

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Colbert Elementary School

2701 PLUNKETT ST  
Hollywood, FL 33020  
754-323-5100

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### School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 92%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 94%

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### School Grades History

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<b>2013-14</b> D	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> C	<b>2009-10</b> C
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### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

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

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
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

Colbert Elementary School

##### Principal

Patricia Yackel

##### School Advisory Council chair

Yvonne Yearwood

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

Name	Title
Thomas Darby	Asst. Principal
Yvonne Yearwood	Reading Coach
Pam Engel	ESE Specialist
Kelly Thomas	Magnet Coordinator
Heather Forbing	Kindergarten Team Leader
Kesha Redd	First Grade Team Leader
Chentel Neat	Second Grade Team Leader
Melissa Tobar	Third Grade Team Leader
Lisette Concepcion	Fourth Grade Team Leader
Amanda Whitney	Fifth Grade Team Leader
Ann Kailing	Media Specialist
Carol Brewster	Guidance Counselor

#### 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

The SAC is composed of the principal and appropriate is composed of the principal and an appropriate number of teacher, education support employees, parents and other business and community members who are representative of the ethnic, racial and economic community served by the school. The

positions held are Chair, Secretary, SAF chair as well as representatives of students who are ESE, gifted, ESOL, black, and/or Hispanic.

### **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.f activities.

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

Purchase resources for interventions - 700.00

Provide for ELO - 2000.00

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

Not In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

Recruiting community members to serve in specific positions on SAC.

### **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:**

<b>Patricia Yackel</b>		
Principal	Years as Administrator: 16	Years at Current School: 3
<b>Credentials</b>	BS in Elementary Education M.Ed in Early Childhood Education School Principal Certification ESOL Endorsement	
<b>Performance Record</b>	2012/2013 Grade D, AMOs not met 2011/2012 Grade C 2010/2011 Grade B, AYP not met 2009/10 Grade A, AYP not met 2008/2009 Grade A, AYP met 2007/2008 Grade B, AYP met 2006/2007 Grade A, AYP met	

<b>Thomas Darby</b>		
Asst Principal	Years as Administrator: 5	Years at Current School: 5
<b>Credentials</b>	BA Elementary Education, Florida Memorial MA Educational Leadership, Nova University ESOL Endorsement	
<b>Performance Record</b>	2012/2013 Grade D, AMOs not met 2011/2012 Grade C 2010/11 Grade C, AYP not met 2009/10 Grade C, AYP not met	

**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

**Yvonne Yearwood**

Full-time / School-based

Years as Coach: 6

Years at Current School: 3

**Areas**

Reading/Literacy

**Credentials**

BA Primary Education, Brooklyn College

MA TESOL, Nova University

Specialist: Educational Leadership, Nova University Reading

Endorsement: K-12 ESOL

NBCT: Middle School Generalist

**Performance Record**

2012/2013 Grade D AMOs not met

2011/12 Grade C, AYP not met

2010/11 Grade C, AYP not met

**Classroom Teachers****# of classroom teachers**

42

**# receiving effective rating or higher**

37, 88%

**# Highly Qualified Teachers**

98%

**# certified in-field**

42, 100%

**# ESOL endorsed**

40, 95%

**# reading endorsed**

1, 2%

**# with advanced degrees**

17, 40%

**# National Board Certified**

2, 5%

**# first-year teachers**

1, 2%

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

4, 10%

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

17, 40%

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

18, 43%

**Education Paraprofessionals**



**# of paraprofessionals**

7

**# Highly Qualified**

7, 100%

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

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

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

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

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.

For teachers new to the profession, mentoring includes providing guidance in lesson development and planning and can take the form of consultation and modeling. This support will be provided by an instructional coach as well by members of the grade level team. The reading coach is also available as a mentor.

For teachers not new to teaching, mentoring includes orienting them to the procedures and practices of our school. This support is provided by the Team Leader.

**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**

Teachers new to the profession or new to the school are paired with an Instructional Coach, who offers assistance in all areas of curriculum, lesson planning, as well as classroom management as needed. The Reading Coach is also available for coaching, modeling and mentor assistance.

Teachers aspiring to administrative roles are offered opportunities to take on leadership positions within the school, including but not limited to Team Leader, Administrative Designee, Academic Camp Coordinator, SAC Chair.

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

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

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

The team works to identify the problem, analyze available data, develop and implement an intervention plan, monitor student progress and finally to evaluate its' effectiveness. As this team works with all curriculum areas and with all grade levels, they have a vital role in our SIP development and implementation.

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

The team monitors the effectiveness of the instruction and interventions being implemented. The effectiveness of instruction ultimately determines how we determine appropriate action steps and modifications to goals.

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

Leadership meets with teams to review student data, address needs to modify delivery of curriculum, and to ensure we are in alignment with 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**

Data is reviewed in all core areas to determine the effectiveness of Tier 1 instruction and to make decisions regarding appropriate academic and/or behavioral interventions. The same data review process is used for students receiving Tier 2 and 3 interventions. Graphing tools are used to record and determine the effectiveness of interventions.

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

Training will include a review of the RTI process inclusive of goals, timelines and individual responsibilities relating to implementation and monitoring of specific interventions. Teachers will receive staff development and support from the Reading Coach for specific programs and resources that support Tier 1 - Tier 3 instruction.

### **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 sessions along with "off-track" sessions 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 from assessments such as FAIR, BAT 1 and 2, and curriculum assessments.

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

Administration along with the Reading Coach will monitor implementation.

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

<b>Name</b>	<b>Title</b>
Patricia Yackel	Principal
Thomas Darby	Assistant Principal
Yvonne Yearwood	Reading Coach
Heather Forbing	Kdg. Team Leader
Kesha Redd	First Grade Team Leader
Chentel Neat	Second Grade Team Leader
Melissa Tobar	Third Grade Team Leader
Lisette Concepcion	Fourth Grade Team Leader
Amanda Whitney	Fifth Grade Team Leader

**How the school-based LLT functions**

The LLT meets monthly to discuss implementation of core instruction and determine need for modifications to curriculum delivery. Administration along with the Reading Coach will guide the LLT.

**Major initiatives of the LLT**

Major initiatives will include the continued implementation of the Common Core State Standards across curriculum areas. There will be a school wide focus on close reading and increasing students' ability to cite specific evidence when answering text dependent questions.

**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 Reading Coach will offer support to teachers through modeling and coaching as needed in order to improve classroom performance. Special Area and Magnet teachers provide opportunities for students to improve reading skills while engaged in group projects and hands-on problem solving activities.

### 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**

The Head Start (HS) program has implemented a Literacy, Math and Science curriculum on all HS classrooms. The program has aligned their Literacy and Math standards with the K-3 national standards to improve educational outcomes. This connection between curricula and child expectations has contributed to students who are better prepared to succeed in Kindergarten. An end of year report is placed in students' folders to familiarize Kindergarten teachers with the students' progress in HS. The HS program also provides assistance to families by providing specific information as it pertains to the enrollment process for Kindergarten programs.

Students in our HS and PreK ESE classes are invited to all school events, and participate in a Kindergarten Round-up in spring when parents are offered assistance in registering for Kindergarten. In addition, students new to our school, and their parents are given a tour of campus.

## 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	48%	42%	No	53%
American Indian				
Asian				
Black/African American	45%	40%	No	51%
Hispanic	55%	45%	No	60%
White				
English language learners	34%	15%	No	41%
Students with disabilities	27%	17%	No	34%
Economically disadvantaged	46%	40%	No	51%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	25%	35%
Students scoring at or above Achievement Level 4	41	17%	22%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	95	56%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	34	72%	75%

### 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)	42	71%	76%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	20	34%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	19%	25%

**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	47	58%	68%
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	50%	44%	No	55%
American Indian				
Asian				
Black/African American	47%	42%	No	52%
Hispanic	66%	50%	No	69%
White				
English language learners	41%	30%	No	47%
Students with disabilities	33%	21%	No	40%
Economically disadvantaged	49%	43%	No	54%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	26%	36%
Students scoring at or above Achievement Level 4	43	17%	22%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	80	47%	52%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	24	52%	57%

**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	24	29%	39%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		12%

**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)	15		25
Participation in STEM-related experiences provided for students			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	33	9%	5%
Students retained, pursuant to s. 1008.25, F.S.	27	5%	3%
Students who are not proficient in reading by third grade	53	56%	46%
Students who receive two or more behavior referrals	30	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1		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**

Our goal is to increase parental attendance at school event such as parent conferences, Open House, family nights, SAC/SAF meetings, etc.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Events	186	32%	40%



## Goals Summary

- G1.** Increase by 10 percent the number of students achieving at Level 3 or better on FCAT 2.0 Reading and Math.
- G2.** Increase by 10 percent the number of students scoring at Level 3.5 or better on FCAT 2.0 Writing Assessment.
- G3.** Increase by 10 percent the number of students scoring at Level 3 or better on FCAT 2.0 Science.
- G4.** Increase student engagement in units integrating Science, Technology, Engineering and Math.

## Goals Detail

**G1.** Increase by 10 percent the number of students achieving at Level 3 or better on FCAT 2.0 Reading and Math.

### Targets Supported

- Writing
- STEM - All Levels
- EWS - Elementary School

### Resources Available to Support the Goal

- Teacher Leaders
- Professional Learning Communities
- Access to data
- Technology
- Staff development funds

### Targeted Barriers to Achieving the Goal

- Delivering engaging and challenging instruction to meet the needs of various learning styles and abilities.

### Plan to Monitor Progress Toward the Goal

Classroom practice Student assessment data

### Person or Persons Responsible

Administration Reading Coach

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

2013-2014 FCAT 2.0 data

**G2. Increase by 10 percent the number of students scoring at Level 3.5 or better on FCAT 2.0 Writing Assessment.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Journeys Writing component BEEP Lessons Units of Writing Curriculum for grades K-5.

**Targeted Barriers to Achieving the Goal**

- Teachers lack training in engaging students in writing across the curriculum while integrating all necessary conventions.

**Plan to Monitor Progress Toward the Goal**

Student writing samples

**Person or Persons Responsible**

Teachers Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Improved teacher practices that lead to increased student increased student achievement. FCAT 2.0 assessment data

**G3. Increase by 10 percent the number of students scoring at Level 3 or better on FCAT 2.0 Science.**

**Targets Supported**

- Science - Elementary School
- STEM - All Levels

**Resources Available to Support the Goal**

- Science Fusion, Delta Science Kits, FCAT Explorer Science, BECON district science videos (Science and Me, Soaring into FCAT Science, Science Alive), Sciencosaur, United Streaming

**Targeted Barriers to Achieving the Goal**

- Teachers lack time to prepare lessons utilizing scientific process.

### Plan to Monitor Progress Toward the Goal

Student performance on NGSSS Science grade level benchmarks

**Person or Persons Responsible**

Administration Classroom Teachers STEM Teachers Magnet Coordinator

**Target Dates or Schedule:**

Monthly and/or at the end of each unit

**Evidence of Completion:**

Student performance on: Science FCAT Explorer (5th grade only) FOCUS Florida Achieves assessments (5th gr only) Science Fusion End-of-Year Exam (forms A, B, and C) District Benchmark Assessment Test (BAT) I & II (5th grade only)

### G4. Increase student engagement in units integrating Science, Technology, Engineering and Math.

**Targets Supported**

- Writing
- STEM - All Levels

**Resources Available to Support the Goal**

- Engineering is Elementary STEM Train LEGO Robotics STEM teachers

**Targeted Barriers to Achieving the Goal**

- Lack of opportunity for students to engage in real-world, collaborative problem solving activities.

### Plan to Monitor Progress Toward the Goal

Student Projects Participation in SECME and LEGO Robotics Competitions

**Person or Persons Responsible**

Administrative Team Magnet Coordinator

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Student projects from design challenges that meet all standards

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase by 10 percent the number of students achieving at Level 3 or better on FCAT 2.0 Reading and Math.

**G1.B1** Delivering engaging and challenging instruction to meet the needs of various learning styles and abilities.

**G1.B1.S1** Provide opportunities for teachers to participate in professional development focused on lesson planning and instructional delivery.

### Action Step 1

Participation in three of four Professional Learning Communities ( Integrated Planning, High-yield strategies, Integrating Technology, Book Study on Marsha Tate's "Worksheets Don't Grow Dendrites")

#### Person or Persons Responsible

Instructional Staff

#### Target Dates or Schedule

Weekly on Wednesdays after school from 2:20 - 3:20 pm

#### Evidence of Completion

Each PLC will present to staff at End-of-"Semester" Showcase, demonstrating use of new strategies embedded into classroom practice.

#### Facilitator:

School-Based Leadership Team

#### Participants:

Instructional Staff and Classroom Assistants

## **Action Step 2**

Phase I implementation of the district's Common Core professional development (platinum).

### **Person or Persons Responsible**

All teachers K-5

### **Target Dates or Schedule**

October 2, 2013

### **Evidence of Completion**

Development of action plan

### **Facilitator:**

Broward County Office of Strategic Achievement

### **Participants:**

Administration School-Based Leadership Team (SBLT) Select grade-level teachers

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

Implementation of strategies learned in PLCs ( Integrated Planning, High-yield strategies, Integrating Technology, Book Study on Marsha Tate's "Worksheets Don't Grow Dendrites") and Common Core professional development

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

Weekly during PLC sessions

### **Evidence of Completion**

Weekly PLC Meeting Minutes, End-of-"Semester" PLC Showcase presentation and product, PD database, Attendance sheets and Action Plan from Common Core professional development

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

PLC Showcase presentation and product, classroom observation of integration of strategies into classroom performance, student work samples, Data Chats

#### Person or Persons Responsible

School-based Leadership Team

#### Target Dates or Schedule

At completion of 8 week PLC sessions and monthly for Common Core implementation.

#### Evidence of Completion

Student performance on summative and formative assessments

**G2.** Increase by 10 percent the number of students scoring at Level 3.5 or better on FCAT 2.0 Writing Assessment.

**G2.B1** Teachers lack training in engaging students in writing across the curriculum while integrating all necessary conventions.

**G2.B1.S1** K-5 teachers will develop and deliver grade level appropriate and skill specific writing lessons.

#### Action Step 1

Grade level PLCs will work together using Units of Writing curriculum to develop and deliver lessons specific to their grade level that focus on opinion, narrative and persuasive writing.

#### Person or Persons Responsible

Classroom Teachers K-5

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

PLC Minutes/Mtg Notes Integration into instruction Student Work Samples

#### Facilitator:

Team Leaders

#### Participants:

Classroom Teachers K-5

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

Classroom observation of Writing lessons Student writing samples

#### Person or Persons Responsible

Administration Team Leaders Reading Coach

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

BAT Writing samples Monthly Writing samples - - assessed by rubric

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

Classroom lessons Student writing samples

#### Person or Persons Responsible

Administration Reading Coach

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

FCAT Writes data

**G3.** Increase by 10 percent the number of students scoring at Level 3 or better on FCAT 2.0 Science.

**G3.B1** Teachers lack time to prepare lessons utilizing scientific process.

**G3.B1.S1** Teachers will plan with grade level team members to create and deliver lessons involving students in the scientific process.

#### Action Step 1

Students will be instructed on the scientific method; be involved in hands-on Science experiments utilizing the Delta Kits and Science Fusion Inquiry flipcharts.

#### Person or Persons Responsible

Classroom teachers Magnet coordinator STEM teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Curriculum Assessments Student Performance tasks FCAT 2.0 data

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

Instruction on NGSSS Science grade level benchmarks is occurring daily

**Person or Persons Responsible**

Administration Magnet Coordinator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans Team Meeting Notes

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

Delivery of classroom lessons Student performance on NGSSS Science grade level benchmarks

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Improved teacher practices that lead to increased student increased student achievement. Student Assessments



**G4. Increase student engagement in units integrating Science, Technology, Engineering and Math.**

**G4.B1 Lack of opportunity for students to engage in real-world, collaborative problem solving activities.**

**G4.B1.S1 Engage students in building and programming NXT LEGO Robots.**

**Action Step 1**

Students will compete in a regional LEGO Robotics Competition that requires students to build and program robots, research a problem and present a solution, and demonstrate sportsmanship and teamwork in solving problems.

**Person or Persons Responsible**

Magnet Coordinator STEM Teachers

**Target Dates or Schedule**

Daily during specials rotations

**Evidence of Completion**

Student projects and participation in competition.

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

Students are engaged daily in building and programming with LEGO Robotics

**Person or Persons Responsible**

Administration STEM Teachers Magnet Coordinator

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Students demonstrate what they have learned for parents, teachers, and peers at Elective Showcase

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

Students can apply what they have learned in programming LEGO Robots to complete problem-solving missions

#### Person or Persons Responsible

Administration Classroom Teachers STEM Teachers Magnet Coordinator

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Performance in: First Lego League Competitions Hallandale Innovation Zone STEM Competitions  
Students will run programs they have developed to complete a mission

**G4.B1.S2** Students in grades 3-5 will participate in hands-on STEM Train activities incorporating Science, Technology, Engineering and Math.

#### Action Step 1

Students are engaged daily in hands-on STEM Train activities and design challenges that incorporate Science, Technology, Engineering, and Mathematics

#### Person or Persons Responsible

STEM Teachers

#### Target Dates or Schedule

Daily during Specials

#### Evidence of Completion

Student projects and participation in competitions

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

Students are engaged daily in hands-on STEM Train activities and design challenges that incorporate Science, Technology, Engineering, and Mathematics

#### Person or Persons Responsible

Administration STEM Teachers Magnet Coordinator

#### Target Dates or Schedule

Weekly/Quarterly

#### Evidence of Completion

Teacher Lesson Plan Books Classroom Walkthroughs Students demonstrate what they have learned for parents, teachers, and peers at Elective Showcase Student projects

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

Students can successfully work in groups to develop innovative solutions to engineering and design

#### Person or Persons Responsible

Administration Classroom Teachers STEM Teachers Magnet Coordinator

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Students will test their products to see if they meet design specifications (i.e. the amount of weight a toothpick bridge can sustain) SECME Competition Hallandale Innovation Zone STEM Competitions

**G4.B1.S3** Students in grades K-2 will participate in Engineering is Elementary enrichment activities and building challenges.

#### Action Step 1

Students are engaged daily in hands-on Engineering is Elementary activities and design challenges that incorporate Science, Technology, Engineering, and Mathematics

#### Person or Persons Responsible

STEM Teachers

#### Target Dates or Schedule

Daily during Specials rotations

#### Evidence of Completion

Student projects and participation in competition.

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

Students are engaged daily in hands-on Engineering is Elementary activities and design challenges that incorporate Science, Technology, Engineering, and Mathematics

#### Person or Persons Responsible

Administration STEM Teachers Magnet Coordinator

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Teacher Lesson Plan Books Classroom Walkthroughs Student projects

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

Students can successfully work in groups to develop innovative solutions to engineering and design problems/challenges Students are able to name and describe different kinds of engineers (i.e. environmental engineer, sound engineer, etc.)

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

Administration Classroom Teachers STEM Teachers Magnet Coordinator

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

Quarterly

#### **Evidence of Completion**

Students will test their products to see if they meet design specifications (i.e. the amount of weight a toothpick bridge can sustain) Engineering is Elementary Unit 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

At Colbert, Title 1 funds provide for additional teachers and teacher assistants to improve student achievement particularly among low performing/at-risk students. Title 1 funds are also used to develop comprehensive school-specific staff development opportunities aimed at improving classroom performance which ultimately should lead to increased student achievement. In an effort to improve the partnership between home and school, Title 1 funds are used for parent programs that provide families with the tools they need to support student learning in the home. Title 1 funds when available are also used to provide Extended Learning Opportunities.

Colbert currently has 2 Head Start classes, which provide our students with the early intervention program aimed at increasing their probability of success in Kindergarten.

SAI funds are used to provide additional support for at-risk K-5 students in all core areas.

## 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 by 10 percent the number of students achieving at Level 3 or better on FCAT 2.0 Reading and Math.

**G1.B1** Delivering engaging and challenging instruction to meet the needs of various learning styles and abilities.

**G1.B1.S1** Provide opportunities for teachers to participate in professional development focused on lesson planning and instructional delivery.

### PD Opportunity 1

Participation in three of four Professional Learning Communities ( Integrated Planning, High-yield strategies, Integrating Technology, Book Study on Marsha Tate's "Worksheets Don't Grow Dendrites")

#### Facilitator

School-Based Leadership Team

#### Participants

Instructional Staff and Classroom Assistants

#### Target Dates or Schedule

Weekly on Wednesdays after school from 2:20 - 3:20 pm

#### Evidence of Completion

Each PLC will present to staff at End-of-"Semester" Showcase, demonstrating use of new strategies embedded into classroom practice.

## **PD Opportunity 2**

Phase I implementation of the district's Common Core professional development (platinum).

### **Facilitator**

Broward County Office of Strategic Achievement

### **Participants**

Administration School-Based Leadership Team (SBLT) Select grade-level teachers

### **Target Dates or Schedule**

October 2, 2013

### **Evidence of Completion**

Development of action plan

**G2.** Increase by 10 percent the number of students scoring at Level 3.5 or better on FCAT 2.0 Writing Assessment.

**G2.B1** Teachers lack training in engaging students in writing across the curriculum while integrating all necessary conventions.

**G2.B1.S1** K-5 teachers will develop and deliver grade level appropriate and skill specific writing lessons.

## **PD Opportunity 1**

Grade level PLCs will work together using Units of Writing curriculum to develop and deliver lessons specific to their grade level that focus on opinion, narrative and persuasive writing.

### **Facilitator**

Team Leaders

### **Participants**

Classroom Teachers K-5

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

PLC Minutes/Mtg Notes Integration into instruction Student Work Samples

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	Increase by 10 percent the number of students scoring at Level 3.5 or better on FCAT 2.0 Writing Assessment.	\$1,352
G4.	Increase student engagement in units integrating Science, Technology, Engineering and Math.	\$500
Total		\$1,852

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Total
General Budget	\$1,352	\$500	\$1,852
	\$0	\$0	\$0
Total	\$1,352	\$500	\$1,852

### Budget Details

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

**G1.** Increase by 10 percent the number of students achieving at Level 3 or better on FCAT 2.0 Reading and Math.

**G1.B1** Delivering engaging and challenging instruction to meet the needs of various learning styles and abilities.

**G1.B1.S1** Provide opportunities for teachers to participate in professional development focused on lesson planning and instructional delivery.

#### Action Step 1

Participation in three of four Professional Learning Communities ( Integrated Planning, High-yield strategies, Integrating Technology, Book Study on Marsha Tate's "Worksheets Don't Grow Dendrites")

#### Resource Type

Evidence-Based Program

#### Resource

Professional Book -Sit & Get Won't Grow Dendrites

#### Funding Source

#### Amount Needed



## Action Step 2

Phase I implementation of the district's Common Core professional development (platinum).

### Resource Type

Evidence-Based Program

### Resource

ELO - Academic camps for select students

### Funding Source

### Amount Needed

**G2.** Increase by 10 percent the number of students scoring at Level 3.5 or better on FCAT 2.0 Writing Assessment.

**G2.B1** Teachers lack training in engaging students in writing across the curriculum while integrating all necessary conventions.

**G2.B1.S1** K-5 teachers will develop and deliver grade level appropriate and skill specific writing lessons.

## Action Step 1

Grade level PLCs will work together using Units of Writing curriculum to develop and deliver lessons specific to their grade level that focus on opinion, narrative and persuasive writing.

### Resource Type

Evidence-Based Program

### Resource

### Funding Source

General Budget

### Amount Needed

\$1,352

**G4.** Increase student engagement in units integrating Science, Technology, Engineering and Math.

**G4.B1** Lack of opportunity for students to engage in real-world, collaborative problem solving activities.

**G4.B1.S1** Engage students in building and programming NXT LEGO Robots.

**Action Step 1**

Students will compete in a regional LEGO Robotics Competition that requires students to build and program robots, research a problem and present a solution, and demonstrate sportsmanship and teamwork in solving problems.

**Resource Type**

Other

**Resource**

**Funding Source**

General Budget

**Amount Needed**

\$500