2013-2014 SCHOOL IMPROVEMENT PLAN

Beauclerc Elementary School
4555 CRAVEN RD W
Jacksonville, FL 32257
904-739-5226
http://www.duvalschools.org/beauclerc

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	59%

Alternative/ESE Center	Charter School	Minority Rate
No	No	63%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	B	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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School
Beauclerc Elementary School

Principal
Stephanie Manabat

School Advisory Council chair
Derek Rowan

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

Name	Title
Stephanie Manabat	Principal
Tiffany Emanuel-Wright	Assistant Principal
Vanessa Mangual	Assistant Principal
Lorrie Johnson	Reading Coach
Lisa Coppedge	Guidance Counselor
Jill Pensabene	Site Coach

District-Level Information

District
Duval

Superintendent
Dr. Nikolai P Vitti

Date of school board approval of SIP
1/7/2014

School Advisory Council (SAC)

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

Membership of the SAC

Stephanie Manabat-Principal, Tiffany Emaual-Wright-Assistant Principal, Vanessa Mangual-Assistant Principal, Derek Rowan-SAC Chair, Parent, Preston Shaabar-Community, Julie May-Parent, Lisa Fox, Parent, Deb Dresbach,-Teacher, Ben McDuffy-Parent

Involvement of the SAC in the development of the SIP

SAC reviewed last year's SIP and made suggestions for this year. The SIP was discussed at the September meeting and is on the agenda for the October meeting.

Activities of the SAC for the upcoming school year

Increase attendance and participation of community/parents. Meetings held at apartment complexes. Involving business partners and students in community service of improving the school grounds.

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

N/A

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

N/A

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
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Stephanie Manabat		
Principal	Years as Administrator: 10	Years at Current School: 1

Credentials	Masters in Educational Leadership, University of North Florida BA in Elementary Education, University of North Florida
Performance Record	Principal of Beauclerc from July 1, 2013 to present. From 2009-2013, Executive Director of Elementary Schools. As an executive director, I supported principals and teachers throughout the district. As principal of Neptune Beach Elementary School for the 2007-2008 School Year and the 2008-2009 School Year, Neptune Beach Elementary maintained a school grade of an "A." FCAT data from the 2007-2008 School Year revealed that Neptune Beach Elementary did not make AYP in Math for our African American subgroup. To alleviate this problem we began the 2008-2009 School Year with a combined fourth and fifth grade Continuous Learning Cycle in Algebraic Thinking. We met AYP in this area for the 2008-2009 School Year. Following the 2008-2009 School Year, Neptune Beach Elementary did not make AYP in Reading for our African American subgroup and in Math for our SWD subgroup. We will focus on these subgroups as well as all other subgroups to meet AYP in the upcoming year. At Neptune Beach Elementary, Ms. Manabat facilitates and serves on the Leadership Team. She focuses the team around monitoring and tracking students. With AYP at the forefront, the Leadership Team monitors the students who are in our bottom quartile weekly. Each team member mentors a student. Prior to being appointed at Neptune Beach Elementary, Ms. Manabat was Principal at Woodland Acres Elementary for three years. During her time at Woodland Acres Elementary, Ms. Manabat and her team of teachers managed to move the school from a School Grade of a "D" to a "B." Ms. Manabat served as the Assistant Principal at Arlington Middle School. While at Arlington Middle, Ms. Manabat developed a focus calendar that infused reading comprehension strategies across the content areas and modeled in classrooms grades 6, 7, and 8. Ms. Manabat's first administrative position was as a 6th grade House Administrator at Matthew Gilbert Middle School. While at Gilbert, Ms. Manabat mentored at-risk students.

Tiffany Emanuel-Wright		
Asst Principal	Years as Administrator: 4	Years at Current School: 1

Credentials	MS Educational Leadership, Nova Southeastern University BA Communications, Howard University School Principal (All Levels) Educational Leadership (All Levels) Journalism (Grades 6-12) Elementary Education (Grades K-6)
Performance Record	After working five years in telecommunications in New York, NY and five years in training/recruitment in Jacksonville, FL, Mrs. Emanuel-Wright began her teaching career with Duval County Public Schools in the Fall of 2003 as a first grade teacher at Enterprise Learning Academy (2003-2006, School Grade "A/B/B") and 4th Grade ELA teacher at Don Brewer Elementary (2006-2009, School Grade "A/A/A"). In January of 2009, Mrs. Wright was selected as the Reading Coach for Pinedale Elementary, where in her first year third grade students earned the district's highest increase in Reading. Mrs. Emanuel-Wright remained at Pinedale until she accepted an Assistant Principal position at Duval County Public School's first, full-time virtual instruction program, Duval Virtual Instruction Academy (DVIA), where she was instrumental with generating and retaining enrollments (K-12), coining the school slogan (Learning without Boundaries), and establishing a partnership with Nova Southeastern University. After two years with DVIA, Mrs. Wright was appointed as Assistant Principal at New Berlin Elementary where she successfully led SAI after-school tutoring for bottom-quartile students in Reading and Math, and now serves as Assistant Principal at Beauclerc Elementary. 2012-2013-Assistant Principal, New Berlin Elementary-School Grade "A" 2010-2012-Assistant Principal, Duval Virtual Instruction Academy-School Grade "N/A"

Vanessa Mangual		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Bachelor's degree in Elementary Education (K-6), Masters in Administration and Supervision of Schools, Masters in Montessori Education, Certification in Educational Leadership (all Levels), Elementary Education K-6, English for Speakers of other Languages (esol), Endorsement, and World Language - Spanish, (grades K-12).
Performance Record	Assistant Principal of Beauclerc Elementary from July 1, 2013 to present. From 2009 - 2013, District Mathematics Specialist. As a Mathematics Specialist, I supported Mathematics teachers and coaches throughout the district. As a teacher at John E. Ford for the 2004 - 2009 years, students from K-5th grade gained knowledge in Spanish language, reading, and in writing. From 3rd to 5th grade, students maintained and gained a Standarized test scores from 3 to 5. While at John E. Ford as a teacher, Mrs. Mangual mentored beginning teachers, and lead the Science teachers from K-5.

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lorrie Johnson		
Full-time / District-based	Years as Coach: 10	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Bachelor's Degree in Elementary Education Master's Degree in Reading K-12
Performance Record	2013 Reading Coach K-5 West Riverside Elementary, Grade D, FCAT Reading 41%, Reading Gains 67%, Bottom Quartile Reading Gains 86% 2012 (Instructional Coach K-5) Hyde Park Elementary, Grade C, FCAT Reading 44, Reading Gains 67%, Lowest 25% Reading Gains 70% 2011 (Instructional Coach K-5) Hyde Park Elementary, Grade C, FCAT Reading 64% 2010 (Reading Coach K-5) North Shore K-8, Grade F, FCAT Reading 40% 2009 (Reading Coach K-3) North Shore K-8, Grade F, FCAT Reading 44% 2008 (Reading Coach K-3) North Shore K-8, Grade D, FCAT Reading 41% 2007 (Reading Coach K-3) North Shore K-8, Grade F, FCAT Reading 39% 2006 (Standards Coach K-2) R.V. Daniels Elementary, not graded (K-2 School) 2005 (Standards Coach K-5) Susie Tolbert Elementary, Grade B, FCAT Reading 70%, FCAT Math 57%

Classroom Teachers

# of classroom teachers
72

 # receiving effective rating or higher
28, 39%

 # Highly Qualified Teachers
93%

 # certified in-field
67, 93%

 # ESOL endorsed
54, 75%

 # reading endorsed
5, 7%

 # with advanced degrees
25, 35%

National Board Certified
5, 7%

first-year teachers
2, 3%

with 1-5 years of experience
11, 15%

with 6-14 years of experience
19, 26%

with 15 or more years of experience
40, 56%

Education Paraprofessionals

of paraprofessionals
8

Highly Qualified
7, 88%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

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

Recognize interns and groom them for specific teaching positions. Principal, Leadership Team
Soliciting referrals from principal for good candidates. Principal
Teachers are provided professional development as well as leadership opportunities in order to retain them at the school. Leadership Team
Partner new teachers with veteran staff. Principal and Assistant Principals
Celebrate teachers on a monthly basis as "teacher of the month" to promote positive praise. Principal

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

Lisa Coppedge (mentee)-Lorrie Johnson (mentor)
Lorena Musta (mentee)-Katy Copeland (mentor)
Megan Kuffel (mentee)-Bettie Colon (mentor)
We have paired all first year teachers and teachers who are new to Beauclerc with an experienced, effective teacher. They have common planning time built into their schedules every day. At least one of these days should be used to meet with their mentees. Mentors will observe their mentees and provide feedback while also opening up their own classroom for them to visit.

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

MTSS/RTI meets twice a month. The team attends all districts workshops concerning RtI and brings back any/all relevant info to the faculty and presents at meetings and/or trainings to ensure information is received. An agenda is established based upon teacher concerns in the classroom related to academics and/or behavior. The team discusses the concern(s) and assists the teacher in developing a plan for intervention(s) (tier 2 & 3). The team members meet regularly with the staff to assist in supporting the implemented plans. Assistance may include, but is not limited to, conducting classroom observations, assisting with collecting appropriate data, developing graphs/charts that are used to monitor plan progress. Each member of the RTI team are also members of a school-wide team. For example, reading/writing, math/science, accountability, foundations.

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

The RtI Leadership Team is directly involved with developing and implementing the School Improvement Plan. All members are also part of our Extended Leadership Team, who meet after school weekly to discuss implementation of the SIP. Members will use the problem-solving strategy to look at data, identify needs of the school and individual teachers and students, and will develop strategies and interventions to help meet the goals of the SIP.

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

The admin staff will periodically observe teachers during the MTSS process and provide feedback as necessary. If there seems to be a school-wide issue, we will provide more training during early release. If it is by grade-level, it can be addressed at our weekly meetings and individuals can be called in. Data will be tracked and discussed and those conversations will alert us to who needs further assistance.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

We will use data from FCAT, District CGA assessments, DAR, iReady, SuccessMaker, IOWA, and teacher-made assessments. Data on absenteeism, referrals, and suspensions will be pulled from Genesis for behavior. Data will be managed through Insight Inform.

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

The RtI Leadership Team will use all information provided from the district level RtI trainings to train the school faculty. The information will be delivered at monthly early release day trainings, monthly faculty meetings, and weekly grade-level meetings. The team members meet regularly with the staff to assist in supporting the implemented plans. Assistance may include, but is not limited to, conducting classroom observations, assisting with collecting appropriate data, developing graphs/charts that are used to monitor plan progress.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students	
Minutes added to school year: 54,000	

We offer Extended Day at our school before and after school. Students receive extra enrichment activities.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

When analyzing students data, we keep tracked of who is participating in the program and who is not. Students on the computers will be utilizing the same programs from the school day and their progress is tracked through the program and reviewed. Attendance is also tracked as we have found most students who participate in the program have an excellent attendance rate.

Who is responsible for monitoring implementation of this strategy?

Stephanie Holloway is our Extended Day Director and Laura Thompson is the Assistant Extended Day Director.

Literacy Leadership Team (LLT)

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

Name	Title
Stephanie Manabat	Principal
Lorrie Johnson	Reading Coach
Gail Courter	Kindergarten
Sarah Campbell	First Grade
Alejandra Delke	Second Grade
Janet Goldstein	Third Grade
Laurel Jenkins	Fourth Grade
Julie Hayden	Fifth Grade
Toni Minor	ESE Resource
Colleen Hartnett	Media Resource

How the school-based LLT functions

The main function of this team is to review and disaggregate data, plan for action steps that support school reading achievement goals in all AYP subgroup areas, grade levels, and across all content areas. The Literacy Leadership Team attends district literacy training. All information is discussed and shared with their grade levels during early release professional development. The Literacy Leadership Team

meets monthly to evaluate district and school reading initiatives and strategies to motivate and engage students in meaningful reading activities.

Major initiatives of the LLT

The major initiative is to increase opportunities for children to read daily. Students read independently every morning and afternoon as part of the daily routine. Students complete reading logs from home counting toward their grade level goal. To motivate students to read, staff members are encouraged to display their reading logs in the class. Students who meet the nine week reading requirements are rewarded with reading caps and pins. The pins represent the amount of books read during a given period. Students wear their caps during each reading celebration activity. All students participate in the 1 million word initiative along with the 25 Book Count benchmark. Through our morning broadcast, students receive the Word of the Day. Along with the definition and the part of speech, the word is used in a sentence. This initiative is instrumental in
building vocabulary school-wide. All reading activities will culminate in the Superintendent's Reading Celebration held at theend of the school year.

Every Teacher Contributes to Reading Instruction

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

N/A

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 students are assessed using CGA's, FLKRS, and teacher made assessments. Within the first 45 days of enrollment, kindergarten students are given two assessments; the FLKRS for kindergarten readiness and the CGA to obtain a pre-reading benchmark. These results are used to group students for differentiated instruction and provide strategies for immediate intensive intervention.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	64%	No	74%
American Indian				
Asian	84%	85%	Yes	86%
Black/African American	62%	52%	No	66%
Hispanic	63%	62%	No	66%
White	81%	75%	No	83%
English language learners	32%	44%	Yes	39%
Students with disabilities	50%	33%	No	55%
Economically disadvantaged	66%	59%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	64%	78%
Students scoring at or above Achievement Level 4	73		78%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	
Students in lowest 25% making learning gains (FCAT 2.0)		75%	

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	47	47%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	64%	Yes	68%
American Indian				
Asian	84%	80%	No	86%
Black/African American	53%	49%	No	57%
Hispanic	61%	70%	Yes	65%
White	77%	75%	No	79%
English language learners	47%	80%	Yes	52%
Students with disabilities	53%	43%	No	58%
Economically disadvantaged	58%	59%	Yes	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		64%	68%
Students scoring at or above Achievement Level 4			68%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		*[data excluded for privacy reasons]*	
Students scoring at or above Level 7		*[data excluded for privacy reasons]*	

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		69%	

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		62%	
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		*[data excluded for privacy reasons]*	
Students scoring at or above Level 7		*[data excluded for privacy reasons]*	

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		8
Participation in STEM-related experiences provided for students	150		

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			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

To increase parent involvement at school activities.
To increase parent involvement in SAC

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase attendance at planned school activities.			
Increase participation in SAC			

Area 10: Additional Targets

Additional targets for the school

Our safety goal is to limit the amount of parents entering the building during morning arrival and afternoon dismissal, re-vamp the dismissal pattern for walkers to avoid students being unsupervised and to provide a single pick-up point for parents, ensure that all classroom doors and alternative access doors are locked while students are in the building, and ensure that all teachers and staff are trained on all "Code Red Lock Down procedures: Shelter in Place, Lock Down Lay Down, and Code Red Evacuate.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Decrease School Safety Violations			

Goals Summary

G1. Goal: Increase the percentage of proficiency (3 or above) on the 2014 Reading FCAT 2.0 by 5% or more at each grade level. Increase the percentage of students scoring level 4 and above by 5%.

G2. Goal: Increase the percentage of proficiency (3 or above) on the 2014 Math FCAT 2.0 by 5% or more at each grade level. Increase the percentage of students scoring level 4 and above by 5%.

G3. Goal: Increase the percentage of proficiency (3 or above) on the 2014 Science FCAT 2.0 by 4%. Increase the percent of students scoring at level 4 and above by at least 4%.

G4. Increase the amount of STEM activities provided to our students.

G5. Increase the parent participation in family nights by 10%.

G6. Decrease the retention rate by 5% to include decreasing excessive absences, tardies and early checkouts by 5%.

G7. Increase the percentage of students scoring 3.5 on FCAT Writes 2.0 from 48% to 54%.

Goals Detail

G1. Goal: Increase the percentage of proficiency (3 or above) on the 2014 Reading FCAT 2.0 by 5% or more at each grade level. Increase the percentage of students scoring level 4 and above by 5%.

Targets Supported

Resources Available to Support the Goal

- 1.Classroom Teachers 2. District specialists 3.School Based Coach 4.Reading Materials 5. District Curriculum Guides 6.Edmodo 7.Teacher Academy 8.SuccessMaker 9.Texts in classrooms 10.RTI Intervention

Targeted Barriers to Achieving the Goal

- Students Reading Below Grade Level

Plan to Monitor Progress Toward the Goal

Monitor IOWA, DAR, Reading CGA's Administration and data collection. FCAT 2.0 data

Person or Persons Responsible
Administration Reading Coach

Target Dates or Schedule:
Fall, Spring (IOWA) Fall, Winter, Spring (DAR) Quarterly (CGA) Spring 2014 (FCAT)

Evidence of Completion:
Student increase their reading level.

G2. Goal: Increase the percentage of proficiency (3 or above) on the 2014 Math FCAT 2.0 by 5% or more at each grade level. Increase the percentage of students scoring level 4 and above by 5%.

Targets Supported

Resources Available to Support the Goal
- Classroom Teachers District specialists iReady and Ready Common Core District Curriculum guides Coach Academy Teacher Academy Reflex Math SuccessMaker Curriculum Resources (Investigations and Envision) Gizmo Curriculum Guide Assessmentts

Targeted Barriers to Achieving the Goal
- Understanding and Application of Instructional Framework (Gradual Release Model).

Plan to Monitor Progress Toward the Goal

We will use the CGA data, i-Ready, SuccessMaker, and FCAT 2.0 data to determine the progress of our students.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly, Spring 2014

Evidence of Completion:
Data Collected

G3. Goal: Increase the percentage of proficiency (3 or above) on the 2014 Science FCAT 2.0 by 4%. Increase the percent of students scoring at level 4 and above by at least 4%.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Classroom Teachers, District Specialists, Curriculum Resources, Gizmos, CGAs Baseline Assessments, Science Lab

Targeted Barriers to Achieving the Goal
- Students reading below grade level.

Plan to Monitor Progress Toward the Goal

Current student data will be analyzed immediately utilizing CGAs, IOWA, and DAR.

Person or Persons Responsible
Reading Coach, Administration

Target Dates or Schedule:
Weekly

Evidence of Completion:
Data Collection/Data Notebook

G4. Increase the amount of STEM activities provided to our students.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. Increase the parent participation in family nights by 10%.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Active and involved teachers, staff, and administrators. Planned monthly family nights. Supportive and involved PTA.

Targeted Barriers to Achieving the Goal
- Increasing current attendance across grade levels at family academic nights.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G6. Decrease the retention rate by 5% to include decreasing excessive absences, tardies and early checkouts by 5%.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Guidance Counselor, Classroom Teachers, District Specialists, School-Based Coaches, Parents

Targeted Barriers to Achieving the Goal
- Novice Teachers, Student Performance below grade level content, District-level support, Time spent with students, Lack of knowledge and pedagogy/content.

Plan to Monitor Progress Toward the Goal

Assessment data will be monitored regularly and Academic Improvement Plans will be created based on the results of the data. Each student/parent will understand their plan and the improvements needed to increase proficiency.

Person or Persons Responsible
Teachers, Reading Coach, Administration

Target Dates or Schedule:
August 2013-June 2014

Evidence of Completion:
Increased student proficiency in all content areas and grade levels.

G7. Increase the percentage of students scoring 3.5 on FCAT Writes 2.0 from 48% to 54%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Classroom Teachers, Reading Coach, District Literacy Specialists, District Curriculum Guides, Teacher Academy Resources

Targeted Barriers to Achieving the Goal
- Meaningful and Purposeful Writing Lessons aligned with data.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

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

G1. Goal: Increase the percentage of proficiency (3 or above) on the 2014 Reading FCAT 2.0 by 5% or more at each grade level. Increase the percentage of students scoring level 4 and above by 5%.

G1.B1 Students Reading Below Grade Level

G1.B1.S1 Literacy teachers will differentiate instruction through daily rotations as noted in the Districts Instructional framework.

Action Step 1

Participate in Professional Development on how to implement the DCPS Instructional Framework Model...I do, We do, You do, through common planning time, weekly grade level meetings with Reading Coach

Person or Persons Responsible

K-5 Literacy Teachers, Reading Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Lesson Plans classroom observations

Action Step 2

Plan and implement lessons following DCPS Instructional Framework with Reading Coach and grade level teams during weekly common planning time.

Person or Persons Responsible

K-5 Literacy Teachers, Reading Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Weekly common planning time minutes Lesson Plans

Facilitator:

Stephanie Manabat Lorrie Johnson Tiffany Emanual-Wright Teacher Leaders

Participants:

K-5 Literacy Teachers and Reading Coach

Action Step 3

Deliver appropriately paced lessons that allow students an opportunity to practice new skills and strategies.

Person or Persons Responsible

K-5 Literacy Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans Classroom Observations

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

All teachers will participate in professional development focusing on how to implement the DCPS Instructional Framework Model. I do, we do, you do. During daily common planning time/weekly grade level meetings, the Reading Coach will provide support, using the DCPS Coaching Cycle. The coach will document sessions and follow-up with administration during weekly Leadership Meetings in order to communicate needs within the school. Administration will monitor lesson plans and observe instruction in order to ensure proper implementation of the DCPS Instructional Framework.

Person or Persons Responsible

Administration Reading Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans Agendas Data Logs

Plan to Monitor Effectiveness of G1.B1.S1

Lesson plans that include the DCPS Instructional Framework, classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, Coaching Cycle feedback forms.

Person or Persons Responsible

Administration Reading Coach

Target Dates or Schedule

October 2013 January 2014 April 2014 June 2014

Evidence of Completion

CGAs IOWA DAR 2014 FCAT 2.0

G1.B1.S2 Implement the DCPS Framework K-5 model.

Action Step 1

Deliver appropriately-paced lessons that allow all students an opportunity to practice new skills and strategies.

Person or Persons Responsible

K-5 Literacy Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans, Classroom Observations, Student Data

Action Step 2

Plan and Implement lessons following the DCPS Instructional Framework with the Reading Coach and grade level teams during weekly Common Planning time, Early Release Trainings, and Grade Level meetings.

Person or Persons Responsible

K-5 Literacy Teachers, Reading Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Common Planning and Grade Level meeting minutes...Lesson Plans

Action Step 3

Participate in PD on how to implement the DCPS Instructional Framework Model (Gradual Release--I Do, We Do, You Do) through Common Planning time, Early Release Trainings and Grade Level meetings with the Reading Coach.

Person or Persons Responsible

K-5 Literacy Teachers, Reading Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Lesson Plan and Classroom Observations

Plan to Monitor Fidelity of Implementation of G1.B1.S2

All teachers will participate in weekly PD focusing on how to implement the DCPS Instructional Framework Model (I Do, We Do, You Do). During common planning, weekly grade level meetings, and early release trainings, the Reading Coach will provide support using the DCPS Coaching Cycle. The Reading Coach will document sessions and follow-up with administration during weekly Leadership meetings in order to communicate needs within the school. The Reading Coach and administration will also monitor lesson plans and observe instruction in order to ensure proper implementation of the DCPS Instructional Framework.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans, Agendas, Data Logs

Plan to Monitor Effectiveness of G1.B1.S2

Lesson plans that include the DCPS Instructional Framework, classroom walkthrough, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Oct 2013, Jan 2014, April 2014, June 2014

Evidence of Completion

CGAs, IOWA, DAR, FCAT 2.0

G1.B1.S3 Literacy teachers will gain a better understanding of how to select and use complex text to drive instruction.

Action Step 1

Plan and implement lessons using complex texts and the continuum for determining text complexity incorporating high-order questioning and student-led discussions.

Person or Persons Responsible

K-5 Literacy Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Student work/data, interactive journals, anecdotal notes, Classroom Observations

Action Step 2

Incorporate writing-based performance tasks where students will be asked to respond to one or more text-based questions and cite evidence from the text to support their answers.

Person or Persons Responsible

K-5 Literacy Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans, Student work/data, interactive journals, anecdotal notes, Classroom Observations

Action Step 3

Participate in PD related to how to select grade-level appropriate, complex text that provide rigor for all students.

Person or Persons Responsible

K-5 Literacy Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans, PD agendas, Classroom Observations

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

All teachers will participate in PD related to how to select grade-level appropriate, complex text that provide rigor for all students. In grades 3-5, teachers will plan and implement lessons for novel studies that will promote opportunities for accountable talk. The Reading Coach will provide support to all teachers in selecting and using appropriate texts that are both rigorous and engaging to students. Administration will observe classroom instruction to monitor the implementation of using complex text in all classrooms. The assigned District Literacy Specialist will provide support as needed.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans, Observation Logs

Plan to Monitor Effectiveness of G1.B1.S3

Lesson plans (to include use of complex text/novel studies), classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Oct 2013, Jan 2014, April 2014, June 2014

Evidence of Completion

CGAs, IOWA, DAR, FCAT 2.0

G2. Goal: Increase the percentage of proficiency (3 or above) on the 2014 Math FCAT 2.0 by 5% or more at each grade level. Increase the percentage of students scoring level 4 and above by 5%.

G2.B1 Understanding and Application of Instructional Framework (Gradual Release Model).

G2.B1.S1 Collaboration among math teachers to share implementation of Gradual Release Model in classrooms from participation in Teacher Academy.

Action Step 1

Collaboration on lesson design and gradual release model.

Person or Persons Responsible

K-5 math teachers

Target Dates or Schedule

Weekly August 2013-June 2014

Evidence of Completion

Minutes from meetings. Lesson plans.

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

Minutes from the collaborative meetings will be reviewed and meetings may be attended by administration. Observations will be conducted to analyze implementation.

Person or Persons Responsible

Lead Teachers, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Agenda Minutes, Observations

Plan to Monitor Effectiveness of G2.B1.S1

Observations will be conducted to document increased use of the gradual release model in math.

Person or Persons Responsible

Lead Teachers, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Logs, Feedback Forms

G2.B1.S2 Participate in Lesson Studies.

Action Step 1

Collaborate and design lessons to participate in a lesson study cycle.

Person or Persons Responsible

K-5 Math Teachers

Target Dates or Schedule

1 per semester/2 yearly per grade level

Evidence of Completion

Lesson Study Cycle, Lesson Plans, Reflection Documentation

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

Attend lesson study sessions with teachers, observe the lessons, and provide feedback.

Person or Persons Responsible

Math Teacher Leaders, Administration

Target Dates or Schedule

Each Semester

Evidence of Completion

Lesson Plans, Logs, Agendas

Plan to Monitor Effectiveness of G2.B1.S2

Track data to ensure the implementation of lesson study has an impact on student data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Each Semester

Evidence of Completion

Data Notebook Logs

G2.B1.S3 Reading and collaborating Professional Development text relating to Gradual Release. (NCTM, FCTM, etc.)

Action Step 1

Read and share articles found in professional development text.

Person or Persons Responsible

K-5 Math Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Meeting Minutes and Teacher Feedback

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Attend meetings and listen to the conversations around the text.

Person or Persons Responsible

Math Lead Teachers, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas, Lesson Plans

Plan to Monitor Effectiveness of G2.B1.S3

Track the effectiveness of the selected PD Text using the research and the complexity continuum.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Researchable Results

G2.B1.S4 Classroom observations to observe selected model classrooms implementing the Gradual Release Model.

Action Step 1

Visit other classrooms to observe implementation of Gradual Release across various Grade Levels.

Person or Persons Responsible

K-5 Math Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Collaborative Planning and Observation Notes

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Set up a schedule to allow for teachers to observe one another and attend the observation with them.

Person or Persons Responsible

Teacher Leaders, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher anecdotal notes, Observation schedules

Plan to Monitor Effectiveness of G2.B1.S4

Observe the teachers to see if there is a change in practice based on observing others.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Observation forms and feedback

G3. Goal: Increase the percentage of proficiency (3 or above) on the 2014 Science FCAT 2.0 by 4%. Increase the percent of students scoring at level 4 and above by at least 4%.

G3.B1 Students reading below grade level.

G3.B1.S1 All teachers using and teaching reading strategies to support Science through text features, graphs, charts, etc.

Action Step 1

Collaborate on lessons and their design on how to teach text features, graphs, and charts.

Person or Persons Responsible

K-5 Science Teachers

Target Dates or Schedule

Weekly, August 2013-June 2014

Evidence of Completion

Meeting Minutes, Lesson Plans

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

Work with science teachers to ensure they have an understanding of the reading strategies students are learning in reading class.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans, Observation Notes, Logs

Plan to Monitor Effectiveness of G3.B1.S1

Observe the use of reading strategies in the science classroom and provide feedback to teachers.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans, Observation Notes, Logs

G3.B1.S2 Using complex text to support Science lessons.

Action Step 1

Using complex text to support science lessons.

Person or Persons Responsible

K-5 Science Teachers

Target Dates or Schedule

Daily, August 2013-June 2014

Evidence of Completion

Lesson Plans

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

Teachers should be collaborating on the texts they are choosing for their lessons and discussing the complexity levels. This will be monitored through discussions at our weekly meetings.

Person or Persons Responsible

Teacher Leaders, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Agenda Minutes, Students utilizing high-level text

Plan to Monitor Effectiveness of G3.B1.S2

Evaluate the level of science text used during collaboration using research-based measures and text complexity continuum.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student data collection

G3.B1.S3 Using reading data to implement remediation for Below Level readers.

Action Step 1

Collaborative planning with Reading Teachers to discuss low-level readers and decide on an action plan.

Person or Persons Responsible

K-5 Science and ELA Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Meeting Minutes

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Weekly meetings will be attended by administration and the minutes will be reviewed weekly.

Person or Persons Responsible

Reading Coach, Teacher Leaders, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Minutes, Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S3

Student data from CGAs, IOWA, DAR, and other assessments will be monitored.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Data Collection/Data Notebook

G5. Increase the parent participation in family nights by 10%.

G5.B1 Increasing current attendance across grade levels at family academic nights.

G5.B1.S1 Combine academic nights with a engaging activity or student performance.

Action Step 1

Link an engaging activity or performance with all academic nights.

Person or Persons Responsible

All Teacher-led teams, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Calendar of Events, Attendance Record

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

Monitor the event for effectiveness and efficiency. Gather parental feedback.

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Checklist Notes, Attendance Record

Plan to Monitor Effectiveness of G5.B1.S1

Track effectiveness of the event through surveys.

Person or Persons Responsible

Team Leads

Target Dates or Schedule

After each event

Evidence of Completion

Survey Results

G5.B1.S2 Incorporate community resources and business partners to increase interest.

Action Step 1

Establish welcome area for business partners and community members to show appreciation.

Person or Persons Responsible

Assist. Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Checklist

Action Step 2

Call business partners and community resources to request participation dates.

Person or Persons Responsible

Assist. Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Phone Logs, Calendar of Events

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

Check meeting minutes to ensure that business partners and community members are scheduled to attend.

Person or Persons Responsible

Team Leads

Target Dates or Schedule

Monthly

Evidence of Completion

Checklist Notes from Meetings, Minutes

Plan to Monitor Effectiveness of G5.B1.S2

Evaluate the effectiveness of family nights.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Checklists, Surveys, Attendance Logs

G5.B1.S3 Advertise and provide incentives to students and parents.

Action Step 1

Plan announcements for students on the morning news.

Person or Persons Responsible

Ms. Hartnett

Target Dates or Schedule

Daily leading to the event

Evidence of Completion

News recordings, Attendance logs

Action Step 2

Encourage teachers to promote family events and provide incentives for attendance.

Person or Persons Responsible

Team Leads

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Logs

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

Check to ensure that all teachers have the incentives prepared to advertise.

Person or Persons Responsible

Team Leads

Target Dates or Schedule

Monthly

Evidence of Completion

Student Surveys

Plan to Monitor Effectiveness of G5.B1.S3

Track the number of people who attended in comparison to the previous year.

Person or Persons Responsible

Team Leads

Target Dates or Schedule

After the event

Evidence of Completion

Sign-in Sheets/Attendance Records

G5.B1.S4 Provide dinner or refreshments from community partners.

Action Step 1

Purchase Dinner and/or Refreshments

Person or Persons Responsible

PTA, Assist. Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Checklist, Receipts

Action Step 2

Call Business Partners and Community Partners

Person or Persons Responsible

Assist. Principal, Team Leads

Target Dates or Schedule

Monthly

Evidence of Completion

Phone Log, Participation Rate

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

Monitor Food Stations

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Checklist

Plan to Monitor Effectiveness of G5.B1.S4

Track inventory of food and profit from sales

Person or Persons Responsible

PTA, Assist. Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Spreadsheet, Profits to School

G6. Decrease the retention rate by 5% to include decreasing excessive absences, tardies and early checkouts by 5%.

G6.B1 Novice Teachers, Student Performance below grade level content, District-level support, Time spent with students, Lack of knowledge and pedagogy/content.

G6.B1.S1 Identify struggling students within the first few weeks of school.

Action Step 1

Continuously support students and use data to drive instruction.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Performance Task, Interactive Journals, Lesson Plans, Student Work

Action Step 2

Monitor the progress students are making on assessments and create future lessons that allow opportunity for struggling students to learn new skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Performance Task, Interactive Journals, Lesson Plans, Student Work

Action Step 3

Participate in professional development, plan lessons and differentiate to meet struggling students' needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Meeting Minutes, Common Planning Time, Lesson Plans, Data Collection, Anecdotal Notes

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

Participate in professional development, plan lessons and differentiate to meet struggling students' needs.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Meeting Minutes, Common Planning Time, Performance Tasks, Interactive Journals, Lesson Plans, Student Work

Plan to Monitor Effectiveness of G6.B1.S1

Data Chats, Common Planning with minutes, Formal/Informal Observations, Lesson Plan with evidence of differentiated instruction.

Person or Persons Responsible

Administration, Reading Coach, Classroom Teachers, Testing Chairperson

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Assessments, Lesson Plans, Logs

G6.B1.S2 Create an individualized intervention plan to meet the students individual learning goals.

Action Step 1

Teachers will use this data to create and differentiate lessons.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans, Data Notebook

Action Step 2

Keep an individualized notebook on each students' progress.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Data Notebook, Student Work

Action Step 3

Teachers will use assessment and teacher data to track the proficiency of students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans, Data Notebook

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

Teachers will use assessment and teacher data to track the proficiency of students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans, Data Notebook

Plan to Monitor Effectiveness of G6.B1.S2

Data Chats, Common Planning with minutes, Formal/Informal Observations, Lesson plan with evidence of differentiated instruction.

Person or Persons Responsible

Reading Coach, Administration, Classroom Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Assessments, Lesson Plans, Logs

G6.B1.S3 Meet with parents within a month of initiating the plan and provide strategies parents can use at home with the child.

Action Step 1

Teacher will communicate with the parent weekly documenting and discussing results on assessments and performance in class.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Parent Contact Log, Student Planners, Student Data Notebooks, Grade Portal

Action Step 2

Encourage parents to participate in parent activities at school and check planners daily.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Parent Contact Log, Sign-In Sheets for events, Student Planners

Action Step 3

Provide parents with strategies to implement at home.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Parent Contact Logs, Sign-In Sheets for events

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Provide parents with strategies to implement at home.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Parent Contact Logs, Sign-In Sheets for events

Plan to Monitor Effectiveness of G6.B1.S3

Orientation, Open House, Lunch with Grandparents, Family Nights, i-Dads, i-Moms, Science Night, Math Night, Dual Language Performances, FCAT Night

Person or Persons Responsible

Administration, Teachers, PTA

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Parent Logs, Parent Portal, Sign-In Sheets for Events

G6.B1.S4 Continuously update the parents on their child's progress.

Action Step 1

Teachers will create and utilize parent logs to ensure that parents are being frequently contacted and content documented.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Parent Logs

Action Step 2

Teachers will communicate with the parent weekly documenting and discussing results on assessments and performance in class.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Parent Contact Log

Action Step 3

Teachers will create ways for parents to be involved in lessons with their child through teacher websites, blogs, newsletters or email with home learning and through maintaining updated grade portals, etc.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Teacher modes of Communication, Grade Portal

Plan to Monitor Fidelity of Implementation of G6.B1.S4

Teachers will communicate with the parent weekly documenting and discussing results on assessments and performance in class.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Parent Contact Log, Grade Portal

Plan to Monitor Effectiveness of G6.B1.S4

Weekly communication with parents.

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Parent Contact Log

G7. Increase the percentage of students scoring 3.5 on FCAT Writes 2.0 from 48% to 54%.

G7.B1 Meaningful and Purposeful Writing Lessons aligned with data.

G7.B1.S1 Literacy teachers will implement the DCPS Instructional Framework Model for Writing (K-5).

Action Step 1

Deliver appropriately-paced reading/writing lessons that allow all students an opportunity to practice new skills and strategies.

Person or Persons Responsible

K-5 Literacy Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans, Classroom Observations, Writing Journals

Action Step 2

Plan and implement lessons following DCPS Instructional Framework as it relates to writing instruction with Reading Coach and grade level team during weekly common planning time.

Person or Persons Responsible

K-5 Literacy Teachers, Reading Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Weekly Common Planning Time Minutes, Lesson Plans, Writing Journals

Action Step 3

Participate in PD on how to implement the DCPS Instructional Framework Model as it relates to writing instruction through Common Planning time and weekly grade level meetings with Reading Coach with Lesson Studies.

Person or Persons Responsible

K-5 Literacy Teachers, Reading Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Lesson Plans, Classroom Observations

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

All teachers will participate in weekly professional development focusing on how to implement the DCPS Instructional Framework Model as it relates to writing instruction. During daily Common Planning time/ weekly grade level meetings. The Reading Coach will provide support using the DCPS Coaching Cycle. The coach will document sessions and follow up with administration during weekly Leadership meetings in order to communicate needs within the school. The Reading Coach and administration will monitor lesson plans and observe instruction in order to ensure proper implementation of the DCPS Instructional Framework.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Agendas, Lesson Plans, Logs, Data Notebooks, Student Work

Plan to Monitor Effectiveness of G7.B1.S1

Lesson Plans that include the DCPS Instructional Framework, classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle, feedback forms.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

October 2013, January 2014, April 2014, June 2014

Evidence of Completion

Writing CGAs, 2014 FCAT Writing 2.0

G7.B1.S2 Literacy teachers will gain a better understanding of how to effectively teach Writing aligned with Reading (K-5).

Action Step 1

Incorporate writing-based performance tasks where students will be asked to respond to one or more text-based questions and cite evidence from the text to support their answers.

Person or Persons Responsible

K-5 Literacy Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans, Student Work samples, Interactive Journals, Performance Tasks, Anecdotal notes from conferences, Classroom Observations

Action Step 2

Participate in PD related to how to effectively/efficiently integrate reading and writing instruction.

Person or Persons Responsible

K-5 Literacy Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson Plans, PD Agendas, Classroom Observations

Plan to Monitor Fidelity of Implementation of G7.B1.S2

All teachers will participate in professional development related to how to integrate reading and writing into a true language arts block. The Reading Coach will provide support to all teachers as needed. Administration will observe classroom instruction to monitor the implementation of integration. The assigned District Literacy Specialist will provide support as needed.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Agendas, Lesson Plans, Logs, Data Notebooks

Plan to Monitor Effectiveness of G7.B1.S2

Lesson Plans (demonstrating integration of reading and writing), classroom walkthroughs, informal/formal observations, quarterly data chats, common planning time notes, DCPS Coaching Cycle feedback forms.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

October 2013, January 2014, April 2014, June 2014

Evidence of Completion

Writing CGAs, 2014 FCAT Writing 2.0

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. Goal: Increase the percentage of proficiency (3 or above) on the 2014 Reading FCAT 2.0 by 5% or more at each grade level. Increase the percentage of students scoring level 4 and above by 5%.

G1.B1 Students Reading Below Grade Level

G1.B1.S1 Literacy teachers will differentiate instruction through daily rotations as noted in the Districts Instructional framework.

PD Opportunity 1

Plan and implement lessons following DCPS Instructional Framework with Reading Coach and grade level teams during weekly common planning time.

Facilitator

Stephanie Manabat Lorrie Johnson Tiffany Emanual-Wright Teacher Leaders

Participants

K-5 Literacy Teachers and Reading Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Weekly common planning time minutes Lesson Plans

Appendix 2: Budget to Support School Improvement Goals