



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Edward A. Upthegrove Elementary

280 N MAIN ST
Labelle, FL 33935
863-612-0750

http://hendry-schools.org/education/school/school.php?sectionid=8&sc_id=1171294169

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 80%
Alternative/ESE Center No	Charter School No	Minority Rate 70%

School Grades History

2013-14 C	2012-13 B	2011-12 B	2010-11 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
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

Edward A. Upthegrove Elem.

Principal

Larry Luckey, II

School Advisory Council chair

Teresa Baker

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

Name	Title
Sasha Tack	Reading Coach and Lead Teacher for 1st and 2nd Grades
Teresa Baker	School Counselor - Lead Teacher for ESE and Office
Debbie Foutch	Librarian - Lead Teacher for Enrichment
Melanie Holt	3rd Grade Lead Teacher
Ana Paz	4th Grade Lead Teacher
Pam Cooper	5th Grade Lead Teacher
Karra Rivas	Kindergarten

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

Larry Luckey II - Principal - White
 Teresa H. Baker - SAC Chair - Guidance Counselor - White
 Karra Rivas - Parent - HCSB Employee -Teacher - Hispanic
 Chrissy Banda - Parent - HCSB Employee - Support Personnel - Hispanic
 Melissa Gutierrez - HCSB Employee - Support Personnel - Hispanic
 Steve Nisbet - Business/Community - White
 Arlene Molina - Parent - Hispanic
 Rhonda Welky -Parent - W
 Aiden Molina - student representative - Hispanic
 Nakia McMullen - Parent - Black

Involvement of the SAC in the development of the SIP

The SAC team will review the data from the Prior year's assessment to determine areas of need to improve student academic success for the 2013-14 school year.

The SAC team will also work with other committee groups to review goals, brainstorm resources, discuss and prioritize barriers as well as strategies to overcome these barriers and reach the set goals.

Activities of the SAC for the upcoming school year

The SAC will:

Assist financially with field trips (both in house and traveling).

Review data and develop the plan to assist our students academically

Meet to review and update calendar of events at the school

Provide additional programs and materials to assist with FCAT testing

Track Parental Involvement activities

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

Assist grade levels with expenditures for traveling to out of county field trips:

\$100.00 per grade level with the exception being \$100.00 being spent for the end of the year water day for Kindergarten

FCAT supplies - up to \$1500.00

Student Agendas - \$1700.00

Story Wars - 200.00

Wild Wizard FCAT Prep. program from Edison Home - \$500.00

All items are subject to change cost from last year to current.

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:

Larry Luckey, II		
Principal	Years as Administrator: 13	Years at Current School: 6

Credentials

Mr. Luckey is in his tenth year as a Principal. Prior to becoming a principal, Mr. Luckey was an assistant principal at LaBelle Middle School. Mr. Luckey obtained his masters degree in Educational Leadership. In 1999, he became an administrator and obtained his Principalship competencies endorsement within one year. In 2003, Mr. Luckey became an elementary principal of a K - 6 school in a neighboring district (Glades County). The following year, he became principal of a new school that grew from a K - 6 to a K - 8. In 2007, Mr. Luckey returned to Hendry County as principal of Upthegrove Elementary School.

Performance Record

While an administrator on staff at LaBelle Middle School, the school's grade steadily increased each year and reached a "B" status upon his fourth year of involvement. During Mr. Luckey's time at Glades County School District, the school received 3 major accolades from the state "B" status, middle school reading improvement, and top 50 combination school in state for improvement. For the past 3 of the past 4 years UES has maintained an A for a school grade and the past 2 years, received a "B" grade. UES has met AYP these past years with the exception of the 2010/2011 school year.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sasha Tack

Full-time / School-based	Years as Coach: 1	Years at Current School: 11
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Areas Reading/Literacy, RtI/MTSS

Credentials BA in Elementary Education K - 6
ESOL k - 12
Reading Endorsement K - 12

Performance Record

12/13 School Grade - B
11/12 School Grade - A
10/11 School Grade - B
09/10 School Grade - A
08/09 School Grade - A

Classroom Teachers

of classroom teachers

32

receiving effective rating or higher

28, 88%

Highly Qualified Teachers

100%

certified in-field

30, 94%

ESOL endorsed

23, 72%

reading endorsed

7, 22%

with advanced degrees

3, 9%

National Board Certified

1, 3%

first-year teachers

3, 9%

with 1-5 years of experience

13, 41%

with 6-14 years of experience

10, 31%

with 15 or more years of experience

9, 28%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Once highly qualified teachers are hired, Edward A. Upthegrove Elementary provides many opportunities for new teachers to learn from highly qualified veteran teachers on staff. These opportunities include the option to visit other classrooms where they will see instructional modeling by veteran teachers. They work closely with a mentor teacher. Each mentor teacher has successfully completed the Clinical Education endorsement.

Administrators in Hendry County are encouraged to attend local and state recruiting fairs that are held in April of each school year. The principals work closely with the Human Resources office to obtain applicant information that reflects the highly qualified status that they are looking for to fill their open positions. Principals also view the Heartland Consortium Applicant website to assist in locating highly qualified candidates.

People responsible include: Mr. Larry Luckey and Mr. Richard Talada

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

Monitoring Plan includes: Weekly meetings to discuss issues of importance. Mini workshops in various areas of professional development such as Write Traits, Differentiated Instruction, Common Core, Lesson Planning and understanding data

New teachers include needing mentors include: Mrs. Melton and Ms. DeFrates. Mrs. Tack will be their mentor. She has taught pre-kindergarten - 4th grade including ESE, for 10 years and is our Reading Coach. She is the Lead Teacher for 1 and 2nd Grade. Mrs. Tack is experienced in Differentiated Instruction as well as the new Common Core Curriculum.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The team will assist teachers in the processes of MTSS. Professional Development activities relative to the MTSS process used in the identification of eligibility for ESE services, and assisting in identifying relevant interventions and demonstrating proper data collection techniques. The team will ensure that the school is providing high quality instruction and interventions are matched to the needs of the individual student. The team will also ensure the use of learning rate over time and level of performance to make important educational decisions to guide instruction.

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

Teresa Baker - Guidance Counselor - Chair of SAC - brings any additional data to the meeting as needed
Sasha Tack - Reading Coach - Chair of the MTSS Leadership team - Facilitates MTSS meetings
Robyn Colding - Reading Resource teacher - brings relevant data to the meeting
Gen. Ed teacher - brings data and other relevant information to share at the meeting to set appropriate goals for the individual student.
Larry Luckey - Principal - shares any relevant information (discipline etc.)
Richard Talada - Assistant Principal shares any relevant information (discipline etc.)

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

The team will utilize school based data to determine the effectiveness of academic and behavioral instruction of the core curriculum (TIER 1) and supplemental (TIER 2&3) levels.. Meetings will be held weekly to assist teachers in utilizing Progress Monitoring data both to form the development of interventions and the evaluation of those interventions. The team will participate in evaluation of the effectiveness of intervention services. The Reading Coach and Reading Resource teacher, along with other school leaders, will use data in other LLC's to focus the teams toward continuing and improving the MTSS efforts.

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 include:

Reading - FAIR, STAR, Core Reading Assessment, Performance Matters, STAR EL, Successmaker, Discovery Ed for Primary grades

Math - Go Math, Performance Matters, Successmaker

Science - Core Science curriculum assessments and Performance Matters

The Management system will include: Performance Matters, Successmaker, FAIR as, ongoing Progress Monitoring tools. These tools will be used to monitor grade level as a whole at TIER 1 and also address the more specific needs of the individual learner's progress at TIERS 2&3.

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

UES selected teachers have attending RTI/MTSS training. These teachers along with the MTSS team have assisted all other teachers in the ongoing changes to MTSS. These trained teachers continue to assist in the MTSS training for their peers. New teachers are incorporated into the on-going PD as student data is continuously being evaluated.

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:**

UES offers both an Academic After school program that concentrates on Reading and Math for students in need as well as a Migrant After school program that assists students with homework help. UES also offers Computer Lab time in the morning using the Successmaker Program for students in 3rd - 5th grade needing additional assistance in preparing for the statewide FCAT Reading and Math test.

Strategy Purpose(s)

- Instruction in core academic subjects

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

For the Academic After School program, a Pre/Post test is given at the beginning and ending of the program to indicate student progress.

The Migrant After school program is strictly used to assist students with homework and then offer additional resources to enhance appropriate grade level academic needs.

Who is responsible for monitoring implementation of this strategy?

We have two teachers who are the direct contacts for these programs.

Academic Program - Melanie Holt

Migrant After School - Karra Rivas

Morning Computer Lab - Melissa Gutierrez - ELL Paraprofessional

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Sasha Tack	Reading Coach - Chairperson of Reading Leadership Team
Debbie Foutch	Librarian - Chairperson of the Accelerated Reader Program
Holly Stevenson	Kindergarten Teacher
Jim Foutch	ESE Teacher
Suzi Coker	1st Grade Teacher
Tammy Perkins	2nd Grade Teacher
Robyn Colding	Reading Resource Teacher
Melanie Holt	3rd Grade Teacher
Pam Cooper	5th Grade Teacher
Michelle Zimmerly	4th Grade Teacher
Sara Vicas	2nd Grade Teacher

How the school-based LLT functions

The Literacy Leadership Team meets monthly to promote literacy throughout the campus. This team of grade level leaders monitors the progress of our current literacy programs. These meetings allow for

cross grade-level sharing of ideas, challenges, and successes. Team members will coordinate and implement school-wide literacy activities, create PLCs focused on literacy, and use data to establish literacy goals and plan appropriate professional development. Team members will share literacy articles, best teaching practices, as well as other resources to ensure the best possible literacy instruction is given to all students.

Major initiatives of the LLT

The major initiative of the RLT will be in monitoring the success the of our current literacy programs: STAR, STAR EL, EL, AR, Successmaker, as well including the current District reading curriculum. Grade levels will share goals and usage of current literacy programs in order to ensure these programs are being utilized for high quality instruction and data collection. PLCs will be continued to focus on incorporating Differentiated Instruction (DI) into daily classroom activities. Team members will evaluate and monitor the progress of implementation on a monthly basis. Professional articles and texts will be utilized to assist in this process.

Every Teacher Contributes to Reading Instruction

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

All teachers are involved in the data collection and review of their students using the following programs: FAIR, Performance Matters, Discovery Ed, STAR and START EL. There are at least 3 testing times throughout the year for these programs. Teachers have had PD on the review of this data and how to incorporate the findings of the data to adjust their goals for students, as well as how to adjust their differentiated instruction within the class as a whole.

There is at least one member of each grade level on the Reading Leadership team which helps to monitor the success of the above listed literacy programs at UES. This group also shares across the grade levels new/old ideas as well as challenges and successes .

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

At UES, all incoming Kindergarten students are assessed upon entering Kindergarten in order to determine individual as well as group needs. Students are assessed based on school readiness, oral language, print/letter awareness, phonemic and phonetic awareness.

Screening data will be collected and analyzed by classroom teachers and resource teacher in order to provide targeted instruction based on individual needs. The tools used to collect date include: FAIR, FLKRS and Discovery Ed.

UES offers a visitation day for headstart and preschool students who will be attending our school. The pre-schoolers receive a tour of the school and are included in the activities within the kindergarten classrooms for that day.

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	63%		No	66%
American Indian				
Asian				
Black/African American				
Hispanic	58%	52%	No	63%
White	74%	71%	No	77%
English language learners	33%	30%	No	40%
Students with disabilities	42%	33%	No	48%
Economically disadvantaged	58%	53%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	1%
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		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		<i>[data excluded for privacy reasons]</i>	1%
Students in lowest 25% making learning gains (FCAT 2.0)			

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	29	32%	35%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	16%	19%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	16%	19%

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	<i>[data excluded for privacy reasons]</i>		0%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	53%	No	69%
American Indian				
Asian				
Black/African American				
Hispanic	61%	54%	No	65%
White	76%	61%	No	78%
English language learners	25%	43%	Yes	33%
Students with disabilities	50%	38%	No	55%
Economically disadvantaged	61%	52%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
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	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	<i>[data excluded for privacy reasons]</i>		1%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

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	<i>[data excluded for privacy reasons]</i>		1%
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	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7			

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.	17	4%	3%
Students who are not proficient in reading by third grade	35	49%	45%
Students who receive two or more behavior referrals	41	9%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	2%	1%

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

Provide opportunities for parents to attend evening meetings, conferences and student/parent activities. ie: Fall Festival, Family Reading night, etc.

On Campus translators will be available for the above listed activities. Also, school wide call outs will be done in both English and Spanish to remind parents of the activities offered.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent conferences, Family Reading Night, Fall Festival.	219	50%	53%

Goals Summary

- G1.** The percentage of students scoring level 3 or above will increase from the current 63% to 66%.
- G2.** Students achieving at a level 3 or higher on the FCAT math will increase from 66% to 69%.
- G3.** The percentage of students scoring level 3 or above on the FCAT Science will increase from 60% to 63%.

Goals Detail

G1. The percentage of students scoring level 3 or above will increase from the current 63% to 66%.

Targets Supported

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

Resources Available to Support the Goal

- Implement vocabulary strategies, use of learning centers, and implement focused small group instruction appropriate for student's grade level.
- Core Reading Curriculum; Assessments including: FAIR, STAR, STAR EL., Successmaker and FCAT.
- Implement TIER 1 instruction with fidelity to ensure 80% mastery of core reading targets. Implement TIER 2 and 3 instruction with fidelity to support student achievement and development.
- Ongoing PD in all the above areas will be available to staff throughout the year to assist with implementing high quality instruction.

Targeted Barriers to Achieving the Goal

- School readiness levels of students are often unequal resulting in gaps in academic language proficiency, prior knowledge, and reading comprehension.
- Unequal implementation of the RTI/MTSS practice and principles.

Plan to Monitor Progress Toward the Goal

The review of strategies used within grade levels to show the results of implementing Common Core Strategies and Differentiated Instruction within the individual classrooms.

Person or Persons Responsible

Reading Leadership Team, Classroom teachers and Administrators

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data reports showing the success through increase of student achievement from the use of Differentiated Instruction and implementation of Common Core Strategies.

G2. Students achieving at a level 3 or higher on the FCAT math will increase from 66% to 69%.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Science - Elementary School

Resources Available to Support the Goal

- Grade Level data meetings. Evaluation tools will include: Performance Matters, Go Math curriculum, Successmaker

Targeted Barriers to Achieving the Goal

- Unequal implementation of the MTSS practice and principles. Differing levels of understanding of the curriculum and assessments.

Plan to Monitor Progress Toward the Goal

Data meetings

Person or Persons Responsible

Reading Coach, Grade level teams, Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in student achievement based on district level assessments (PM, AM, EOC)

G3. The percentage of students scoring level 3 or above on the FCAT Science will increase from 60% to 63%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- The data gathered from the Performance Matters Science testing, Science Core Curriculum, Think Central Science (online activities)

Targeted Barriers to Achieving the Goal

- Students have little development of prior knowledge due to low socioeconomic and rural area. Staff is still learning to implement new resources for Differentiated Instruction from the curriculum and time is a factor in trying to learn, implement and assess the information taught.
- Inadequate data from K - 5 data available to develop a focused academic plan for ongoing curriculum development. This is getting better as more years using the curriculum passes.

Plan to Monitor Progress Toward the Goal

Progress monitoring to check Data meeting

Person or Persons Responsible

Reading Coach, Teachers, Reading Resource, Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Steady Increase in student achievement over the progress monitoring time

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The percentage of students scoring level 3 or above will increase from the current 63% to 66%.

G1.B1 School readiness levels of students are often unequal resulting in gaps in academic language proficiency, prior knowledge, and reading comprehension.

G1.B1.S1 Implement vocabulary strategies, use of learning centers, as well as implement focused small group instruction appropriate for student's grade level

Action Step 1

Utilize Progress Monitoring tools including: AR, AR EL; Performance Matters<, FAIR, Discovery Ed.

Person or Persons Responsible

Classroom teachers, Reading Coach, Reading Resource, Administration

Target Dates or Schedule

Monthly or after Assessments

Evidence of Completion

Students will show an increase in Assessment scores to document growth in the content area

Facilitator:

Reading Coach

Participants:

Classroom teacher, Reading Resource teacher, Reading Coach, Administration

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

Data and Progress Monitoring meetings

Person or Persons Responsible

Led by Reading Coach and Administration; includes grade level teachers

Target Dates or Schedule

Monthly or after assessments

Evidence of Completion

Students will show an increase in scores on District/ State assessments

Plan to Monitor Effectiveness of G1.B1.S1

Progress Monitoring tools

Person or Persons Responsible

Reading Coach, Classroom teachers, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in Student Achievement

G1.B1.S2 Implement TIER 1 instruction with fidelity to ensure 80% master of Core Reading targets.

Action Step 1

Data meetings

Person or Persons Responsible

Reading Coach, Grade level teams, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

increase in student achievement on district wide assessments (FAIR, PM, DISCOVERY ED, AR, AR EL)

Facilitator:

Reading Coach

Participants:

Reading Coach, Grade level teachers, Administration

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

Data Meetings

Person or Persons Responsible

Data Team, Grade level teachers, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in student achievement level on District Wide assessments (FAIR, AR, AR EL, PM, DISCOVERY ED)

Plan to Monitor Effectiveness of G1.B1.S2

Progress monitoring

Person or Persons Responsible

Data Team, Administration, Grade level teams

Target Dates or Schedule

Monthly and during testing assessments

Evidence of Completion

Increase in student achievement on District and State wide assessment.

G1.B1.S3 Implement TIER 2 and 3 instruction with fidelity to support student achievement and development. Provide ongoing PD to assist teachers with high quality instruction.

Action Step 1

Monitor Student achievement through MTSS meetings

Person or Persons Responsible

MTSS team, Classroom teachers, Administration

Target Dates or Schedule

Approximately 6 weeks or as needed.

Evidence of Completion

Increase in student achievement on School wide and District wide assessment

Facilitator:

Reading Coach

Participants:

Classroom teachers,

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

Progress Monitoring Tools using District Wide Assessments

Person or Persons Responsible

Reading Coach, Classroom teachers, Administration

Target Dates or Schedule

Monthly or directly after assessments

Evidence of Completion

Increase in student achievement

Plan to Monitor Effectiveness of G1.B1.S3

Progress Monitoring tools

Person or Persons Responsible

Classroom teachers, Reading Coach, Reading Resource Teacher, Administration

Target Dates or Schedule

Monthly or as needed

Evidence of Completion

Increase in student achievement on PM assessments

G1.B2 Unequal implementation of the RTI/MTSS practice and principles.

G1.B2.S1 Implement vocabulary strategies, use of learning centers, as well as implement focused small group instruction appropriate for student's grade level.

Action Step 1

Progress monitoring tools including: FAIR, PM, AR, AR EL, DISCOVERY ED

Person or Persons Responsible

Reading Coach, Administrators, Grade level teachers

Target Dates or Schedule

Monthly or at Assessment time.

Evidence of Completion

Data will show an increase in student achievement on District Wide assessment.

Facilitator:

Reading Coach

Participants:

Reading Coach, Reading Resource, Grade level teachers, Administration

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

Data meetings to review Progress monitoring results

Person or Persons Responsible

Reading Coach, Grade level teachers, Administration, Reading Resource teacher

Target Dates or Schedule

Monthly or as needed after assessments

Evidence of Completion

Data reports showing the success through the increase in student achievement from the use of Differentiated Instruction and implementation of using Data to drive instruction.

Plan to Monitor Effectiveness of G1.B2.S1

Monthly Data meetings

Person or Persons Responsible

Data team

Target Dates or Schedule

Monthly

Evidence of Completion

An increase in student achievement through the use of District Level testing.

G1.B2.S2 Implement TIER 1 instruction with fidelity to ensure 80% master of Core Reading targets.

Action Step 1

Review Student data to check on MTSS status of individual student being monitored

Person or Persons Responsible

MTSS Team, Classroom Teacher

Target Dates or Schedule

Monthly to 6 weeks

Evidence of Completion

Student will show increase in achievements through School and District Wide assessments.

Facilitator:

Reading Coach

Participants:

Classroom teacher, Reading Resource teacher, Administrator, MTSS team

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Data and Progress Monitoring meetings

Person or Persons Responsible

Reading Coach, Grade level teachers, Reading Resource teacher, Administration

Target Dates or Schedule

Monthly - 6 weeks

Evidence of Completion

Increase in student achievement on School wide and District Assessments

Plan to Monitor Effectiveness of G1.B2.S2

School and District Wide Assessment

Person or Persons Responsible

MTSS team, Classroom teachers, Administration

Target Dates or Schedule

Monthly - 6 weeks

Evidence of Completion

Increase in Student achievement scores

G1.B2.S3 Implement TIER 2 and 3 instruction with fidelity to support student achievement and development.

Action Step 1

Data meetings to discuss progress of students in TIER 2 and TIER 3. PD will be given on a as needed basis for teachers needing assistance with graphing and data collection.

Person or Persons Responsible

MTSS team, Classroom teacher, Administration

Target Dates or Schedule

as needed

Evidence of Completion

Students will show growth in the areas being monitored by the MTSS team.

Facilitator:

Reading Coach

Participants:

Classroom teachers, Reading Resource teacher, Reading Coach

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Meetings between Reading Resource, Reading Coach and Classroom teachers to monitor progress of individual students.

Person or Persons Responsible

MTSS team, Classroom teachers, parents

Target Dates or Schedule

as needed

Evidence of Completion

Increase of understanding of content through School wide and District assessments.

Plan to Monitor Effectiveness of G1.B2.S3

Progress monitoring through MTSS meetings

Person or Persons Responsible

Classroom teacher, Parent, MTSS team

Target Dates or Schedule

as needed

Evidence of Completion

Increase in student achievement on School- Wide and District assessments.

G1.B2.S4 Teachers will be provided with ongoing PD to assist them with providing high quality instructions within their individual classrooms.

Action Step 1

PD during teacher work days set aside for Professional Development

Person or Persons Responsible

Reading Coach, teaches within the District

Target Dates or Schedule

As needed

Evidence of Completion

Students will show an increase in their achievement level through the School and District assessments as a direct result of Teacher PD

Facilitator:

Reading Coach

Participants:

Reading Coaches, Administration, Teachers within the District.

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Progress monitoring assessments

Person or Persons Responsible

Administration, MTSS team, classroom teacher

Target Dates or Schedule

Monthly - 6 weeks or as needed

Evidence of Completion

Increase in student achievement on School wide and District assessments.

Plan to Monitor Effectiveness of G1.B2.S4

Progress monitoring assessments

Person or Persons Responsible

MTSS team, Administration, Classroom teacher

Target Dates or Schedule

Monthly - 6 weeks or as needed for adjustments.

Evidence of Completion

Increase in student achievement on School wide and District assessment.

G2. Students achieving at a level 3 or higher on the FCAT math will increase from 66% to 69%.

G2.B1 Unequal implementation of the MTSS practice and principles. Differing levels of understanding of the curriculum and assessments.

G2.B1.S1 Implement TIER 1 instruction with fidelity to ensure 80% mastery of content area.

Action Step 1

Grade level data meetings which includes the progress monitoring of individual students

Person or Persons Responsible

Reading Coach, Classroom teachers and Administrators.

Target Dates or Schedule

Monthly

Evidence of Completion

Students success will be evident in the data reports using the Progress Monitoring tools listed as a resource.

Facilitator:

Sasha Tack

Participants:

Grade level teachers, Administration, Reading Resource teacher, Reading Coach

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

Data meeting within grade level to show the results of implementing Common Core strategies and Differentiated instruction within the individual classrooms.

Person or Persons Responsible

Reading Coach, Grade Level teams, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Data reports showing the success through increase in student achievement from the use of Differentiated Instruction and implementation of using Data to drive instruction.

Plan to Monitor Effectiveness of G2.B1.S1

Monthly Data meetings

Person or Persons Responsible

Data Team

Target Dates or Schedule

monthly

Evidence of Completion

An increase in student achievement through the use of District level testing (PM, EOC, AM)

G2.B1.S2 Implement TIER 2 and 3 instruction with fidelity to support student achievement and development.

Action Step 1

Grade level data meetings which include the progress monitoring of individual students

Person or Persons Responsible

Reading Coach, Administrations, Classroom teachers

Target Dates or Schedule

Monthly or when District assessment is given

Evidence of Completion

Student success will be evident in the data reports using the Progress monitoring tools.

Facilitator:

Reading Coach

Participants:

Reading Coach, Reading Resource, Administration, Classroom grade level teachers.

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

Monthly Data meetings

Person or Persons Responsible

Data team, Grade level teachers, Administration, Reading Resource teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in student achievement using Progress Monitoring tools

Plan to Monitor Effectiveness of G2.B1.S2

Data meetings

Person or Persons Responsible

Reading Coach, Grade level teachers, Reading Resource teacher, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in student achievement using Progress Monitoring tools

G2.B1.S3 Ongoing PD in the above areas will available to staff throughout the year to assist with implementing high quality instruction.

Action Step 1

Progress Monitoring Reviews through Data Meetings

Person or Persons Responsible

Reading Coach, Reading Resource, Administration, Grade Level teachers

Target Dates or Schedule

Monthly or as needed at scheduled Assessment times.

Evidence of Completion

Data reports showing the success through an increase in student achievement from the use of Differentiated Instruction and implementation of using Data to drive instruction

Facilitator:

Reading Coach

Participants:

Reading Coach, Reading Resource, Teachers, Administration

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

Progress Monitoring review meetings

Person or Persons Responsible

Reading Coach, Reading Resource, Administration, Grade Level teachers

Target Dates or Schedule

Monthly or directly after District wide assessment

Evidence of Completion

Data shows an increase in student achievement through the use of Progress monitoring tools

Plan to Monitor Effectiveness of G2.B1.S3

Data meeting

Person or Persons Responsible

Data team which consists of Reading Coach, Reading Resource, teachers, Administration

Target Dates or Schedule

Monthly or as needed

Evidence of Completion

Increase in student achievement on District and Statewide assessments.

G3. The percentage of students scoring level 3 or above on the FCAT Science will increase from 60% to 63%.

G3.B1 Students have little development of prior knowledge due to low socioeconomic and rural area. Staff is still learning to implement new resources for Differentiated Instruction from the curriculum and time is a factor in trying to learn, implement and assess the information taught.

G3.B1.S1 Assessments will be administered at 3 different times throughout the year.

Action Step 1

Progress monitoring tools including: Performance Matters, Science Core Curriculum,

Person or Persons Responsible

Reading Coach, Classroom Teachers, Administrators

Target Dates or Schedule

Monthly Data meetings

Evidence of Completion

Data will show an increase in student achievement in the area of Science development.

Facilitator:

Reading Coach

Participants:

Reading Coach, Reading Resource, Administrators, Teachers

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

Data and Progress Monitoring meetings

Person or Persons Responsible

Led by Reading Coach and Administration

Target Dates or Schedule

monthly

Evidence of Completion

Students will show an increase in the understanding of curriculum being covered and assessments will reflect an increase in student achievement.

Plan to Monitor Effectiveness of G3.B1.S1

Data meetings

Person or Persons Responsible

Reading Coach, Reading Resource, Administration, Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Data reports showing the success through an increase in student achievement from the use of Differentiated Instruction and implementation of using Data to drive instruction.

G3.B1.S2 Teachers will use data to evaluate the strengths and weaknesses of science benchmarks and focus instruction toward the goals set at the data meetings.

Action Step 1

Progress monitoring tools including: Performance Matters, Science Core Curriculum

Person or Persons Responsible

Reading Coach, Classroom teachers, Administration

Target Dates or Schedule

Monthly or as needed

Evidence of Completion

Data will show an increase in student achievement in the area of Science Development

Facilitator:

Reading Coach

Participants:

Teachers, Reading Coach, Administration

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

Team meeting

Person or Persons Responsible

5th Grade team

Target Dates or Schedule

Weekly

Evidence of Completion

Students show an increase in science knowledge through the use of hands on activities, labs, and vocabulary skills.

Plan to Monitor Effectiveness of G3.B1.S2

Data meeting or Lead Teacher meetings

Person or Persons Responsible

Grade level team

Target Dates or Schedule

Weekly or Monthly as needed

Evidence of Completion

Students will show an increase in their science knowledge using Progress Monitoring tools

G3.B1.S3 Evaluation of core curriculum data through ongoing grade level chats as well as Administrator walk-throughs and observations/feedback

Action Step 1

Grade level meetings

Person or Persons Responsible

Grade level team members, Reading Coach, Administration

Target Dates or Schedule

weekly or as needed

Evidence of Completion

Increase in student academic achievement on School wide and District assessments

Facilitator:

Reading Coach

Participants:

Classroom teachers, Administration, Reading Coach, Reading Resource teacher

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

Grade level team meetings

Person or Persons Responsible

Teachers within specific grade levels

Target Dates or Schedule

as needed

Evidence of Completion

Increase in student achievement based on changes incorporated as a result of teacher communication across grade levels.

Plan to Monitor Effectiveness of G3.B1.S3

Lead teacher meetings

Person or Persons Responsible

Lead teachers with assigned grade level peers

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in student achievement as a direct result of communication between and across grade levels.

G3.B2 Inadequate data from K - 5 data available to develop a focused academic plan for ongoing curriculum development. This is getting better as more years using the curriculum passes.

G3.B2.S1 Implement benchmark specific assessments for 5th Grade as well as the feeder grades 3rd and 4th. These assessments will be analyzed at each grade level to better focus instruction on the specific areas of content material

Action Step 1

Assessments will be given and reviewed 3 different times throughout the school year

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

3 times throughout the year

Evidence of Completion

Data will show an increase in student achievement at the end of the prior assessment.

Facilitator:

Reading Coach

Participants:

Reading Coach, Administrators, Classroom teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S1

Review of Assessment Data including: Performance Matters, Science Core Curriculum, Think Central Science Online Assessments

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly or Monthly as needed

Evidence of Completion

Students will show an increase in science knowledge when taking each assessment throughout the year.

Coordination and Integration

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

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

Title 1 Part A/Part C - Parent Involvement strategies will be included within SAC and the \$ attached to our School Advisory Council. Some funding from SAC include money set aside for our Family Reading Night as well as our Fall Festival. Neither is set out to be a fundraiser but an outreach to get families involved in their child's education. We also provide parents with translators on nights of parent conferences, open house, travel to school for meetings when necessary.

The Homeless Program helps our students with Backpacks, supplies. etc. Also, Community Organizations have put together a food backpack ministry to help many student (many homeless) on weekends to have food available to them.

Our Title III program assists our school with the transition between the RCMA/VPK programs. We will coordinate with this program through a program called Block Fest which will assist parents and children with the transition from VPK to the public school setting. The Title I Director will coordinate with the VPK Program Directors to set up this event.

UES will use the DARE program at the beginning of the year to assist students with making the right choices when coming across with PEER pressures. This program is only one of Violence Prevention used at UES. The new Prevent Bullying Curriculum coming from the District level will also be taught at UES through the Guidance/Admin offices.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The percentage of students scoring level 3 or above will increase from the current 63% to 66%.

G1.B1 School readiness levels of students are often unequal resulting in gaps in academic language proficiency, prior knowledge, and reading comprehension.

G1.B1.S1 Implement vocabulary strategies, use of learning centers, as well as implement focused small group instruction appropriate for student's grade level

PD Opportunity 1

Utilize Progress Monitoring tools including: AR, AR EL; Performance Matters<, FAIR, Discovery Ed.

Facilitator

Reading Coach

Participants

Classroom teacher, Reading Resource teacher, Reading Coach, Administration

Target Dates or Schedule

Monthly or after Assessments

Evidence of Completion

Students will show an increase in Assessment scores to document growth in the content area

G1.B1.S2 Implement TIER 1 instruction with fidelity to ensure 80% master of Core Reading targets.

PD Opportunity 1

Data meetings

Facilitator

Reading Coach

Participants

Reading Coach, Grade level teachers, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

increase in student achievement on district wide assessments (FAIR, PM, DISCOVERY ED, AR, AR EL)

G1.B1.S3 Implement TIER 2 and 3 instruction with fidelity to support student achievement and development. Provide ongoing PD to assist teachers with high quality instruction.

PD Opportunity 1

Monitor Student achievement through MTSS meetings

Facilitator

Reading Coach

Participants

Classroom teachers,

Target Dates or Schedule

Approximately 6 weeks or as needed.

Evidence of Completion

Increase in student achievement on School wide and District wide assessment

G1.B2 Unequal implementation of the RTI/MTSS practice and principles.

G1.B2.S1 Implement vocabulary strategies, use of learning centers, as well as implement focused small group instruction appropriate for student's grade level.

PD Opportunity 1

Progress monitoring tools including: FAIR, PM, AR, AR EL, DISCOVERY ED

Facilitator

Reading Coach

Participants

Reading Coach, Reading Resource, Grade level teachers, Administration

Target Dates or Schedule

Monthly or at Assessment time.

Evidence of Completion

Data will show an increase in student achievement on District Wide assessment.

G1.B2.S2 Implement TIER 1 instruction with fidelity to ensure 80% master of Core Reading targets.

PD Opportunity 1

Review Student data to check on MTSS status of individual student being monitored

Facilitator

Reading Coach

Participants

Classroom teacher, Reading Resource teacher, Administrator, MTSS team

Target Dates or Schedule

Monthly to 6 weeks

Evidence of Completion

Student will show increase in achievements through School and District Wide assessments.

G1.B2.S3 Implement TIER 2 and 3 instruction with fidelity to support student achievement and development.

PD Opportunity 1

Data meetings to discuss progress of students in TIER 2 and TIER 3. PD will be given on a as needed basis for teachers needing assistance with graphing and data collection.

Facilitator

Reading Coach

Participants

Classroom teachers, Reading Resource teacher, Reading Coach

Target Dates or Schedule

as needed

Evidence of Completion

Students will show growth in the areas being monitored by the MTSS team.

G1.B2.S4 Teachers will be provided with ongoing PD to assist them with providing high quality instructions within their individual classrooms.

PD Opportunity 1

PD during teacher work days set aside for Professional Development

Facilitator

Reading Coach

Participants

Reading Coaches, Administration, Teachers within the District.

Target Dates or Schedule

As needed

Evidence of Completion

Students will show an increase in their achievement level through the School and District assessments as a direct result of Teacher PD

G2. Students achieving at a level 3 or higher on the FCAT math will increase from 66% to 69%.

G2.B1 Unequal implementation of the MTSS practice and principles. Differing levels of understanding of the curriculum and assessments.

G2.B1.S1 Implement TIER 1 instruction with fidelity to ensure 80% mastery of content area.

PD Opportunity 1

Grade level data meetings which includes the progress monitoring of individual students

Facilitator

Sasha Tack

Participants

Grade level teachers, Administration, Reading Resource teacher, Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Students success will be evident in the data reports using the Progress Monitoring tools listed as a resource.

G2.B1.S2 Implement TIER 2 and 3 instruction with fidelity to support student achievement and development.

PD Opportunity 1

Grade level data meetings which include the progress monitoring of individual students

Facilitator

Reading Coach

Participants

Reading Coach, Reading Resource, Administration, Classroom grade level teachers.

Target Dates or Schedule

Monthly or when District assessment is given

Evidence of Completion

Student success will be evident in the data reports using the Progress monitoring tools.

G2.B1.S3 Ongoing PD in the above areas will be available to staff throughout the year to assist with implementing high quality instruction.

PD Opportunity 1

Progress Monitoring Reviews through Data Meetings

Facilitator

Reading Coach

Participants

Reading Coach, Reading Resource, Teachers, Administration

Target Dates or Schedule

Monthly or as needed at scheduled Assessment times.

Evidence of Completion

Data reports showing the success through an increase in student achievement from the use of Differentiated Instruction and implementation of using Data to drive instruction

G3. The percentage of students scoring level 3 or above on the FCAT Science will increase from 60% to 63%.

G3.B1 Students have little development of prior knowledge due to low socioeconomic and rural area. Staff is still learning to implement new resources for Differentiated Instruction from the curriculum and time is a factor in trying to learn, implement and assess the information taught.

G3.B1.S1 Assessments will be administered at 3 different times throughout the year.

PD Opportunity 1

Progress monitoring tools including: Performance Matters, Science Core Curriculum,

Facilitator

Reading Coach

Participants

Reading Coach, Reading Resource, Administrators, Teachers

Target Dates or Schedule

Monthly Data meetings

Evidence of Completion

Data will show an increase in student achievement in the area of Science development.

G3.B1.S2 Teachers will use data to evaluate the strengths and weaknesses of science benchmarks and focus instruction toward the goals set at the data meetings.

PD Opportunity 1

Progress monitoring tools including: Performance Matters, Science Core Curriculum

Facilitator

Reading Coach

Participants

Teachers, Reading Coach, Administration

Target Dates or Schedule

Monthly or as needed

Evidence of Completion

Data will show an increase in student achievement in the area of Science Development

G3.B1.S3 Evaluation of core curriculum data through ongoing grade level chats as well as Administrator walk-throughs and observations/feedback

PD Opportunity 1

Grade level meetings

Facilitator

Reading Coach

Participants

Classroom teachers, Administration, Reading Coach, Reading Resource teacher

Target Dates or Schedule

weekly or as needed

Evidence of Completion

Increase in student academic achievement on School wide and District assessments

G3.B2 Inadequate data from K - 5 data available to develop a focused academic plan for ongoing curriculum development. This is getting better as more years using the curriculum passes.

G3.B2.S1 Implement benchmark specific assessments for 5th Grade as well as the feeder grades 3rd and 4th. These assessments will be analyzed at each grade level to better focus instruction on the specific areas of content material

PD Opportunity 1

Assessments will be given and reviewed 3 different times throughout the school year

Facilitator

Reading Coach

Participants

Reading Coach, Administrators, Classroom teachers

Target Dates or Schedule

3 times throughout the year

Evidence of Completion

Data will show an increase in student achievement at the end of the prior assessment.

Appendix 2: Budget to Support School Improvement Goals