



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Sunland Park Academy

919 NW 13TH TER

Fort Lauderdale, FL 33311

754-322-8550

<http://sunlandpark.browardschools.com>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 98%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	17
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Part III: Coordination and Integration	30
Appendix 1: Professional Development Plan to Support Goals	31
Appendix 2: Budget to Support Goals	34

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 2	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Sunland Park Academy

Principal

Sharonda Bailey

School Advisory Council chair

TBA

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

Name	Title
Sherene Goodison	Reading Coach
Alexandra Alvarez	Pre K /Headstart Team Leader
Baselaire Fenelon	Kindergarten Team Leader
Helen Kassim	First Team Leader
Bridget Nicholson	Second Grade Team Leader
Cherell Ponder	Third Grade Team Leader
LaFerne Mc Lean-Cross	Asst. Principal /MTSS Coordinator
Maria Lopez	Guidance Counselor
Sandra Wilches	ESE Specialist /ELL Coordinator
Tamika Smith	Social Worker
Shakuanda Holt	Pyshcologist
Sharonda Bailey	Principal

District-Level Information

District

Broward

Superintendent

Mr. Robert Runcie

Date of school board approval of SIP

02/19/2014

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 School Advisory Council shall be representative of the ethnic diversity of the school's student population. In order to satisfy this requirement, the minimum standards for representation shall be as follows:

Principal
Teachers
BTU Steward (or designee)
Parents
I-Zone Representative (must be a parent)
SAF Chair (or designee)
ESOL Parent of a student at the school
ESE Parent of a student at the school
Gifted Parent of a student at the school
Pre-K – (parent or certified teacher)
Non-Instructional Support Employees
Community / Business Representatives

Involvement of the SAC in the development of the SIP

The primary objectives of the School Advisory Council (SAC) shall be to help identify needs and recommend programs of action. Through a community-wide commitment, the team will foster a positive learning environment, which sets high expectations and meets the diverse needs of the student body. The School Advisory Council shall be a link between the school and the local community and will serve as a means for participatory management through which the various stakeholders in the school community may assist the school and the school may assist the community. The stakeholders are parents, business people, students, other community representatives, professional educators, and other school staff. The School Advisory Council shall be a resource to the school and school principal. School Advisory Council functions shall include:

- A. To facilitate the development of the School Improvement Plan (SIP)
- B. To monitor implementation of the SIP
- C. To evaluate the effectiveness of the SIP
- D. To provide assistance in the preparation of the school's annual budget
- E. To make recommendations as to the alignment of instructional staffing and instructional materials to support the SIP

The responsibilities and duties of the School Advisory Council will be in accordance with Florida State Statutes 1001.452 and Broward County School Board Policy 1403.

Meet monthly

Explore and research successful literacy initiatives in different settings

Design, assign and monitor literacy initiatives

Report to SAC current reading and math data, e.g. mini assessments tied to the instructional focus calendar (IFC) Benchmark Assessment Test (BAT)

Attend accountability meetings

Report to Administration

Activities of the SAC for the upcoming school year

Reviewing the Discipline plan

Determining whether or not to become a Uniform school

Reviewing and Monitoring the School Improvement Plan

Planning activities to increase parental involvement

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

The projected use of the school improvement funds are as follows

1. Extended Learning Opportunities
2. Student Incentives

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

School was recently restructured therefore we did not have a SAC committee elected from the previous year. We are in process of electing a new SAC. committee. However in the first meeting in September 25, 2013, there was not a quorum in attendance to select all members of the committee and to select a chairperson. Therefore the election process was tabled for next meeting which scheduled for October 17, 2013 .

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:

Sharonda Bailey

Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

Bachelors of Art in Elementary Education
 Master in Educational Leadership
 ESOL Endorsement

Performance Record

2012-2013: Sunland Park Elementary - Principal
 Grade D, Reading Mastery - 29% , Learning Gains - 69%, Lowest 25% - 81% Mathematics Mastery -41%, Learning Gains- 41%, Lowest 25%- 58%, Writing - 32 % Mastery, Science Mastery- 46%
 2011-2012: McNab Elementary - Principal
 School Grade: A
 Reading Mastery : 67.8%
 Mathematics Mastery: 68.1%
 Writing Mastery: 88 %
 Science Mastery: 55.1%
 2010-2011: McNab Elementary - Principal
 School Grade : B
 Reading Mastery : 82%
 Mathematics Mastery: 87%
 Writing Mastery: 94%
 Science Mastery: 62%
 AYP: ELL and Hispanic subgroups did not meet AYP in the Reading .

LaFerne McLean-Cross

Asst Principal

Years as Administrator: 5

Years at Current School: 1

Credentials

Bachelors of Arts Degree in Elementary and Human Resources
 St. Thomas University Master of Science Degree in Educational
 Leadership (K-12) Barry University ESOL (K-12) Certification in
 Elementary Education (1-6) and and Educational Leadership
 (K-12)
 12)

Performance Record

Sunland Park Elementary 2012-2013- Grade D, Reading Mastery
 - 29% , Learning Gains - 69%, Lowest 25% - 81% Mathematics
 Mastery -41%, Learning Gains- 41%, Lowest 25%- 58%, Writing -
 32 % Mastery, Science Mastery- 46%
 A.C. Perry 2011- 2012 Grade A
 Reading Mastery- 56% Reading Learning Gains- 72 Mathematics
 Mastery- 64 Mathematics Learning Gains- 68 Lowest 25% making
 Reading Learning Gains-71
 - Lowest 25% making Mathematics Learning Gains- 72
 - Writing Mastery-91
 AC Perry 2010- 2011 -Grade A
 - Reading Mastery- 76%
 - Reading Learning Gains- 69%
 - Mathematics Mastery- 82%
 - Mathematics Learning Gains- 66%
 - Lowest 25% making Reading Learning
 Gain %- 73%
 - Lowest 25% making Mathematics
 Learning Gain %- 67%
 - Writing Mastery- 96%
 - AYP Status (No)- 90% of Indicators Met

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sherene Goodison		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Elementary K-6 Reading Certified k-12 Masters in Reading ESOL Endorsement	
Performance Record	Sunland Park Elementary 2012-2013- Grade D, Reading Mastery - 29% , Learning Gains - 69%, Lowest 25% - 81% Mathematics Mastery -41%, Learning Gains- 41%, Lowest 25%- 58%, Writing - 32 % Mastery, Science Mastery- 46% A.C. Perry 2011- 2012 Grade A - Reading Mastery- 56% - Reading Learning Gains- 72 - Mathematics Mastery- 64 - Mathematics Learning Gains- 68 - Lowest 25% making Reading Learning Gains-71 - Lowest 25% making Mathematics Learning Gains- 72 - Writing Mastery-91 2010- 2011 Grade A - Reading Mastery- 76% - Reading Learning Gains- 69% - Mathematics Mastery- 82% - Mathematics Learning Gains- 66% - Lowest 25% making Reading Learning Gain %- 73% - Lowest 25% making Mathematics Learning Gain %- 67% - Writing Mastery- 96% - AYP Status (No)- 90% of Indicators Met	

Classroom Teachers

# of classroom teachers	28
# receiving effective rating or higher	26, 93%
# Highly Qualified Teachers	100%
# certified in-field	28, 100%
# ESOL endorsed	5, 18%

reading endorsed

5, 18%

with advanced degrees

19, 68%

National Board Certified

1, 4%

first-year teachers

3, 11%

with 1-5 years of experience

9, 32%

with 6-14 years of experience

16, 57%

with 15 or more years of experience

3, 11%

Education Paraprofessionals**# of paraprofessionals**

8

Highly Qualified

8, 100%

Teacher Recruitment and Retention Strategies

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

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

1. Regular meeting of new teachers with Principal
2. Partnering new teachers with veteran staff
3. Soliciting referrals from current employees
Announcement will be made during faculty meetings as need arises
4. Advertisement of teacher vacancies and shortages are made via district's Employment Information website and teacher recruitment job fairs. Advertisements will be made as vacancies arise.
5. Teacher Incentive Funds Program - aims to effectively enhance student achievement by providing monetary incentive to attract and retain effective/ highly effective teachers who transferred into the school and remain at the school with an effective rating.

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 were chosen for the mentoring program because they were new to the district and the school. Mentor teachers are veteran teachers who have previously taught the grade levels that their mentees are currently placed in. The mentees are teachers who are new the district and to the school site. The planned mentoring activities - mentors and mentees will meet bi weekly in a professional

learning community to discuss evidence –based strategies for each domain. The mentees are given release time to observe the mentor. Time is given for feedback, coaching and pairing.

Mentor Name : Jason Darby

Mentee Assigned: Billy C. Word

Rationale for Paring: New to the District & School

Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing

Mentor Name : Sherene Goodison

Mentee Assigned: Baselaire Fenelon

Rationale for Paring: New to the District & School

Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing

Mentor Name : Katherine Degroff

Mentee Assigned: Chelsea Mingo, Cara Tibble, Nora Velazquez

Rationale for Paring: New to the District & School

Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing

Mentor Name : Josephine Watson

Mentee Assigned: Carine Guillaume

Rationale for Paring: New to the District & School

Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing

Mentor Name : Frances Curry

Mentee Assigned: Shaneka Willingham

Rationale for Paring: New to the District & School

Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing

Mentor Name : Henrika Amos

Mentee Assigned: Marlon Greenwood

Rationale for Paring: New to the District & School

Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing

Mentor Name : Henrika Amos

Mentee Assigned: Cherell Ponder & Marlon Greenwood

Rationale for Paring: New to the District & School

Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing

Mentor Name : Josephine Watson

Mentee Assigned: Nicole Edgecombe

Rationale for Paring: New to the District & school

Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing

Teacher Incentive Funds (TIF) provides opportunity for select teachers to receive additional mentoring support in effective teaching practices from effective and highly effective teachers in the school site and the district.

ISchool Inclusion Institute (I3) mentoring program that provides development of leadership qualities and teaching practices for teachers who show leadership potential. They receive the mentoring opportunity from college level experts in the field of educational leadership. Teachers that are participating in this program are Cherell Ponder and Frances Curry.

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 school-based MTSS/RtI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that an effective Tier 1-Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS/RTI Leadership Team. The school –based MTSS/RTI Leadership team will use the Problem-Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and /or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student’s specific areas of deficiencies. The team will ensure the necessary resources are made available and the intervention is implemented with fidelity. Problem-Solving Model: The four steps of the Problem-Solving Model are:

1. Problem Identification -entails identifying the problem and the desired behavior for the students.
2. Problem Analysis- involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design and Implementation -involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating -is also termed Response-to-Intervention. In this step, the effectiveness of a student’s or a group of students’ responses to the implemented intervention is evaluated and measured. The problem-solving process is a self correcting and, if necessary, recycled in order to achieve the best outcomes for all students.

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

Members of the school-based MTSS/RTI Leadership Team will meet with the School Advisory Council (SAC) and will help to develop the 2014 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets, and focus attention on deficient areas will be discussed. Additional topics for discussion include, but are not limited to, the following:

- FCAT scores and the lowest 25%
- AYP/AMO (Annual Measurable Objectives and subgroups)
- Strengths and weaknesses of intensive programs
- Parental Involvement, Mentoring, tutoring, and other services

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

Baseline Data: Informal Reading Inventory - 4 times per year
 Florida Comprehensive Assessment Test (FCAT) - Once per year (April)
 Florida Assessment for Instruction in Reading (FAIR) - Three times per year
 Broward County Benchmark Assessment Test- Two times per year (Third Grade Only)
 FCAT Pro Mini-Assessments- Every two weeks (Third grade only)

Core Program Assessments- Once every four weeks
Teacher Assessments/Observation - Daily
Student Portfolios - Once per quarter
Discipline Referrals- As needed
Retentions- Once a year for select students
Attendance- Daily

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

BASIS- Provide data trends among the various demographic groups
Virtual Counselor - Provide FCAT data and progress monitoring data from the district such as BAT (Benchmark Assessment Test . Utilized to post midyear and end of year math and reading data. Utilize information to create progress monitoring plan for critically low students in the area of Reading and Mathematics.
Data Warehouse - Gather data results for district progress monitoring tools such as BAT
PMRN- Gather analysis of student performance on FAIR

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

Faculty and staff will engage in bi-weekly data chats with administration
Monthly discussion about the school progress monitoring data with SAC, PTA, Community Members and Partners.
Provide via monthly newsletter, website and parent link information about the success or decline of the students' progress on the progress monitoring tool (BAT, FAIR, Mid/ End of Year Tests) and the outcome measure test - FCAT

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:** 5,160

Through researched based assessment results, students are identified as struggling readers. Push In/ Pull out services will be provided by support staff, Teacher Assistants and Specials Teachers as a double dose instruction in the area of Reading and Mathematics.

Additionally, students are offered the opportunity to attend after school reading tutorial lessons. Students who perform at/or above grade level in reading will also receive enrichment after school lessons which will include project based learning and high rigor instruction. The curriculum is common core aligned. Students are provided differentiated instruction during these extended learning opportunities.

Our Extended Learning Opportunities are funded through the partnership with United Way. They provide tutorial services to 60 third Graders, 20 Second Graders, and 40 First Graders. Tutorial Services are provided three times per week.

The school uses federal funding, Title One to facilitate tutorial services for the 40 Kindergarten Students. Such services are provided as well three times per week for two hours per day.

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 is collected on a bi-weekly basis through Oral Reading Fluency Probes and overall outcome measure every two month will be the FAIR Test results. The Fair will determine the Probability Of Reading Success for all students.

Who is responsible for monitoring implementation of this strategy?

Administration
Reading Coach
Teachers
Teacher Assistant

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

Name	Title
Sharonda D. Bailey	Prinicpal
LaFerne Mc Lean-Cross	Assistant Principal
Sherene Goodison	Reading Coach
Maria Lopez	Guidance Counselor
Sandra Wilches	ESE Specialist
Baselaire Fenelon	Kindergarten Team Leader
Helen Kassim	First Grade Team Leader

Name	Title
Briget Nicholson	Second Grade Team Leader
Cherell Ponder	Third Grade Team Leader
Gale Winn	Media Specialist

How the school-based LLT functions

Meet monthly

Explore and research successful literacy initiatives in different settings

Design, assign and monitor literacy initiatives

Report to SAC current reading and math data, e.g. mini assessments tied to the instructional focus calendar (IFC) Benchmark Assessment Test (BAT)

Attend accountability meetings

Report to Administration

Major initiatives of the LLT

What will be the major initiatives of the LLT this year?

To establish and build a strong foundation for the Literacy Leadership Team.(LLT)

Provide quality monitoring for the RTI process in order to increase student literacy.

Implement a school-wide literacy project which can involve all the disciplines. This project will be “One School, One Book”. Every student, staff member, interested parents, partners and community members will be invited to read the same book and participate in discussion groups. There will be “kick-off” and culminating events that will underscore the importance of reading. There will be math, science, and writing activities that will connect with content of the book.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

To 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.

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	42%	29%	No	48%
American Indian				
Asian				
Black/African American	42%	30%	No	48%
Hispanic				
White				
English language learners				
Students with disabilities	17%	20%	Yes	25%
Economically disadvantaged	42%	30%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	22%	25%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	50	70%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	19	88%	91%

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)	[data excluded for privacy reasons]		33%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		19%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		31%

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%	41%	No	49%
American Indian				
Asian				
Black/African American	43%	40%	No	49%
Hispanic				
White				
English language learners				
Students with disabilities	36%	40%	Yes	42%
Economically disadvantaged	44%	41%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	27%	30%
Students scoring at or above Achievement Level 4	14	13%	16%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	36	51%	53%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	13	53%	56%

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)	4		6
Participation in STEM-related experiences provided for students	150	51%	54%

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	27	21%	18%
Students retained, pursuant to s. 1008.25, F.S.	12	9%	6%
Students who are not proficient in reading by third grade	78	60%	55%
Students who receive two or more behavior referrals	7	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	7%	4%

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

A plan will be developed for utilization of Title I funds (1% requirement) for parent training.
 A plan will be made to provide parent training through Family Curriculum Nights in the areas of Reading, Writing, Science, Math, and Technology.
 A school-parent compact will be developed by all stakeholders and distributed to parents.
 An annual public meeting will be held to inform parents of the school's participation in the Title I school wide program
 The School Advisory Committee will hold meetings throughout the 2013/2014 school year to insure unified parent, partner, and school decision making with all meetings to be held in the evenings.
 A plan will be developed to assist and support the transition of preschool students/families from early childhood programs to kindergarten (Kindergarten Roundup)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
School-based Leadership Team will implement and provide on-going support to increase parental involvement.	73	25%	30%

Goals Summary

- G1.** By June 2014, 28 % of Third Grade Students will perform at Level 3 at/ or above on the Reading FCAT Test.
- G2.** By June 2014, 9% of Third Grade students will achieve a level 4 or 5 on the FCAT Reading Test.
- G3.** By June 2014, 60% of Third Grade students will perform at a level 3 and/or above on the FCAT Mathematics Test.

Goals Detail

G1. By June 2014, 28 % of Third Grade Students will perform at Level 3 at/ or above on the Reading FCAT Test.

Targets Supported

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

Resources Available to Support the Goal

- Teachers will increase vocabulary based on students' needs via: •Explicit instruction and word study/ etymology •Targeted Close Reading •Appropriate software •Graphic organizers/Thinking Maps •Spiraling benchmark reviews •FCRR centers •FCRR Empowering lessons for teachers •Secondary Instructional Focus Calendar targeted to areas of improvement •Focus lessons via core program and supplemental materials Focus in grades K-2 using the following research-based programs: •Foundations program for identified students with targeted needs in phonological /phonemic awareness, phonics and spelling. •Buzz About It read aloud program for literacy and informational text development. Improve teacher effectiveness via: •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities
- Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction. •Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities. •Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, HOTS, organizational patterns, text features, etc.) Improve teacher effectiveness via: •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities Additional interventions for students via: •Increased learning time during school targeting areas of improvement •Extended learning opportunities after school targeting areas of improvement
- Teachers will have the opportunity to plan effectively for instruction to meet the needs of all students via: •Weekly planning sessions facilitated by instructional coaches and administration. •Participation in Professional Learning Communities that focus on instructional practices and strategies. •Participating in Lesson Study •Reviewing student performance data bi-weekly. •Sharing and studying student work to determine the next instructional steps for reteaching, maintenance, and enrichment. •Providing opportunities for differentiated instruction based on student needs. •Follow BEEP lessons for the reading block. •Plan for interventions for students that target areas of improvement.

Targeted Barriers to Achieving the Goal

- Lack of effective planning for reading instruction.

Plan to Monitor Progress Toward the Goal

Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students.

Person or Persons Responsible

Principal Assistant Principal Reading Coach Classroom Teachers Media Specialist ESE Specialist

Target Dates or Schedule:

Daily classroom walk throughs Bi weekly data chats Weekly Grade level Meeting to plan for curriculum Weekly RTI/MTSS Meetings

Evidence of Completion:

Periodic Classroom Assessments via: •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR •FCAT Pro District Benchmark Assessments •Classroom Walkthrough/ Observation Data Accelerated Reader Tests Benchmark mini assessments

G2. By June 2014, 9% of Third Grade students will achieve a level 4 or 5 on the FCAT Reading Test.

Targets Supported

Resources Available to Support the Goal

- Teachers will increase vocabulary based on students' needs via: •Explicit instruction and word study/ etymology •Targeted Close Reading strategies •Appropriate software- Aerobics & Riverdeep •Graphic organizers/Thinking Maps •Spiraling benchmark reviews •FCRR centers •FCRR Empowering lessons for teachers •Secondary Instructional Focus Calendar targeted to areas of improvement •Focus lessons via core program and supplemental materials Focus in grades K-2 using the following research-based programs: •Foundations program for identified students with targeted needs in phonological /phonemic awareness, phonics and spelling. •Buzz About It read aloud program for literacy and informational text development.
- Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by: •Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction. •Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities. •Providing explicit/ scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, HOTS, organizational patterns, text features, etc.) Improve teacher effectiveness via: •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study Additional interventions for students via: •Increased learning time during school targeting areas of improvement •Extended learning opportunities after school targeting areas of improvement

Targeted Barriers to Achieving the Goal

- Students lack of experience and practice with increasingly complex texts

Plan to Monitor Progress Toward the Goal

Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to stude

Person or Persons Responsible

Administrators Reading Coach Classroom Teachers Media Specialist ESE Specialist

Target Dates or Schedule:

8/19/2013- 6/7/2013

Evidence of Completion:

District Benchmark Assessments •Classroom and Common Planning Session Walkthroughs/ Observation Data •Student work samples via vocabulary journals Periodic Classroom Assessments via: •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR AR data

G3. By June 2014, 60% of Third Grade students will perform at a level 3 and/or above on the FCAT Mathematics Test.

Targets Supported

Resources Available to Support the Goal

- Teachers will incorporate effective questioning strategies in every math lesson e.g. Using Math Acaletics Strategies, Go Math Mathematics Instruction, Calendar Mathematics.
- District Released lessons,
- Riverdeep
- Mathematics Journals
- Calendar Mathematics

Targeted Barriers to Achieving the Goal

- The lack of rigor in mathematics instruction and assignments.

Plan to Monitor Progress Toward the Goal

Instructional Focus Calendar / Pacing Guides PLC data chats Frequent progress monitoring

Person or Persons Responsible

Classroom Teacher Administrators Mathematics Coach ESE Specialist

Target Dates or Schedule:

8/19/2013-6/5/2014

Evidence of Completion:

Classroom Walkthrough data Observation data Benchmark Mini Assessments Data Benchmark Assessment Test Classroom student work Team Leader Minutes

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By June 2014, 28 % of Third Grade Students will perform at Level 3 at/ or above on the Reading FCAT Test.

G1.B2 Lack of effective planning for reading instruction.

G1.B2.S1 Teachers will have the opportunity to plan effectively for instruction to meet the needs of all students via:

- Weekly planning sessions facilitated by instructional coaches and administration.
- Participation in Professional Learning Communities that focus on instructional practices and strategies.
- Participating in Lesson Study
- Reviewing student performance data bi-weekly.

Action Step 1

- Sharing and studying student work to determine the next instructional steps for reteaching, maintenance, and enrichment.
- Providing opportunities for differentiated instruction based on student needs.
- Follow district released units for the reading block.
- Plan for interventions for students that target areas of improvement.

Person or Persons Responsible

Classroom Teachers Reading Coach

Target Dates or Schedule

8/19/2013 - 6/5/2014

Evidence of Completion

Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs. •Targeted/Evidence-based daily Classroom Walkthroughs •Teachers will share student work samples and best practices during regular staff meetings. •Ongoing monitoring (including common planning sessions) and feedback by administrators and coach •Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly. • RTI for identified students. PLC Minutes / survey Lesson Study Planning Data Chats Minutes

Facilitator:

Sherene Goodison

Participants:

Administrators Classroom Teachers Reading Coach

Plan to Monitor Fidelity of Implementation of G1.B2.S1

PLC data chats Frequent progress monitoring

Person or Persons Responsible

Administration Reading Coach

Target Dates or Schedule

8/19/2013-6/5/2014

Evidence of Completion

Classroom Walk-throughs Data Observation Evidence of Effective Lesson Plans and implementation of reading lessons Periodic core and intervention program evaluations via the administration, coach and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly . Through the R.T.I. process

Plan to Monitor Effectiveness of G1.B2.S1

Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs. •Targeted/Evidence-based Classroom Walkthroughs •Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly.

Person or Persons Responsible

Administration Reading Coach

Target Dates or Schedule

08/19/2013 - 6/5/2014

Evidence of Completion

District Benchmark Assessments •SIP Review Chats •Classroom Walkthroughs/ Observation Data Periodic Classroom Assessments via: •Accelerated Reader Quizzes •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR Benchmark mini assessments

G2. By June 2014, 9% of Third Grade students will achieve a level 4 or 5 on the FCAT Reading Test.

G2.B2 Students lack of experience and practice with increasingly complex texts

G2.B2.S1 •Weekly planning sessions utilizing complex text facilitated by instructional coach and administration. •Participation in Professional Learning Communities that focus on instructional focuses on the strategies for implementation of complex text in teaching practices

Action Step 1

Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by:

- Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction.
- Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities.
- Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, HOTS, organizational patterns, text features, etc.) Participating in Lesson Study
- Reviewing student performance data bi-weekly.
- Sharing and studying student work to determine the next instructional steps for reteaching, maintenance, and enrichment.
- Providing opportunities for differentiated instruction based on student needs.
- Follow district released lessons for the reading block.
- Plan for interventions for students that target areas of improvement.

Person or Persons Responsible

Administration Classroom Teacher Reading Coach

Target Dates or Schedule

8/19/2013- 6/5/2013

Evidence of Completion

District Benchmark Assessments •SIP Review •Classroom Walkthrough/ Observation Data Periodic Classroom Assessments via: •Accelerated Reader Quizzes •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR •FCAT Pro Data Accelerated Reading Tests

Facilitator:

Sherene Goodison

Participants:

Administration Classroom Teacher Reading Coach

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

•Ongoing monitoring and feedback by administrators and coach •Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly. •Through RTI process for identified students.

Person or Persons Responsible

Administration Reading Coach

Target Dates or Schedule

8/19/2013-6/5/2014

Evidence of Completion

District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/ Observation Data Periodic Classroom Assessments via: •Accelerated Reader Quizzes •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR

Plan to Monitor Effectiveness of G2.B2.S1

Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs. •Targeted/Evidence-based Classroom Walkthroughs •Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly. Improve teacher effectiveness via: •Professional development, implementation, and follow up •Ongoing coaching support through the coaching cycle with modeling, co-teaching, follow-up/ feedback, and weekly lesson planning sessions •Professional Learning Communities •Lesson Study Additional interventions for students via: •Increased learning time during school targeting areas of improvement •Extended learning opportunities after school targeting areas of improvement

Person or Persons Responsible

Reading Coach Administration Classroom Teachers

Target Dates or Schedule

8/19/2013- 6/5/2014

Evidence of Completion

District Benchmark Assessments •SIP Goals Review •Classroom Walkthrough/ Observation Data Periodic Classroom Assessments via: •Accelerated Reader Quizzes •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR

G3. By June 2014, 60% of Third Grade students will perform at a level 3 and/or above on the FCAT Mathematics Test.

G3.B1 The lack of rigor in mathematics instruction and assignments.

G3.B1.S1 Teachers will incorporate effective questioning strategies in every math lesson e.g. Using more open ended questions

Action Step 1

Teachers will utilize common planning to create open -ended questions to assist students with critical thinking skills through journal writing. Teachers will utilize a rubric to assess comprehension weekly. Teachers will utilize a rubric to assess comprehension weekly.

Person or Persons Responsible

Classroom Teachers Reading Coach ESE Specialist

Target Dates or Schedule

8/19/2013 - 6/5/2014

Evidence of Completion

Math Coach and Administration conduct Classroom Walk-Throughs on a weekly basis. Frequent data chats with teachers and teachers with students.

Facilitator:

Sherene Goodison

Participants:

Administration Reading Coach ESE Specialist

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

Classroom Walk-Throughs on a weekly basis. Frequent administrative data chats with teachers. Reading Coach and Administration will review student note- taking books on a weekly basis with a focus on the accuracy of the response to the essential question

Person or Persons Responsible

Administration Reading Coach

Target Dates or Schedule

8/19/2013-6/5/2014

Evidence of Completion

Go Math Assessments Benchmark Mini Assessments Go Math Assessments Benchmark Assessment 1 and 2. Math Journal Response Team Meeting Minutes Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S1

PLC data chats Frequent data analysis Rubric Classroom Walk-throughs

Person or Persons Responsible

Administration Reading Coach

Target Dates or Schedule

8/19/2013-6/5/2014

Evidence of Completion

Student journals entries Teacher created rubrics Textbook created formative assessments Formative assessments Benchmark min assessments

Coordination and Integration

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

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

Title I, Part A

There will be training for all teachers and administration to address academic achievement problems and concerns. Funds from Title I professional development will be allocated for these activities.

Reading, mathematics, and science coaches will be utilized to provide professional development to teachers. Professional development will include Lesson Study, PLCs, curriculum planning and RTI. Funds from Title I professional development will be allocated for these activities.

Extended learning opportunities for students through targeted assistance programs will be established based on data of student's academic needs. This will include and after school and Saturday activities. Title I ELO funds will be allocated for this program.

Parent activities, workshops, and seminars will be planned to assist parents in helping their child improve his/her academic and social performance. Title I parent involvement funds will be allocated for these activities.

The school parent resource room will provide curriculum, life skills, parenting resources. We will provide services that fit the needs of our parents, ie. Resume writing, how to complete and file income tax files, job interviewing, how to help my child when..., etc. Title I parent involvement funds and partnership resources will be allocated for this implementation.

Parents are invited to the annual Title I meeting by flyers that are sent home, telephone parent link announcement, postings on the school marquee, and on the school website.

The Title I annual meeting date and time is communicated to the community during the Open House. Flyers are sent home and a parent phone link is set before the meeting.

Title II

Title II funds will be allocated to cover professional development conducted by the district.

Head Start

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.

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By June 2014, 28 % of Third Grade Students will perform at Level 3 at/ or above on the Reading FCAT Test.

G1.B2 Lack of effective planning for reading instruction.

G1.B2.S1 Teachers will have the opportunity to plan effectively for instruction to meet the needs of all students via:

- Weekly planning sessions facilitated by instructional coaches and administration.
- Participation in Professional Learning Communities that focus on instructional practices and strategies.
- Participating in Lesson Study
- Reviewing student performance data bi-weekly.

PD Opportunity 1

- Sharing and studying student work to determine the next instructional steps for reteaching, maintenance, and enrichment.
- Providing opportunities for differentiated instruction based on student needs.
- Follow district released units for the reading block.
- Plan for interventions for students that target areas of improvement.

Facilitator

Sherene Goodison

Participants

Administrators Classroom Teachers Reading Coach

Target Dates or Schedule

8/19/2013 - 6/5/2014

Evidence of Completion

Regular progress monitoring to determine effectiveness of instruction and curriculum. •Bi-weekly data chats to analyze and discuss assessment, attendance, and behavioral data to determine instructional modifications, goals, and services aligned to students' needs. •Targeted/Evidence-based daily Classroom Walkthroughs •Teachers will share student work samples and best practices during regular staff meetings. •Ongoing monitoring (including common planning sessions) and feedback by administrators and coach •Periodic core and intervention program evaluations via the administrators, coach, and teachers to assess students' ongoing progress and achievement in order to plan and modify instruction accordingly. • RTI for identified students. PLC Minutes / survey Lesson Study Planning Data Chats Minutes

G2. By June 2014, 9% of Third Grade students will achieve a level 4 or 5 on the FCAT Reading Test.

G2.B2 Students lack of experience and practice with increasingly complex texts

G2.B2.S1 •Weekly planning sessions utilizing complex text facilitated by instructional coach and administration. •Participation in Professional Learning Communities that focus on instructional focuses on the strategies for implementation of complex text in teaching practices

PD Opportunity 1

Teachers will provide daily opportunities for experience, support and practice with increasingly complex texts by:

- Strategically incorporating more complex texts via read alouds, literature circles, independent reading, student centers, and teacher directed whole and small group instruction.
- Ensuring all students participate in the Accelerated Reader (AR) online program to match students with increasingly complex texts that reflect their interests and abilities.
- Providing explicit/scaffolded instruction in fluency, vocabulary and comprehension (to include the effective use of appropriate self-questioning, HOTS, organizational patterns, text features, etc.) Participating in Lesson Study
- Reviewing student performance data bi-weekly.
- Sharing and studying student work to determine the next instructional steps for reteaching, maintenance, and enrichment.
- Providing opportunities for differentiated instruction based on student needs.
- Follow district released lessons for the reading block.
- Plan for interventions for students that target areas of improvement.

Facilitator

Sherene Goodison

Participants

Administration Classroom Teacher Reading Coach

Target Dates or Schedule

8/19/2013- 6/5/2013

Evidence of Completion

District Benchmark Assessments •SIP Review •Classroom Walkthrough/ Observation Data Periodic Classroom Assessments via: •Accelerated Reader Quizzes •Core and Intervention program assessments •Teacher Observation and Quick checks •Questioning Strategies Responses •FAIR •FCAT Pro Data Accelerated Reading Tests

G3. By June 2014, 60% of Third Grade students will perform at a level 3 and/or above on the FCAT Mathematics Test.

G3.B1 The lack of rigor in mathematics instruction and assignments.

G3.B1.S1 Teachers will incorporate effective questioning strategies in every math lesson e.g. Using more open ended questions

PD Opportunity 1

Teachers will utilize common planning to create open -ended questions to assist students with critical thinking skills through journal writing. Teachers will utilize a rubric to assess comprehension weekly. Teachers will utilize a rubric to assess comprehension weekly.

Facilitator

Sherene Goodison

Participants

Administration Reading Coach ESE Specialist

Target Dates or Schedule

8/19/2013 - 6/5/2014

Evidence of Completion

Math Coach and Administration conduct Classroom Walk-Throughs on a weekly basis. Frequent data chats with teachers and teachers with students.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	By June 2014, 28 % of Third Grade Students will perform at Level 3 at/ or above on the Reading FCAT Test.	\$8,670
Total		\$8,670

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title One	\$8,670	\$8,670
Total	\$8,670	\$8,670

Budget Details

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

G1. By June 2014, 28 % of Third Grade Students will perform at Level 3 at/ or above on the Reading FCAT Test.

G1.B2 Lack of effective planning for reading instruction.

G1.B2.S1 Teachers will have the opportunity to plan effectively for instruction to meet the needs of all students via:

- Weekly planning sessions facilitated by instructional coaches and administration.
- Participation in Professional Learning Communities that focus on instructional practices and strategies.
- Participating in Lesson Study
- Reviewing student performance data bi-weekly.

Action Step 1

- Sharing and studying student work to determine the next instructional steps for reteaching, maintenance, and enrichment.
- Providing opportunities for differentiated instruction based on student needs.
- Follow district released units for the reading block.
- Plan for interventions for students that target areas of improvement.

Resource Type

Professional Development

Resource

Providing Substitute teachers to allow teachers to participate in staff developments

Funding Source

Title One

Amount Needed

\$8,670