainings will be facilitated by school administrators and our district science coordinator as well as teacher-leaders at each grade level.

Targeted Barriers to Achieving the Goal
- The ability to increase the level of science proficiency of all students.
- The ability to increase the level of instructional expertise of each science teacher.
- Ability to increase student achievement in higher-order thinking skills needed for science proficiency.
- Ability to increase students' reading fluency and vocabulary levels to enhance cognitive skills needed for comprehension of nonfiction text.

Plan to Monitor Progress Toward the Goal

The following process will be used to monitor the goal: analyze data and the implementation of science labs with fidelity

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Coach, Principal and Assistant Principal will take ownership and responsibility for monitoring the goal

Target Dates or Schedule:

During and after each assessment cycle, data meetings are conducted to analyze progress toward the goal

Evidence of Completion:

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: analysis of each class' progress on a monthly basis, data analysis at LLT, MTSS and grade level meetings.

G4. Students scoring 3.5 and above on the 4th grade writing test will increase by 5%. As a result, 77% of students will score 3.5 or higher on the 2014 FCAT Writing Test.

Targets Supported

- Writing

Resources Available to Support the Goal

- Professional development from Columbia Teachers' College, Writers' Workshop Units of Study aligned to the CCSS, tutorial interventions before, during and after school by school-based providers and educational paraprofessionals, literacy coach modeling of lessons, facilitation of training and professional collaborative discussions to deepen knowledge of writing across content areas.

Targeted Barriers to Achieving the Goal

- Ability to raise level writing in our lowest performing students

- Increasing focused instructional time in cross-curricular writing

- Ability to increase students' language acquisition, vocabulary, spelling and use of conventions

Plan to Monitor Progress Toward the Goal

The following process will be used to monitor the goal: analyze performance data, implementation of writing units of study with fidelity.

Person or Persons Responsible

Classroom Teachers, Literacy Coach, Interventionist, Problem Solving Coach, Principal and Assistant Principal will take ownership and responsibility for monitoring the goal.

Target Dates or Schedule:

During and after each writing assessment cycle

Evidence of Completion:

The following process will be used as evidence of completion of monitoring activities that will be collected/reported: analysis of each class' progress on a quarterly basis, data analysis at targeted LLT, MTSS, Grade level PLC/ Collaborative team meetings, lesson plans and classroom observations.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. The percentage of students scoring Level 3, 4 or 5 on FCAT will increase by 5%. 72 % of students will score a Level 3 or above on the 2014 FCAT Reading Test.

G1.B1 Ability to increase level of reading proficiency of all students

G1.B1.S1 Analysis of Fountas/Pinnell assessments and District Benchmarks to determine the skills individual students lack and need further instruction. With this data teachers can develop small groups and provide the scaffolding necessary to increase students' reading proficiency.

Action Step 1

Analysis of reading assessments to determine the skills individual students lack and need for further instruction. Provide the necessary scaffolding with lessons to increase the reading proficiency of students.

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Coach, Literacy Coach, Administration

Target Dates or Schedule

During and after each assessment cycle, data meetings are conducted to analyze progress toward the goal.

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be collected/reported:analysis of each class' progress on a monthly basis, data analysis at a weekly LLT meeting, MTSS Meeting, and Grade level PLC/ Collaborative meetings

Facilitator:

Literacy Coach, PLC Leader, Trainer from Columbia Teachers' College

Participants:

Classroom Teachers, Interventionist, Problem Solving Coach, Literacy Coach, Administration

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

Monitor analysis of reading assessments to determine the skills individual students lack and need for further instruction and the necessary scaffolding with lessons to increase the reading proficiency in students for fidelity.

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Coach,Reading Coach, Principal and Assistant Principal will take ownership and responsibility for the monitoring and implementation of strategies to increase student achievement.

Target Dates or Schedule

Data reporting will occur during and after each assessment cycle, data meetings and PLCs are conducted to analyze progress and monitor the implementation of strategies.

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be collected/reported: An analysis of each class' progress on a monthly basis, data analysis at a weekly LLT, MTSS, and Grade level PLC meetings to monitor the implementation of strategies.

Plan to Monitor Effectiveness of G1.B1.S1

Monitor analysis of reading assessments to determine the skills individual students lack and need for further instruction and the necessary scaffolding with lessons to increase the reading proficiency in students for effectiveness.

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Coach, Literacy Coach, Principal and Assistant Principal will take ownership and responsibility for monitoring the effectiveness of strategies for to increase student achievement.

Target Dates or Schedule

Data reporting will occur during and after each assessment cycle, data meetings and PLCs are conducted to analyze progress and monitor the effectiveness of strategies.

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be collected/reported: An analysis of each class' progress on a monthly basis, data analysis at a weekly LLT, MTSS, and Grade level PLC meetings to monitor the effectiveness of strategies.

G1.B2 Increase level of instructional expertise for teachers of reading

G1.B2.S1 A representative from Columbia University Teachers' College will provide Professional Development at HSE to increase instructional expertise. A group of teachers will visit Columbia University to extend their learning experience and participate in the Saturday Reunion. Additionally, another group of teachers will participate in a summer institute at Columbia University.

Action Step 1

Professional Development training during grade level meetings, debriefing and the modeling of lessons for teachers. Implement strategies gained from PD.

Person or Persons Responsible

Literacy Coach and Classroom teachers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Coaches' logs, PD evaluations, Grade level meeting log

Facilitator:

Trainer from Columbia University Teachers' College

Participants:

Classroom teachers

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

Monitor the implementation of strategies gained from PD, Grade level meetings and debriefing, and the modeling of lessons for teachers for fidelity.

Person or Persons Responsible

Literacy Coach, Administration, and Classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Literacy Coach's Log, teacher feedback, student progress

Plan to Monitor Effectiveness of G1.B2.S1

Monitor the implementation of strategies gained from PD, Grade level meetings and debriefing, and the modeling of lessons for teachers for effectiveness.

Person or Persons Responsible

Literacy Coach, Administration, and Classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Literacy Coach's Log, teacher feedback, student progress

G1.B3 Implementation of inclusion services (support facilitation) with ESE students

G1.B3.S1 ESE teachers will provide, when appropriate, push-in services to students at risk.

Action Step 1

Increased implementation of inclusion services (support facilitation), providing push-in services to increase academic achievement of students at risk.

Person or Persons Responsible

ESE Support Facilitators, Classroom teacher, Problem Solving Interventionist

Target Dates or Schedule

On a daily/weekly basis

Evidence of Completion

Lesson Plans and Observations of Lesson Delivery

Facilitator:

Intervention Problem Solving Coach, District Coordinator, Administrator

Participants:

Support Facilitation Teachers, Classroom Teachers

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

Monitor the implementation of increased support from ESE support facilitators for fidelity

Person or Persons Responsible

ESE Support Facilitator, Classroom teacher, Problem Solving Interventionist, Administration

Target Dates or Schedule

During weekly LLT meetings, monthly ESE meetings, classroom observations

Evidence of Completion

Lesson plans, observations of lesson delivery and classroom teacher feedback

Plan to Monitor Effectiveness of G1.B3.S1

Monitor the implementation of increased support from ESE support facilitators for effectiveness

Person or Persons Responsible

ESE Support Facilitator, Classroom teacher, Problem Solving Interventionist, Administration

Target Dates or Schedule

During weekly LLT Meetings and Monthly ESE Meetings

Evidence of Completion

Lesson plans, observations of lesson delivery and classroom teacher feedback

G1.B4 Ability to increase language acquisition and vocabulary of students

G1.B4.S1 Teachers will implement the Reader's Workshop components increasing students language acquisition. Within Reader's Workshop, teachers will implement the Word Study component that provides an opportunity for students to build their vocabulary.

Action Step 1

The implementation of Readers' Workshop components increasing student language acquisition. Within Readers' Workshop, teachers will implement the word study and guided reading components that provides an opportunity for students to build their vocabulary.

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Coach, Reading Coach

Target Dates or Schedule

During team planning, lesson planning, and observation of lesson delivery in the classroom

Evidence of Completion

Lesson planning and observations of lesson delivery in the classroom

Facilitator:

Literacy Coach, Administration

Participants:

Classroom teachers, Reading PLC leaders

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

Monitor the implementation of Reader's Workshop components increasing student language acquisition. Within Reader's Workshop, teachers will implement the Word Study component that provides an opportunity for students to build their vocabulary for fidelity.

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Coach, Reading Coach, Administration

Target Dates or Schedule

During team planning, lesson planning, and observation of lesson delivery in the classroom

Evidence of Completion

Lesson plans, lesson planning and observations of lesson delivery in the classroom

Plan to Monitor Effectiveness of G1.B4.S1

Monitor the implementation of Reader's Workshop components increasing student language acquisition. Within Reader's Workshop, teachers will implement the Word Study component that provides an opportunity for students to build their vocabulary for effectiveness.

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Coach, Literacy Coach, Administration

Target Dates or Schedule

During team planning, lesson planning, and observation of lesson delivery in the classroom

Evidence of Completion

Lesson planning and observations of lesson idelivery in the classroom

G1.B5 Ability to increase the performance of the lowest quartile

G1.B5.S1 Related Arts teachers will mentor the lowest quartile students.The interventionist will provide additional support to struggling students.

Action Step 1

Mentor the lowest quartile students and provide additional support to struggling students via the Interventionist and Related Arts teachers

Person or Persons Responsible

Classroom Teachers, Interventionist, Related Arts Teachers

Target Dates or Schedule

Weekly and ongoing baisis

Evidence of Completion

Student Progress and Student Feedback

Facilitator:

Literacy Coach

Participants:

Classroom teachers, Reading PLC leaders, Interventionist

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

Monitor the Mentoring of the lowest quartile students and provide additional support to struggling students via the Interventionist and Related Arts teachers for fidelity.

Person or Persons Responsible

Classroom Teachers, Interventionist, Related Arts Teachers, LLT and Administration

Target Dates or Schedule

Weekly and ongoing baisis

Evidence of Completion

Student progress and student feedback

Plan to Monitor Effectiveness of G1.B5.S1

Monitor the Mentoring of the lowest quartile students and provide additional support to struggling students via the Interventionist and Related Arts teachers for effectiveness.

Person or Persons Responsible

Classroom Teachers, Interventionist, Related Arts Teachers, LLT and Administration

Target Dates or Schedule

Weekly and ongoing baisis

Evidence of Completion

Student progress and student feedback

G2. The percentage of students scoring Level 3, 4 and 5 in math will increase by 5%. 70% of students will score Level 3 or above on the 2014 FCAT Math Test.

G2.B1 Students inability to recall basic math facts with automaticity.

G2.B1.S1 Implement Touch Math, a technology supported program such as Think Through Math and CCSS strategies throughout daily math lessons. Provide professional development focused upon STEM lessons utilizing district resources.

Action Step 1

Monitor the implementation of Touch Math, a technology supported program such as Think Through Math, and CCSS strategies throughout daily math lessons. Provide professional development focused upon STEM lessons utilizing district resources.

Person or Persons Responsible

Classroom Teachers, Interventionist, Administration, Guidance Counselor

Target Dates or Schedule

Daily and as needed during scheduled intervention time

Evidence of Completion

Student work samples, formative assessments, classroom observations and lesson plans

Facilitator:

District Math Coordinator, PLC leaders, Think It Through Math Trainer

Participants:

Classroom Teachers, Interventionist, Administration, Guidance Counselor

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

Monitor the implementation of Touch Math, a technology supported program such as Think Through Math, and CCSS strategies throughout daily math lessons. Professional development on STEM lessons via district resources. The above will used in daily targeted instruction and monitored for fidelity.

Person or Persons Responsible

Classroom Teachers, Interventionist, Administration, Guidance Counselor

Target Dates or Schedule

Daily and as needed during scheduled intervention time

Evidence of Completion

Student work samples, formative assessments, classroom observations and lesson plans

Plan to Monitor Effectiveness of G2.B1.S1

Monitor the implementation of Touch Math, a technology supported program such as Think Through Math, and CCSS strategies throughout daily math lessons. Professional development on STEM lessons via district resources. The above will used in daily targeted instruction and monitored for effectiveness.

Person or Persons Responsible

Classroom Teachers, Interventionist, Administration, Guidance Counselor

Target Dates or Schedule

Daily and as needed during scheduled intervention time

Evidence of Completion

Student work samples, formative assessments, classroom observations and lesson plans

G2.B2 Students limited ability to attack higher order questions with appropriate strategies and tenacity.

G2.B2.S1 Classroom teachers will collaborate in weekly PLC meetings to provide well focused and rigorous lessons that incorporate a repertoire of higher order questions and opportunities for student exploration. Math PLC/Collaborative team members support the implementation of professional development.

Action Step 1

Apply a "flipped classroom" methodology when attacking new skills in an attempt to promote inquiry/ exploration based learning, i-Ready curriculum, "digital learning" (grade 2 pilot), and increase the use of interactive boards K-5.

Person or Persons Responsible

Math PLC/Collaborative team members, Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, assessment results

Facilitator:

Math PLC leader, District Coordinator

Participants:

Math PLC/Collaborative team members

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

Monitor the application of "flipped classroom" methodology when attacking new skills in an attempt to promote inquiry/exploration based learning. I-Ready Curriculum, Digital Learning (grade 2 pilot) and the increased use of interactive boards K-5 for fidelity.

Person or Persons Responsible

Math PLC members, Classroom Teachers, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, classroom observations, lesson plans, improved assessment scores

Plan to Monitor Effectiveness of G2.B2.S1

Monitor the application of "flipped classroom" methodology when attacking new skills in an attempt to promote inquiry/exploration based learning. I-Ready Curriculum, Digital Learning (grade 2 pilot) and the increased use of interactive boards K-5 for effectiveness.

Person or Persons Responsible

Math PLC members, Classroom Teachers, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, classroom observations, lesson plans, improved assessment scores

G2.B3 Teachers need time to acquire a more thorough knowledge base of teaching CCSS with increased academic rigor.

G2.B3.S1 Process CCSS standards thoroughly at weekly PLC meetings and monthly SIP meetings

Action Step 1

Review CCSS as a PLC and/or team, view unwrapped standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standard

Person or Persons Responsible

PLC team members, Grade level math members, Math SIP members

Target Dates or Schedule

During weekly PLC/Collaborative team meetings

Evidence of Completion

Lesson plans, observations, meeting minutes

Facilitator:

Math PLC and SIP leader

Participants:

Math PLC/Collaborative team members

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

Monitor the review CCSS as a PLC and/or team, view unwrapped standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standard with fidelity

Person or Persons Responsible

PLC Team Leaders, Administration, Interventionist

Target Dates or Schedule

During planning, lesson implementation, and PLC/Collaborative meetings

Evidence of Completion

Lesson plans, observations, meeting minutes

Plan to Monitor Effectiveness of G2.B3.S1

Monitor the review CCSS as a PLC and/or team, view unwrapped standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards for effectiveness

Person or Persons Responsible

PLC Team Leaders, Administration, Interventionist

Target Dates or Schedule

During planning, lesson implementation, and PLC/Collaborative meetings

Evidence of Completion

Lesson plans, observations, meeting minutes

G2.B4 Students lack experience with test taking strategies.

G2.B4.S1 The usage of supplemental materials to increase student experiences with standardized practice tests.

Action Step 1

The usage of supplemental materials to increase student experiences with standardized practice tests.

Person or Persons Responsible

Math PLC members, Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, assessment results

Facilitator:

PLC/Collaborative team leaders

Participants:

Math PLC/Collaborative team members

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

Monitor the usage of supplemental materials to increase student experiences with standardized practice tests for fidelity

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan, student performance, classroom observation

Plan to Monitor Effectiveness of G2.B4.S1

Monitor the usage of supplemental materials to increase student experiences with standardized practice tests for effectiveness

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plan, student performance, classroom observation

G3. The percent of students scoring levels 3-5 in science will increase by 5%. 66% of students will score a level 3 or above on the 2014 Science FCAT Test.

G3.B1 The ability to increase the level of science proficiency of all students.

G3.B1.S1 Analysis of assessments to determine areas of focus to increase skill level and provide inquiry-based activities and assessments.

Action Step 1

Analysis of science assessments to determine the skills individual students lack and need for further instruction, and lesson scaffolding necessary to increase student proficiency in science.

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Intervention Coach, Literacy Coach

Target Dates or Schedule

During and after each assessment cycle, data meetings will be conducted to analyze progress toward the goal.

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class' progress on a monthly basis, analysis at LLT, MTSS, Grade level meetings, classroom observation and lesson plans.

Facilitator:

Science PLC/Collaborative Team Leader, SIP Leader

Participants:

Classroom Teachers, Interventionist, Problem Solving Coach,

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

Monitor analysis of science assessments to determine the skills individual students lack and need for further instruction, and lesson scaffolding necessary to increase student proficiency in science for fidelity

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Coach, Administration

Target Dates or Schedule

During and after each assessment cycle, Science Data meetings are conducted to analyze progress toward the goal.

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported:analysis of each class' progress on a monthly basis, data analysis at a weekly LLT meetings, MTSS Meetings, and grade level meetings; classroom observation and review of lesson plans.

Plan to Monitor Effectiveness of G3.B1.S1

Monitor analysis of science assessments to determine the skills individual students lack and need for further instruction, and lesson scaffolding necessary to increase student proficiency in science for effectiveness

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Coach, Administration

Target Dates or Schedule

During and after each assessment cycle, Science data meetings are conducted to analyze progress toward the goal.

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis, Data analysis at a weekly LLT meetings, MTSS Meetings, and Grade level meetings. Classroom Observation and Lesson Plans

G3.B2 The ability to increase the level of instructional expertise of each science teacher.

G3.B2.S1 Training in CCSS to allow for cross content area learning; address cognitive complexity in questioning.The use of Assessment Probes and Strategies of Dr. Larry Chew

Action Step 1

Implement training in CCSS to allow for ccross-curricular learning; address cognitive complexity in questioning and use of Assessment Probes and Strategies of Dr. Larry Chew.

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Intervention Coach, Administration, Literacy Coach

Target Dates or Schedule

Monthly

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class' progress on a monthly basis, data analysis at LLT, MTSS, Grade level meetings; classroom observations and lesson plans.

Facilitator:

PLC Science Leaders, District Coordinator

Participants:

Classroom Teachers, Interventionist, Problem Solving Intervention Coach, PLC Leaders

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

Monitor implementation of training in CCSS to allow for cross-curricular learning, address cognitive complexity in questioning, use of Assessment Probes and Strategies of Dr. Larry Chew.

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Intervention Coach, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class' progress on a monthly basis, data analysis at LLT meetings, MTSS meetings, Grade Level meetings; classroom observations and lesson plans

Plan to Monitor Effectiveness of G3.B2.S1

Monitor implementation of training in CCSS to allow for cross-curricular learning, address cognitive complexity in questioning, use of Assessment Probes and Strategies of Dr. Larry Chew for effectiveness.

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Intervention Coach, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class' progress on a monthly basis, data analysis at LLT meetings, MTSS meetings, Grade Level meetings; classroom observations and lesson plans

G3.B3 Ability to increase student achievement in higher-order thinking skills needed for science proficiency.

G3.B3.S1 Increased use of Science Journals in classrooms and in the lab; implementing CCSS to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes

Action Step 1

Monitor the increased use of Science Journals in classrooms and in the lab; implementing CCSS to allow for cross -curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Intervention Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis ,data analysis at LLT, MTSS, and Grade level meetings; classroom observation and lesson plans

Facilitator:

PLC Leaders, District Coordinator

Participants:

Classroom Teachers, PLC Leaders, SIP Leaders

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Monitor the increased use of Science Journals in classrooms and in the lab; implementing CCSS to allow for cross -curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes for fidelity.

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Intervention Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis ,data analysis at LLT, MTSS, and Grade level meetings; classroom observation and lesson plans.

Plan to Monitor Effectiveness of G3.B3.S1

Monitor the increased use of Science Journals in classrooms and in the lab; implementing CCSS to allow for cross -curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes for effectiveness.

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Intervention Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis ,data analysis at LLT, MTSS, and Grade level meetings; classroom observation and lesson plans.

G3.B4 Ability to increase students' reading fluency and vocabulary levels to enhance cognitive skills needed for comprehension of nonfiction text.

G3.B4.S1 Increased use of Science Journals and nonfiction text to increase reading fluency, vocabulary and cognitive skills needed for comprehension

Action Step 1

Monitor the increased use of Science Journals and nonfiction text to increase reading fluency, vocabulary and cognitive skills needed for comprehension

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Intervention Coach, Administration, Literacy Coach

Target Dates or Schedule

Weekly

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis ,data analysis at LLT, MTSS, and Grade level meetings; classroom observation and lesson plans.

Facilitator:

District Coordinator

Participants:

Classroom Teachers, PLC Leaders, SIP Leaders

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Monitor the Increased use of Science Journals and nonfiction text to increase reading fluency, vocabulary and cognitive skills needed for comprehension with fidelity

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Intervention Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis ,data analysis at LLT, MTSS, and Grade level meetings; classroom observation and lesson plans.

Plan to Monitor Effectiveness of G3.B4.S1

Monitor the Increased use of Science Journals and nonfiction text to increase reading fluency, vocabulary and cognitive skills needed for comprehension and effectiveness

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Intervention Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis ,data analysis at LLT, MTSS, and Grade level meetings; classroom observation and lesson plans.

G4. Students scoring 3.5 and above on the 4th grade writing test will increase by 5%. As a result, 77% of students will score 3.5 or higher on the 2014 FCAT Writing Test.

G4.B1 Ability to raise level writing in our lowest performing students

G4.B1.S1 Provide PD in Writing Units of Study by Lucy Calkins and tutoring of both low and high level students by literacy coach. Conduct monthly school-wide writing assessments and analyze data to target differentiated instruction.

Action Step 1

Analysis of writing assessments to determine the skills individual students lack and need with further instruction. Scaffolding lessons to increase the writing proficiency of students.

Person or Persons Responsible

Classroom teachers, interventionist, Writing coach, Problem Solving coach, Administration

Target Dates or Schedule

During and after each writing assessment cycle, writing data meetings are conducted to analyze progress toward the goal.

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis, Data analysis at at targeted LLT, MTSS, and Grade level meetings.

Facilitator:

Writing PLC/Collaborative team leader, Writing coach

Participants:

Classroom teachers, Interventionist, Literacy coach, Problem Solving coach, Principal and Assistant Principal will take ownership and responsibility for monitoring the goal.

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

Monitor analysis of writing assessments to determine the skills individual students lack and need with further instruction. Scaffolding lessons to increase the writing proficiency of students for fidelity.

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Coach, Writing Coach, Principal and Assistant Principal will take ownership and responsibility for monitoring the implementation of strategies to raise level writing in our lowest performing students

Target Dates or Schedule

During and after each Writing assessment cycle

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class' progress on a monthly basis, Data analysis at a targeted LLT, MTSS, and Grade level meetings

Plan to Monitor Effectiveness of G4.B1.S1

Monitor analysis of writing assessments to determine the skills individual students lack and need with further instruction. Scaffolding lessons to increase the writing proficiency of students for effectiveness.

Person or Persons Responsible

Classroom Teachers, Interventionist, Problem Solving Coach, Writing Coach, Principal and Assistant Principal will take ownership and responsibility for monitoring the implementation of strategies to raise level writing in our lowest performing students

Target Dates or Schedule

During and after each Writing assessment cycle

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class' progress on a monthly basis, Data analysis at a targeted LLT, MTSS, and Grade level meetings

G4.B2 Increasing focused instructional time in cross-curricular writing

G4.B2.S1 Increase school wide literacy blocks and integrate writing across other content areas

Action Step 1

The implementation of more rigorous school-wide literacy blocks with integration of writing across all content areas.

Person or Persons Responsible

Classroom Teachers, Interventionist, Writing, Problem Solving Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: analysis of each class' progress on a monthly basis, data analysis at targeted LLT, MTSS, and grade level meetings.

Facilitator:

Writing Coach, PLC Leaders, Administration

Participants:

Classroom teachers, PLC/Collaborative team members

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

The monitoring the implementation of strategies to increase school wide literacy blocks and Integrate writing in reading and across other content areas for fidelity

Person or Persons Responsible

Classroom Teachers, Interventionist, Writing, Problem Solving Coach,

Target Dates or Schedule

Ongoing

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis, Data analysis at at targeted LLT meetings, MTSS Meetings, and Grade level meetings.

Plan to Monitor Effectiveness of G4.B2.S1

The monitoring the implementation of strategies to increase school wide literacy blocks and Integrate writing in reading and across other content areas for effectiveness

Person or Persons Responsible

Classroom Teachers, Interventionist, Writing, Problem Solving Coach,

Target Dates or Schedule

Ongoing

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis, Data analysis at at targeted LLT meetings, MTSS Meetings, and Grade level meetings.

G4.B3 Ability to increase students' language acquisition, vocabulary, spelling and use of conventions

G4.B3.S1 Provide professional development opportunities for K-5 (all teachers) to increase knowledge, strengthen skills with CCSS, and Writing Units of Study by Lucy Calkins

Action Step 1

Implement strategies gained from professional development with CCSS and Writing Units of Study by Lucy Calkins

Person or Persons Responsible

Classroom Teachers, Interventionist, Literacy Coach, Problem Solving Coach, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and observations of lesson delivery

Facilitator:

Columbia Teachers' College professional development staff, Literacy coach

Participants:

Classroom Teachers, Litearcy Coach, Problem Solving Coach, Administration, Interventionist

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

Monitor the implementation of strategies gained from professional development with CCSS and Writing Units by Lucy Calkins for fidelity

Person or Persons Responsible

Classroom Teachers, Interventionist, Writing Coach, Problem Solving Coach, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and observations of lesson delivery

Plan to Monitor Effectiveness of G4.B3.S1

Monitor the implementation of strategies gained from professional development with CCSS and Writing Units by Lucy Calkins for effectiveness

Person or Persons Responsible

Classroom Teachers, Interventionist, Writing, Problem Solving Coach, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and observations of lesson delivery

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

Title I funds three staff positions at the school. The literacy coach (reading and writing) offers instructional support and professional development to teachers. An interventionist has been added to support at risk students. A home-school parent liaison offers support to our parent involvement strategies. Four "Family Learning Nights" will take place this year. Topics for these events are: Literacy, Math/Science, Assessment/Technology and Preparing for a Summer of Learning. Our Parent Library, housed in our front office reception area is for parents to use when visiting the school and will be enhanced with additional resources. Professional development programs will offer instructional staff members training in strategies and best practices for science, math, reading and technology. Funds will be used for consultants in these subject areas not supported by an instructional coach. Funds will also be used in these subject areas for supplementary school assembly style programs for students and parents. Home/School Communication folders will be used daily to facilitate a smooth line of information sharing. Technology for math instruction, writing workshop materials such as journals, post-it notes, and folders will supplement the instructional focus of our teachers.

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. The percentage of students scoring Level 3, 4 or 5 on FCAT will increase by 5%. 72 % of students will score a Level 3 or above on the 2014 FCAT Reading Test.

G1.B1 Ability to increase level of reading proficiency of all students

G1.B1.S1 Analysis of Fountas/Pinnell assessments and District Benchmarks to determine the skills individual students lack and need further instruction. With this data teachers can develop small groups and provide the scaffolding necessary to increase students' reading proficiency.

PD Opportunity 1

Analysis of reading assessments to determine the skills individual students lack and need for further instruction. Provide the necessary scaffolding with lessons to increase the reading proficiency of students.

Facilitator

Literacy Coach, PLC Leader, Trainer from Columbia Teachers' College

Participants

Classroom Teachers, Interventionist, Problem Solving Coach, Literacy Coach, Administration

Target Dates or Schedule

During and after each assessment cycle, data meetings are conducted to analyze progress toward the goal.

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be collected/reported:analysis of each class' progress on a monthly basis, data analysis at a weekly LLT meeting, MTSS Meeting, and Grade level PLC/ Collaborative meetings

G1.B2 Increase level of instructional expertise for teachers of reading

G1.B2.S1 A representative from Columbia University Teachers' College will provide Professional Development at HSE to increase instructional expertise. A group of teachers will visit Columbia University to extend their learning experience and participate in the Saturday Reunion. Additionally, another group of teachers will participate in a summer institute at Columbia University.

PD Opportunity 1

Professional Development training during grade level meetings, debriefing and the modeling of lessons for teachers. Implement strategies gained from PD.

Facilitator

Trainer from Columbia University Teachers' College

Participants

Classroom teachers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Coaches' logs, PD evaluations, Grade level meeting log

G1.B3 Implementation of inclusion services (support facilitation) with ESE students

G1.B3.S1 ESE teachers will provide, when appropriate, push-in services to students at risk.

PD Opportunity 1

Increased implementation of inclusion services (support facilitation), providing push-in services to increase academic achievement of students at risk.

Facilitator

Intervention Problem Solving Coach, District Coordinator, Administrator

Participants

Support Facilitation Teachers, Classroom Teachers

Target Dates or Schedule

On a daily/weekly basis

Evidence of Completion

Lesson Plans and Observations of Lesson Delivery

G1.B4 Ability to increase language acquisition and vocabulary of students

G1.B4.S1 Teachers will implement the Reader's Workshop components increasing students language acquisition. Within Reader's Workshop, teachers will implement the Word Study component that provides an opportunity for students to build their vocabulary.

PD Opportunity 1

The implementation of Readers' Workshop components increasing student language acquisition. Within Readers' Workshop, teachers will implement the word study and guided reading components that provides an opportunity for students to build their vocabulary.

Facilitator

Literacy Coach, Administration

Participants

Classroom teachers, Reading PLC leaders

Target Dates or Schedule

During team planning, lesson planning, and observation of lesson delivery in the classroom

Evidence of Completion

Lesson planning and observations of lesson delivery in the classroom

G1.B5 Ability to increase the performance of the lowest quartile

G1.B5.S1 Related Arts teachers will mentor the lowest quartile students.The interventionist will provide additional support to struggling students.

PD Opportunity 1

Mentor the lowest quartile students and provide additional support to struggling students via the Interventionist and Related Arts teachers

Facilitator

Literacy Coach

Participants

Classroom teachers, Reading PLC leaders, Interventionist

Target Dates or Schedule

Weekly and ongoing baisis

Evidence of Completion

Student Progress and Student Feedback

G2. The percentage of students scoring Level 3, 4 and 5 in math will increase by 5%. 70% of students will score Level 3 or above on the 2014 FCAT Math Test.

G2.B1 Students inability to recall basic math facts with automaticity.

G2.B1.S1 Implement Touch Math, a technology supported program such as Think Through Math and CCSS strategies throughout daily math lessons. Provide professional development focused upon STEM lessons utilizing district resources.

PD Opportunity 1

Monitor the implementation of Touch Math, a technology supported program such as Think Through Math, and CCSS strategies throughout daily math lessons. Provide professional development focused upon STEM lessons utilizing district resources.

Facilitator

District Math Coordinator, PLC leaders, Think It Through Math Trainer

Participants

Classroom Teachers, Interventionist, Administration, Guidance Counselor

Target Dates or Schedule

Daily and as needed during scheduled intervention time

Evidence of Completion

Student work samples, formative assessments, classroom observations and lesson plans

G2.B2 Students limited ability to attack higher order questions with appropriate strategies and tenacity.

G2.B2.S1 Classroom teachers will collaborate in weekly PLC meetings to provide well focused and rigorous lessons that incorporate a repertoire of higher order questions and opportunities for student exploration. Math PLC/Collaborative team members support the implementation of professional development.

PD Opportunity 1

Apply a "flipped classroom" methodology when attacking new skills in an attempt to promote inquiry/ exploration based learning, i-Ready curriculum, "digital learning" (grade 2 pilot), and increase the use of interactive boards K-5.

Facilitator

Math PLC leader, District Coordinator

Participants

Math PLC/Collaborative team members

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, assessment results

G2.B3 Teachers need time to acquire a more thorough knowledge base of teaching CCSS with increased academic rigor.

G2.B3.S1 Process CCSS standards thoroughly at weekly PLC meetings and monthly SIP meetings

PD Opportunity 1

Review CCSS as a PLC and/or team, view unwrapped standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standard

Facilitator

Math PLC and SIP leader

Participants

Math PLC/Collaborative team members

Target Dates or Schedule

During weekly PLC/Collaborative team meetings

Evidence of Completion

Lesson plans, observations, meeting minutes

G2.B4 Students lack experience with test taking strategies.

G2.B4.S1 The usage of supplemental materials to increase student experiences with standardized practice tests.

PD Opportunity 1

The usage of supplemental materials to increase student experiences with standardized practice tests.

Facilitator

PLC/Collaborative team leaders

Participants

Math PLC/Collaborative team members

Target Dates or Schedule

Weekly

Evidence of Completion

Student work samples, assessment results

G3. The percent of students scoring levels 3-5 in science will increase by 5%. 66% of students will score a level 3 or above on the 2014 Science FCAT Test.

G3.B1 The ability to increase the level of science proficiency of all students.

G3.B1.S1 Analysis of assessments to determine areas of focus to increase skill level and provide inquiry-based activities and assessments.

PD Opportunity 1

Analysis of science assessments to determine the skills individual students lack and need for further instruction, and lesson scaffolding necessary to increase student proficiency in science.

Facilitator

Science PLC/Collaborative Team Leader, SIP Leader

Participants

Classroom Teachers, Interventionist, Problem Solving Coach,

Target Dates or Schedule

During and after each assessment cycle, data meetings will be conducted to analyze progress toward the goal.

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class' progress on a monthly basis, analysis at LLT, MTSS, Grade level meetings, classroom observation and lesson plans.

G3.B2 The ability to increase the level of instructional expertise of each science teacher.

G3.B2.S1 Training in CCSS to allow for cross content area learning; address cognitive complexity in questioning.The use of Assessment Probes and Strategies of Dr. Larry Chew

PD Opportunity 1

Implement training in CCSS to allow for ccross-curricular learning; address cognitive complexity in questioning and use of Assessment Probes and Strategies of Dr. Larry Chew.

Facilitator

PLC Science Leaders, District Coordinator

Participants

Classroom Teachers, Interventionist, Problem Solving Intervention Coach, PLC Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class' progress on a monthly basis, data analysis at LLT, MTSS, Grade level meetings; classroom observations and lesson plans.

G3.B3 Ability to increase student achievement in higher-order thinking skills needed for science proficiency.

G3.B3.S1 Increased use of Science Journals in classrooms and in the lab; implementing CCSS to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes

PD Opportunity 1

Monitor the increased use of Science Journals in classrooms and in the lab; implementing CCSS to allow for cross -curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes

Facilitator

PLC Leaders, District Coordinator

Participants

Classroom Teachers, PLC Leaders, SIP Leaders

Target Dates or Schedule

Weekly

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis ,data analysis at LLT, MTSS, and Grade level meetings; classroom observation and lesson plans

G3.B4 Ability to increase students' reading fluency and vocabulary levels to enhance cognitive skills needed for comprehension of nonfiction text.

G3.B4.S1 Increased use of Science Journals and nonfiction text to increase reading fluency, vocabulary and cognitive skills needed for comprehension

PD Opportunity 1

Monitor the increased use of Science Journals and nonfiction text to increase reading fluency, vocabulary and cognitive skills needed for comprehension

Facilitator

District Coordinator

Participants

Classroom Teachers, PLC Leaders, SIP Leaders

Target Dates or Schedule

Weekly

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis ,data analysis at LLT, MTSS, and Grade level meetings; classroom observation and lesson plans.

G4. Students scoring 3.5 and above on the 4th grade writing test will increase by 5%. As a result, 77% of students will score 3.5 or higher on the 2014 FCAT Writing Test.

G4.B1 Ability to raise level writing in our lowest performing students

G4.B1.S1 Provide PD in Writing Units of Study by Lucy Calkins and tutoring of both low and high level students by literacy coach. Conduct monthly school-wide writing assessments and analyze data to target differentiated instruction.

PD Opportunity 1

Analysis of writing assessments to determine the skills individual students lack and need with further instruction. Scaffolding lessons to increase the writing proficiency of students.

Facilitator

Writing PLC/Collaborative team leader, Writing coach

Participants

Classroom teachers, Interventionist, Literacy coach, Problem Solving coach, Principal and Assistant Principal will take ownership and responsibility for monitoring the goal.

Target Dates or Schedule

During and after each writing assessment cycle, writing data meetings are conducted to analyze progress toward the goal.

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis, Data analysis at at targeted LLT, MTSS, and Grade level meetings.

G4.B2 Increasing focused instructional time in cross-curricular writing

G4.B2.S1 Increase school wide literacy blocks and integrate writing across other content areas

PD Opportunity 1

The implementation of more rigorous school-wide literacy blocks with integration of writing across all content areas.

Facilitator

Writing Coach, PLC Leaders, Administration

Participants

Classroom teachers, PLC/Collaborative team members

Target Dates or Schedule

Ongoing

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: analysis of each class' progress on a monthly basis, data analysis at targeted LLT, MTSS, and grade level meetings.

G4.B3 Ability to increase students' language acquisition, vocabulary, spelling and use of conventions

G4.B3.S1 Provide professional development opportunities for K-5 (all teachers) to increase knowledge, strengthen skills with CCSS, and Writing Units of Study by Lucy Calkins

PD Opportunity 1

Implement strategies gained from professional development with CCSS and Writing Units of Study by Lucy Calkins

Facilitator

Columbia Teachers' College professional development staff, Literacy coach

Participants

Classroom Teachers, Litearcy Coach, Problem Solving Coach, Administration, Interventionist

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and observations of lesson delivery

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The percentage of students scoring Level 3, 4 or 5 on FCAT will increase by 5%. 72 % of students will score a Level 3 or above on the 2014 FCAT Reading Test.	$8,200
G2.	The percentage of students scoring Level 3, 4 and 5 in math will increase by 5%. 70% of students will score Level 3 or above on the 2014 FCAT Math Test.	$5,000
G3.	The percent of students scoring levels 3-5 in science will increase by 5%. 66% of students will score a level 3 or above on the 2014 Science FCAT Test.	$1,000
G4.	Students scoring 3.5 and above on the 4th grade writing test will increase by 5%. As a result, 77% of students will score 3.5 or higher on the 2014 FCAT Writing Test.	$250
	Total	$14,450

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Program	Evidence-Based Materials	Professional Development	Total
Title 1	$5,000	$8,500	$0	$0	$13,500
	$0	$0	$0	$0	$0
Title I	$0	$200	$500	$250	$950
District	$0	$0	$0	$0	$0
Total	$5,000	$8,700	$500	$250	$14,450

Budget Details

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

G1. The percentage of students scoring Level 3, 4 or 5 on FCAT will increase by 5%. 72 % of students will score a Level 3 or above on the 2014 FCAT Reading Test.

G1.B1 Ability to increase level of reading proficiency of all students

G1.B1.S1 Analysis of Fountas/Pinnell assessments and District Benchmarks to determine the skills individual students lack and need further instruction. With this data teachers can develop small groups and provide the scaffolding necessary to increase students' reading proficiency.

Action Step 1

Analysis of reading assessments to determine the skills individual students lack and need for further instruction. Provide the necessary scaffolding with lessons to increase the reading proficiency of students.

Resource Type

Evidence-Based Program

Resource

Columbia Teacher's College

Funding Source

Title I

Amount Needed

$200

G1.B2 Increase level of instructional expertise for teachers of reading

G1.B2.S1 A representative from Columbia University Teachers' College will provide Professional Development at HSE to increase instructional expertise. A group of teachers will visit Columbia University to extend their learning experience and participate in the Saturday Reunion. Additionally, another group of teachers will participate in a summer institute at Columbia University.

Action Step 1

Professional Development training during grade level meetings, debriefing and the modeling of lessons for teachers. Implement strategies gained from PD.

Resource Type

Evidence-Based Program

Resource

Travel and Training (Columbia Teacher's College)

Funding Source

Title 1

Amount Needed

$8,000

G2. The percentage of students scoring Level 3, 4 and 5 in math will increase by 5%. 70% of students will score Level 3 or above on the 2014 FCAT Math Test.

G2.B1 Students inability to recall basic math facts with automaticity.

G2.B1.S1 Implement Touch Math, a technology supported program such as Think Through Math and CCSS strategies throughout daily math lessons. Provide professional development focused upon STEM lessons utilizing district resources.

Action Step 1

Monitor the implementation of Touch Math, a technology supported program such as Think Through Math, and CCSS strategies throughout daily math lessons. Provide professional development focused upon STEM lessons utilizing district resources.

Resource Type

Technology

Resource

Computer site

Funding Source

Title 1

Amount Needed

$5,000

G2.B4 Students lack experience with test taking strategies.

G2.B4.S1 The usage of supplemental materials to increase student experiences with standardized practice tests.

Action Step 1

The usage of supplemental materials to increase student experiences with standardized practice tests.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. The percent of students scoring levels 3-5 in science will increase by 5%. 66% of students will score a level 3 or above on the 2014 Science FCAT Test.

G3.B1 The ability to increase the level of science proficiency of all students.

G3.B1.S1 Analysis of assessments to determine areas of focus to increase skill level and provide inquiry-based activities and assessments.

Action Step 1

Analysis of science assessments to determine the skills individual students lack and need for further instruction, and lesson scaffolding necessary to increase student proficiency in science.

Resource Type

Evidence-Based Materials

Resource

Formative assessment and hands-on materials

Funding Source

Title I

Amount Needed

$500

G3.B2 The ability to increase the level of instructional expertise of each science teacher.

G3.B2.S1 Training in CCSS to allow for cross content area learning; address cognitive complexity in questioning.The use of Assessment Probes and Strategies of Dr. Larry Chew

Action Step 1

Implement training in CCSS to allow for ccross-curricular learning; address cognitive complexity in questioning and use of Assessment Probes and Strategies of Dr. Larry Chew.

Resource Type

Evidence-Based Program

Resource

Assessment Probes

Funding Source

Title 1

Amount Needed

$500

G3.B4 Ability to increase students' reading fluency and vocabulary levels to enhance cognitive skills needed for comprehension of nonfiction text.

G3.B4.S1 Increased use of Science Journals and nonfiction text to increase reading fluency, vocabulary and cognitive skills needed for comprehension

Action Step 1

Monitor the increased use of Science Journals and nonfiction text to increase reading fluency, vocabulary and cognitive skills needed for comprehension

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. Students scoring 3.5 and above on the 4th grade writing test will increase by 5%. As a result, 77% of students will score 3.5 or higher on the 2014 FCAT Writing Test.

G4.B1 Ability to raise level writing in our lowest performing students

G4.B1.S1 Provide PD in Writing Units of Study by Lucy Calkins and tutoring of both low and high level students by literacy coach. Conduct monthly school-wide writing assessments and analyze data to target differentiated instruction.

Action Step 1

Analysis of writing assessments to determine the skills individual students lack and need with further instruction. Scaffolding lessons to increase the writing proficiency of students.

Resource Type

Professional Development

Resource

Reader's Workshop

Funding Source

Title I

Amount Needed

$250

G4.B3 Ability to increase students' language acquisition, vocabulary, spelling and use of conventions

G4.B3.S1 Provide professional development opportunities for K-5 (all teachers) to increase knowledge, strengthen skills with CCSS, and Writing Units of Study by Lucy Calkins

Action Step 1

Implement strategies gained from professional development with CCSS and Writing Units of Study by Lucy Calkins

Resource Type

Evidence-Based Program

Resource

F and P Materials and Assessments

Funding Source

District

Amount Needed

$0