



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Country Oaks Elementary School

2052 NW EUCALYPTUS BLVD

Labelle, FL 33935

863-674-4140

[http://hendry-schools.org/education/school/school.php?sectionid=9&sc\\_id=1171294728](http://hendry-schools.org/education/school/school.php?sectionid=9&sc_id=1171294728)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 89%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 80%

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## School Grades History

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

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

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

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

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## **Purpose and Outline of the SIP**

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

### **Part I: Current School Status**

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

### **Part II: Expected Improvements**

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

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

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

### **Part III: Coordination and Integration**

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

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

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

### **Appendix 2: Budget to Support Goals**

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
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

Country Oaks Elementary School

##### Principal

James Sealey

##### School Advisory Council chair

Kathy Sloan

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

Name	Title
James Sealey	Principal
Robin Jones	Assistant Principal
Connie walker	Academic Resource
Kristine Cottrell	Academic Resource
Amanda Howard	Reading Coach

#### District-Level Information

##### District

Hendry

##### Superintendent

Mr. Paul K Puletti

##### Date of school board approval of SIP

10/22/2013

### 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 membership of the School Advisory Committee can be comprised of parents, teacher, school administration, and members of the local community. The chairperson of the committee is elected by the committee at the beginning of the school year at the first meeting. As required by the guidelines, the SAC is to be a reflection or the ethnic demographics of the school student population.

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

Parent members, teachers, staff, community leaders, and administration will participate in the development and implementation of the plan. They create, distribute, and tally the parent, teacher, and student surveys that reflects the feeling of these groups towards the different aspects of school life - safety, cleanliness, treatment of students, understanding of school rules/policy, teacher involvement, technology use and feedback from teacher/administration. The results of this survey are used in creating

and revising the School Improvement Plan. The SAC also reviews and approves the school compact which is signed by the student, parent, teacher and administrator.

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

The SAC reviews the above mentioned yearly surveys (Question 2). These include an area of free response for each group that wants feedback in different areas of school life. This information is passed on for use with the revision of the SIP. The SAC also reviews the SIP for information as well as the opportunity to add feedback, check for accuracy, and possible suggestions for changes that the SAC feels may be necessary.

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

- Agendas for parent communication for grades 2-5-- \$2200.00
- Lanyards to display students identification--grades K-5 -- \$325.00
- Car Hangers for parent pickup -- grades K-5-- \$400.00
- ALPHA card supplies-- grades K-5-- \$240.00
- AR Books-- grades K-5-- \$700.00
- STARFALL software for primary students -- \$300.00
- Oncourse Lesson Planning software -- grades K-5 -- \$2000.00
- Materials to support teacher instruction -- grades K-5 - \$1898.00

**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**

**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:**

**James Sealey**

Principal

Years as Administrator: 10

Years at Current School: 15

**Credentials**

B.S. Elementary Education  
 Masters Educational Leadership  
 Educational Specialist Curriculum Instructional Management Administration  
 ESOL Endorsed

**Performance Record**

School Grade 2010-2011 A  
 School Grade 2011-2012 B  
 School Grade 2012-2013 C

<b>Robin Jones</b>		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
<b>Credentials</b>	BS Elementary Education 1-6 Master Degree Educational Leadership National Board Certified ESOL Endorsed	
<b>Performance Record</b>	School Grade 2012-2013 C	

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Amanda Howard</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 6
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	K-6 Elementary Ed ESOL Endorsed	

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

49

**# receiving effective rating or higher**

48, 98%

**# Highly Qualified Teachers**

98%

**# certified in-field**

39, 80%

**# ESOL endorsed**

36, 73%

**# reading endorsed**

9, 18%

**# with advanced degrees**

5, 10%



**# National Board Certified**

3, 6%

**# first-year teachers**

6, 12%

**# with 1-5 years of experience**

15, 31%

**# with 6-14 years of experience**

14, 29%

**# with 15 or more years of experience**

14, 29%

**Education Paraprofessionals****# of paraprofessionals**

11

**# Highly Qualified**

11, 100%

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

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

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

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

New teachers are researched through the Appli-Track System, before the interview to ensure that the most qualified teachers are interviewed and hired. Once they are hired, they are assigned a mentor and participate in the New Teacher Induction Program, organized and presented by the district. New teachers meet regularly with their mentors and administration to review their progress and solve any problems that may arise. Professional development is provided to teachers that are out-of-field. Administration and district personnel are responsible for providing training.

**Teacher Mentoring Program/Plan**

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

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

The district's mentoring program is designed to introduce new teachers to the culture of the area, review rules and regulations within the district, and provide support when needed. Each new teacher is assigned a mentor that is familiar with the area of instruction to which they have been assigned. They meet weekly to provide support to the new teacher. Throughout the year new teachers meet with the school based induction team member and administration.

## **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**

Teachers and administrators monitor the fidelity of core effectiveness through core curriculum and common assessments. Supports are provided by the teacher, in tier 1, and monitored through core assessments. If tier 1 is not effective, then grade levels implement additional strategies to increase core effectiveness. Students that require additional support to be successful, are placed in tier 2 based on academic weakness, and are monitored regularly through small group instruction. Small group instruction is monitored for effectiveness through data collection from the small group. For students still in need of additional instruction, they are placed in tier 3. At this level, instruction is more intense and monitoring continues based the individual student needs. All students in tier 3 continue to receive support in tier 2, and tier 1. Tier 3 interventions are research based, and may be provided by resource teachers that have specialized training in the appropriate subject area. This instruction is monitored for effectiveness by the MTSS team. Parents are informed and invited to all meetings at each step. The school MTSS Leadership Team monitors the fidelity of the instruction by developing the plan as a team and review of the data.

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

Principal and Assistant Principal- Facilitates leadership and guidance for the use of data-based decision making, ensures fidelity and implementation of MTSS.

Reading Coach - Analyzes reading data, collaborates with classroom teachers, and facilitates appropriate interventions for students.

Resource teachers- Can be a part of tier 3 implementation. Collaborates with classroom teachers to implement appropriate interventions to students and assist in progress monitoring.

Classroom teachers- Implements tier 1 and tier 2 interventions, Analyzes data from core curriculum and small group instruction.

Counselor- Participates in team meetings, ensures that teachers have the correct documentation, and facilitates meetings.

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

Administration and grade levels meet to discuss data and ensure that students are monitored after each AP, throughout the year. Core instruction is monitored, by the administration, through review of lesson plans, data chats, and PLC's. Meetings with the MTSS team are scheduled to review data of individual students throughout the year.

### **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 sources utilized in MTSS are as follows: FAIR, STAR, STAR EL, Performance Matters, Discovery Ed, Core curriculum assessments, SuccessMaker, FCAT, Write Score assessments. Supplemental intensive supports are as follows: Core curriculum intervention materials, FCRR resources, and other various researched based materials.

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

Regularly scheduled meetings with the administration and MTSS Leadership Team promote best practices within the MTSS process. Parent/Teacher conferences, parent nights, community outreach nights, and individual student conferences are held to inform parents of the MTSS process to engage all stakeholders.

**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:** 45

Country Oaks Elementary After School Program will invite students from 4th and 5th grades that made a 1 or 2 on the 2013 FCAT reading or math, and bottom quartile students from 3rd grade. We will use Performance Matters as a tool for pre-test and post test and the core curriculum for progress monitoring. The curriculum will consist of class sets of trade books for working on specific skill weaknesses, as recognized by Performance Matters assessments and core curriculum. Hands on manipulative activities and smart board projects will implemented for math based on areas of weakness from Performance Matters and core math curriculum. Teachers will work together to plan these activities and share their collective knowledge on what is working, by analyzing the data collected from progress monitoring. These students will be actively working together in small groups and will share what they are learning with each other and the teacher. These groups will be working on common core strategies to actively engage their thinking, and incorporate higher order questions for a deeper understanding of subject knowledge. Our program will consist of 6 teachers working on reading and math. It will begin on October 15th and will end when the budget is depleted.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Teachers will utilize Performance Matters for a baseline and progress monitor by using core curriculum assessments.

**Who is responsible for monitoring implementation of this strategy?**

Administration and program teachers will be responsible for effective implementation and progress monitoring throughout the program.

**Literacy Leadership Team (LLT)**

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

Name	Title
Amanda Howard	Reading Coach
Bonny Walls	Media Specialist, Library Committee Chairperson
Robin Jones	Assistant Principal

Name	Title
Becky Timpner	Family Reading Night Chairperson
Kristine Cotrell	Reading Resource
Connie Walker	Reading Resource
James Sealey	Principal

### How the school-based LLT functions

The LLT meets monthly with the library committee to plan school functions and activities related to promoting literacy. The library committee has representatives from each grade level to ensure schoolwide participation. Our role is to promote literacy among both the students and the parents through Family Reading Night, book fairs, and informational meetings. Parents are invited and encouraged to attend all literacy activities. The media specialist chairs most of the activities with assistance from the reading coach and resource teachers.

### Major initiatives of the LLT

1. Pre-K and Kindergarten will be participating in Jumpstart's Read for the Record
2. All Grades participate in Celebrate Literacy Week, Florida
3. Family Reading Night
4. Children's Book Week
5. Read-A-Thon (2 times per year)
6. 5th Grade Parent Informational Reading Night
7. 5th Book Club
8. Sunshine State Book Club (grades 3-5)
9. Florida Reading Association Book Club (grades k-2)
10. Tropicana Speech Contest (grades 4-5)

### 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

COE kindergarten teachers hosted a Pre-K Night in the fall for parents and pre-school age students to come to school and participate in literacy activities and make activities to take home and continue working on throughout the year to help prepare for entering kindergarten. They were given a bag including an alphabet book, dry erase writing board, dry erase marker, magnetic letters, and materials to make the projects featured at the event.

Teachers at the local RCMA Centers are invited to bring their students to Country Oaks Elementary School in the spring. During the visit the pre-school students are taken on a tour of the school. They visit the kindergarten classrooms and art, music, P.E., the library, where they may see how classes work at school. They also visit the playground and are allowed to play with the kindergarten students, and the lunchroom, where they may sit and experience a school lunch. Students are given a registration packet to take to their parents to complete and return to COE. Any questions the students or adults have are discussed.

Mrs. Jones and Mr. Talada opened the school six nights to allow for parents to come register their pre-k age students for Summer VPK at COE, and incoming kindergartners in the fall. Incoming kindergarten students were given a book as a welcome gift.

COE opened a school year VPK class with 20 students. These students will be allowed to participate in

many COE events and also be introduced to kindergarten teachers and classes during special themed activities.

### **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**

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

**Strategies for improving student readiness for the public postsecondary level**

## 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	60%	51%	No	64%
American Indian				
Asian				
Black/African American	38%	39%	Yes	44%
Hispanic	59%	48%	No	63%
White	71%	70%	No	74%
English language learners	42%	36%	No	48%
Students with disabilities	47%	23%	No	52%
Economically disadvantaged	58%	47%	No	62%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	112	29%	37%
Students scoring at or above Achievement Level 4	84	22%	27%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		43%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		43%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	236	61%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	244	63%	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)	102	44%	48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	65	28%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	65	29%	34%

**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	50	46%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**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	73%	61%	No	75%
American Indian				
Asian				
Black/African American	46%	57%	Yes	51%
Hispanic	73%	59%	No	75%
White	82%	65%	No	84%
English language learners	53%	58%	Yes	57%
Students with disabilities	60%	44%	No	64%
Economically disadvantaged	71%	57%	No	74%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	134	35%	45%
Students scoring at or above Achievement Level 4	93	24%	30%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		29%
Students scoring at or above Level 7	[data excluded for privacy reasons]		43%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	221	57%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	244	63%	70%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

**Algebra I End-of-Course (EOC) Assessment**

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

**Geometry End-of-Course (EOC) Assessment**

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

**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	36	28%	35%
Students scoring at or above Achievement Level 4	16	13%	25%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		66%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		33%

**Middle School Science**

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
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			
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		
Participation in STEM-related experiences provided for students	244	73%	80%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**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	103	8%	5%
Students retained, pursuant to s. 1008.25, F.S.	7	0%	0%
Students who are not proficient in reading by third grade	69	48%	30%
Students who receive two or more behavior referrals	32	3%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	1%	1%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads 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**

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Increase the number of students that are proficient in Listening and Speaking in English by 4%.
- G2.** Increase students' ability to solve multi-step math word problems.
- G3.** Increase student achievement on FCAT 2.0 in reading proficiency by 13%, to achieve our AMO goal of 64%.
- G4.** Increase Reading Learning Gains overall and for bottom quartile by 5%.
- G5.** To increase our professional development to teachers, para professionals, support staff, and parents to promote differentiated instruction, relevance and rigor in all classroom instruction.
- G6.** Increase number of students scoring proficient in math by 5%, working towards our AMO goal of 75% proficiency.
- G7.** Increase student achievement on Science FCAT by 20%
- G8.** Increase students attaining proficiency on Florida Writes by 15%.

## Goals Detail

**G1.** Increase the number of students that are proficient in Listening and Speaking in English by 4%.

### Targets Supported

#### Resources Available to Support the Goal

- ELL Paras, Classroom Teachers, Rosetta Stone

#### Targeted Barriers to Achieving the Goal

- Students have limited exposure to English at home, and parents lack the skills needed to help their child.

### Plan to Monitor Progress Toward the Goal

Rosetta Stone will be implemented in the classroom and student's progress will be monitored

#### Person or Persons Responsible

Classroom teachers, ELL paras

#### Target Dates or Schedule:

Ongoing throughout the year

#### Evidence of Completion:

CELLA scores, progress in core assessments

## G2. Increase students' ability to solve multi-step math word problems.

### Targets Supported

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

### Resources Available to Support the Goal

- Classroom teachers, administration, academic resource teachers

### Targeted Barriers to Achieving the Goal

- Students don't know their math facts.

## Plan to Monitor Progress Toward the Goal

Classroom teachers will monitor core math assessments and Performance Matters benchmark assessments.

### Person or Persons Responsible

Classroom teachers, administration

### Target Dates or Schedule:

Ongoing throughout the year

### Evidence of Completion:

Benchmark assessments, weekly math assessments

## G3. Increase student achievement on FCAT 2.0 in reading proficiency by 13%, to achieve our AMO goal of 64%.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Parental Involvement

### Resources Available to Support the Goal

- Academic resource personnel, reading coach, and teachers will implement focused instructional lessons to increase achievement. Leadership team and administration will work with resource and analyze data to focus instruction on specific skill weaknesses. . Performance Matters, STAR, STAR EL, and Core Curriculum resources will be utilized to support academic planning for students.

### Targeted Barriers to Achieving the Goal

- Lack of parental involvement
- Lack of student motivation

### Plan to Monitor Progress Toward the Goal

As attendance records are collected we will work to increase the percentage of parents participating.

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

Administration and Leadership Team

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

After each event, the administration team will evaluate outcomes and make any adjustments to increase participation at the next event.

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

Increased participation will continue to be monitored.

### G4. Increase Reading Learning Gains overall and for bottom quartile by 5%.

#### **Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Parental Involvement

#### **Resources Available to Support the Goal**

- Resource teachers, grade level PLC's, and reading coach will analyze data from benchmark assessments and core curriculum to address areas of weakness.

#### **Targeted Barriers to Achieving the Goal**

- Time to implement best practices to students.

### Plan to Monitor Progress Toward the Goal

Assessments will be administered throughout the length of the program. Instructional changes will be made after analyzing each assessment.

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

After school teachers will administer assessments and classroom teachers along with administration will progress monitor.

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

Ongoing throughout the program

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

Evidence will be assessed from Performance Matters and classroom assessments.

**G5.** To increase our professional development to teachers, para professionals, support staff, and parents to promote differentiated instruction, relevance and rigor in all classroom instruction.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- Parental Involvement
- EWS - Elementary School

**Resources Available to Support the Goal**

- Reading Coach, school level and district level administration, academic coaches, webinars, workshops, conferences and PLC's.

**Targeted Barriers to Achieving the Goal**

- Time to thoroughly plan with other grade levels, organize parent events, and research professional development needs.

**Plan to Monitor Progress Toward the Goal**

Progress will be monitored by lesson plans and progression of action plans.

**Person or Persons Responsible**

Teachers and administration

**Target Dates or Schedule:**

Ongoing throughout the year

**Evidence of Completion:**

Evidence of progress toward our goal will be in action plans

**G6.** Increase number of students scoring proficient in math by 5%, working towards our AMO goal of 75% proficiency.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Academic resource personnel, Successmaker, classroom teachers

**Targeted Barriers to Achieving the Goal**

- Lack of parent involvement to support math instruction.

## Plan to Monitor Progress Toward the Goal

Overall academic achievement of students will be monitored on benchmark assessments and core assessments.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Evidence of completion will be collected through increased math scores, homework completion and increased communication through agendas.

## G7. Increase student achievement on Science FCAT by 20%

### Targets Supported

- Writing
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement

### Resources Available to Support the Goal

- Classroom teachers, Fusion Science, FCAT Explorer

### Targeted Barriers to Achieving the Goal

- Large amounts of content needs to be retained from previous grades and applied into the 5th grade.
- Students have to process and comprehend large amounts of complex text.

## Plan to Monitor Progress Toward the Goal

Analysis of data will be monitored to focus instruction

### Person or Persons Responsible

Classroom teachers and administration

### Target Dates or Schedule:

After all benchmark assessments

### Evidence of Completion:

Analysis will be shared grade level PLC's



**G8. Increase students attaining proficiency on Florida Writes by 15%.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Write Score writing assessments, Heinemann resource kits, student journals, highly trained instructors

**Targeted Barriers to Achieving the Goal**

- Consistent writing instruction across the grade levels.

**Plan to Monitor Progress Toward the Goal**

Grade level PLC meetings will be utilized to review student progress on writing

**Person or Persons Responsible**

Classroom teachers, administration

**Target Dates or Schedule:**

Ongoing throughout the year

**Evidence of Completion:**

Student writing scores, lesson plans

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the number of students that are proficient in Listening and Speaking in English by 4%.

**G1.B1** Students have limited exposure to English at home, and parents lack the skills needed to help their child.

**G1.B1.S1** Ensure that all communications go home in English and Spanish for parents assistance, utilize ELL paras to assist with classroom instruction, and provide an environment that immerses students in the English language at school.

#### Action Step 1

Communication will be translated before going home, and all students that are not proficient in listening/speaking based on CELLA will receive assistance from ELL paras, when needed.

#### Person or Persons Responsible

Office personnel, Administration, ELL paras

#### Target Dates or Schedule

Ongoing throughout the year

#### Evidence of Completion

Copies of communication that has been sent home, ELL paras assessment information

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

Lesson plans, student schedules will be monitored

#### Person or Persons Responsible

Administration, classroom teachers, ELL paras

#### Target Dates or Schedule

Ongoing throughout the year

#### Evidence of Completion

Increase in the number students passing CELLA

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

CELLA scores will be monitored

#### Person or Persons Responsible

Administration, Counselor

#### Target Dates or Schedule

After CELLA assessments are completed

#### Evidence of Completion

CELLA scores

### G2. Increase students' ability to solve multi-step math word problems.

#### G2.B1 Students don't know their math facts.

**G2.B1.S1** Increase timed tests in classroom and assign for homework. Implement school wide resources to address math facts everywhere.

#### Action Step 1

Math facts will be promoted across all areas of the campus.

#### Person or Persons Responsible

All Teachers, administration, and support staff

#### Target Dates or Schedule

Ongoing throughout the year

#### Evidence of Completion

Increased number of students who pass timed assessments in class

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

Classroom timed assessments will be given in classroom, and administration will encourage all staff members to promote students learning their math facts.

#### Person or Persons Responsible

Classroom teachers, administration

#### Target Dates or Schedule

Ongoing throughout the year

#### Evidence of Completion

Increased scores on math assessments

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

Data from timed assessments will be monitored for increases

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

Ongoing throughout the year

#### Evidence of Completion

Increase in the number of students that pass all timed math assessments.

**G3.** Increase student achievement on FCAT 2.0 in reading proficiency by 13%, to achieve our AMO goal of 64%.

### G3.B1 Lack of parental involvement

**G3.B1.S1** Planned community outreach activities will be conducted at various locations and times to meet with parents and share information that will help their child succeed academically.

#### Action Step 1

Set dates, locations, and times throughout the year to reach as many parents as possible.

#### Person or Persons Responsible

Administration and office staff

#### Target Dates or Schedule

two weeks prior to activity

#### Evidence of Completion

Sign-in sheets and agendas

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

Administration will ensure that the activities are completed based on the current timeline.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Throughout the year

#### Evidence of Completion

Agendas

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

Attendance will be monitored for effectiveness

#### Person or Persons Responsible

Administration and Leadership Team

#### Target Dates or Schedule

Data will be collected after each event

#### Evidence of Completion

Attendance records

### G3.B2 Lack of student motivation

**G3.B2.S1** Parent involvement nights; that will include PTO meetings, family reading night, science FCAT night, grade level parent meetings, and career readiness program, will all be aimed at improving college and career readiness for all students.

#### Action Step 1

The administration along with the leadership team will map out activities throughout the year.

#### Person or Persons Responsible

Administration, grade level teams, and leadership team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Sign-in sheets, parent evaluations, and increased parental support

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

The activities will be monitored and reviewed by using the problem solving process before and after each activity. At this time, we will make necessary adjustments to follow-up activities.

#### Person or Persons Responsible

Administration and leadership team

#### Target Dates or Schedule

This process will be implemented before and after each presentation.

#### Evidence of Completion

parent evaluations

### Plan to Monitor Effectiveness of G3.B2.S1

Attendance records, increased parental involvement and parent involvement

#### Person or Persons Responsible

Administration and leadership team

#### Target Dates or Schedule

Data will be collected after each presentation

#### Evidence of Completion

parent evaluations and attendance records

### G4. Increase Reading Learning Gains overall and for bottom quartile by 5%.

#### G4.B1 Time to implement best practices to students.

**G4.B1.S1** Students scoring 1's on FCAT will participate in an afterschool program to address academic areas of weakness.

#### Action Step 1

Students will invited to attend an after school program two days a week, if they scored a 1 or 2 on the 2013 FCAT. The program will focus on reading and math strands that are shown to be areas of weakness based on performance matters benchmarks and core assessments.

#### Person or Persons Responsible

Administration and Teachers

#### Target Dates or Schedule

Program will begin October 2013.

#### Evidence of Completion

Students will be given a baseline assessment and monitored regularly throughout the program.

#### Facilitator:

Leadership Team

#### Participants:

Teachers presenting the after school program.

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

Ongoing assessments will be monitored for student progress.

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

After school teachers, administration

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

Throughout the length of the program

#### **Evidence of Completion**

Final assessments will be administered and analyzed by after school teachers

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

Pre and post tests will be administered, along with classroom assessments, and Performance Matters benchmark assessments

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

Classroom teachers, and after school teachers

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

Ongoing throughout the length of the program

#### **Evidence of Completion**

Assessments will be analyzed

**G4.B1.S2** Implement small groups in the classroom, based on benchmark assessments.

**Action Step 1**

Analyze data to isolate specific skill weaknesses and place students in focused small group.

**Person or Persons Responsible**

Classroom teachers and resource teachers

**Target Dates or Schedule**

After benchmark assessments

**Evidence of Completion**

Evidence will be collected by review of lesson plans and walkthroughs

**Facilitator:**

Webinars, Reading Coach

**Participants:**

Classroom teachers

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

Lesson plans will be monitored and walkthroughs will be conducted.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing throughout the year

**Evidence of Completion**

Progress monitoring of small groups will be collected



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

Core assessments, Performance Matters, and SuccessMaker will be monitored

### Person or Persons Responsible

Classroom Teachers, administration

### Target Dates or Schedule

Ongoing throughout the year

### Evidence of Completion

Evidence will be collected after all assessments

**G5.** To increase our professional development to teachers, para professionals, support staff, and parents to promote differentiated instruction, relevance and rigor in all classroom instruction.

**G5.B1** Time to thoroughly plan with other grade levels, organize parent events, and research professional development needs.

**G5.B1.S1** Use funding sources to hire substitutes, allowing teachers to meet in PLC's and analyze data collection. Utilize time during planning, before school, and after school to collect and reflect on data.

### Action Step 1

Grade levels will analyze data to prepare focused agendas for vertical planning.

### Person or Persons Responsible

Grade level teams

### Target Dates or Schedule

Planning throughout the year at each grade level and after benchmark assessments.

### Evidence of Completion

Teams will submit a plan to administration.

### Facilitator:

Leadership Team, Other available PD on Differentiation

### Participants:

Classroom Teachers

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

Lesson plans and action plans will be monitored by administration

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

Administration

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

Throughout the year

#### **Evidence of Completion**

Evidence of completion will be through lesson plans and PLC's outcomes.

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

Effectiveness will be monitored by benchmark assessments and core assessments

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

Monitored by teachers and administration

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

ongoing throughout the year

#### **Evidence of Completion**

Evidence will be from action plans and ongoing student assessments

**G6.** Increase number of students scoring proficient in math by 5%, working towards our AMO goal of 75% proficiency.

**G6.B1** Lack of parent involvement to support math instruction.

**G6.B1.S1** Utilize student agendas, conferences, and parent nights to inform parents about grade level targets and expectations for the grade level.

**Action Step 1**

Classroom teachers will regularly communicate student's current level, and send home support materials to achieve goals. Teachers will inform parents about opportunities at school to get additional help.

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule**

Ongoing throughout the year

**Evidence of Completion**

Agendas, increased participation at school

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

Lesson plans will be monitored for additional activities, computer lab will be monitored for usage

**Person or Persons Responsible**

Classroom teachers and administration

**Target Dates or Schedule**

Ongoing throughout the year

**Evidence of Completion**

Computer logs, agendas

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

Student grades and assessments will be monitored for improvement.

#### Person or Persons Responsible

Classroom teachers

#### Target Dates or Schedule

Ongoing throughout the year

#### Evidence of Completion

Benchmark assessments, core curriculum assessments

### G7. Increase student achievement on Science FCAT by 20%

**G7.B1** Large amounts of content needs to be retained from previous grades and applied into the 5th grade.

**G7.B1.S1** Implement and plan to review strands assessed on FCAT, but not covered by 5th grade standards.

#### Action Step 1

Classroom teachers will analyze benchmark assessments and address areas of weakness

#### Person or Persons Responsible

Classroom teachers, administration

#### Target Dates or Schedule

Content will be implemented throughout the school year

#### Evidence of Completion

lesson plans will monitored for implementation

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

Administration will monitor lesson plans and conduct walkthroughs, and assessments will be monitored by teachers and administrators.

#### Person or Persons Responsible

Administration and classroom teachers

#### Target Dates or Schedule

Ongoing throughout the year

#### Evidence of Completion

Lesson plans and benchmark assessments will be collected

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

Assessments will be monitored and analyzed after each benchmark, and through classroom assessments

### Person or Persons Responsible

Classroom teacher and Administrator

### Target Dates or Schedule

After all benchmark assessments

### Evidence of Completion

Analyzed data will be shared during grade level PLC's

## G7.B2 Students have to process and comprehend large amounts of complex text.

**G7.B2.S1** Implement increased informational reading throughout the day, by adjusting AR requirements to include nonfiction reading, and the addition of complex text in the reading block.

### Action Step 1

Grade level PLC's along with the literacy team will review and adjust the requirements for AR, and add meaningful complex text to support reading instruction.

### Person or Persons Responsible

Literacy team, classroom teachers

### Target Dates or Schedule

periodic meetings throughout the year

### Evidence of Completion

AR records and library records

### Facilitator:

Reading Coach

### Participants:

Classroom teachers

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

AR records will be monitored for fidelity and meetings will be conducted with grade level groups

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

Classroom teachers and administration

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

Throughout the year

#### **Evidence of Completion**

Increased scores on benchmark assessments and increased AR levels

### **Plan to Monitor Effectiveness of G7.B2.S1**

Benchmark assessments through Performance Matters and Core curriculum assessments

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

Classroom teachers, administration

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

Ongoing throughout the year

#### **Evidence of Completion**

Science FCAT scores

**G8. Increase students attaining proficiency on Florida Writes by 15%.**

**G8.B1 Consistent writing instruction across the grade levels.**

**G8.B1.S1** Introduction and implementation of Heinemann writing curriculum and Core Curriculum, starting in kindergarten

**Action Step 1**

Professional development and planning opportunities for each grade level to properly plan and implement curriculum

**Person or Persons Responsible**

Reading coach, administration, grade level representatives

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

Agendas from workshop

**Facilitator:**

Reading Coach, Administration, Resource teachers, Writing workshops found within Florida

**Participants:**

Grade level teachers

**Plan to Monitor Fidelity of Implementation of G8.B1.S1**

administration will monitor lesson plans and observation from walkthroughs

**Person or Persons Responsible**

administration, classroom teachers

**Target Dates or Schedule**

ongoing throughout the year

**Evidence of Completion**

Evidence will be seen by increased writing scores and writing samples at each grade level.

## Plan to Monitor Effectiveness of G8.B1.S1

Data from grade level rubrics will be collected and reviewed during data meetings.

### **Person or Persons Responsible**

Classroom teachers, administration

### **Target Dates or Schedule**

Ongoing throughout the year

### **Evidence of Completion**

Increased scores on writing assessments, lesson plans



## 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

All Title 1 funds work to supplement our current curriculum materials and academic goals. These funds will provide after school tutoring programs, ELL personnel for students, and technology to assist teachers and students in all academic areas. After school program materials will be used to assist students in subgroups not making AYP. The migrant afterschool program will be provided to migrant students to assist with homework and provide additional time in language acquisition. Title X Homeless funds are used to provide additional school materials for students identified as homeless. Violence prevention programs are provided to fourth graders through GREAT and the DARE program is presented to 5th graders to support the prevention of the use of drugs, tobacco, and alcohol. Florida agricultural department is providing materials to grades K-5 to improve nutrition for all students. The food services program also provides a nutritious breakfast and lunch daily.

## 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.*

### G4. Increase Reading Learning Gains overall and for bottom quartile by 5%.

#### G4.B1 Time to implement best practices to students.

**G4.B1.S1** Students scoring 1's on FCAT will participate in an afterschool program to address academic areas of weakness.

#### PD Opportunity 1

Students will invited to attend an after school program two days a week, if they scored a 1 or 2 on the 2013 FCAT. The program will focus on reading and math strands that are shown to be areas of weakness based on performance matters benchmarks and core assessments.

#### Facilitator

Leadership Team

#### Participants

Teachers presenting the after school program.

#### Target Dates or Schedule

Program will begin October 2013.

#### Evidence of Completion

Students will be given a baseline assessment and monitored regularly throughout the program.

**G4.B1.S2** Implement small groups in the classroom, based on benchmark assessments.

**PD Opportunity 1**

Analyze data to isolate specific skill weaknesses and place students in focused small group.

**Facilitator**

Webinars, Reading Coach

**Participants**

Classroom teachers

**Target Dates or Schedule**

After benchmark assessments

**Evidence of Completion**

Evidence will be collected by review of lesson plans and walkthroughs

**G5.** To increase our professional development to teachers, para professionals, support staff, and parents to promote differentiated instruction, relevance and rigor in all classroom instruction.

**G5.B1** Time to thoroughly plan with other grade levels, organize parent events, and research professional development needs.

**G5.B1.S1** Use funding sources to hire substitutes, allowing teachers to meet in PLC's and analyze data collection. Utilize time during planning, before school, and after school to collect and reflect on data.

**PD Opportunity 1**

Grade levels will analyze data to prepare focused agendas for vertical planning.

**Facilitator**

Leadership Team, Other available PD on Differentiation

**Participants**

Classroom Teachers

**Target Dates or Schedule**

Planning throughout the year at each grade level and after benchmark assessments.

**Evidence of Completion**

Teams will submit a plan to administration.

**G7. Increase student achievement on Science FCAT by 20%**

**G7.B2** Students have to process and comprehend large amounts of complex text.

**G7.B2.S1** Implement increased informational reading throughout the day, by adjusting AR requirements to include nonfiction reading, and the addition of complex text in the reading block.

**PD Opportunity 1**

Grade level PLC's along with the literacy team will review and adjust the requirements for AR, and add meaningful complex text to support reading instruction.

**Facilitator**

Reading Coach

**Participants**

Classroom teachers

**Target Dates or Schedule**

periodic meetings throughout the year

**Evidence of Completion**

AR records and library records

**G8.** Increase students attaining proficiency on Florida Writes by 15%.

**G8.B1** Consistent writing instruction across the grade levels.

**G8.B1.S1** Introduction and implementation of Heinemann writing curriculum and Core Curriculum, starting in kindergarten

**PD Opportunity 1**

Professional development and planning opportunities for each grade level to properly plan and implement curriculum

**Facilitator**

Reading Coach, Administration, Resource teachers, Writing workshops found within Florida

**Participants**

Grade level teachers

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

Agendas from workshop

## Appendix 2: Budget to Support School Improvement Goals