

2013-2014 SCHOOL IMPROVEMENT PLAN

Coral Springs Elementary School
3601 NW 110TH AVE
Coral Springs, FL 33065
754-322-5900

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 85%
Alternative/ESE Center No	Charter School No	Minority Rate 83%

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	15
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
Part III: Coordination and Integration	32
Appendix 1: Professional Development Plan to Support Goals	33
Appendix 2: Budget to Support Goals	36

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Coral Springs Elementary Schl

Principal

Frances (Rene) Shaw

School Advisory Council chair

Kendra Marks

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

Name	Title
Shari Brown	Assistant Principal
Carol Pillsbury	Reading Coach
Sylvia Simmons	Kindergarten team leader
Colleen Malehorn	First Grade team leader
Phyllis Scarpa	Second grade team leader
Cathleen Sullivan	Third Grade team leader
Ann Stewart	Fourth grade team leader
Christianne Weiner	Fifth Grade team leader
Mara Payton	Media specialist

District-Level Information

District

Broward

Superintendent

Mr. Robert Runcie

Date of school board approval of SIP

2/19/2014

School Advisory Council (SAC)

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

Membership of the SAC

SAC membership consists of: Dr. Rene Shaw, Principal; Kendra Marks, SAC Chair/ESE Specialist; Charlie Howard, Head Facilities/non-instructional employee; Kathryn Fournier, BTU Steward; Carol Pillsbury, Reading Coach; Sylvia Simmons, Pre-k rep/teacher; Jason Mulvey, SRO/community member; Michele DePalma, SAF chair/parent; Kendra Serrano, Izone rep/parent; Ah-Gah-Shee Michaud, ESE parent; Jennifer Johnpoll, Gifted parent; Margaretta Mertilien, ESOLparent; Claire Tucker, parent.

Involvement of the SAC in the development of the SIP

SAC is involved throughout the year in monitoring the implementation of the plan as well as determining changes based upon the needs of our school. They approve allocation of accountability funds for SIP initiatives. They also participate in the creation of the new plan.

Activities of the SAC for the upcoming school year

SAC will continue to monitor all parts of the plan throughout the year including the assurance that the plan is being implemented as well as reviewing the effectiveness of the implementation.

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

To assist with implementation of the Digital 5 Pilot Project, approximately \$14,000 will be allocated towards a micro-computer technician.

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:

Frances (Rene) Shaw

Principal

Years as Administrator: 20

Years at Current School: 11

Credentials

Doctorate in Educational Leadership; Certification in Specific Learning Disabilities, Emotional Handicaps, Gifted, Elementary Education, ESOL, Educational Leadership

Year Grade AYP/AMO

2002-2003 C No

2003-2004 A No

2004-2005 B Yes

2005-2006 A No

2006-2007 B Yes

2007-2008 A Yes

2008-2009 A No

2009-2010 A No

2010-2011 B No

2011-2012 C No

2012-2013 D No

High Standards R/M/W/Sc

2002-2003 62/60/80

2003-2004 67/69/81

2004-2005 68/74/86

2005-2006 78/80/72

2006-2007 76/78/86/42

2007-2008 73/76/87/40

2008-2009 75/80/92/30

2009-2010 68/73/86/46

2010-2011 71/82/79/42

2011-2012 50/48/76/34

2012-2013 43/47/41/44

Performance Record

Learning Gains R/M

2002-2003 57/63

2003-2004 66/77

2004-2005 55/74

2005-2006 64/78

2006-2007 68/65

2007-2008 65/67

2008-2009 67/75

2009-2010 59/71

2010-2011 57/71

2011-2012 62/54

2012-2013 51/62

Lowest 25% LG R/M

2002-2003 53

2003-2004 69

2004-2005 41

2005-2006 65

2006-2007 43/65

2007-2008 54/64

2008-2009 62/78

2009-2010 61/70
2010-2011 49/60
2011-2012 66/37
2012-2013 42/58

Shari Brown		
Asst Principal	Years as Administrator: 8	Years at Current School: 8

Credentials	Bachelor of Science in Elementary Education; Masters in Educational Leadership, ESOL endorsed	
	Assistant Principal Shari Brown Bachelor of Science in Elementary Education; Masters in Educational Leadership, ESOL endorsed 8 8 Year Grade AYP/AMO	
	2005-2006 A No	
	2006-2007 B Yes	
	2007-2008 A Yes	
	2008-2009 A No	
	2009-2010 A No	
	2010-2011 B No	
	2011-2012 C No	
	2012-2013 D No	
	High Standards R/M/W/Sc	
	2002-2003 62/60/80	
	2003-2004 67/69/81	
	2004-2005 68/74/86	
	2005-2006 78/80/72	
	2006-2007 76/78/86/42	
	2007-2008 73/76/87/40	
	2008-2009 75/80/92/30	
	2009/2010 68/73/86/46	
	2010-2011 71/82/79/42	
	2011-2012 50/48/76/34	
	2012-2013 43/47/41/44	
	Learning Gains R/M	
	2005-2006 64/78	
	2006-2007 68/65	
	2007-2008 65/67	
	2008-2009 67/75	
	2009-2010 59/71	
	2010-2011 57/71	
	2011-2012 62/54	
	2012-2013 51/62	
	Lowest 25% LG R/M	
	2005-2006 65	
	2006-2007 43/65	
	2007-2008 54/64	
	2008-2009 62/78	
	2009-2010 61/70	
	2010-2011 49/60	
	2011-2012 66/37	
	2012-2013 42/58	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Carol Pillsbury

Part-time / District-based

Years as Coach: 2

Years at Current School: 15

Areas

Reading/Literacy

Credentials

Bachelor of Education in
Masters of Education in
Certified in Specific Learning Disabilities, Elementary Education,
Reading Endorsed, ESOL Endorsed

Performance Record

Year Grade AM0
2011-2012 C No
2012-2013 D No
High Standards R/M/W/Sc
2011-2012 50/48/76/34
2012-2013 43/47/41/44
Learning Gains R/M
2011-2012 62/54
2012-2013 51/62
Lowest 25% LG – R/M
2011-2012 66/37
2012-2013 42/58

Classroom Teachers

of classroom teachers

46

receiving effective rating or higher

46, 100%

Highly Qualified Teachers

100%

certified in-field

46, 100%

ESOL endorsed

41, 89%

reading endorsed

6, 13%

with advanced degrees

23, 50%

National Board Certified

10, 22%

first-year teachers

1, 2%

with 1-5 years of experience

2, 4%

with 6-14 years of experience

13, 28%

with 15 or more years of experience

30, 65%

Education Paraprofessionals**# of paraprofessionals**

8

Highly Qualified

8, 100%

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

When hiring new teachers to the school, resumes are reviewed for candidates who are highly qualified and possess the experience and training background commensurate with the needs of our school. When interviews are conducted, candidates are asked a variety of questions to ascertain their knowledge and skills. New teachers are given support by members of their grade level team as well as by the reading coach.

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

New teachers to the school are mentored by their grade level team leader as well as the reading coach if necessary. For teachers not new to teaching, mentoring includes orienting them to the procedures and practices of our school. For new teachers, mentoring includes providing guidance in lesson development and planning and can take the form of consultation and modeling.

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 following process is utilized by the team: Identify the problem; analyze the data; develop and implement intervention plan; monitor progress; and evaluate effectiveness. Since the MTSS leadership team works with all aspects of the curriculum and all subgroups, their input is valued in the review of the school improvement plan.

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

Each member of the MTSS assists with monitoring the effectiveness of instruction and interventions being implemented with students. This assists with the determination of action steps within our SIP.

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

The leadership team will meet with teachers and review student data to insure progress is being made in alignment with SIP goals and objectives.

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

Tier 1 data are routinely inspected in the areas of reading, math, writing, science, and behavior. Data are used to make decisions about modifications and interventions needed for all students. The MTSS team also considers how to best proceed and considers interventions that follow the core curriculum and behavior strategies. These same data are also used to screen for at-risk students who may be in need of tier 2 or 3 interventions. For tier 2 and 3, data sources the intervention records and progress monitoring graphs generated for individual students. Online graphing tools are utilized to record and track tier 2 and 3 interventions. Evidence based interventions are selected from those on the Struggling Reader and Struggling Math charts.

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

Training will be delivered by members of the MTSS team including our school psychologist and social worker. Training will include a review of RTI as well as by not limited to the following: Tier 2 and 3 interventions in academic areas as well as behavior; assessing to monitor progress; evaluating the success of interventions. Training will occur during staff meetings as well as during consultation with case workers. Teachers will be trained to use intervention programs such as Foundations, Phonics for Reading and Intermediate Rewards. Teachers at each grade level will work collaboratively to provide tiered instruction for students needing it. The reading coach will also support the implementation by providing coaching, modeling and direct services to students using intervention programs.

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:**

Before and after school clubs will be offered involving tutoring and enrichment in reading, math, science and writing.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data will be collected via classroom progress monitoring. This will include FAIR data, BAT data, mini-bats and curriculum based assessments.

Who is responsible for monitoring implementation of this strategy?

The principal, assistant principal, and reading coach will monitor implementation of this strategy.

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

Name	Title
Dr. Rene Shaw	Principal
Shari Brown	Assistant Principal
Carol Pillsbury	Reading Coach
Sylvia Simmons	Kindergarten team leader
Colleen Malehorn	Gr. 1 team leader
Phyllis Scarpa	Gr. 2 team leader
Cathy Sullivan	Gr. 3 team leader
Ann Stewart	Gr. 4 team leader
Christie Weiner	Gr. 5 team leader
Mara Payton	Media Specialist

How the school-based LLT functions

Meet monthly to discuss implementation, differentiation of instruction, and RTI. The principal, assistant principal, and reading resource teacher will guide the LLT.

Major initiatives of the LLT

The initiatives will be based on student and teacher data and will be aligned to the SIP reading goals. In grades K-5, implementation of the Common Core State Standards will be a major focus with a school-wide focus on expecting students to read closely to determine what the text says explicitly and make logical inferences from it. Also students will be able to cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Every Teacher Contributes to Reading Instruction

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

All classroom teachers are teachers of reading. The media specialist guides the children to use their reading skills to access information and exposes them to a variety of genre. Our special area teachers provide opportunities for the students to utilize their reading skills to follow directions to engage in experiences in physical education, music and art.

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

To insure school readiness, the Head Start (HS) program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standard with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

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	58%	43%	No	63%
American Indian				
Asian				
Black/African American	53%	38%	No	57%
Hispanic	57%	34%	No	61%
White	70%	57%	No	73%
English language learners	52%	20%	No	57%
Students with disabilities	44%	10%	No	50%
Economically disadvantaged	57%	40%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	20%	25%
Students scoring at or above Achievement Level 4	62	22%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	95	52%	55%
Students in lowest 25% making learning gains (FCAT 2.0)	23	49%	53%

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)	39	39%	44%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	19	19%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	15%	20%

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	36	41%	50%
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	64%	48%	No	68%
American Indian				
Asian				
Black/African American	54%	37%	No	59%
Hispanic	70%	50%	No	73%
White	74%	71%	No	77%
English language learners	62%	30%	No	66%
Students with disabilities	41%	13%	No	47%
Economically disadvantaged	63%	45%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	24%	30%
Students scoring at or above Achievement Level 4	67	24%	28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	122	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	32	67%	70%

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	20	19%	25%
Students scoring at or above Achievement Level 4	26	25%	28%

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)	3		6
Participation in STEM-related experiences provided for students	300	50%	100%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	36	11%	8%
Students retained, pursuant to s. 1008.25, F.S.	6	1%	1%
Students who are not proficient in reading by third grade	135	44%	35%
Students who receive two or more behavior referrals	12	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	4%	2%

Area 9: Parent Involvement

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

Parental involvement targets for the school

To increase parental attendance at school events such as parent conferences, open house, family nights, PTA functions, SAC/SAF meeting, etc.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental attendance at school events.	455	70%	80%

Goals Summary

- G1.** Increase student engagement in writing throughout the curriculum.
- G2.** Increase student engagement in interdisciplinary units integrating science, technology, and math.
- G3.** Improve student achievement by providing training in Common Core State Standards for teachers in grades 3-5
- G4.** Increase student engagement in problem solving activities in mathematics.
- G5.** Increase student understanding of the scientific process

Goals Detail

G1. Increase student engagement in writing throughout the curriculum.**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Most teachers received training in the new literacy adoption this summer. All k-2 teachers have been trained in CCSS. A consultant will be hired this year to work with K-2 teachers in implementation of writing throughout the curriculum.

Targeted Barriers to Achieving the Goal

- There is a need for teachers to have a greater understanding and demonstrate increased implementation of the CCSS across all content areas.

Plan to Monitor Progress Toward the Goal

Release time will be allotted for development of PLC structure and expectations as well as for teams to work on development of the rubrics and lesson planning aligned to CCSS. Administration will collect minutes from meetings, conduct walkthroughs and review student data.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Evidence will consist of minutes of meetings, prepared rubrics and lesson plans aligned to CCSS, classroom visits and observations of writing across the curriculum, progress monitoring data, and data chats with teachers.

G2. Increase student engagement in interdisciplinary units integrating science, technology, and math.

Targets Supported

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

Resources Available to Support the Goal

- District trainer to provide overview of STEM. PLC's have started to work on the process for planning interdisciplinary units.

Targeted Barriers to Achieving the Goal

- Teachers lack knowledge of STEM and time to prepare units.

Plan to Monitor Progress Toward the Goal

Review of student data

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student data

G3. Improve student achievement by providing training in Common Core State Standards for teachers in grades 3-5

Targets Supported

- Writing

Resources Available to Support the Goal

- Our resources consist of staff already having some training in CCSS. This includes teachers in grades K-2 as well as the team who attended the summer CCSS state institute. We also have access to the Defining the Core website.

Targeted Barriers to Achieving the Goal

- Limited training in Common Core State Standards in grades 3-5

Plan to Monitor Progress Toward the Goal

Review student achievement data

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student achievement data

G4. Increase student engagement in problem solving activities in mathematics.

Targets Supported

Resources Available to Support the Goal

- Go Math materials; BEEP lessons; Defining the Core Website; Teachers attended training in new math adoption during summer.

Targeted Barriers to Achieving the Goal

- Students lack prerequisite skills.

Plan to Monitor Progress Toward the Goal

Data chats, review of student achievement data

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student achievement data

G5. Increase student understanding of the scientific process

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Teachers have attended training in science and have access to the science curriculum;

Targeted Barriers to Achieving the Goal

- Teachers lack time to prepare lessons utilizing the scientific process.

Plan to Monitor Progress Toward the Goal

Review of student achievement data, data chats

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Student achievement data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student engagement in writing throughout the curriculum.

G1.B1 There is a need for teachers to have a greater understanding and demonstrate increased implementation of the CCSS across all content areas.

G1.B1.S1 PLC leaders and the reading coach will facilitate PLC meetings biweekly.

Action Step 1

Leadership will monitor PLC's implementation via classroom walkthroughs, lesson plan reviews and student data reviews.

Person or Persons Responsible

Administration

Target Dates or Schedule

biweekly

Evidence of Completion

observation entries; data sheets

Action Step 2

Grade level PLC's will plan instruction in writing aligned to the CCSS

Person or Persons Responsible

Grade level teams

Target Dates or Schedule

Planning time; grade level release days

Evidence of Completion

Lesson plans

Facilitator:

Team leader

Participants:

Grade level PLC members

Action Step 3

Each grade level will develop a rubric for effective writing

Person or Persons Responsible

Grade level PLC's

Target Dates or Schedule

Planning time; grade level release time

Evidence of Completion

Rubric

Facilitator:

Team leader

Participants:

Grade level PLC members

Action Step 4

The school-based leadership team will meet to discuss the PLC structure and expectations.

Person or Persons Responsible

Administration, reading coach, team leaders

Target Dates or Schedule

Team leader release days; grade level release days

Evidence of Completion

Agendas and minutes of meetings

Facilitator:

Administration

Participants:

Administration, reading coach, team leaders

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

Administration will monitor fidelity of implementation by visiting PLC meetings and reviewing minutes as well as observing via classroom observations and walkthroughs the implementation of instruction aligned to the CCSS and the rubrics created.

Person or Persons Responsible

Administration with gradual release to reading coach and team leaders

Target Dates or Schedule

During PLC meetings, team leader meetings, classroom visits, staff meetings, data meetings

Evidence of Completion

PLC minutes, observations of lessons, writing journals, prompts, progression of rubrics, authentic student work

Plan to Monitor Effectiveness of G1.B1.S1

Review of student writing via classroom visits as well as review of student progress in writing through data collection and chats with teachers

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

Increased evidence of writing across the curriculum as well improved results on progress monitoring via data chats.

G2. Increase student engagement in interdisciplinary units integrating science, technology, and math.

G2.B1 Teachers lack knowledge of STEM and time to prepare units.

G2.B1.S1 To increase student engagement in STEM activities, teachers must be provided training and time to develop units.

Action Step 1

Engage in staff development on STEM and plan collaboratively units of instruction integrating content areas.

Person or Persons Responsible

Grade level PLC's

Target Dates or Schedule

PLC meetings, staff meetings, early release and planning days

Evidence of Completion

PLC agendas, minutes;

Facilitator:

District staff; Teachers

Participants:

Grade level PLC's

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

Administration will monitor fidelity of implementation by visiting PLC meetings and reviewing minutes as well as observing via classroom observations and walkthroughs the implementation of instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

PLC minutes; observations of lessons

Plan to Monitor Effectiveness of G2.B1.S1

Review of student achievement data

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

Student achievement data

G3. Improve student achievement by providing training in Common Core State Standards for teachers in grades 3-5

G3.B1 Limited training in Common Core State Standards in grades 3-5

G3.B1.S1 Grade level PLC's will focus on the unwrapping and study of CCSS as they relate to reading, language arts, and mathematics.

Action Step 1

PLC's will engage in unwrapping and study of the CCSS in reading, language arts and math and plan instruction according the the standards

Person or Persons Responsible

Grade level PLC's

Target Dates or Schedule

PLC meetings, staff meetings, early release and planning days

Evidence of Completion

Data meetings, PLC agendas and summaries, IObservations

Facilitator:

Grade level Chair

Participants:

Grade level PLC's

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

Administration will monitor fidelity of implementation by visiting PLC meetings and reviewing minutes as well as observing via classroom observations and walkthroughs the implementation of instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

PLC minutes; observation of lessons

Plan to Monitor Effectiveness of G3.B1.S1

Review of student achievement data

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

Student achievement data

G4. Increase student engagement in problem solving activities in mathematics.

G4.B1 Students lack prerequisite skills.

G4.B1.S1 Teachers will unwrap and study CCSS as they apply to math problem solving.

Action Step 1

Engage in unwrapping and study of CCSS as they apply to math problem solving.

Person or Persons Responsible

Grade level PLC's

Target Dates or Schedule

PLC meetings, staff meetings, early release and planning days

Evidence of Completion

PLC agendas, minutes, student data, lesson plans

Facilitator:

Grade level team leader

Participants:

Grade level PLC's

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

Administration will monitor fidelity of implementation by visiting PLC meetings and reviewing minutes as well as observing via classroom observations and walkthroughs the implementation of instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

PLC minutes, observations of lessons

Plan to Monitor Effectiveness of G4.B1.S1

Observations, walkthroughs, review of lesson plans, student achievement data

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

PLC minutes, student achievement data, lesson plans

G5. Increase student understanding of the scientific process

G5.B1 Teachers lack time to prepare lessons utilizing the scientific process.

G5.B1.S1 Teachers will engage in collaborative planning of science lessons incorporating the scientific process.

Action Step 1

Engage in collaborative planning of lessons involving the scientific process

Person or Persons Responsible

Grade level PLC's

Target Dates or Schedule

PLC meetings, staff meetings, early release and planning days

Evidence of Completion

PLC agendas, minutes, lesson plans

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

Administration will monitor fidelity of implementation by visiting PLC meetings and reviewing minutes as well as observing via classroom observations and walkthroughs the implementation of instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

PLC minutes, lesson observations

Plan to Monitor Effectiveness of G5.B1.S1

Observations, walkthroughs, review of lesson plans and student achievement data

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

PLC minutes, student achievement data

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 funds provide additional teachers to assist students, particularly low performing students. Staff development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement. Funds are also set aside for substitutes for teachers to attend district trainings. Parent involvement funds are utilized to fund parent nights that provide parents with new skills to support student learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of the parental involvement component. Monies are used to purchase food, supplies/materials, and provide stipends for teacher presenters. Extended learning opportunities are supported with district Title 1 funds.

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. Increase student engagement in writing throughout the curriculum.

G1.B1 There is a need for teachers to have a greater understanding and demonstrate increased implementation of the CCSS across all content areas.

G1.B1.S1 PLC leaders and the reading coach will facilitate PLC meetings biweekly.

PD Opportunity 1

Grade level PLC's will plan instruction in writing aligned to the CCSS

Facilitator

Team leader

Participants

Grade level PLC members

Target Dates or Schedule

Planning time; grade level release days

Evidence of Completion

Lesson plans

PD Opportunity 2

Each grade level will develop a rubric for effective writing

Facilitator

Team leader

Participants

Grade level PLC members

Target Dates or Schedule

Planning time; grade level release time

Evidence of Completion

Rubric

PD Opportunity 3

The school-based leadership team will meet to discuss the PLC structure and expectations.

Facilitator

Administration

Participants

Administration, reading coach, team leaders

Target Dates or Schedule

Team leader release days; grade level release days

Evidence of Completion

Agendas and minutes of meetings

G2. Increase student engagement in interdisciplinary units integrating science, technology, and math.

G2.B1 Teachers lack knowledge of STEM and time to prepare units.

G2.B1.S1 To increase student engagement in STEM activities, teachers must be provided training and time to develop units.

PD Opportunity 1

Engage in staff development on STEM and plan collaboratively units of instruction integrating content areas.

Facilitator

District staff; Teachers

Participants

Grade level PLC's

Target Dates or Schedule

PLC meetings, staff meetings, early release and planning days

Evidence of Completion

PLC agendas, minutes;

G3. Improve student achievement by providing training in Common Core State Standards for teachers in grades 3-5

G3.B1 Limited training in Common Core State Standards in grades 3-5

G3.B1.S1 Grade level PLC's will focus on the unwrapping and study of CCSS as they relate to reading, language arts, and mathematics.

PD Opportunity 1

PLC's will engage in unwrapping and study of the CCSS in reading, language arts and math and plan instruction according the the standards

Facilitator

Grade level Chair

Participants

Grade level PLC's

Target Dates or Schedule

PLC meetings, staff meetings, early release and planning days

Evidence of Completion

Data meetings, PLC agendas and summaries, IObservations

G4. Increase student engagement in problem solving activities in mathematics.

G4.B1 Students lack prerequisite skills.

G4.B1.S1 Teachers will unwrap and study CCSS as they apply to math problem solving.

PD Opportunity 1

Engage in unwrapping and study of CCSS as they apply to math problem solving.

Facilitator

Grade level team leader

Participants

Grade level PLC's

Target Dates or Schedule

PLC meetings, staff meetings, early release and planning days

Evidence of Completion

PLC agendas, minutes, student data, lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student engagement in writing throughout the curriculum.	\$5,000
G2.	Increase student engagement in interdisciplinary units integrating science, technology, and math.	\$1,000
G3.	Improve student achievement by providing training in Common Core State Standards for teachers in grades 3-5	\$3,300
G4.	Increase student engagement in problem solving activities in mathematics.	\$1,000
Total		\$10,300

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Personnel	Total
Title 1	\$4,300	\$1,000	\$5,000	\$10,300
	\$0	\$0	\$0	\$0
Total	\$4,300	\$1,000	\$5,000	\$10,300

Budget Details

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

G1. Increase student engagement in writing throughout the curriculum.

G1.B1 There is a need for teachers to have a greater understanding and demonstrate increased implementation of the CCSS across all content areas.

G1.B1.S1 PLC leaders and the reading coach will facilitate PLC meetings biweekly.

Action Step 2

Grade level PLC's will plan instruction in writing aligned to the CCSS

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 3

Each grade level will develop a rubric for effective writing

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 4

The school-based leadership team will meet to discuss the PLC structure and expectations.

Resource Type

Personnel

Resource

Consultant

Funding Source

Title 1

Amount Needed

\$5,000

G2. Increase student engagement in interdisciplinary units integrating science, technology, and math.

G2.B1 Teachers lack knowledge of STEM and time to prepare units.

G2.B1.S1 To increase student engagement in STEM activities, teachers must be provided training and time to develop units.

Action Step 1

Engage in staff development on STEM and plan collaboratively units of instruction integrating content areas.

Resource Type

Professional Development

Resource

Subs to release teachers to attend training and to participate in PLC's to develop integrated lessons and units

Funding Source

Title 1

Amount Needed

\$1,000

G3. Improve student achievement by providing training in Common Core State Standards for teachers in grades 3-5

G3.B1 Limited training in Common Core State Standards in grades 3-5

G3.B1.S1 Grade level PLC's will focus on the unwrapping and study of CCSS as they relate to reading, language arts, and mathematics.

Action Step 1

PLC's will engage in unwrapping and study of the CCSS in reading, language arts and math and plan instruction according the the standards

Resource Type

Professional Development

Resource

Subs to release teachers to attend training in overview of STEM and provide time to collaborate to develop units

Funding Source

Title 1

Amount Needed

\$3,300

G4. Increase student engagement in problem solving activities in mathematics.

G4.B1 Students lack prerequisite skills.

G4.B1.S1 Teachers will unwrap and study CCSS as they apply to math problem solving.

Action Step 1

Engage in unwrapping and study of CCSS as they apply to math problem solving.

Resource Type

Evidence-Based Program

Resource

Subs to release teachers to participate in PLC's to engage in unwrapping of standards and in developing lessons to engage students in problem solving.

Funding Source

Title 1

Amount Needed

\$1,000