



2013-2014 SCHOOL IMPROVEMENT PLAN

Morrow Elementary School
408 SW 76TH TER
North Lauderdale, FL 33068
754-322-7150

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
96%

Alternative/ESE Center
No

Charter School
No

Minority Rate
96%

School Grades History

2013-14
D

2012-13
D

2011-12
D

2010-11
C

2009-10
C

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

Morrow Elementary School

Principal

Laurel Crowle

School Advisory Council chair

Mirelle Imbert

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

Name	Title
Laurel Crowle	Principal
Irina Shearer	Assistant Principal
Althea Stanley	Reading Coach
Peter Policastro	Math Coach
Benita Small-Williams	Science Coach
Ximena Menendez	Guidance
Mindy Sherman	ESE Specialist
Marcia Pasqualin	Kindergarten
Kim Reneau	First Grade
Claudia Rhodes	Second Grade
Rosanne DiPrima	Third Grade
Jennifer Gagne	Fourth Grade
Melissa Mason	Fifth Grade

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 school improvement plan every year.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) has an important function for the success of Morrow Elementary. Listed below are some of the functions of the SAC.

- Reach out to the community to increase parent involvement
- Organize FCAT Family Night / Common Core Family Night
- Increase business partnerships within the community
- Assist the school to create and analyze school climate surveys for parents and students

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

Provide for Extended Learning Opportunities- \$2000.00

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:

Laurel Crowle

Principal

Years as Administrator: 8

Years at Current School: 3

Credentials

BA-Economics and Mathematics, University of the West Indies;
 Master of Science -Elementary Education, Barry University;
 Doctor Of Philosophy-Leadership and Education, Barry University
 Certification- Educational Leadership, State of Florida; Elementary
 Education, State of Florida; ESOL Endorsement, State of Florida

Performance Record

Principal of Morrow Elementary in 2012-2013. Grade: D

Reading Mastery: 34% Math Mastery: 30%

Science Mastery: 46% Writing Mastery: 48%

Learning Gains Reading: 58% Learning Gains Math: 61%

Lowest 25% Reading: 63% Lowest 25% Math: 58%

AMOs were not met

Principal of Morrow Elementary in 2011-2012. Grade: D

Reading Mastery: 40% Math Mastery: 31%

Science Mastery: 31% Writing Mastery: 82%

Learning Gains Reading: 55% Learning Gains Math: 45%

Lowest 25% Reading: 49% Lowest 25% Math: 47%

Intern Principal of Park Springs Elementary in 2010-2011. Grade:
A

Reading Mastery: 84% Math Mastery: 90%

Science Mastery: 75% Writing Mastery: 89%

Learning Gains Reading: 68% Learning Gains Math: 66%

Lowest 25% Reading:59% Lowest 25% Math:61%

AYP: No AYP: Blacks, Hispanic, Economically Disadvantaged,
and SWD

Irina Shearer

Asst Principal

Years as Administrator: 7

Years at Current School: 7

Credentials

BA- Elementary Education, University of Massachusetts; Master of
 Science- Educational Leadership, Barry University
 Certifications: Educational Leadership (all levels), ESOL, and
 Elementary
 Education (1-6)

Performance Record

Intern Principal of Morrow Elementary in 2012-2013. Grade: D
 Reading Mastery: 34% Math Mastery: 30%
 Science Mastery: 46% Writing Mastery: 48%
 Learning Gains Reading: 58% Learning Gains Math: 61%
 Lowest 25% Reading: 63% Lowest 25% Math: 58%
 AMOs were not met
 Intern Principal of Morrow Elementary in 2011-2012. Grade: D
 Reading Mastery: 40% Math Mastery: 31%
 Science Mastery: 31% Writing Mastery: 82%
 Learning Gains Reading: 55% Learning Gains Math: 45%
 Lowest 25% Reading: 49% Lowest 25% Math: 47%
 Assistant Principal of Morrow Elementary in 2010-2011. Grade: C
 Reading Mastery: 59% Math Mastery: 52%
 Science Mastery: 33% Writing Mastery: 95%
 Learning Gains Reading: 65% Learning Gains Math: 48%
 Lowest 25% Reading: 64% Lowest 25% Math: 55%
 AYP: No
 AYP: Black, Hispanic, Economically Disadvantaged, and SWD did
 not make AYP in reading. Black, Economically Disadvantaged,
 ELL, and SWD did make AYP in math.

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Althea Stanley		
Full-time / District-based	Years as Coach: 15	Years at Current School: 4
Areas	Reading/Literacy	
Credentials	<p>EdD-Higher Education, Nova Southeastern University; Specialist Degree, Education Leadership, Nova Southeastern University; MS Reading, Nova Southeastern University; BA-Elementary Education, Florida Atlantic University; Certifications: Elementary Education (1-6), Reading (K-12), and Educational Leadership (K-12); ESOL Endorsed,</p>	
Performance Record	<p>Morrow Elementary in 2012-2013. Grade: D Reading Mastery: 34% Math Mastery: 30% Science Mastery: 46% Writing Mastery: 48% Learning Gains Reading: 58% Learning Gains Math: 61% Lowest 25% Reading: 63% Lowest 25% Math: 58% AMOs were not met</p> <p>Morrow Elementary in 2011-2012. Grade: D Reading Mastery: 40% Math Mastery: 31% Science Mastery: 31% Writing Mastery: 82% Learning Gains Reading: 55% Learning Gains Math: 45% Lowest 25% Reading: 49% Lowest 25% Math: 47%</p> <p>Morrow Elementary in 2010-2011. Grade: C Reading Mastery: 59% Math Mastery: 52% Science Mastery: 33% Writing Mastery: 95% Learning Gains Reading: 65% Learning Gains Math: 48% Lowest 25% Reading: 64% Lowest 25% Math: 55%</p> <p>AYP: No AYP: Black, Hispanic, Economically Disadvantaged, and SWD did not make AYP in reading. Black, Economically Disadvantaged, ELL, and SWD did make AYP in math.</p>	

Benita Small-Williams		
Full-time / District-based	Years as Coach: 13	Years at Current School: 2
Areas	Science	
Credentials	BA-Elementary Education, Bethune-Cookman-University; Certifications: Elementary Education (1-6), ESOL Endorsed	
Performance Record	<p>Morrow Elementary in 2012-2013. Grade: D Reading Mastery: 34% Math Mastery: 30% Science Mastery: 46% Writing Mastery: 48% Learning Gains Reading: 58% Learning Gains Math: 61% Lowest 25% Reading: 63% Lowest 25% Math: 58% AMOs were not met</p> <p>Morrow Elementary in 2011-2012. Grade: D Reading Mastery: 40% Math Mastery: 31% Science Mastery: 31% Writing Mastery: 82% Learning Gains Reading: 55% Learning Gains Math: 45% Lowest 25% Reading: 49% Lowest 25% Math: 47%</p> <p>Morrow Elementary in 2010-2011. Grade: C Reading Mastery: 59% Math Mastery: 52% Science Mastery: 33% Writing Mastery: 95% Learning Gains Reading: 65% Learning Gains Math: 48% Lowest 25% Reading: 64% Lowest 25% Math: 55%</p> <p>AYP: No AYP: Black, Hispanic, Economically Disadvantaged, and SWD did not make AYP in reading. Black, Economically Disadvantaged, ELL, and SWD did make AYP in math.</p>	

Peter PolICASTRO

Full-time / District-based

Years as Coach: 2

Years at Current School: 2

Areas

Mathematics

Credentials

BA-Elementary Education, Florida Atlantic University; MS

Educational Leadership, Florida Atlantic

University Certifications: Elementary Education (K-6), ESOL

Endorsed, Gifted Endorsed

Performance Record

Morrow Elementary in 2012-2013. Grade: D

Reading Mastery: 34% Math Mastery: 30%

Science Mastery: 46% Writing Mastery: 48%

Learning Gains Reading: 58% Learning Gains Math: 61%

AMOs were not met

Sheridan Hills has maintained "A" from 2006-2012 under Mr.

PolICASTRO's collaborative leadership. In 2005-2009, AYP was met

in all subgroups except ESE. In 2009-2010, the percentage of high

standards in Math, was 83%. In 2010-2011, the percentage of

meeting high standards in Math was 87%. In 2009-2011, the

percentage of meeting high standards in Reading was 78%. In

2010-2012, the

percentage in Reading was 83%.

Classroom Teachers**# of classroom teachers**

30

receiving effective rating or higher

30, 100%

Highly Qualified Teachers

100%

certified in-field

30, 100%

ESOL endorsed

23, 77%

reading endorsed

3, 10%

with advanced degrees

10, 33%

National Board Certified

2, 7%

first-year teachers

1, 3%

with 1-5 years of experience

4, 13%

with 6-14 years of experience

18, 60%

with 15 or more years of experience

8, 27%

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

When hiring new teachers to the Morrow Elementary, 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 and math coach are also available as mentors.

Additional mentoring opportunities are provided for teachers that are new within a grade level.

Mentoring includes orienting them to the procedures and practices of Morrow. This additional support is provided by the Team Leader or Instructional Coaches.

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. Instructional Coaches are 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 (Rtl)

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 MTSS Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best at Morrow Elementary, focusing on students and instructional and behavioral strategies.

The team meets once a week to engage in the following activities:

Review universal screening data such as placement assessments and link results to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or high risk for not achieving mastery. Based on the results of the student data, the team will identify professional development, instructional activities, and resources for teachers and students. The team will collaborate regularly to problem solve, share effective practices, evaluate implementation through classroom snapshots, make curricular decisions, and practice new processes and skills. The team will also facilitate the process of building consensus and making decisions about implementations of supplementary curriculum materials and intervention activities.

The MTSS team will take minutes at every meeting and document the progress of the identified students (tracking progress). All minutes will be uploaded into the school's database for storage and easy access.

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

L. Crowle, Principal and I. Shearer, Assistant Principal: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing Rtl, conduct assessment of Rtl skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support the MTSS implementation, and communicate with parents regarding school-based plans and activities.

Reading Specialist, A. Stanley: Provides guidance on the K-12 reading plan, facilitates and supports data collection activities. Assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning. Supports the implementation of Tier1, Tier 2, and Tier 3 plans. Instructional Coaches (A. Stanley-Reading, P. Policastro – Math, and B. Williams, Science): Develop, lead, and evaluate school core content standards/programs. Identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence based intervention strategies. Assist with school screening programs that provide early intervening services for children to be considered “at-risk”. Assist in the design and implementation for progress monitoring, data collection, and data analysis. Participate in the design and implementation for progress monitoring, data collection and data analysis. Participate in the design and delivery of professional development and provide support for assessment and monitoring.

Classroom Teacher: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instructions with Tier 2/3 activities.

ESE Specialist, M. Sherman: Participates in collection, interpretation, analysis of data, facilitates development of intervention plans utilizing the Collaborative Problem Solving Model. Provides support for intervention fidelity, documentation, and technical assistance for problem-solving activities.

Additionally, participates in student data collections, integrates core instructional activities/materials into tier 3 instruction and collaborates with general education teachers through co-teaching. She will be the

consistent coordinator for Tier interventions.

E. Kaplan, Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design. Assists in the selection of screening measures and helps identify systemic patterns of student need with respect to language skills.

X. Menendez, Guidance Counselor: Provides interventions to child-linking services and community agencies that help support families with a child's academic, emotional, behavioral and social success.

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

The MTSS Team will meet with the School Advisory Council (SAC) and principal to help develop the School Improvement Plan. The team will provide data on Tier 1, 2, and 3 targets, academic and social/emotional areas that needed to be addressed. The team will set clear expectations for instruction (rigor and mastery), and align processes and procedures.

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-FAIR), Broward Assessment Test (BAT 1& 2) for reading, math, and science), Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, Mini-Bat Assessments, FCAT Simulation, Common Core Assessments, Rigby/DAR/ORF/DRA

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), Rigby

End of the year: FAIR, FCAT, Rigby and DAR

Frequency of Data Days: twice a month for data analysis

Tier 1 data is routinely inspected in the areas of reading, math, writing, science, and, behavior interventions following the core curriculum and behavior management strategies for all students (CHAMPS). Data points are used to make decisions about modifications and to develop interventions and address the needs of students in Tier 1. The same data is also used to screen at-risk students who may be in need of Tier 2 or 3 interventions.

For Tier 2 and 3, the data sources are the Intervention Records and progress monitoring graphs generated for individual students.

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

Professional development will be provided during pre-planning, teachers' common planning time and PLCs throughout the year. The first session will focus on the problem-solving model, building consensus, implementing and sustaining problem solving strategies. An additional session will focus on the RtI challenges to implementation, learning different interventions, implementing, and evaluating standards of quality professional development. These sessions will take place in mid-August and October as well as a parent evening focusing on data-based problem solving. The MTSS Team will also evaluate additional staff professional development needs during the weekly RtI leadership meetings. RtI will be a rotation during the PLC activities for teachers to attend to discuss progress and needs of teachers and students in the RtI process.

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:**

After school Extended Learning Opportunities 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
- Teacher collaboration, planning and professional development

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 and the Instructional Coaches will monitor implementation of the after school programs.

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

Name	Title
Laurel Crowle	Principal
Irina Shearer	Assistant Principal
Althea Stanley	Reading Coach
Benita Smal-Williams	Science Coach
Peter Policastro	Math Coach
Marcia Pasqualin	Kindergarten
Kim Reneau	First Grade
Claudia Rhodes	Second Grade
Rosanne DiPrima	Third Grade
Jennifer Gagne	Fourth Grade
Melissa Mason	Fifth Grade
Mindy Sherman	ESE Specialist
Ellen Kaplan	Speech Language Pathologist
Ximena Menendez	Guidance

How the school-based LLT functions

The reading specialist helps lead the school in implementing literacy related initiatives and provide literacy related professional development. The LLT meets monthly and as needed to discuss progress of

initiatives and programs. The LLT will help build a culture of reading throughout the school by ensuring that the team supports a commitment to student achievement through learning and teaching strategies.

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

Every classroom teacher contributes to the reading improvement by engaging students in group projects and higher order questioning, and ensuring the implementation of Common Core with fidelity. The Reading Coach will offer support to teachers through modeling and coaching as needed in order to improve classroom performance. Special Area teachers will provide additional opportunities for students to improve reading skills by following a push-in model during an uninterrupted ELA block.

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

Morrow currently has one Head Start program and three Pre-K classes. The purpose of these classes are to prepare preschool students for entrance into the kindergarten program. A Kindergarten Round-up is held with parents from the Pre-K and Head Start programs in the Spring and before the new school year to assist in the transition for students and parents. Incoming Kindergarten students are assessed upon entering school in order to ascertain individual group needs and to assist with the development of instructional/intervention programs. Students are assessed for knowledge in Letter Names, Letter Sounds, and Concepts of Print.

Screening tool such as the FAIR will be administered three times during the year in order to determine student-learning gains to determine the need for changes to the instructional/intervention programs. Students will also be assessed two times

during the year with the DRA to ascertain their individual reading level and to gauge growth from the beginning of the year to the end. Individual school information regarding kindergarten readiness is reported and available on the Student Assessment and School Performance Website.

To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	34%	No	54%
American Indian				
Asian				
Black/African American	47%	30%	No	52%
Hispanic	47%	43%	No	52%
White				
English language learners	38%	23%	No	44%
Students with disabilities	26%	9%	No	33%
Economically disadvantaged	48%	34%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	21%	34%
Students scoring at or above Achievement Level 4	28	13%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	85	58%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	24	63%	70%

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)	56	48%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	25	21%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	20	17%	27%

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	34	48%	80%
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	43%	30%	No	48%
American Indian				
Asian				
Black/African American	39%	23%	No	45%
Hispanic	47%	43%	No	52%
White	61%		No	65%
English language learners	33%	33%	Yes	40%
Students with disabilities	29%	11%	No	36%
Economically disadvantaged	41%	30%	No	47%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	17%	30%
Students scoring at or above Achievement Level 4	28	13%	18%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	91	61%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	22	58%	68%

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	25	34%	40%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		18%

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	23	10%	5%
Students retained, pursuant to s. 1008.25, F.S.	7	3%	1%
Students who are not proficient in reading by third grade	144	60%	46%
Students who receive two or more behavior referrals	24	10%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	17	7%	3%

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, and SAC/SAF meetings.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement by 10% for the 2013-2014 school year.	152	30%	40%

Goals Summary

- G1.** Increase Stem literacy for all teachers and students.
- G2.** Increase by 10 percent the number of students achieving at Level 3 or higher on the FCAT 2.0 Math.
- G3.** Increase by 10 percent the number of students achieving at Level 3 or higher on the FCAT 2.0 Reading.
- G4.** Increase by 10 percent the number of students achieving at Level 3 or higher on the FCAT 2.0 Science.
- G5.** Increase writing proficiency across all curriculum areas by conferencing with students and utilizing scales or rubrics to provide feedback.

Goals Detail

G1. Increase Stem literacy for all teachers and students.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- STEM Resource Manuals for Teachers

Targeted Barriers to Achieving the Goal

- Students not being able to use critical thinking skills.

Plan to Monitor Progress Toward the Goal

Administration and Instructional Coaches will monitor the higher-level questioning stems during classroom observations, journal writing, and center activities.

Person or Persons Responsible

Administration/Science Coach/Math Coach

Target Dates or Schedule:

Monthly

Evidence of Completion:

Lesson Plans, classroom observations, data chats, journals, and project-based samples

G2. Increase by 10 percent the number of students achieving at Level 3 or higher on the FCAT 2.0 Math.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- GO Math program and other materials. (BEEP, Think Central, Defining the Core, CPALMS Website) aligned to Common Core State Standards.

Targeted Barriers to Achieving the Goal

- Limited staff development on implementation of Common Core State Standards, particularly for teachers in grades 3-5.

Plan to Monitor Progress Toward the Goal

Student performance tasks and assessment data

Person or Persons Responsible

Administrative team

Target Dates or Schedule:

monthly

Evidence of Completion:

2013-2014 FCAT 2.0 student data

G3. Increase by 10 percent the number of students achieving at Level 3 or higher on the FCAT 2.0 Reading.

Targets Supported

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

Resources Available to Support the Goal

- Journey's Reading Program aligned to Common Core Standards

Targeted Barriers to Achieving the Goal

- Limited staff development for teachers in grades 3-5 on implementing Common Core within the classroom.

Plan to Monitor Progress Toward the Goal

Administration and Reading Coach will monitor progress through Close Reading passages, data chats, formative/summative grade level assessments, and student goal setting conferences.

Person or Persons Responsible

Administration/Reading Coach

Target Dates or Schedule:

Bi-Weekly

Evidence of Completion:

Student Goal Setting Booklets, Data from School-wide Assessments, BAT, and Data Chat Minutes, and 2.0 FCAT

G4. Increase by 10 percent the number of students achieving at Level 3 or higher on the FCAT 2.0 Science.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Fusion, and FCAT Explorer Science, Science Kits

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 Science Coach

Target Dates or Schedule:

Weekly

Evidence of Completion:

FCAT 2.0 Science Fusion Assessments BAT 1 & 2 Data Chats

G5. Increase writing proficiency across all curriculum areas by conferencing with students and utilizing scales or rubrics to provide feedback.

Targets Supported

- Writing
- Math (Elementary and Middle School)
- Social Studies
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Writer's Institute exemplary texts
- The Fundamental Writing Program lessons
- ESOL Support
- Mentor Text
- BEEP Writing Lesson Plan
- School-Based Professional Development
- Literacy Coach
- Writing Professional Learning Communities
- Speech/Language Pathologist

Targeted Barriers to Achieving the Goal

- Time to provide constructive feedback with fidelity through conferencing (peer and teacher).

Plan to Monitor Progress Toward the Goal

Scored monthly writing samples

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule:

Monthly (11/15/13- On-going)

Evidence of Completion:

Increase in writing proficiency on mid-year report.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase Stem literacy for all teachers and students.

G1.B1 Students not being able to use critical thinking skills.

G1.B1.S1 Teachers will infuse project-based learning into the classroom.

Action Step 1

Conduct PLCs on how to infuse project-based learning into the classroom. Additionally, incorporate real-world connections through STEM strategies.

Person or Persons Responsible

Administration/Science Coach/Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, classroom observations, and project based learning products, and student centers

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

Administration and Instructional Coaches will monitor the fidelity of Implementation of the STEM strategies within the classroom.

Person or Persons Responsible

Administration/Science Coach/Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, classroom observations, data chats, and project-based samples

Plan to Monitor Effectiveness of G1.B1.S1

Administration and Instructional Coaches will monitor the higher-level questioning stems during classroom observations, journal writing, and center activities.

Person or Persons Responsible

Administration/Science Coach/Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, classroom observations, data chats, journals, and project-based samples

G2. Increase by 10 percent the number of students achieving at Level 3 or higher on the FCAT 2.0 Math.

G2.B2 Limited staff development on implementation of Common Core State Standards, particularly for teachers in grades 3-5.

G2.B2.S1 Limited staff development on implementation of Common Core State Standards as they apply to the Standards for Mathematical Practice specific to their grade level and implement engaging and rigorous activities in classroom practice.

Action Step 1

PLCs will unwrap and study Common Core State Standards as they apply to the Standards for Mathematical Practice specific to their grade level.

Person or Persons Responsible

Classroom Teachers K-5

Target Dates or Schedule

Monthly and on select Early Release/Teacher Planning Days

Evidence of Completion

Classroom observation/practice PLC Minutes

Facilitator:

Math Coach

Participants:

Classroom Teachers K-5

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Common Core PLC where the teachers will address and study the common math standards, and how to incorporate into instruction.

Person or Persons Responsible

PLC Facilitator

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

PLC Minutes

Plan to Monitor Effectiveness of G2.B2.S1

Teachers will incorporate Common Core Standards through the delivery of their lessons. Mastery of Common Core Standards will be evident in school database.

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Weekly

Evidence of Completion

i-observation Classroom Assessments

G3. Increase by 10 percent the number of students achieving at Level 3 or higher on the FCAT 2.0 Reading.

G3.B2 Limited staff development for teachers in grades 3-5 on implementing Common Core within the classroom.

G3.B2.S1 Grade Level PLCs will engage in unwrapping the Common Core State Standards as they relate to reading and language arts instruction.

Action Step 1

Review student achievement data through Goal Setting Conferences

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student data points recorded in school goal setting books reviewed monthly with administration, parents, teachers, and students

Action Step 2

PLCs will focus on unwrapping the standards and how to infuse Common Core within the classroom by utilizing Close Reading strategies.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, PLC minutes, iObservations, and data meetings

Facilitator:

Reading Coach

Participants:

Administration

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

Administration will monitor fidelity of CCSS by attending PLCs, reviewing meeting minutes, conducting classroom observations to ensure the implementation of instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans, Observations through iObservation, PLC minutes, and PLC agendas

Plan to Monitor Effectiveness of G3.B2.S1

Administration will monitor for effectiveness by conducting student conferencing in all grade levels. Additionally, conduct classroom observations and attend grade level planning meetings for CCSS.

Person or Persons Responsible

Administration

Target Dates or Schedule

bi-weekly

Evidence of Completion

Classroom Observations in iObservation, student data on formative and summative assessments, and PLC minutes

G4. Increase by 10 percent the number of students achieving at Level 3 or higher on the FCAT 2.0 Science.

G4.B1 Teachers lack time to prepare lessons utilizing scientific process.

G4.B1.S1 Teachers will plan and develop lessons for the scientific process with grade level team members.

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

Target Dates or Schedule

Weekly

Evidence of Completion

Curriculum Assessments Student Performance Tasks FCAT 2.0 data BAT 1 & 2

Facilitator:

Science Coach-Ms. Small-Williams

Participants:

Classroom teachers

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

Instruction on NGSSS Science grade level benchmarks is occurring daily.

Person or Persons Responsible

Administration Science Coach

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Team Meeting Science Journals

Plan to Monitor Effectiveness of G4.B1.S1

Instruction on NGSSS Science grade level benchmarks is occurring daily through instruction and science learning centers.

Person or Persons Responsible

Administration Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Team Meeting Science Journals

G5. Increase writing proficiency across all curriculum areas by conferencing with students and utilizing scales or rubrics to provide feedback.

G5.B10 Time to provide constructive feedback with fidelity through conferencing (peer and teacher).

G5.B10.S2 Implement with fidelity the use of rubrics across all content areas to provide effective feedback.

Action Step 1

Instructional coaches will utilize the Coaching Cycle to provide assistance and feedback.

Person or Persons Responsible

Teachers not implementing rubrics for conferencing with fidelity.

Target Dates or Schedule

Beginning 10/15/13 (On-going)

Evidence of Completion

Coaching Logs, Lesson Plans, Rubrics, and Conferencing Logs

Action Step 2

Teachers will implement the use of rubrics and conferencing to provide feedback to students.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

During the Instructional Block (Beginning on 9/30/13)

Evidence of Completion

Lesson Plans, rubrics, classroom walkthroughs, best practices, and completed student rubrics

Action Step 3

Create a Professional Learning Community on providing writing feedback.

Person or Persons Responsible

Classroom Teachers and Coaches

Target Dates or Schedule

10/15/13 (Bi-Monthly On-going)

Evidence of Completion

Agendas, sign-in sheets, database for PLC minutes, products, and reflective logs

Facilitator:

Mentor Teachers, Team Leaders, and Instructional Coaches

Participants:

All Classroom Teachers

Action Step 4

Professional Development on rubrics and conferencing (feedback).

Person or Persons Responsible

Classroom Teachers and Coaches

Target Dates or Schedule

September 26, 2013

Evidence of Completion

Agenda, sign-in sheet, and sample rubric

Facilitator:

Literacy and Science Coach

Participants:

All classroom teachers

Plan to Monitor Fidelity of Implementation of G5.B10.S2

Database, Lesson Plans, Data from Classroom Walkthroughs, use of rubrics, and Formative Assessments

Person or Persons Responsible

Cadre and School-Based Leadership

Target Dates or Schedule

10/1/13 (On-going)

Evidence of Completion

Increase in the use of rubrics and conferencing with students to provide feedback.

Plan to Monitor Effectiveness of G5.B10.S2

Lesson Plans, Walkthroughs, Conferencing Logs, and Writing Samples with feedback

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

10/15/13 (On-going)

Evidence of Completion

Percentage of students meeting writing proficiency will increase.

Coordination and Integration

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

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

Title 1, Part A:

- Staff Development Funds – District Trainings, Journey's Reading Trainings, Go Math Series, On-site training, additional learning communities, differentiated instruction training, Science Series Training, Data Driven Instruction, Unwrapping the Standards, and Common Core.
- Parent Trainings – activities during the school year to assist parents in helping their children improve his/her academic skills.
- Science Coach - provide additional strategies to assist students, particularly low performing students with additional instruction during the school day.
- Teacher Salaries, PI and PD activities
- Academic Camps – provides tutoring to students after the school day and on selected Saturdays.
- Parent Seminar – district training for parents to increase student achievement
- Parent Training- in reading strategies and scientific thinking and problem solving.
- Additional classroom materials

Title II:

- Math Coach – Provide additional support in the classroom for teachers to assist students with interventions and to provide enrichment opportunities. Additionally, review and select intervention materials from the struggling math chart, then utilize the supplemental materials to assist students who struggle with the math curriculum.

Title III:

- ELL Materials- purchase educational materials to improve the education of immigrant and English Language Learners.

Title X Homeless:

- District Homeless Social Worker provides resources (clothing, school supplies, social services referral) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, academic tutoring is provided at homeless shelters.

Supplemental Academic Instruction (SAI):

- SAI funds are used to provide additional tutoring after school/Saturday camps and for additional instructional support during the school day.
- Teacher Salaries

Violence Prevention Programs:

- Morrow's Guidance Counselor coordinates a non-violence and anti-drug program to students that includes community service, information literature, and counseling.

Nutrition Programs:

- Recipients of fresh fruit and vegetable program to be implemented during the school day.

Head Start:

- Morrow currently has one Head Start program and the purpose of this classroom is to prepare pre-school students for entrance into the kindergarten program.

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.

G2. Increase by 10 percent the number of students achieving at Level 3 or higher on the FCAT 2.0 Math.

G2.B2 Limited staff development on implementation of Common Core State Standards, particularly for teachers in grades 3-5.

G2.B2.S1 Limited staff development on implementation of Common Core State Standards as they apply to the Standards for Mathematical Practice specific to their grade level and implement engaging and rigorous activities in classroom practice.

PD Opportunity 1

PLCs will unwrap and study Common Core State Standards as they apply to the Standards for Mathematical Practice specific to their grade level.

Facilitator

Math Coach

Participants

Classroom Teachers K-5

Target Dates or Schedule

Monthly and on select Early Release/Teacher Planning Days

Evidence of Completion

Classroom observation/practice PLC Minutes

G3. Increase by 10 percent the number of students achieving at Level 3 or higher on the FCAT 2.0 Reading.

G3.B2 Limited staff development for teachers in grades 3-5 on implementing Common Core within the classroom.

G3.B2.S1 Grade Level PLCs will engage in unwrapping the Common Core State Standards as they relate to reading and language arts instruction.

PD Opportunity 1

PLCs will focus on unwrapping the standards and how to infuse Common Core within the classroom by utilizing Close Reading strategies.

Facilitator

Reading Coach

Participants

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, PLC minutes, iObservations, and data meetings

G4. Increase by 10 percent the number of students achieving at Level 3 or higher on the FCAT 2.0 Science.

G4.B1 Teachers lack time to prepare lessons utilizing scientific process.

G4.B1.S1 Teachers will plan and develop lessons for the scientific process with grade level team members.

PD Opportunity 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.

Facilitator

Science Coach-Ms. Small-Williams

Participants

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Curriculum Assessments Student Performance Tasks FCAT 2.0 data BAT 1 & 2

G5. Increase writing proficiency across all curriculum areas by conferencing with students and utilizing scales or rubrics to provide feedback.

G5.B10 Time to provide constructive feedback with fidelity through conferencing (peer and teacher).

G5.B10.S2 Implement with fidelity the use of rubrics across all content areas to provide effective feedback.

PD Opportunity 1

Create a Professional Learning Community on providing writing feedback.

Facilitator

Mentor Teachers, Team Leaders, and Instructional Coaches

Participants

All Classroom Teachers

Target Dates or Schedule

10/15/13 (Bi-Monthly On-going)

Evidence of Completion

Agendas, sign-in sheets, database for PLC minutes, products, and reflective logs

PD Opportunity 2

Professional Development on rubrics and conferencing (feedback).

Facilitator

Literacy and Science Coach

Participants

All classroom teachers

Target Dates or Schedule

September 26, 2013

Evidence of Completion

Agenda, sign-in sheet, and sample rubric

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Increase by 10 percent the number of students achieving at Level 3 or higher on the FCAT 2.0 Math.	\$2,000
G3.	Increase by 10 percent the number of students achieving at Level 3 or higher on the FCAT 2.0 Reading.	\$2,000
G4.	Increase by 10 percent the number of students achieving at Level 3 or higher on the FCAT 2.0 Science.	\$800
Total		\$4,800

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I	\$4,800	\$4,800
Total	\$4,800	\$4,800

Budget Details

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

G2. Increase by 10 percent the number of students achieving at Level 3 or higher on the FCAT 2.0 Math.

G2.B2 Limited staff development on implementation of Common Core State Standards, particularly for teachers in grades 3-5.

G2.B2.S1 Limited staff development on implementation of Common Core State Standards as they apply to the Standards for Mathematical Practice specific to their grade level and implement engaging and rigorous activities in classroom practice.

Action Step 1

PLCs will unwrap and study Common Core State Standards as they apply to the Standards for Mathematical Practice specific to their grade level.

Resource Type

Evidence-Based Program

Resource

Substitutes for teachers attending trainings

Funding Source

Title I

Amount Needed

\$2,000

G3. Increase by 10 percent the number of students achieving at Level 3 or higher on the FCAT 2.0 Reading.

G3.B2 Limited staff development for teachers in grades 3-5 on implementing Common Core within the classroom.

G3.B2.S1 Grade Level PLCs will engage in unwrapping the Common Core State Standards as they relate to reading and language arts instruction.

Action Step 2

PLCs will focus on unwrapping the standards and how to infuse Common Core within the classroom by utilizing Close Reading strategies.

Resource Type

Evidence-Based Program

Resource

Substitutes for teachers attending trainings

Funding Source

Title I

Amount Needed

\$2,000

G4. Increase by 10 percent the number of students achieving at Level 3 or higher on the FCAT 2.0 Science.

G4.B1 Teachers lack time to prepare lessons utilizing scientific process.

G4.B1.S1 Teachers will plan and develop lessons for the scientific process with grade level team members.

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.

Resource Type

Evidence-Based Program

Resource

Substitutes for teachers attending trainings

Funding Source

Title I

Amount Needed

\$800