



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Hibiscus Elementary School

18701 NW 1ST AVE

Miami, FL 33169

305-652-3018

<http://hibiscus.dadeschools.net/>

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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> 92%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 99%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> C
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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

Hibiscus Elementary School

##### Principal

Kim Cox W

##### School Advisory Council chair

Sieta Mobley

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

Name	Title
Kim W. Cox	Principal
Deborah Y. Collins	Assistant Principal
Karlene Brown	SPED Chairperson
Patricia Bryant	Counselor
Elaine Dean	Second Grade Chairperson
Verona Hart	Third Grade Chairperson
Francine Katz	Reading Coach
Thea Long	Reading Coach
Delores Mayne	First Grade Chairperson
Raynold Merard	Fifth Grade Chairperson
Sieta Mobley	Fourth Grade Chairperson
Maria Mori	Kindergarten Chairperson
Beatrice Pierrisaint	ELL Chairperson
Ollie Wheeler	Mathematics Coach

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

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

12/11/2013

### 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 SAC membership include: Kim W. Cox, Principal, Sieta Mobley, Fourth Grade Mathematics/Science Teacher and SAC Chairperson; Community Business Partners Natasha Mayne, attorney, Joseph Bradwell, Community Specialist for Miami Gardens, Florida, and Peggy Machin, Wal-Mart Company; Parents: Steven Jenkins, Regine Vincent, Mercedes Phang, Marie Suffy, and Xanthe Mounnings

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

The SAC members contributed to each section of the school improvement plan. They were involved in reviewing and gathering information regarding student data. They also participated and assisted in writing the goals and strategies for the core components of the school improvement plan.

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

The activities the SAC will be involved in for the upcoming school year include:

- Monitoring the School Improvement Plan
- Meeting with the Leadership Team and reviewing student data
- Monitoring continuous improvement of student learning
- Providing incentives to students for student achievement

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

The projected use of the school improvement funds will provide incentives and awards for student achievement. The funds allocated to provide for these incentives and awards include:

### **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:**

**Kim Cox W**

Principal

Years as Administrator: 21

Years at Current School: 3

**Credentials**

Degrees:  
Masters in English, Bachelor's in English  
Certification:  
Educational Leadership

**Performance Record**

2013 – School Grade: D  
Rdg. Proficiency, 55%  
Math Proficiency, 58%  
Rdg. Lrg. Gains, 54%  
Math Lrg Gains, 65%  
Gains Rdg-54%  
Gains Math-76%

2012- School Grade: C  
Rdg. Proficiency, 28%  
Math Proficiency, 31%  
Rdg. Lrg. Gains, 69%  
Math Lrg Gains, 51%  
Gains Rdg-70%  
Gains Math-64%

2011 – School Grade: C  
Rdg. Proficiency, 37%  
Math Proficiency, 39%  
Rdg. Lrg. Gains, 55%  
Math Lrg Gains, 59%  
Gains Rdg-65%  
Gains Math-63%

2010- School Grade: D  
Rdg. Proficiency, 38%  
Math Proficiency, 35%  
Rdg. Lrg. Gains, 55%  
Math Lrg Gains, 59%  
Gains Rdg-69%  
Gains Math-64%

2009 – School Grade: D  
Rdg. Proficiency, 39%  
Math Proficiency, 36%  
Rdg. Lrg. Gains, 58%  
Math Lrg Gains, 62%  
Gains Rdg- 76%  
Gains Math-72%

2008 – School Grade: C  
Rdg. Proficiency, 37%  
Math Proficiency, 33%  
Rdg. Lrg. Gains, 36%  
Math Lrg Gains, 69%  
Gains Rdg-48%  
Gains Math-74%



**Deborah Collins**

Asst Principal

Years as Administrator: 13

Years at Current School: 5

**Credentials**

Degrees:

Bachelor of Science in Public Administration and Management

Masters Degree in Elementary Education

Certification:

Educational Leadership

**Performance Record**

2013 – School Grade: D

Rdg. Proficiency, 55%

Math Proficiency, 58%

Rdg. Lrg. Gains, 54%

Math Lrg Gains, 65%

Gains Rdg-54%

Gains Math-76%

2012- School Grade: C

Rdg. Proficiency, 28%

Math Proficiency, 31%

Rdg. Lrg. Gains, 69%

Math Lrg Gains, 51%

Gains Rdg-70%

Gains Math-64%

2011 – School Grade: C

Rdg. Proficiency, 65%

Math Proficiency, 67%

Rdg. Lrg. Gains, 61%

Math Lrg Gains, 50%

Gains Rdg-63%

Gains Math-39%

2010- School Grade: C

Rdg. Proficiency, 60%

Math Proficiency, 65%

Rdg. Lrg. Gains, 63%

Math Lrg Gains, 62%

Gains Rdg-50%

Gains Math-60%

2009 – School Grade: A

Rdg. Proficiency, 83%

Math Proficiency, 80%

Rdg. Lrg. Gains, 69%

Math Lrg Gains, 65%

Gains Rdg- 60%

Gains Math-59%

2008 – School Grade: A

Rdg. Proficiency, 83%

Math Proficiency, 81%

Rdg. Lrg. Gains, 73%

Math Lrg Gains, 75%

Gains Rdg-60%

Gains Math-78%

## Instructional Coaches

### # of instructional coaches

3

### # receiving effective rating or higher

(not entered because basis is < 10)

### Instructional Coach Information:

<b>Francine Katz</b>		
<b>Full-time / School-based</b>	<b>Years as Coach: 19</b>	<b>Years at Current School: 9</b>
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Degrees: Elementary Ed. 1-6 Certification: Reading Endorsement	
<b>Performance Record</b>	2013 – School Grade: D Rdg. Proficiency, 55% Math Proficiency, 58% Rdg. Lrg. Gains, 54% Math Lrg Gains, 65% Gains Rdg-54% Gains Math-76% 2012- School Grade: C Rdg. Proficiency, 28% Math Proficiency, 31% Rdg. Lrg. Gains, 69% Math Lrg Gains, 51% Gains Rdg-70% Gains Math-64% 2011 – School Grade: C Rdg. Proficiency, 65% Math Proficiency, 67% Rdg. Lrg. Gains, 61% Math Lrg Gains, 50% Gains Rdg-63% Gains Math-39% 2010- School Grade: B Rdg. Proficiency, 60% Math Proficiency, 65% Rdg. Lrg. Gains, 63% Math Lrg Gains, 62% Gains Rdg-50% Gains Math-60% 2009 – School Grade: A Rdg. Proficiency, 68% Math Proficiency, 67% Rdg. Lrg. Gains, 69% Math Lrg Gains, 66% Gains Rdg- 61% Gains Math-64% 2008 – School Grade: C Rdg. Proficiency, 64% Math Proficiency, 70% Rdg. Lrg. Gains, 65% Math Lrg Gains, 72% Gains Rdg-53% Gains Math-79%	

<b>Ollie Wheeler</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 10
<b>Areas</b>	Mathematics	
<b>Credentials</b>	Degrees: Bachelor's in Elementary Education, Masters in Educational Leadership Certification ESOL Endorsement	
<b>Performance Record</b>	2013 – School Grade: D Rdg. Proficiency, 55% Math Proficiency, 58% Rdg. Lrg. Gains, 54% Math Lrg Gains, 65% Gains Rdg-54% Gains Math-76%	

<b>Thea Long</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Degrees: Masters in Reading K-12 Certification: Exceptional Student Education K-12 ESOL Endorsement	
<b>Performance Record</b>		

**Classroom Teachers**

<b># of classroom teachers</b>	40
<b># receiving effective rating or higher</b>	38, 95%
<b># Highly Qualified Teachers</b>	5%
<b># certified in-field</b>	, 0%
<b># ESOL endorsed</b>	25, 63%
<b># reading endorsed</b>	7, 18%
<b># with advanced degrees</b>	25, 63%

**# National Board Certified**

0, 0%

**# first-year teachers**

1, 3%

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

9, 23%

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

18, 45%

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

12, 30%

**Education Paraprofessionals**

**# of paraprofessionals**

4

**# Highly Qualified**

0, 0%

**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**

- Job embedded professional development opportunities (i.e. common planning time, teacher planning days and faculty meetings)
- Common planning with Coaches for subject area planning
- PLC opportunities will be provided for all teachers in order to provide additional support in a specific subject area and collaborate best practices
- Provide Coaching support within the classroom setting to model best practices strategies for instruction

**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**

- Provide support to the mentee by an experienced teacher with outstanding knowledge of the grade level content, materials and methods that support high standards.

**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**

- Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by reviewing: content students learn, expected levels of performance, assessment data, progress of interventions, and enrichment activities.
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
  3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
  4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
  5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
  6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
  7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
  8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

Kim Cox, Principal:

-Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Deborah Collins, Assistant Principal:

-Assists the Principal who provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Francine Katz & Thea Long, Instructional Coaches

-Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Provides a common vision for the use of data-based decision-making, ensures that the teachers are effectively implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities. Develops, leads, and evaluates school core content standards/ programs; Provides instructional support on the K-5 Reading Plan; Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Coaches also assist with instructional planning and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Patricia Bryant, School Counselor:

Providing interventions, the school counselor and social worker continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Karen Kori, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates

development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Mindy Brysman, SLP: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Elore Bonner-Lewis, School Social Worker: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers and the counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

Specific team members, including the Principal, the Assistant Principal, the Reading and Math Coach, the ESE Chairperson and the guidance counselor provide data on: Tier 1, 2, and 3, target academic and social/emotional areas that needed to be addressed. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention. The team will also review current practices and strategies to determine any changes that needed to be made in instruction and various approaches, as well as provide levels of support and interventions to students based upon data. At the end of the year, the team will conduct an analysis of the Tier 1 problem solving process and data.

### **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**

June-July, 2013

Analyze data from various sources including current FCAT and SAT-10 data, and F.A.I.R. scores. The strengths and weaknesses of the data will be used to plan for the upcoming, 2013-2014 school year.

August, 2013

Develop, administer, and analyze data from comprehensive baseline assessments. Assessments will consist

of at least five questions per benchmark, to be administered during the first week of school. Develop benchmark calendars to correlate with district's pacing guides, on results of baseline data.

August- December, 2013

- Baseline data: Progress Monitoring and Reporting Network (PMRN) for Reading
- Interim Assessment data through Edusoft for Reading, Math, Science and Writing
- Florida Comprehensive Assessment Test (FCAT)
- Progress Monitoring: PMRN
- Bi-weekly Assessments
- FAIR Assessments

January-June, 2014

- Florida Assessments for Instruction in Reading (FAIR)
- Bi-weekly Assessments

Behavior :August 2013- June 2014

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Attendance

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

The administration will ensure alignment of policies and procedures across classroom, grade, building, district, and state levels. Ongoing and accurate usage of a problem-solving process to support planning, implementing, and evaluating effectiveness of services. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts. Ongoing data-driven professional development activities that align to core student goals, staff needs and parental involvement.

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Extended Day for All Students  
**Minutes added to school year:**

**Strategy Purpose(s)**

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

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

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Principal	Kim Cox
Assistant Principal	Deborah Collins
Math Coach	Ollie Wheeler
Reading Coach	Francine Katz
Reading	Thea Long
Counselor	Patricia Bryant
SPED Chairperson	Karline Brown
ELL Teacher	Beatrice Pierresaint
Grade Level Chair:	
Grade Level Chair:	
Grade Level Chair:	
Grade Level Chair:	
Grade Level Chair:	

**How the school-based LLT functions**



The Literacy Leadership Team will focus its meetings on student achievement by highlighting literacy within the school and the community. Members of the team will meet bi-weekly to engage in the following activities: Based on the on-going biweekly benchmark assessments, FAIR assessments and on-going progress monitoring data will be reviewed and monitored to identify students who are meeting/exceeding benchmarks. Based on the information, the team will identify professional development and resources. The team will collaborate regularly to problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills.

### **Major initiatives of the LLT**

The Literacy leadership team (LLT) will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. Since the SIP is a live and ongoing document of the school's directional focus, the LLT Leadership team will meet and discuss all updates that will or need to occur based on the result of the instructional and intervention programs. The LLT Leadership Team will monitor the fidelity of the delivery of instruction and intervention. The LLT Leadership Team will provide levels of support and interventions to students based on data. Literacy will be viewed as an integral part of all the content areas.

- Phonics and Structural Analysis is embedded in the Reading program
- Reciprocal Teaching will be incorporated within the schema of literacy in all content areas.
- Wonder Works Intervention for those students reading below grade level.
- Writing is embedded in all subject areas.

The goal will be to help students see themselves as successful readers, who are growing in confidence and competence.

## **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 Hibiscus Elementary School, all incoming Kindergarten students are assessed prior to or upon entering

Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Bracken Basic Concept Scale-Revised (BBCS-R) will be used to assess basic academic skill

development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming students. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed

by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept, and self-efficacy. Screening data will be collected and aggregated prior to September 9, 2011. Data will be used to plan daily academic and social/emotional instruction for all

students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified

by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

The following are strategies that will be used to meet our goals:

1. Establish the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation

of students at the school. The principal will also meet with the center directors of neighborhood centers.

2. Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready

School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community.

3. Build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations.

## 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	55%	43%	No	60%
American Indian				
Asian				
Black/African American	54%	43%	No	59%
Hispanic	65%	54%	No	69%
White				
English language learners	39%	31%	No	45%
Students with disabilities	28%	8%	No	36%
Economically disadvantaged	55%	42%	No	60%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	28%	
Students scoring at or above Achievement Level 4	41	15%	

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		65%	60%
Students in lowest 25% making learning gains (FCAT 2.0)		76%	60%

#### 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)	34	51%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	17%	10%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	18%	10%

**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	27	39%	45%
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	58%	50%	No	63%
American Indian				
Asian				
Black/African American	58%	49%	No	62%
Hispanic	65%	54%	No	69%
White				
English language learners	46%	54%	Yes	51%
Students with disabilities	28%	15%	No	36%
Economically disadvantaged	59%	48%	No	63%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	25%	34%
Students scoring at or above Achievement Level 4	65	25%	29%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		76%	78%

**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	18	16%	45%
Students scoring at or above Achievement Level 4	20	18%	40%

**Florida Alternate Assessment (FAA)**

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

**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)			
Participation in STEM-related experiences provided for students			

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	40	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	31	6%	5%
Students who are not proficient in reading by third grade	53	62%	56%
Students who receive two or more behavior referrals	66	12%	11%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	1%	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**

To increase the parental involvement of students who were not proficient in reading on the 2013 FCAT 2.0.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
The percent of parents of students who were non-proficient	295	55%	60%

**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.** Students will increase reading proficiency of rigorous text across all content areas.
- G2.** Students will increase writing proficiency across all content areas.
- G3.** Students will increase mathematics proficiency by developing conceptual understanding through implementing hands-on learning experiences.
- G4.** Students will increase science proficiency through mastery of the scientific method.

## Goals Detail

**G1.** Students will increase reading proficiency of rigorous text across all content areas.

### Targets Supported

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

### Resources Available to Support the Goal

- Interventionist • McGraw-Hill Reading Program • Use graphic organizers (i.e. note taking and summarizing) to assist the students with understanding how to synthesize details and support their answers. • Increase the use of informational text across the school-site and across curriculum to ensure use of information and research outside of classroom. • Plan for and provide lessons that include higher order questions and text dependent questions.

### Targeted Barriers to Achieving the Goal

- Limited evidence of rigorous and quality instruction.

## Plan to Monitor Progress Toward the Goal

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

The LLT will monitor and review data reports after each assessment to ensure teachers are implementing strategies effectively. According to data, the team will identify deficiencies and determine targets for whole group and small group instruction, and to prescribe intervention based on student data.

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Formative: FAIR, SuccessMaker Reports, McGraw- Hill, Reading Plus Reports, Quizzes/Tests and Fall Interim Assessment: 57% proficiency, Winter Interim Assessment: 67% proficiency Summative Assessment: 2014 FCAT 2.0 Reading Assessment 47% proficiency

## G2. Students will increase writing proficiency across all content areas.

### Targets Supported

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

### Resources Available to Support the Goal

- Task Cards, Rubrics, Anchor Charts, Graphic Organizers, McGraw-Hill Reader/Writer Workshop

### Targeted Barriers to Achieving the Goal

- Limited opportunity for students to write across all content areas.



## Plan to Monitor Progress Toward the Goal

Following the FCIM model and data reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

The LLT will review data reports and monitor students' progress after each assessment. Accordingly, the team will identify deficiencies and determine targets for whole group and small group instruction and prescribe intervention based on student data.

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Formative: FAIR, SuccessMaker Reports, McGraw- Hill, Quizzes/Tests and Fall Write Score Results: 50% scoring a 3.5 or higher, Winter Write Score Results: 60% scoring 3.5 or higher Summative Assessment: 2014 FCAT 2.0 Florida Writing Assessment 54% scoring a 3.5 or higher

**G3.** Students will increase mathematics proficiency by developing conceptual understanding through implementing hands-on learning experiences.

### Targets Supported

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

### Resources Available to Support the Goal

- Interventionist
- Houghton Mifflin Go-Math (Thinkcentral)
- Use graphic organizers
- Manipulatives (Grab-and-Go Kit)
- Math Task Cards

### Targeted Barriers to Achieving the Goal

- Lack of differentiated instruction

## Plan to Monitor Progress Toward the Goal

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

The LLT will monitor and review data reports after each assessment to ensure teachers are implementing strategies effectively.

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Formative: FAIR, SuccessMaker Reports, I-Ready Reports, Go-Math Quizzes/Tests and Fall Interim Assessment: 60% proficiency, Winter Interim Assessment: 70% proficiency Summative Assessment: 2014 FCAT 2.0 Math Assessment 57% proficiency

## G4. Students will increase science proficiency through mastery of the scientific method.

### Targets Supported

- Reading (AMO's, FCAT2.0, 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
- STEM - All Levels
- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Hands-on activities, Science Manipulatives, Rubrics, Graphic Organizers, Anchor Charts

### Targeted Barriers to Achieving the Goal

- Lack of rigorous instruction aligned to standards

## Plan to Monitor Progress Toward the Goal

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

### **Person or Persons Responsible**

The LLT will monitor and review data reports after each assessment to ensure teachers are implementing strategies effectively.

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

Ongoing

### **Evidence of Completion:**

Formative: FAIR, SuccessMaker Reports, Quizzes/Tests, and Fall Interim Assessment: 40% proficiency, Winter Interim Assessment: 50% proficiency. Summative Assessment: 2014 FCAT 2.0 Science Assessment 45% proficiency

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Students will increase reading proficiency of rigorous text across all content areas.

**G1.B1** Limited evidence of rigorous and quality instruction.

**G1.B1.S1** Engage in best practices including Close Analytic Reading and Compare and Contrast strategies.

### Action Step 1

Build instructional delivery of best practices including Close Analytic Read and Compare and Contrast strategies through collaborative learning communities.

#### Person or Persons Responsible

Administration, Curriculum Support Specialist, Instructional Coaches

#### Target Dates or Schedule

September 2013 - May 2014

#### Evidence of Completion

Walk-through documentation, Anchor Charts, Common Planning, Teacher lesson plans, feedback and reflections.

#### Facilitator:

Instructional Coaches, Curriculum Support Specialist

#### Participants:

Teachers

## **Action Step 2**

Conduct lesson studies, action research and trainings on explicit instruction and gradual release mode.

### **Person or Persons Responsible**

Instructional Coaches, Curriculum Support Specialist, Teacher Leaders

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Planning documents, lesson plans, collaborative team discussions, agendas, formative and summative assessment results

### **Facilitator:**

Teachers Leaders

### **Participants:**

Teachers

## **Action Step 3**

Conduct coaching cycles and model different components of the instructional routine based on teachers' needs.

### **Person or Persons Responsible**

Curriculum Support Specialist

### **Target Dates or Schedule**

September 27, 2013

### **Evidence of Completion**

Coaching calendar, Coaching log, Debriefing notes

### **Facilitator:**

Instructional Coaches, Curriculum Support Specialist

### **Participants:**

Teachers

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

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

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

The LLT will monitor and review data reports after each assessment to ensure teachers are implementing strategies effectively. According to data, the team will identify deficiencies and determine targets for whole group and small group instruction and prescribe intervention based on student data.

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

Ongoing

#### **Evidence of Completion**

Formative: FAIR, SuccessMaker Reports, McGraw- Hill, Reading Plus Reports, Quizzes/Tests and Interim Assessments Summative Assessment: 2014 FCAT 2.0 Reading Assessment

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

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

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

The LLT will monitor and review data reports after each assessment to ensure teachers are implementing strategies effectively. According to data, the team will identify deficiencies and determine targets for whole group and small group instruction, and to prescribe intervention based on student data.

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

Ongoing

#### **Evidence of Completion**

Formative: FAIR, SuccessMaker Reports, McGraw- Hill, Reading Plus Reports, Quizzes/Tests and Fall Interim Assessment: 57% proficiency, Winter Interim Assessment: 67% proficiency Summative Assessment: 2014 FCAT 2.0 Reading Assessment 47% proficiency

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G1.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G1.B1.S3

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G2.** Students will increase writing proficiency across all content areas.

**G2.B1** Limited opportunity for students to write across all content areas.

**G2.B1.S1** Plan and design writing lessons across all content areas that follow an instructional routine.

### Action Step 1

Design and implement writing activities utilizing rubrics and graphic organizers that allow students the opportunity to practice the writing process across all content areas

#### Person or Persons Responsible

Teachers, Instructional Coaches, Curriculum Support Specialist

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Students' portfolios, Interactive Journals, Reader/Writer/Workshop responses, Authentic writing projects, 2014 FCAT 2.0 Writing Assessment

#### Facilitator:

Instructional Coaches, Curriculum Support Specialist

#### Participants:

Teachers



## Action Step 2

Identify writing trends and design and implement mini lessons on the four writing elements.

### Person or Persons Responsible

Teachers, Instructional Coaches, Curriculum Support Specialist

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Students' portfolios, Interactive Journals, Reader/Writer/Workshop responses, Authentic writing projects, 2014 FCAT 2.0 Writing Assessment

### Facilitator:

Instructional Coaches, Curriculum Support Specialist

### Participants:

Teachers

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

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

### Person or Persons Responsible

The LLT will monitor and review data reports after each assessment to ensure teachers are implementing strategies effectively. According to data, the team will identify deficiencies and determine targets for whole group and small group instruction, and prescribe intervention based on student data.

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Formative: FAIR, SuccessMaker Reports, McGraw- Hill, Quizzes/Tests and Fall Write Score Results: 50% scoring a 3.5 or higher, Winter Write Score Results: 60% scoring 3.5 or higher Summative Assessment: 2014 FCAT 2.0 Florida Writing Assessment 54% scoring a 3.5 or higher

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

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

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

The LLT and teachers will be responsible for collecting, charting, and monitoring student progress.

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

Ongoing

#### **Evidence of Completion**

Formative: FAIR, SuccessMaker Reports, McGraw- Hill, Quizzes/Tests and Fall Write Score Results: 50% scoring a 3.5 or higher, Winter Write Score Results: 60% scoring 3.5 or higher Summative Assessment: 2014 FCAT 2.0 Florida Writing Assessment 54% scoring a 3.5 or higher

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

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

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

#### **Evidence of Completion**

### **Plan to Monitor Effectiveness of G2.B1.S2**

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

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

#### **Evidence of Completion**

**G3.** Students will increase mathematics proficiency by developing conceptual understanding through implementing hands-on learning experiences.

**G3.B1** Lack of differentiated instruction

**G3.B1.S1** Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility.

**Action Step 1**

Engage in professional learning opportunities that increases knowledge and application of best practices to improve delivery of instruction for all students.

**Person or Persons Responsible**

Instructional Coach, Curriculum Support Specialist

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Professional Development handouts, Lesson plans created during common planning, Student work samples and assessment results.

**Facilitator:**

Instructional Coach, Curriculum Support Specialist

**Participants:**

Teachers

## **Action Step 2**

Participate in Professional Learning Communities in order to strengthen knowledge of the content, unwrap benchmarks, and create and implement mathematics analyzes framework for delivering differentiated instruction .

### **Person or Persons Responsible**

Instructional Coach, Curriculum Support Specialist

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Lesson plans created during planning, Meeting agendas, Walkthrough documentation, Coaching logs

### **Facilitator:**

Instructional Coach, Curriculum Support Specialist

### **Participants:**

Teachers

## **Action Step 3**

Conduct professional development on the Gradual Release Model of Responsibility to math teachers in grades K-5.

### **Person or Persons Responsible**

Instructional Coach, Curriculum Support Specialist

### **Target Dates or Schedule**

September 24, 2013 Gradual Release/Planning PLC

### **Evidence of Completion**

Professional Development rosters, agendas, and handouts

### **Facilitator:**

Instructional Coach, Curriculum Support Specialist

### **Participants:**

Teachers

#### **Action Step 4**

Conduct the coaching cycle with a focus on modeling and co-teaching with the Gradual Release Lesson Delivery Model

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

Instructional Coach, Curriculum Support Specialist

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

October 22, 2013

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

Coaching logs, Coaching Cycle Support Documentation

##### **Facilitator:**

Instructional Coach, Curriculum Support Specialist

##### **Participants:**

Teachers

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

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

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

The LLT will monitor and review data reports after each assessment to ensure teachers are implementing strategies effectively.

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

Ongoing

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

Formative: FAIR, SuccessMaker Reports, I-Ready Reports, Go-Math Quizzes/Tests and Fall Interim Assessment: 60% proficiency, Winter Interim Assessment: 70% proficiency Summative Assessment: 2014 FCAT 2.0 Math Assessment 57% proficiency

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

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

#### Person or Persons Responsible

The LLT will monitor and review data reports after each assessment to ensure teachers are implementing strategies effectively.

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: FAIR, SuccessMaker Reports, I-Ready Reports, Go-Math Quizzes/Tests and Fall Interim Assessment: 60% proficiency, Winter Interim Assessment: 70% proficiency Summative Assessment: 2014 FCAT 2.0 Math Assessment 57% proficiency

### G3.B1.S2 Use data to set goals and differentiate instruction.

#### Action Step 1

##### Person or Persons Responsible

##### Target Dates or Schedule

##### Evidence of Completion

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

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

## Plan to Monitor Effectiveness of G3.B1.S2

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G4.** Students will increase science proficiency through mastery of the scientific method.

**G4.B1** Lack of rigorous instruction aligned to standards

**G4.B1.S1** Implement Close Analytic Reading practices to locate information, verify details and critically analyze and synthesize science text and investigations.

### Action Step 1

Deliver professional development close reading strategies using science text.

#### Person or Persons Responsible

Instructional Coach, Curriculum Support Specialist

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Students' Journals, Science Projects, Formative: Interim Assessments, Quizzes, Tests, Summative: FCAT 2.0 Science Assessment

#### Facilitator:

Instructional Coach, Curriculum Support Specialist

#### Participants:

Teachers

## **Action Step 2**

Participate in Professional Learning Community to strengthen knowledge in implementing rigor in science writing supporting claims, evidence and reasoning.

### **Person or Persons Responsible**

Instructional Coach, Curriculum Support Specialist, Teacher Leaders

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Professional Learning Community agendas, hand-outs, student journals, work-folders, formative and summative assessments

### **Facilitator:**

Instructional Coach, Curriculum Support Specialist, Teacher Leaders

### **Participants:**

Teachers

## **Action Step 3**

Conduct professional development on the Gradual Release Model of Responsibility to science teachers in grades K-5.

### **Person or Persons Responsible**

Instructional Coach, Curriculum Support Specialist, Teacher Leaders

### **Target Dates or Schedule**

September 2013

### **Evidence of Completion**

Professional Development Agenda, hand-outs, administrative walk-through documentation

### **Facilitator:**

Instructional Coach, Curriculum Support Specialist

### **Participants:**

Teachers



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

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

#### Person or Persons Responsible

The LLT will monitor and review data reports after each assessment to ensure teachers are implementing strategies effectively.

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: FAIR, SuccessMaker Reports, Quizzes/Tests, and Fall Interim Assessment: 40% proficiency, Winter Interim Assessment: 50% proficiency. Summative Assessment: 2014 FCAT 2.0 Science Assessment 45% proficiency

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

Following the FCIM model, data reports will be reviewed and instruction will be adjusted as needed.

#### Person or Persons Responsible

The LLT will monitor and review data reports after each assessment to ensure teachers are implementing strategies effectively.

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Formative: FAIR, SuccessMaker Reports, Quizzes/Tests, and Fall Interim Assessment: 40% proficiency, Winter Interim Assessment: 50% proficiency. Summative Assessment: 2014 FCAT 2.0 Science Assessment 45% proficiency

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

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G4.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G4.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## 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

Hibiscus Elementary meets state and federal requirements through the coordination of various federal, state and local services.

Title I resources are used to provide services to student requiring additional academic support. to progress in all areas. Curriculum Coaches use data to collaborate with instructional personnel , identify patterns of student need and to implement research based interventions.

The school's Community Involvement Specialist ( CIS) encourages parental involvement by meeting with parents, providing printed materials, scheduling parent workshops through the Parent Academy and coordinating with student services for community agency referrals. The CIS also serves to enhance partnerships between school personnel, parents and the surrounding business community.

Title III funds are used to supplement and enhance the programs for English Language Learners(ELL) by making the following services available:

- tutorial programs
- behavioral/mental counseling services
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials(K-12)

Title X

Hibiscus Elementary does not have any students that meet this criteria at this time. However the following procedures are in place if and when needed:

- The Department of Student Services provides parents with services as needed through the Project Upstart Homeless Children and Youth in Transition.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- The School counselor is the school based homeless coordinator and has been trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

The school offers Supplemental Academic Instruction in Character Education, Anti- Bullying and Substance Abuse Education. These programs are delivered school-wide through classroom instruction and followed up by small group and individual counseling as needed.

Nutrition requirements are implemented through the School Food Service Program for school breakfast, lunch and after care snacks using the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

## 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.** Students will increase reading proficiency of rigorous text across all content areas.

**G1.B1** Limited evidence of rigorous and quality instruction.

**G1.B1.S1** Engage in best practices including Close Analytic Reading and Compare and Contrast strategies.

### PD Opportunity 1

Build instructional delivery of best practices including Close Analytic Read and Compare and Contrast strategies through collaborative learning communities.

#### Facilitator

Instructional Coaches, Curriculum Support Specialist

#### Participants

Teachers

#### Target Dates or Schedule

September 2013 - May 2014

#### Evidence of Completion

Walk-through documentation, Anchor Charts, Common Planning, Teacher lesson plans, feedback and reflections.

## **PD Opportunity 2**

Conduct lesson studies, action research and trainings on explicit instruction and gradual release mode.

### **Facilitator**

Teachers Leaders

### **Participants**

Teachers

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Planning documents, lesson plans, collaborative team discussions, agendas, formative and summative assessment results

## **PD Opportunity 3**

Conduct coaching cycles and model different components of the instructional routine based on teachers' needs.

### **Facilitator**

Instructional Coaches, Curriculum Support Specialist

### **Participants**

Teachers

### **Target Dates or Schedule**

September 27, 2013

### **Evidence of Completion**

Coaching calendar, Coaching log, Debriefing notes

**G2.** Students will increase writing proficiency across all content areas.

**G2.B1** Limited opportunity for students to write across all content areas.

**G2.B1.S1** Plan and design writing lessons across all content areas that follow an instructional routine.

**PD Opportunity 1**

Design and implement writing activities utilizing rubrics and graphic organizers that allow students the opportunity to practice the writing process across all content areas

**Facilitator**

Instructional Coaches, Curriculum Support Specialist

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Students' portfolios, Interactive Journals, Reader/Writer/Workshop responses, Authentic writing projects, 2014 FCAT 2.0 Writing Assessment

**PD Opportunity 2**

Identify writing trends and design and implement mini lessons on the four writing elements.

**Facilitator**

Instructional Coaches, Curriculum Support Specialist

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Students' portfolios, Interactive Journals, Reader/Writer/Workshop responses, Authentic writing projects, 2014 FCAT 2.0 Writing Assessment

**G3.** Students will increase mathematics proficiency by developing conceptual understanding through implementing hands-on learning experiences.

**G3.B1** Lack of differentiated instruction

**G3.B1.S1** Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility.

**PD Opportunity 1**

Engage in professional learning opportunities that increases knowledge and application of best practices to improve delivery of instruction for all students.

**Facilitator**

Instructional Coach, Curriculum Support Specialist

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Professional Development handouts, Lesson plans created during common planning, Student work samples and assessment results.

**PD Opportunity 2**

Participate in Professional Learning Communities in order to strengthen knowledge of the content, unwrap benchmarks, and create and implement mathematics analyzes framework for delivering differentiated instruction .

**Facilitator**

Instructional Coach, Curriculum Support Specialist

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans created during planning, Meeting agendas, Walkthrough documentation, Coaching logs

### **PD Opportunity 3**

Conduct professional development on the Gradual Release Model of Responsibility to math teachers in grades K-5.

#### **Facilitator**

Instructional Coach, Curriculum Support Specialist

#### **Participants**

Teachers

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

September 24, 2013 Gradual Release/Planning PLC

#### **Evidence of Completion**

Professional Development rosters, agendas, and handouts

### **PD Opportunity 4**

Conduct the coaching cycle with a focus on modeling and co-teaching with the Gradual Release Lesson Delivery Model

#### **Facilitator**

Instructional Coach, Curriculum Support Specialist

#### **Participants**

Teachers

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

October 22, 2013

#### **Evidence of Completion**

Coaching logs, Coaching Cycle Support Documentation



**G4. Students will increase science proficiency through mastery of the scientific method.**

**G4.B1 Lack of rigorous instruction aligned to standards**

**G4.B1.S1** Implement Close Analytic Reading practices to locate information, verify details and critically analyze and synthesize science text and investigations.

**PD Opportunity 1**

Deliver professional development close reading strategies using science text.

**Facilitator**

Instructional Coach, Curriculum Support Specialist

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Students' Journals, Science Projects, Formative: Interim Assessments, Quizzes, Tests, Summative: FCAT 2.0 Science Assessment

**PD Opportunity 2**

Participate in Professional Learning Community to strengthen knowledge in implementing rigor in science writing supporting claims, evidence and reasoning.

**Facilitator**

Instructional Coach, Curriculum Support Specialist, Teacher Leaders

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Professional Learning Community agendas, hand-outs, student journals, work-folders, formative and summative assessments

### **PD Opportunity 3**

Conduct professional development on the Gradual Release Model of Responsibility to science teachers in grades K-5.

#### **Facilitator**

Instructional Coach, Curriculum Support Specialist

#### **Participants**

Teachers

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

September 2013

#### **Evidence of Completion**

Professional Development Agenda, hand-outs, administrative walk-through documentation

## Appendix 2: Budget to Support School Improvement Goals