2013-2014 SCHOOL IMPROVEMENT PLAN

Oakridge Elementary School
1507 N 28TH AVE
Hollywood, FL 33020
754-323-6700

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	88%

Alternative/ESE Center	Charter School	Minority Rate
No	No	85%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School
Oakridge Elementary School

Principal
Debra Friedman

School Advisory Council chair
Lissette Torres

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

Name	Title
Jacqueline Ermer	Kindergarten Team Leader
Patty Cornacchione	First Grade Team Leader
Miguelina Diaz	Second Grade Team Leader
Iliana Perez	Third Grade Team Leader
Sara Rivera	Fourth Grade Team Leader
Heather Heffernan	Fifth Grade Team Leader
Lissette Torres	Specials Team Leader
Jeannine Hamilton	Support Team Leader

District-Level Information

District
Broward

Superintendent
Mr. Robert Runcie

Date of school board approval of SIP
1/19/2014

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

Debra R. Friedman, Principal
Lissette Torres, SAC Chair
Heather Heffernan, SAC Secretary
Jacqueline Box, Community Representative
Rosa Bacon, Non-Instructional
Sara Rivera, ESE Representative
Malicah Isaac, ESOL Representative
Jacqueline Ermer, Pre-K Representative
Sara Rivera, ESE Representative

Valerie Colon, SAF Designee
Shamila Hanooman, Parent
Lia Baker, Parent
Patty Cornacchione, Teacher
Jacqueline Davis, Parent
Johanna Desir, Parent
Miguelina Diaz, Teacher
Jacqualine Ibanez, Parent
Joel Janvier, Parent
Tamue Nelson, Teacher
Veronica Newmeyer, IZ Rep
Joyce Paultre, Teacher
Iliana Perez, Teacher
Jennifer Ray, Parent

Involvement of the SAC in the development of the SIP

In May of 2013, SAC members discussed the 2013-2014 SIP plan. Specifically, the parents supported the implementation of the Daily 5 program that was piloted in the 2012-2013 school year. In addition, parents supported the First in Math program used in grades 2-5. At the first SAC meeting of every year the draft of the plan is reintroduced and SAC members discuss and provide input to strengthen the plan. Throughout the school year all stake holders continue to discuss the SIP and the plan is modified accordingly.

Activities of the SAC for the upcoming school year

During school year 2013-2014, SAC meets regularly on the second Wednesday of every month. The SAC will be responsible for reviewing student test data, making suggestions to the SIP to increase student achievement, and collectively determine to fund the materials/programs that will yield the greatest student achievement. In addition, the SAC will continue to work within the community to develop support and/or in-kind donations to benefit the school community.

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

Based on last year's approved funding requests by SAC the funds will be used to purchase the following items:
• 5th grade consumable science workbooks
• DARs
• Materials and supplies for on-going projects and hands-on student led learning such as Week of the Ocean
• Purchase of additional classroom books including, but not limited to, literary and informational text

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:

Debra Friedman		
Principal	Years as Administrator: 10	Years at Current School: 2

Credentials	• Master of Science in Educational Leadership • Bachelor of Science in Elementary Education • Certifications: - ESOL - Reading - Early Childhood - School Principal
Performance Record	2012 - 2013, Principal School Grade: 2013 - D Reading % Satisfactory or higher 48% Math % Satisfactory or higher 44% Writing % Satisfactory or higher 49% Science % Satisfactory or higher 30% Reading % for Learning Gains 50% Math % for Learning Gains 47% Reading Gains % for Lowest 25% - 53% Math Gains % for Lowest 25% - 52% 2011 - 2012, Principal School Grade: 2012 - C Reading % Satisfactory or higher 52% Math % Satisfactory or higher 51% Writing % Satisfactory or higher 76% Science % % Satisfactory or higher 36% Reading % for Learning Gains 62% Math % for Learning Gains 70% Reading Gains % for Lowest 25% - 62% Math Gains % for Lowest 25% - 75% 2006 - 2011, Director, Program Development and Alignment 2002 - 2005, Assistant Principal, Sheridan Hills High Standards Reading: 2003 - 64% to 2005 79% showing an increase of 15% High Standards Math: 2003 - 67% to 2005 80% showing an increase of 13% High Standards Writing: 2003 - 84% to 2005 88% showing an increase of 4% Making Learning Gains in Reading: 2003 - 63% to 2005 - 88% showing an increase of 4% Making Learning Gains in Math: 2003 - 55% to 2005 - 71% showing an increase of 16% Lowest 25% Making Gains in Reading: 2003 - 51% to 2005 - 67% showing an increase of 16% 1996 - 2002 Curriculum Coach, Reading Resource Specialist

Gregory Charlotin		
Asst Principal	Years as Administrator: 5	Years at Current School: 18

Credentials	Master of Science in Educational Leadership; Bachelor of Arts in ELED
Performance Record	Assistant Principal: 2008-2013 School Grade: 2013-D; 2012-C; 2011-C; 2010-A; 2009-A; 2008-A High Standards Reading: 2013-48%, 2012-52%, 2011-63%, 2010-76%, 2009- 71%, 2008-69% High Standards Math: 2013-44%, 2012-51% 2011-67%, 2010-79%, 2009-72%, 2008-74% High Standards Writing: 2013-49%, 2012-76%, 2011-81%, 2010-92%, 2009-88%, 2008-87% High Standards Science: 2013-30%, 2012-36%, 2011 - 32%, 2010-39%, 2009-40%, 2008-38% Learning Gains Reading: 2013-50%, 2012-62%, 2011-56%, 2010-69%, 2009-68%, 2008-70% Learning Gains Math: 2013-47%, 2012-70%, 2011-57%, 2010-56%, 2009-70%, 2008-62% Learning Gains Lowest 25% Reading: 2013-53%, 2012-62%, 2011-49% , 2010-67%, 2009-65%, 2008-70% Learning Gains Lowest 25% Math: 2013-52%, 2012-75%, 2011-61%, 2010-61%, 2009-59%, 2008-67% AYP: 2011 – N (67% Y – N for Total Reading, White, Black, Hispanic, ED, ELL,SWD), Math, Y – White, N for Black, Hispanic, Ed, ELL, SWD) 2010-N (85% Y - N for Total Reading, White, Math, ELL Reading, ELL Math, SWD Reading, SWD Math) 2009-N (95% Y - N for BLACK Math, ED Math), 2008-N (90% Y - No for ELL Reading, ELL Math, SWD Reading, SWD Math) Teacher Task Assignment: 2007-2008 Oakridge Elementary Teacher: 1994-2007

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jeannine Hamilton		
Full-time / School-based	Years as Coach: 3	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Master of Education in Early Childhood Bachelor of Art/Science in Education Certifications: Varying Exceptionalities (K-12) Primary Education (K-3) Endorsed in ESOL, Gifted, and Reading	
Performance Record	Oakridge Elementary 1995 - 2005 ESE Resource teacher Wilton Manors Elementary 2006 - 2009 ESE Resource teacher Royal Palm Elementary 2009- 2010 Writing Coach increase from 72% - 78%; 2008 - 2009 Writing Coach increase from 68% - 72%	

Classroom Teachers

# of classroom teachers
37

 # receiving effective rating or higher
37, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
37, 100%

 # ESOL endorsed
36, 97%

 # reading endorsed
3, 8%

 # with advanced degrees
21, 57%

 # National Board Certified
16, 43%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
1, 3%

 # with 6-14 years of experience
15, 41%

 # with 15 or more years of experience

21, 57%

Education Paraprofessionals

# of paraprofessionals

6

 # Highly Qualified

6, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

NESS Liaison - Enter educator in school induction program (NESS) and provide program orientation as teachers are hired.
Administrators - Assign teachers new to school and/or grade level to team leader or highly qualified teacher at specific grade level by June 2014.
Professional Learning Community (PLC) Facilitators - Facilitators identified to coordinate and lead PLCs in vertical/cross grade learning initiatives by June 2014.
Team Leaders, Administrators, and Support team - Teachers and staff plan with their grade level teams to address and solve instructional and procedural concerns and conduct lesson studies via team planning and support team weekly collaboration meetings by June 2014.

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

There are three levels to our school's mentoring program. Anyone who is a first year teacher or new to the district will receive a NESS coach to mentor them through their first year. Coaches assist the mentees on various levels, including, but not limited to classroom management, lesson planning, and administrative responsibilities. Teachers that are new to the school and have worked in the district are mentored to help them acclimate to our school's procedures. Lastly, when a teacher is new to a grade they are also mentored by the team leader to assist them in understanding the curriculum expectations for the grade.

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 RtI Leadership Team meets at least two times per month. The Guidance Counselor coordinates RtI meetings. Students are identified by classroom teachers and/or members of the RtI Leadership Team through data analysis. Once identified, teachers contact their grade level Case Manager who assists with recommendations for interventions and monitoring of students, based on the outcome of classroom interventions. Monitoring activities include the transfer of data collected to appropriate graphs or tables to document growth. Administration provides follow-up via academic conferences with the Leadership Team and individual teachers as needed.

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

The school-based RtI Leadership Team is an integral part of the development of our SIP. Prior to the start of the school year (and as new students enroll), members identify students in need of Tier II and Tier III strategies based on previous school year student data and teacher input. Also, members regularly examine Tier I data to assist with improving the core curriculum and the school wide behavior plan. They also review the RtI process, resources available (i.e. intervention records, progress monitoring graphs generated for individual students, Struggling Readers' Chart and Struggling Math Chart), for interventions and to develop goals for targeted students and subgroups.

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

The RtI Leadership Team will follow-up with staff during staff meetings and during grade level team's common planning time and/or after school. The RtI team will also determine the need for targeted professional development throughout the year as it relates to identified student and teacher needs.

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR),Benchmark Assessment Tests [Grades 3-5 BAT 1 & 2 for Reading, Mathematics, and Science for Grade 5 only], Florida Comprehensive Assessment Test (FCAT),Inventory Tests; RIGBY PM Benchmark Running Records in first grade, and FLKRS for Kindergarten.
Progress Monitoring: PMRN, Mini-Benchmark Assessments; Oral Reading Fluency Assessments, Running Records, iStation, Fundations, Wilson, GO MATH Assessments, BCPS Writing Prompts, Classroom Behavior Plans, 100% on time project data, and Student Code of Conduct. Data points to identify issues of attendance and/or behavior are taken from attendance, school support staff data, 100% on time project data and discipline panels.
Midyear: FAIR, Mini-BATS, Behavioral Referrals, and PBIPs.
End-of-Year: FAIR, FCAT, DAR and other designated alternative assessments.
Academic and behavioral data are documented inn Virtual Counselor and TERMS when appropriate.
Also, individual data for students in grades 3-5 are tracked via an individualized AYP Data Chat form.

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

Teachers are trained in the MTSS process through Professional Development at monthly meetings. Parents are informed of the process during SAC meetings when data is disaggregated and strategies are discussed. In addition, parents with students in Tiers 2 or 3 in the RtI process participate in conferences and through Child Problem Solving Team (CPST) meetings with the RtI Leadership Team.

During these meetings parents are involved in the process to inform them of interventions, and success, as well as to collaborate on ways to further achievement through additional strategies at home.

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: 1,800

When funds are provided to implement our school's ELO, we offer two programs to our students. There is a before school computer program where students complete First in Math, Destination Math and Reading, and/or iStation for 45 minutes before school Monday through Friday. In addition, there is a two day a week after school extended learning opportunity. Students stay after school for one hour working in small groups with our teachers focusing on students' area of weakness in mathematics and/ or reading.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

During the ELO teachers are taking formative and summative assessments. As the teachers are working with the students, they use the assessment results to modify their teaching strategies to ensure the maximum student achievement growth possible.

Who is responsible for monitoring implementation of this strategy?

The ELO teachers are responsible to implement the strategies during each ELO meeting time. In addition, the Reading Resource Teacher monitors the program to ensure the overall rigor and fidelity of the project.

Literacy Leadership Team (LLT)

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

Name	Title
Debra R. Friedman	Principal
Gregory Charlotin	Assistant Principal
Jeannine Hamilton	Reading Resource Specialist
Gabriela Kilianski	Media Specialist
Jacqueline Ermer	Kindergarten Team Leader
Patty Cornacchione	First Grade Team Leader

Name	Title
Miguelina Diaz	Second Grade Team Leader
Iliana Perez	Third Grade Team Leader
Sara Rivera	Fourth Grade Team Leader
Heather Heffernan	Fifth Grade Team Leader
Lissette Torres	ESE/Specials Team Leader

How the school-based LLT functions

The LLT meets monthly to address issues related to student literacy. Members review data from ongoing assessments, and make recommendations based on data gleaned. In addition, the LLT reviews components of the District's K-12 Reading Plan to ensure that all aspects are being implemented with fidelity. Members of the LLT also collaborate with members of the PLC which has a reading focus.

Major initiatives of the LLT

Major LLT initiatives for this school year include the following:
• Implement Common Core Standards in Literacy
• Continue to implement school wide reading practice activities (before school, during lunch and at dismissal)
• Continue implementation of a school wide Accelerated Reader student achievement program
• Monitor school wide implementation of the District's K-12 Reading Plan
• Implement applicable components from the District's Struggling Reader's Chart
• Provide training and support for teachers to administer the DAR, analyze the results and implement strategies to increase student performance in reading
• Provide training and support for teachers to differentiate reading instruction to students in all AYP subgroups
• Provide parent training sessions that support home-based literacy connections
• Implement Rigby Assessments for grades 1 & 2
• Implement FAIR for grades K-5

Every Teacher Contributes to Reading Instruction

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

Teachers assess, monitor, and instruct students based on students' needs. Benchmarks, Rigby Tests (first grade), and FAIR data are used to guide instruction. Teachers also implement Tiers 1, 2 and 3 for differentiated instruction to help students achieve success.

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

During the 2012 - 2013 school year, our school hosted a Preschool ESE program. The Preschool ESE teachers met with the kindergarten teachers to share assessment data and assist in the transition process for students who remained at the school. All Preschool ESE and kindergarten students and parents are invited to an Orientation prior to the first day of school so they may meet teachers and teacher assistants and to learn about their child's new teacher and class. During these sessions, students also participate in classroom activities. During Title I Public Meeting/Open House, parents learn

about important school and Title 1 information, policies and opportunities. Following that, parents are invited to seek further information via a question/answer session. Additionally, each school year our kindergarten team collaborates with our local preschools to invite incoming students to our Kindergarten Round Up events and to solicit their help in advertising our registration process to our future students. The principal has served on the Early Childhood Task Force, which is a district initiative, to partner with private providers to make for better collaboration.

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	52%	48%	No	57%
American Indian				
Asian				
Black/African American	45%	45%	Yes	51%
Hispanic	54%	42%	No	59%
White	67%	65%	No	70%
English language learners	32%	33%	Yes	39%
Students with disabilities	35%	5%	No	42%
Economically disadvantaged	51%	45%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	27%	86%
Students scoring at or above Achievement Level 4	56	20%	86%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	85	50%	86%
Students in lowest 25% making learning gains (FCAT 2.0)	22	53%	86%

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)	27	47%	86%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	20%	86%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		86%

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	17	23%	86%
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	51%	44%	No	56%
American Indian				
Asian				
Black/African American	48%	40%	No	53%
Hispanic	55%	45%	No	60%
White	54%	57%	Yes	59%
English language learners	39%	33%	No	45%
Students with disabilities	35%	13%	No	42%
Economically disadvantaged	48%	42%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	27%	86%
Students scoring at or above Achievement Level 4	48	17%	86%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	81	47%	86%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	22	52%	86%

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	10	11%	86%
Students scoring at or above Achievement Level 4	17	19%	86%

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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	44	15%	5%
Students retained, pursuant to s. 1008.25, F.S.	6	2%	0%
Students who are not proficient in reading by third grade	127	40%	14%
Students who receive two or more behavior referrals	9	3%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	2%	0%

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

We believe that a partnership must exist between our parents and school. We promote positive communication between the school and our students' homes. We provide a variety of opportunities for parents to be involved in activities that support our school. We believe teachers have a responsibility to provide a framework for parents to nurture their child's formal instruction at home. We provide materials and strategies that can successfully be used at home to reinforce the academic success of children. It is our goal to provide an atmosphere where parents are able to express their views and to assist in problem solving in an open an positive climate at school. We want parents to understand that we value them as stakeholders and emphasize their roles as advocates.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Kindergarten Orientation and Meet & Greet	152	46%	86%
3rd - 5th Title I Public Meeting/Orientation	172	52%	86%
K - 2nd Title I Public Meeting/Orientation	190	57%	86%
Reading Parent Training	88	13%	86%
Mathematics Parent Training	46	7%	86%
Science Parent Training	34	5%	86%
Writing Parent Training	15	2%	86%
Social Studies Parent Training	5	1%	86%
Reading Parent Training/Informational Text	60	10%	86%
Parent-Teacher Conferences	661	100%	100%

Goals Summary

G1. By June 2014, 86% of our students will show proficiency in reading, mathematics, writing, and science through full implementation of an integrated curriculum focusing on Common Core standards and Daily Five Reading.

Goals Detail

G1. By June 2014, 86% of our students will show proficiency in reading, mathematics, writing, and science through full implementation of an integrated curriculum focusing on Common Core standards and Daily Five Reading.

Targets Supported

- All Areas

- 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, High School, High School AMO's, High School FAA)

- Science

- Science - Elementary School

Resources Available to Support the Goal

- • Integrated Curriculum – All classes are implementing an integrated literacy curriculum where science and social studies lessons are taught daily in combination with literacy. • Reading Resource Teacher (RRT) - Trains the staff on reading content and instruction, supports teachers, assists in lesson planning/instruction, and works with small groups. • Daily Five - Full implementation of Daily Five in all classrooms K-5. Instructional staff received a copy of the book and completed a book study in 2012-2013 school year. New teachers in 2013 - 2014 received a copy of the Daily Five book and will receive support from team leaders and/or mentors. All classrooms are participating in having students 1) Read to Self, 2) Read to Someone, 3) Listen to Reading, 4) Work on Writing, and 5) Word Work. • Journeys Basal Reading Series - All K-5 teachers had the opportunity to attend summer professional development sessions and all received the basal reader provided by the district as a resource in teaching reading content. Series also provides leveled readers for individualized instruction. • Scholastic News/Time for Kids - An informational text resource with high interest articles for students to read and work with in class. Teachers in grades 3-5 are provided Kids Discover magazines as informational text on a variety of high interest science and social studies topics. • Classroom Textbooks - All content areas have a textbook to support instruction. Teachers can use these texts with their students as a resource to supplement their reading curriculum. • Novels and informational text - The Media Center contains class/small group sets of books for novel studies and informational text activities. • Professional Learning Community (PLC) - The PLCs meet twice a month to discuss best practices and monitor the rigor and fidelity of implementation of strategies to meet their reading, writing, mathematics, science, and social studies goals. • Communicating Across Broward (CAB) Conference - The Elementary Literacy Resources (ELR), Elementary Math, Elementary Science , Writing Conference, and the Social Studies Conference is an excellent resource where teachers can receive information directly from district experts, share resources and collaborate with other teachers in the district, and find support for their teaching by asking/ answering questions they may have. • Common Core summer workshops - Teachers attend the district trainings on common core standards over the summer. Teachers received resources to assist them in lesson planning throughout the year. • Manipulatives - Each classroom has a large set of manipulatives to aide in hands-on learning experiences. • Go Math - The math textbook is a great resource for teaching that is aligned with Common Core State Standards. • Science Lab – Students in Kindergarten through fifth grade attend a science lab with a science teacher up to two times a week. During lab they work cooperatively completing projects, experiments, and technology assignments. Fourth and fifth grade students attend lab twice a week. Implementation of additional Science Lab for 2nd & 3rd grade - Second and third grade teams have a designated room where teachers alternate lab planning and students in each

grade rotate through the labs. • Science Fusion – Kindergarten through fifth grade teachers have access to the science fusion textbook and online component. Students can go online and complete digital labs that pertain to the content. • Journals – All classes maintain a year long science journal. Students respond to text, draw diagrams, and maintain notes on their content. • Delta Science Kits – Teachers in all grades have Delta Science Kits from previous series. These kits provide a plethora of materials allowing students to have hand-on learning experiences. Science Lab – Students in second through fifth grade attend a science lab with a science teacher up to two times a week. During lab they work cooperatively completing projects, experiments, and technology assignments. • FLDOE Writing Rubric - Teachers are highly encouraged to include this rubric in their collection of rubrics used in class.

Targeted Barriers to Achieving the Goal

- Students lack learning experience with a high level of rigor and student engagement on a daily basis in the classroom.

Plan to Monitor Progress Toward the Goal

• PLC members will meet biweekly to discuss progress towards the goal. • Formative and summative data will be discussed by all PLC members. • As results are analyzed, members will ask themselves if students continue performing at the same level, will it help us reach our goal? • If the results prove the strategy is effective, then teachers will continue with strategy implementation. • If the results prove the strategy is ineffective, then teachers will discuss and plan implementation of the necessary modifications.

Person or Persons Responsible

• Classroom teachers • Administrators • PLC members

Target Dates or Schedule:

• Monthly

Evidence of Completion:

• PLC minutes • Student and Teacher data • Has student achievement increased as a result of implementation of new strategies? • iObservation Tools.

Action Plan for Improvement

Problem Solving Key

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

G1. By June 2014, 86% of our students will show proficiency in reading, mathematics, writing, and science through full implementation of an integrated curriculum focusing on Common Core standards and Daily Five Reading.

G1.B1 Students lack learning experience with a high level of rigor and student engagement on a daily basis in the classroom.

G1.B1.S1 Implementation of an integrated 120-minute reading block, where the first 90-minutes is devoted to Daily Five instruction.

Action Step 1

• 120-minute reading block. • First 90-minutes of the block is focused on the Daily Five. • Students spend 60 minutes reading complex text to self, to someone, listen to reading, working on writing, and/or word work. • Teachers work with small groups focusing on skills or assessing for 30 minutes with each group. • The remainder of the 120 minutes is spent integrating writing, science, and/or social studies.

Person or Persons Responsible

• Classroom teachers

Target Dates or Schedule

• Daily in the classroom.

Evidence of Completion

• Formative assessments including classroom assignments, teacher observations, rubrics, unit tests, and mini benchmarks. • Summative assessments - FAIR and BAT data.

Facilitator:

• Reading Resource Specialist, Reading PLC Facilitator, and/or Team Leaders

Participants:

• Classroom teachers

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

• Classroom teachers will meet with their PLCs monthly to discuss the implementation of the action plan for the goal. • During the meetings teachers will discuss the fidelity of implementation. • If a teacher is struggling with the implementation, then the PLC team, administration, and/or support staff will assist the teacher as necessary.

Person or Persons Responsible

• Administrators • Support Staff • Classroom teachers

Target Dates or Schedule

• Monthly

Evidence of Completion

• PLC

Plan to Monitor Effectiveness of G1.B1.S1

• As results from FAIR and BAT are released, classroom teachers, administrators, and support staff conduct data chats. • Data chat discussions are focused on each student's test scores, behavior, and any socio/emotional concerns. • If the strategy is effective, then implementation will continue in the same way or with enhancements. • If the strategy is shown to be ineffective, then modifications will occur.

Person or Persons Responsible

• Classroom teachers • Administrators • Support staff

Target Dates or Schedule

• Upon release of summative assessments.

Evidence of Completion

• Formative and summative assessment data.

G1.B1.S2 Implementation of cooperative learning with problem solving opportunities while having hands on experiences.

Action Step 1

• Students will sit in cooperative groups allowing for smoother implementation of cooperative learning. • Students will solve, discuss, and present solutions to problems as a group. • Hands-on materials will be readily accessible and used by students in cooperative learning.

Person or Persons Responsible

• Classroom teachers

Target Dates or Schedule

• Daily

Evidence of Completion

• Formative assessments including classroom assignments, teacher observations, rubrics, unit tests, and mini benchmarks. • Summative assessments - FAIR and BAT data.

Facilitator:

• Math Liaison, Math PLC Facilitator, and/or Team Leaders

Participants:

• Classroom teachers.

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

• Classroom teachers will meet with their PLCs monthly to discuss the implementation of the action plan for the goal. • During the meetings teachers will discuss the fidelity of implementation and level of rigor. • If a teacher is struggling with the implementation, then the PLC team, administration, and/or support staff will assist the teacher as necessary.

Person or Persons Responsible

• Administrators • Support Staff • PLC Members

Target Dates or Schedule

• Monthly

Evidence of Completion

• PLC minutes

Plan to Monitor Effectiveness of G1.B1.S2

• As results from FAIR and BAT are released, classroom teachers, administrators, and support staff conduct data chats. • Data chat discussions are focused on each student's test scores, behavior, and any socio/emotional concerns. • If the strategy is effective then implementation will continue in the same way. • If the strategy is shown to be ineffective, then modifications will occur.

Person or Persons Responsible

• Classroom teachers. • Administrators • Support staff

Target Dates or Schedule

• Upon release of summative assessment results.

Evidence of Completion

• Formative and summative assessments.

G1.B1.S3 Increasing student opportunities to respond to text across all content areas and support their responses with text based evidence.

Action Step 1

• Students will be involved in an integrated curriculum where they will write to respond to text.
• Teachers are ensuring students get opportunities to write. • Students' writing will contain text based evidence to support their answers.

Person or Persons Responsible

• Classroom teachers

Target Dates or Schedule

• Daily

Evidence of Completion

• Formative assessments including classroom assignments, teacher observations, rubrics, unit tests, and mini benchmarks. • Summative assessments - FAIR and BAT data.

Facilitator:

• Writing PLC Facilitator, and/or Team Leaders

Participants:

• Classroom teachers.

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

• Classroom teachers will meet with their PLCs monthly to discuss the implementation of the action plan for the goal. • During the meetings teachers will discuss the fidelity of implementation. • If a teacher is struggling with the implementation, then the PLC team, administration, and/or support staff assist the teacher as necessary.

Person or Persons Responsible

• Administrators • Support Staff • PLC members

Target Dates or Schedule

• Monthly

Evidence of Completion

• PLC minutes

Plan to Monitor Effectiveness of G1.B1.S3

• As results from FAIR and BAT are released, classroom teachers, administrators, and support staff will conduct data chats. • Data chat discussions are focused on each student's test scores, behavior, and any socio/emotional concerns. • If the strategy is effective, then implementation will continue in the same way or with enhancements. • If the strategy is shown to be ineffective, then modifications will occur.

Person or Persons Responsible

• Classroom teachers • Administrators • Support staff

Target Dates or Schedule

• Upon release of summative assessments.

Evidence of Completion

• Summative assessments.

G1.B1.S4 Implementation of rigorous daily science lessons taught with fidelity and increased amounts of time engaging in lab activities.

Action Step 1

• Science will be taught to fidelity on a daily basis. • Teachers are teaching science as part of the integrated curriculum. • Students will be reading and responding to science content in their journals. • All K-5 students will have lab opportunities with the science special's teacher. Fourth and fifth grade classes will have science lab twice a week. • Students in 2nd and 3rd grade will also have a designated lab room in addition to the lab with the science specials teacher. The lab will be rotated through all the 2nd and 3rd grade teachers on a biweekly basis.

Person or Persons Responsible

• Classroom teachers

Target Dates or Schedule

• Daily

Evidence of Completion

• Formative assessments including classroom assignments, teacher observations, rubrics, unit tests, and mini benchmarks. • Summative assessments - FAIR and BAT data.

Facilitator:

• Science Specials Teacher, Science PLC Facilitator, and/or Team Leader

Participants:

• Classroom Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S4

• Classroom teachers will meet with their PLCs monthly to discuss the implementation of the action plan for the goal. • During the meetings teachers will discuss the fidelity of implementation. • If a teacher is struggling with the implementation, then the PLC team, administration, and/or support staff will assist the teacher as necessary.

Person or Persons Responsible

• Administrators • Support Staff • PLC members

Target Dates or Schedule

• Monthly

Evidence of Completion

• PLC minutes.

Plan to Monitor Effectiveness of G1.B1.S4

• As results from FAIR and BAT are released, classroom teachers, administrators, and support staff will conduct data chats. • Data chat discussions are focused on each student's test scores, behavior, and any socio/emotional concerns. • If the strategy is effective, then implementation will continue in the same way or with enhancements. • If the strategy is shown to be ineffective, then modifications will occur.

Person or Persons Responsible

• Classroom teachers • Administrators • Support Staff

Target Dates or Schedule

• Upon release of summative assessments.

Evidence of Completion

• Summative assessments.

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 I funds are used to provide additional instructional positions (3.22) to support the educational program for our students. Also, parent involvement training sessions are funded by Title I, as well as professional development sessions for teachers that address effective instructional practices in reading, writing, mathematics, science, data analysis, learning centers, student assessment, and common core. Violence prevention programs including anti-bullying projects are supported by the Guidance Counselor and Assistant Principal. Projects include activities for Peace week, Say No to Drugs observances. The district's homeless department is contacted for collaboration and support for all homeless children including provision of appropriate transportation and any community support programs available. Additionally, the school hosts a Harvest Drive and Holiday Gift Collection Drive to provide food, clothing, books, and educational games to our most needy families. The district's Clothing, Food and Nutrition Services Department provides teachers with health and nutrition materials aligned to the common core as well as a focused attention on providing more locally grown fresh fruits and vegetables.

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. By June 2014, 86% of our students will show proficiency in reading, mathematics, writing, and science through full implementation of an integrated curriculum focusing on Common Core standards and Daily Five Reading.

G1.B1 Students lack learning experience with a high level of rigor and student engagement on a daily basis in the classroom.

G1.B1.S1 Implementation of an integrated 120-minute reading block, where the first 90-minutes is devoted to Daily Five instruction.

PD Opportunity 1

• 120-minute reading block. • First 90-minutes of the block is focused on the Daily Five. • Students spend 60 minutes reading complex text to self, to someone, listen to reading, working on writing, and/or word work. • Teachers work with small groups focusing on skills or assessing for 30 minutes with each group. • The remainder of the 120 minutes is spent integrating writing, science, and/or social studies.

Facilitator

• Reading Resource Specialist, Reading PLC Facilitator, and/or Team Leaders

Participants

• Classroom teachers

Target Dates or Schedule

• Daily in the classroom.

Evidence of Completion

• Formative assessments including classroom assignments, teacher observations, rubrics, unit tests, and mini benchmarks. • Summative assessments - FAIR and BAT data.

G1.B1.S2 Implementation of cooperative learning with problem solving opportunities while having hands on experiences.

PD Opportunity 1

• Students will sit in cooperative groups allowing for smoother implementation of cooperative learning.
• Students will solve, discuss, and present solutions to problems as a group. • Hands-on materials will be readily accessible and used by students in cooperative learning.

Facilitator

• Math Liaison, Math PLC Facilitator, and/or Team Leaders

Participants

• Classroom teachers.

Target Dates or Schedule

• Daily

Evidence of Completion

• Formative assessments including classroom assignments, teacher observations, rubrics, unit tests, and mini benchmarks. • Summative assessments - FAIR and BAT data.

G1.B1.S3 Increasing student opportunities to respond to text across all content areas and support their responses with text based evidence.

PD Opportunity 1

• Students will be involved in an integrated curriculum where they will write to respond to text.
• Teachers are ensuring students get opportunities to write. • Students' writing will contain text based evidence to support their answers.

Facilitator

• Writing PLC Facilitator, and/or Team Leaders

Participants

• Classroom teachers.

Target Dates or Schedule

• Daily

Evidence of Completion

• Formative assessments including classroom assignments, teacher observations, rubrics, unit tests, and mini benchmarks. • Summative assessments - FAIR and BAT data.

G1.B1.S4 Implementation of rigorous daily science lessons taught with fidelity and increased amounts of time engaging in lab activities.

PD Opportunity 1

• Science will be taught to fidelity on a daily basis. • Teachers are teaching science as part of the integrated curriculum. • Students will be reading and responding to science content in their journals. • All K-5 students will have lab opportunities with the science special's teacher. Fourth and fifth grade classes will have science lab twice a week. • Students in 2nd and 3rd grade will also have a designated lab room in addition to the lab with the science specials teacher. The lab will be rotated through all the 2nd and 3rd grade teachers on a biweekly basis.

Facilitator

• Science Specials Teacher, Science PLC Facilitator, and/or Team Leader

Participants

• Classroom Teachers

Target Dates or Schedule

• Daily

Evidence of Completion

• Formative assessments including classroom assignments, teacher observations, rubrics, unit tests, and mini benchmarks. • Summative assessments - FAIR and BAT data.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	By June 2014, 86% of our students will show proficiency in reading, mathematics, writing, and science through full implementation of an integrated curriculum focusing on Common Core standards and Daily Five Reading.	$3,000
	Total	$3,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I	$0	$0
Donations, General Fund Budget	$2,000	$2,000
Donations, General Funds Budget	$1,000	$1,000
General Fund Budget	$0	$0
Total	$3,000	$3,000

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

G1. By June 2014, 86% of our students will show proficiency in reading, mathematics, writing, and science through full implementation of an integrated curriculum focusing on Common Core standards and Daily Five Reading.

G1.B1 Students lack learning experience with a high level of rigor and student engagement on a daily basis in the classroom.

G1.B1.S1 Implementation of an integrated 120-minute reading block, where the first 90-minutes is devoted to Daily Five instruction.

Action Step 1

• 120-minute reading block. • First 90-minutes of the block is focused on the Daily Five. • Students spend 60 minutes reading complex text to self, to someone, listen to reading, working on writing, and/or word work. • Teachers work with small groups focusing on skills or assessing for 30 minutes with each group. • The remainder of the 120 minutes is spent integrating writing, science, and/or social studies.

Resource Type

Evidence-Based Program

Resource

Provided all teachers with Daily 5 book, professional development, and support for implementation.

Funding Source

Title I

Amount Needed

$0

G1.B1.S2 Implementation of cooperative learning with problem solving opportunities while having hands on experiences.

Action Step 1

• Students will sit in cooperative groups allowing for smoother implementation of cooperative learning.
• Students will solve, discuss, and present solutions to problems as a group. • Hands-on materials will be readily accessible and used by students in cooperative learning.

Resource Type

Evidence-Based Program

Resource

Chart paper, markers, construction paper, sentence strips, and glue sticks.

Funding Source

Donations, General Fund Budget

Amount Needed

$2,000

G1.B1.S3 Increasing student opportunities to respond to text across all content areas and support their responses with text based evidence.

Action Step 1

• Students will be involved in an integrated curriculum where they will write to respond to text.
• Teachers are ensuring students get opportunities to write. • Students' writing will contain text based evidence to support their answers.

Resource Type

Evidence-Based Program

Resource

Journals, notebooks, and pencils

Funding Source

Donations, General Funds Budget

Amount Needed

$1,000

G1.B1.S4 Implementation of rigorous daily science lessons taught with fidelity and increased amounts of time engaging in lab activities.

Action Step 1

• Science will be taught to fidelity on a daily basis. • Teachers are teaching science as part of the integrated curriculum. • Students will be reading and responding to science content in their journals. • All K-5 students will have lab opportunities with the science special's teacher. Fourth and fifth grade classes will have science lab twice a week. • Students in 2nd and 3rd grade will also have a designated lab room in addition to the lab with the science specials teacher. The lab will be rotated through all the 2nd and 3rd grade teachers on a biweekly basis.

Resource Type

Evidence-Based Program

Resource

Replenishment of Delta Science Kits

Funding Source

General Fund Budget

Amount Needed

$0