



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

West Jacksonville Elementary School

2115 COMMONWEALTH AVE

Jacksonville, FL 32209

904-630-6592

<http://www.duvalschools.org/wjes>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 83%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 F	2012-13 F	2011-12 D	2010-11 F	2009-10 C
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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	16
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	25
Part III: Coordination and Integration	42
Appendix 1: Professional Development Plan to Support Goals	43
Appendix 2: Budget to Support Goals	46

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 3 or more	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

West Jacksonville Elem. School

Principal

Michele Floyd-Hatcher

School Advisory Council chair

Betty Metz

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

Name	Title
Michele Floyd-Hatcher - Principal	Lani Derby - Asst. Principal
Jasmine Milner - Math Coach	Tomia Hodge - Reading Coach
Ashley Payanis - Primary Department Chair	Megan Janiszewski - Intermediate Department Chair

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

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

- Betty Metz - Chair
- Mae King - Co-Chair
- Michele Floyd-Hatcher - Principal
- Lani Derby - Assistant Principal
- Linwood Marshall - Business Representative
- Dr. Keenan - University Representative
- Tomia Hodge - DCPS Employee
- Janerica Delice - DCPS Employee Guidance Counselor
- Alicia Lewis - Parent
- Genevieve Cotton - Community Member
- Dorothy Washington - Parent
- Karen Owens - Parent

Involvement of the SAC in the development of the SIP

- Review school budget.
- Provide input in the creation of the SIP.
- Review and monitor SIP.
- Review student achievement data as a whole school. (individual data is confidential)
- Make recommendations and suggestions for magnet literacy program.
- Evaluate school programs and make necessary suggestions
- Select appropriate items, supplies, or equipment to purchase using School Improvement Funds

Activities of the SAC for the upcoming school year

- Obtain contributions to promote programs
- Assist in obtaining instructional materials
- Provide tutors for students needing additional support in the classroom
- Provide community support to maintain literacy program
- Assist with business support to contribute to programs in SIP

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

1. Provide professional development for teachers using Elementary and Middle School Mathematics Teaching Developmentally by John A. Van De Walle and using anchor charts to serve as a scaffold for students to use for new learning. Amount - \$761.20
2. Provide professional development of unwrapping the benchmarks and aligning skills and concepts with the appropriate instructional strategy. Amount \$140.00
3. Students struggling with the application of reading strategies with grade level texts Implement the Gradual Release model for the teaching of reading for students to define strategies in their own words and to apply it with confidence from whole-class strategy practice to small-group collaboration, and later to individual practice. Amount - \$431.46
4. Increase reading comprehension through vocabulary using professional literature Bringing Words to Life by Beck and McKeown. Amount \$531.00
6. Provide informational sessions (data) and continuous reminders on the school website, School Messenger, and monthly newsletter of the importance of student instructional time and achievement

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:

Michele Floyd-Hatcher

Principal

Years as Administrator: 2

Years at Current School: 1

Credentials

Bachelor's Degree in Psychology
 Master's Degree in Health Science
 Certifications:
 Social Science (5-9), ESOL, School Principal & Educational Leadership

Performance Record

January 2014 - present West Jacksonville Elementary
 August 2013-January 2014 Andrew Jackson High School
 2012-2013 Westview K-8 School Grade "B"
 Reading Mastery , Math Mastery , Science Mastery , Writing
 2011 – 2012 Westview K-8 School Grade "A"
 Reading Mastery 56%, Math Mastery 55%, Science Mastery 50%, Writing Mastery 81%
 2010 – 2011 Westview K-8 School Grade "B"
 Reading Mastery 69%, Math Mastery 71%, Science Mastery 51%, Writing Mastery 72%
 AYP – No Subgroup made AYP in Reading, In Math, African-Americans made AYP
 2009-2010 Westview K-8 School Grade "C"
 Reading Mastery 67%, Math Mastery 67%, Science Mastery 34%, Writing Mastery 74%.
 AYP – No Subgroup made AYP
 2008-2009 West Jacksonville Elementary School Grade "A"
 Reading Mastery 58%, Math Mastery 78%, Science Mastery 46%, Writing Mastery 100%.
 AYP: Black and Economically Disadvantaged did not make AYP in Reading.
 2007-2008 West Jacksonville Elementary School Grade "A"
 Reading Mastery 56%, Math Mastery 61%, Science Mastery 44%, Writing Mastery 67%.
 AYP: Black and Economically Disadvantaged did not make AYP in Reading.
 2006-2007 West Jacksonville Elementary School Grade "C"
 Reading Mastery 51%, Math Mastery 49%, Science Mastery 41%, Writing Mastery 71%.
 AYP: Black and Economically Disadvantaged did not make AYP in Reading or Math
 2005-2006 Thomas Jefferson Elementary School Grade "A"
 Reading Mastery 79%, Math Mastery 72%, Writing Mastery 81%.
 AYP: Students with Disabilities did not make AYP in Reading or Math.
 2004-2005 Thomas Jefferson Elementary School Grade "B"
 Reading Mastery 80%, Math Mastery 72%, Writing Mastery 89%.
 AYP: Students with Disabilities did not make AYP in Math
 2003-2004 Thomas Jefferson Elementary School Grade "B"
 Reading Mastery 78%, Math Mastery 66%, Writing Mastery 87%.
 AYP: Black did not make AYP in Math; Students with Disabilities did not make AYP in Reading.

Lani Derby		
Asst Principal	Years as Administrator: 6	Years at Current School: 1

Credentials	<p>Master of Arts degree in Educational Administration and Bachelor of Science in Early Childhood Education. Certifications: Level II certification; Educational Leadership; Elementary; Early Childhood; ESOL</p>
Performance Record	<p>Performance Record Masters Degree in Education; Level II certification; 28 years of teaching experience; 2013 - A AMO's not met; 2012 - A met AMOs. 2011 – A met AYP Increased our school achievement by 32 points to 650 as measured by the State Accountability Plan (FCAT Results 2011). Met our Reading goal of 3 or above at 94%; exceeded our Math goal of 3 or above at 95%; exceeded our Writing goal of 4.0 or above at 85%; exceeded our Science goal of 3 or above at 81%; exceeded our bottom quartile gains in reading goal at 72%; and exceeded our bottom quartile gains in math at 79%; 2010 – A did not meet AYP; 2009 – A met AYP; 2008 – A; met AYP; 2007 - A – met AYP; 2006 – C – did not meet AYP; 2005 – A; met AYP; 2004 – A; 2003 – A; 2002 – C; 2001 – D; 2000 – D; 1999 – D; 1998 - D</p>

Instructional Coaches

# of instructional coaches	2
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Jasmine Milner		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	Bachelor of Arts in Exceptional Student Education University of North Florida Elementary Education, (grades K - 6) Exceptional Student Education, (grades K - 12)	
Performance Record	2010-2011 Grade D (413) Reading Proficiency- 38%, Reading Learning Gains- 53% Lowest 25% Reading Learning Gains- 65% Math Proficiency- 50%, Math Learning Gains- 62% Lowest 25% Math Learning Gains- 74% 2011-2012 Grade A (533) Reading Proficiency- 49%, Reading Learning Gains- 71% Lowest 25% Reading Learning Gains- 87% Math Proficiency- 53%, Math Learning Gains- 76% Lowest 25% Math Learning Gains- 77% 2012-2013 Grade B (502) Reading Proficiency- 61%, Reading Learning Gains- 73% Lowest 25% Reading Learning Gains- 76% Math Proficiency- 56%, Math Learning Gains- 69% Lowest 25% Math Learning Gains- 72%	

Full-time / School-based	Years as Coach:	Years at Current School:
Areas	Mathematics	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	12
# receiving effective rating or higher	0%
# Highly Qualified Teachers	75%
# certified in-field	12, 100%
# ESOL endorsed	3, 25%

reading endorsed

0, 0%

with advanced degrees

2, 17%

National Board Certified

0, 0%

first-year teachers

2, 17%

with 1-5 years of experience

4, 33%

with 6-14 years of experience

5, 42%

with 15 or more years of experience

1, 8%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

5

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

1. Ongoing training at both the school level (Early Release, Faculty meeting, and Planning Days training sessions) and district level (content training and leadership development)
2. Having teachers take the role of leading training for staff
3. Establishment of model classrooms for on-site PD for all teachers
4. Ongoing mentorship at the school level by CET trained teachers

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

Monthly training at school level on the six Educator Accomplished Practices:

1. Instructional Design and Lesson Planning
align instruction with state-adopted standards at the appropriate level of rigor

2. Learning Environment

CHAMPs (professional book study as a follow-up to the required district training)

3. Instructional Delivery and Facilitation

Gradual Release Model (Professional Book Study)

4. Assessment.

How to analyze and apply data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;

Rationale for Pairing:

Teaching experience (when & where)

? Grade level

? Content area

? Availability of common planning time

? Physical proximity of classrooms

? Teaching style and philosophy

? Common interests

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 RtI Leadership Team consists of these positions:

- Principal
- Academic Coaches
- Additional members that support RtI implementation include the following:
 - Guidance Counselor: Janerica Delice
 - General Education Teachers: Ashley Payanis
 - Special Education Teacher: Jessica Hannah
 - Foundations Team Chair: Roseki Jackson

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

The MTSS/RtI Leadership Team has four primary functions:

1. Regularly attend all school-based and district RtI training;
2. Provide presentations to their school faculty and staff on RtI practices;
3. Review school wide student performance data, identifying large scale needs and problems at particular grade levels; and
4. Monitor the implementation of the three-tiered Response to Intervention model in their school.

The entire school-based RtI Leadership Team meets at least bi-weekly to engage in school wide problem-solving. The team will engage in the following activities:

- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation;
- Identify professional development needs and RtI resources;
- Review universal screening data and link 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 at high risk for not meeting benchmarks;

- Monitor RtI activities conducted by the collaborative teacher teams to assure sound problem-solving and fidelity of intervention implementation.

The West Jacksonville Elementary RtI Team will follow the Problem Solving Model (problem identification, problem analysis, intervention design and implementation, and evaluation) 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 (Tier 2 or Tier 3). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity.

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

West Jacksonville MTSS/SIP teams oversees the creation and implementation of the School Improvement Plan. They lead the faculty in reviewing data and work with the Leadership Team, Grade level Teams, Foundations Team, and Shared Decision Making Team in drafting the SIP. The SIP is approved, regularly reviewed and updated by leadership team and the School Advisory Council monthly. The West Jax SIP is the guiding document for the work of the school. The plan will be regularly reviewed and updated as the school population of students change. This plan includes formal review procedures which demonstrates how West Jax has used the RtI process to analyze data and make necessary informed changes positively impact student achievement.

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

The school will use data from the following sources: FCAT, i-Ready skills diagnostic, DAR district benchmark assessments (CGAs), district writing prompts, district Progress Monitoring Assessments, and curriculum-based measures (classroom level) as sources for academic performance data. Data on absenteeism, referrals, and suspensions from Genesis will be utilized for behavior. Pearson Inform is the district's management system that will be used to monitor data at all levels.

Data will be reviewed weekly by the RtI team and this team will lead other groups in analyzing and using data to effectively plan instruction. Professional Development is conducted by grade levels/content areas and data will be reviewed and analyzed to determine appropriate professional development sessions through schoolwide data chats.

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

The RtI Leadership Team will utilize training materials provided by the District RtI Team and Florida's Multi-Tiered System of Support to train staff in their schools. A strategic plan is being developed for delivering this training and materials.

Professional development will be provided to our RtI Team by district staff during the school year.

The school-based RtI Team will provide in-service to the faculty on designated professional development days (i.e. pre-planning, early dismissal, planning days, and faculty meetings). These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- Consensus building
- Positive Behavioral Intervention and Support
- Data-based decision-making to drive instruction
- Progress monitoring
- Selection and availability of research-based interventions
- Tools utilized to identify specific discrepancies in reading.

In addition, RtI learning will be job-embedded and occur during the following:

- Professional Learning Communities
- Classroom Observations
- Collaborative Planning
- Analysis of Student Work
- Book Studies
- IPDP and Quarterly Data Conferences
- Lesson Study (Coaching Cycles)
- Thorough Instructional Support Staff Training

Individual professional development will be provided to classroom teachers through mentoring and modeling, as needed.

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: 10,200

Fountas and Pinnell:

*The Comprehension Toolkit Grades K – 5

**Phonics Lessons: Letters, Words, and How they Work: Grades K – 2

**Word Study Lessons: Word Meanings/Vocabulary Grades 3 – 6

Strategy Purpose(s)

- Instruction in core academic subjects

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

*The Comprehension Toolkit is an intensive course of study designed to help primary and intermediate-grade students understand, respond to, and learn from nonfiction text. With the teaching and learning focus on comprehension strategies, the Toolkit provides a foundation for developing independent readers and learners across the curriculum.

**The Phonics & Word Study Lessons will expand and refine our students reading powers. Word Meaning/Vocabulary (category 7) will expand students listening, speaking, reading, and writing vocabularies so that they can comprehend the more complex texts they are reading and (support our fourth graders) produce more interesting writing.

The effectiveness of this strategy is collected through the use of retelling rubrics, reading conferences using retelling comprehension strategies.

Who is responsible for monitoring implementation of this strategy?

Classroom set-up: (student rotations, teacher rotations, etc.)

Student rotations: Centers: Independent reading, small-group reading, vocabulary and Retelling: Developmental Steps for Building Comprehension

Teachers and administration are responsible for monitoring implementation of the strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Nicole Townsend - Principal	Kimberly Wiggins - Assistant Principal
Tomia Hodge - Reading Coach	Jasmine Milner - Math Coach
Ashley Antzaklis - Teacher	Ashley Payanis - Teacher

How the school-based LLT functions

West Jacksonville Elementary Literacy Leadership Team will meet bi-weekly. The agenda will be created and aligned with the major initiatives of the LLT at West Jacksonville Elementary by submitting items to the Reading Coach and uploaded via Blackboard. The agenda will be vetted by the principal and final agenda will be posted on Blackboard for the LLT to share and view prior to the meeting. Information from the Literacy Leadership Team Meeting will be shared during their departmental meetings.

Major initiatives of the LLT

Design and implement instruction that uses formal and informal assessment instruments
 Language Development through the use of effective vocabulary instruction, read alouds and independent reading (D.E.A.R), and the million word campaign,
 Alignment of the curriculum of literacy standards, instructional materials, and teaching strategies to increase reading comprehension.

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

Kindergarten teachers will collaborate with Pre-K teachers to develop a collegial relationship in alignment of core standards and create a learning trajectory to promote student achievement.

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	40%	27%	No	46%
American Indian				
Asian				
Black/African American	40%		No	46%
Hispanic				
White				
English language learners				
Students with disabilities	17%		No	25%
Economically disadvantaged	41%	27%	No	47%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	16%	30%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	64	62%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	65	63%	75%

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	12	40%	46%
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%	41%	No	48%
American Indian				
Asian				
Black/African American	42%	41%	No	48%
Hispanic				
White				
English language learners				
Students with disabilities	17%		No	25%
Economically disadvantaged	43%	41%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	19%	30%
Students scoring at or above Achievement Level 4	10	10%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	24	36%	46%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	63	61%	71%

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	[data excluded for privacy reasons]		19%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		16%

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			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

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

Parent meetings will be held to discuss and get parent input in developing academic and extra-curricular programs at West Jax. Parents will be given training on how to support their child at home to promote student achievement by maintaining basic skills to master grade-level standards. Parents and stakeholders will be notified by home-school communication folders, school messenger, school website, and marquee.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Description of additional targets
 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff - from Accreditation survey indicator 4.3 -student response	12	23%	24%

Goals Summary

- G1.** For the 2013-2014 school year, 50% (56) of the students in 3rd, 4th and 5th grade will score a Level 3 or higher on the Math FCAT 2.0.
- G2.** The first reading goal is to increase reading proficiency on the Reading FCAT in grades three through five from 26% to 50% by 2014.
- G3.** For the 2013-2014 school year, 71% of students in the Lowest 25% will make learning gains on the 2013 Math FCAT 2.0.
- G4.** In grades 3rd through 5th students will increase in Reading learning gains in the lowest 25% from 63% to 75% by 2014.
- G5.** Students in grade 4 will increase in writing proficiency from 38% to 46% on FCAT Writes in 2014
- G6.** For the 2013-2014 school year, 33% (10) of 5th grade students will score a Level 3 or higher on the Science FCAT 2.0.

Goals Detail

G1. For the 2013-2014 school year, 50% (56) of the students in 3rd, 4th and 5th grade will score a Level 3 or higher on the Math FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- Curriculum Guide Assessment (CGA)
- Math FCAT 2.0
- I-Ready Diagnostic Assessment
- Formative Assessments (Progress Monitoring)- Teacher Observation, Anecdotal Notes, Math Conferences, Student Work, Graphic Organizers

Targeted Barriers to Achieving the Goal

- Level of teacher understanding of the Next Generation Sunshine State Standards
- Lack of professional development for teaching vocabulary, writing, and reading strategies in the mathematics classroom

Plan to Monitor Progress Toward the Goal

The following data will be used to monitor progress toward meeting our goal: Formative Assessments (Progress Monitoring)- Teacher Observation, Anecdotal Notes, Math Conferences, Student Work, Graphic Organizers, Curriculum Guide Assessment (CGA,), I-Ready Assessment

Person or Persons Responsible

Teachers, Math Coach, Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data Notebook

G2. The first reading goal is to increase reading proficiency on the Reading FCAT in grades three through five from 26% to 50% by 2014.

Targets Supported

Resources Available to Support the Goal

- Classroom teachers
- Administrators and school/district based coaches
- Successmaker
- Comprehension Toolkit
- DCPS Curriculum Guides
- District assessments (IOWA, DAR, CGAs)
- Interactive word walls
- Rigorous and differentiated work stations
- Novel studies, CCRP – Comprehensive Core Reading Program
- Close reading strategies
- Increase high interest literature and chapter books into classroom libraries to increase student interest in reading. These books are being provided by donations from Books-A-Go-Go.
- Increase the number of books going home with students to read and increase student home libraries with high interest literature and chapter books. These books are being provided by donations from Books-A-Go-Go.

Targeted Barriers to Achieving the Goal

- Lack of understanding of how to implement rigorous and differentiated work stations.
- Students have limited vocabulary
- Students lack stamina to read for long periods of time
- Teachers are not trained on how to unwrap, use data and resources to implement purposeful instruction.

Plan to Monitor Progress Toward the Goal

Summative and Formative Assessments

Person or Persons Responsible

Principal Assistant Principal Teachers Coaches

Target Dates or Schedule:

Summative Assessments will be check quarterly FCAT results will be checked yearly Formative Assessments will be used daily, weekly and monthly

Evidence of Completion:

Results from Summative Assessments (Curriculum Guide Assessments, IOWA Assessments, DAR) FCAT Results Formative Assessments (teacher-made assessments, exit tickets, anecdotal records and teacher observations)

G3. For the 2013-2014 school year, 71% of students in the Lowest 25% will make learning gains on the 2013 Math FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- Curriculum Guide Assessment (CGA)
- Math FCAT 2.0
- I-Ready Diagnostic Assessment
- Formative Assessments (Progress Monitoring)- Teacher Observation, Anecdotal Notes, Math Conferences, Student Work, Graphic Organizers

Targeted Barriers to Achieving the Goal

- Varying levels of student understanding of mathematics
- Limited levels of differentiation in math instruction

Plan to Monitor Progress Toward the Goal

The following data will be used to monitor progress toward meeting the goal: Formative Assessments (Progress Monitoring)- Teacher Observation, Anecdotal Notes, Math Conferences, Student Work, Graphic Organizers; I-Ready Assessment

Person or Persons Responsible

Teachers, Math Coach, Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data Notebook

G4. In grades 3rd through 5th students will increase in Reading learning gains in the lowest 25% from 63% to 75% by 2014.

Targets Supported

Resources Available to Support the Goal

- Classroom teachers
- Administrators and school/district based coaches
- Success-maker
- Comprehension Toolkit
- DCPS Curriculum Guides
- District assessments (IOWA, DAR, CGAs)
- Interactive word walls
- Rigorous and differentiated reading centers
- Novel studies, CCRP – Comprehensive Core Reading Program
- Close reading strategies
- Increase high interest literature and chapter books into classroom libraries to increase student interest in reading. These books are being provided by donations from Books-A-Go-Go.
- Increase the amount of books going home with students to read and increase student home libraries with high interest literature and chapter books. These books are being provided by donations from Books-A-Go-Go.

Targeted Barriers to Achieving the Goal

- Limited levels of differentiation in reading instruction.
- Time is not structured to ensure opportunities for students to reflect on their use of strategies.
- Students have limited knowledge of where they stand as readers and their individual goals
- Reading is seen as a short-term goal

Plan to Monitor Progress Toward the Goal

Smart Goals

Person or Persons Responsible

teacher coach Principal

Target Dates or Schedule:

Conferencing, PLC, Coaching Logs, Professional Development

Evidence of Completion:

Coaching Logs, Anecdotal records, CAST

G5. Students in grade 4 will increase in writing proficiency from 38% to 46% on FCAT Writes in 2014

Targets Supported

- Writing

Resources Available to Support the Goal

- Classroom teachers
- Administrators and school/district based coaches
- Anchor charts and papers
- Writing CGA's
- Interactive Word Walls
- Rigorous and differentiated work stations

Targeted Barriers to Achieving the Goal

- Vocabulary deficit in students
- 79% of students below 4th grade reading level
- novice teacher

Plan to Monitor Progress Toward the Goal

PLC and Coaching Cycle

Person or Persons Responsible

Reading Coach Teacher Principal

Target Dates or Schedule:

on going throughout the school year

Evidence of Completion:

Coaching logs, anecdotal records of conferences, samples of student work showing proficiency, increase in proficiency on writing CGA's

G6. For the 2013-2014 school year, 33% (10) of 5th grade students will score a Level 3 or higher on the Science FCAT 2.0.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Curriculum Guide Assessment (CGA)
- Science FCAT 2.0
- Formative Assessments (Progress Monitoring)- Teacher Observation, Anecdotal Notes, Math Conferences, Student Work, Graphic Organizers

Targeted Barriers to Achieving the Goal

- Lack of student background knowledge
- Limited teacher understanding of science content and pedagogy

Plan to Monitor Progress Toward the Goal

The following data will be used to monitor progress toward meeting our goal: Formative Assessments (Progress Monitoring)- Teacher Observation, Anecdotal Notes, Conferences, Student Work, Graphic Organizers, and Curriculum Guide Assessment (CGA,)

Person or Persons Responsible

Teachers, Academic Coaches, Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data Notebook

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. For the 2013-2014 school year, 50% (56) of the students in 3rd, 4th and 5th grade will score a Level 3 or higher on the Math FCAT 2.0.

G1.B1 Level of teacher understanding of the Next Generation Sunshine State Standards

G1.B1.S1 Increase teacher understanding of the Next Generation Sunshine State Standards

Action Step 1

Teachers will participate in professional development with a focus on identifying the skills and concepts for each standard, as well as, defining proficiency for each standard.

Person or Persons Responsible

Academic Coaches Coaches, Principal, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC agendas, attendance, follow-up activities

Facilitator:

Academic Coaches, Principal

Participants:

All Teachers

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

Fidelity of implementation will be monitored by reviewing the following: lesson plans, common board configuration and student work will be reviewed and feedback given. Support will be given to teachers through the coaching cycle.

Person or Persons Responsible

Principal, Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Observations, Logs

Plan to Monitor Effectiveness of G1.B1.S1

The following data will be used to determine effectiveness: Formative Assessments (Progress Monitoring)- Teacher Observation, Anecdotal Notes, Math Conferences, Student Work, Graphic Organizers; Curriculum Guide Assessment (CGA), I-Ready Assessment and Math FCAT 2.0

Person or Persons Responsible

Principal, Math Coach, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data notebook

G1.B2 Lack of professional development for teaching vocabulary, writing, and reading strategies in the mathematics classroom

G1.B2.S1 Provide professional development with a focus on using reading strategies, vocabulary development and writing in mathematics

Action Step 1

Utilize reading strategies to increase student content-knowledge in the mathematics classroom

Person or Persons Responsible

Teachers, Academic Coaches, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Lessons Plans, Observation, Student Work

Facilitator:

Academic Coaches, Principal

Participants:

Teachers

Action Step 2

Provide robust vocabulary instruction; using graphic organizers

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Student Work, Word Wall, Anchor Charts

Action Step 3

Participate in a professional book study using "Bringing Words to Life: Robust Vocabulary Instruction" by Beck, McKeown and Kucan

Person or Persons Responsible

Teachers, Principal, Academic Coaches

Target Dates or Schedule

Ongoing (PLC's)

Evidence of Completion

Lesson Plans, Observation, Word Walls, Student Work

Facilitator:

Academic Coaches, Principal

Participants:

Teachers

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

Fidelity of implementation will be monitored by reviewing the following: lesson plans, common board configuration and student work will be reviewed and feedback given. Support will be given to teachers through the coaching cycle.

Person or Persons Responsible

Academic Coaches, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Student Work, Classroom Observations, Logs

Plan to Monitor Effectiveness of G1.B2.S1

The following data will be used to determine effectiveness: Formative Assessments (Progress Monitoring)- Teacher Observation, Anecdotal Notes, Math Conferences, Student Work, Graphic Organizers; Curriculum Guide Assessment (CGA), I-Ready Assessment and Math FCAT 2.0

Person or Persons Responsible

Teacher, Academic Coaches, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Notebook

G2. The first reading goal is to increase reading proficiency on the Reading FCAT in grades three through five from 26% to 50% by 2014.

G2.B1 Lack of understanding of how to implement rigorous and differentiated work stations.

G2.B1.S1 Teachers will receive training and guidance through professional development, PLC and coaching cycle to understand summative and formative assessments data to create and implement differentiated centers two weeks in advance that will help students to master prerequisite skills and state standards.

Action Step 1

Training and guidance through professional developments, PLC and coaching cycles

Person or Persons Responsible

Principal Reading coach

Target Dates or Schedule

during coaching cycles, professional development and PLC

Evidence of Completion

coaching logs increase student proficiency on summative and formative assessments Principal feedback during data diggs

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

Training and guidance through professional developments, PLC and coaching cycles

Person or Persons Responsible

Principal Reading coach Teacher

Target Dates or Schedule

during coaching cycles, professional development and PLC

Evidence of Completion

coaching logs increase student proficiency on summative and formative assessments Principal feedback during data diggs

Plan to Monitor Effectiveness of G2.B1.S1

Training and guidance through professional developments, PLC and coaching cycles

Person or Persons Responsible

Principal Reading coach Teacher

Target Dates or Schedule

during coaching cycles, professional development and PLC

Evidence of Completion

coaching logs increase student proficiency on summative and formative assessments Principal feedback during data diggs

Plan to Monitor Fidelity of Implementation of G2.B5.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B5.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. For the 2013-2014 school year, 71% of students in the Lowest 25% will make learning gains on the 2013 Math FCAT 2.0.

G3.B1 Varying levels of student understanding of mathematics

G3.B1.S1 Increase mathematics content and pedagogy knowledge of teachers

Action Step 1

Provide professional development for teachers using Elementary and Middle School Mathematics Teaching Developmentally by John A. Van De Walle and using anchor charts to serve as a scaffold for students to use for new learning

Person or Persons Responsible

Math Coach, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC agendas, attendance, follow-up activities

Facilitator:

Math Coach, Principal

Participants:

Teachers

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

Fidelity of implementation will be monitored by reviewing the following: lesson plans, common board configuration and student work will be reviewed and feedback given. Support will be given to teachers through the coaching cycle.

Person or Persons Responsible

Math Coach, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Classroom Observations, Logs

Plan to Monitor Effectiveness of G3.B1.S1

The following data will be used to determine effectiveness: Formative Assessments (Progress Monitoring)- Teacher Observation, Anecdotal Notes, Math Conferences, Student Work, Graphic Organizers; Curriculum Guide Assessment (CGA), I-Ready Assessment and Math FCAT 2.0

Person or Persons Responsible

Teachers, Math Coach, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Notebook

G3.B2 Limited levels of differentiation in math instruction**G3.B2.S1** Utilize formative and summative data to make instructional decisions**Action Step 1**

Provide professional development with a focus on analyzing assessment data (diagnostic, formative and summative). Establish and maintain a system for progress monitoring.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Anecdotal Notes, Observation, Work Samples

Facilitator:

Math Coach, Principal

Participants:

Teachers

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

Fidelity of implementation will be monitored by reviewing the following: lesson plans, common board configuration and student work will be reviewed and feedback given. Support will be given to teachers through the coaching cycle.

Person or Persons Responsible

Academic Coaches, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Classroom Observations, Logs

Plan to Monitor Effectiveness of G3.B2.S1

The following data will be used to determine effectiveness: Formative Assessments (Progress Monitoring)- Teacher Observation, Anecdotal Notes, Math Conferences, Student Work, Graphic Organizers; Curriculum Guide Assessment (CGA), I-Ready Assessment and Math FCAT 2.0

Person or Persons Responsible

Teachers, Math Coach, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Notebook

G4. In grades 3rd through 5th students will increase in Reading learning gains in the lowest 25% from 63% to 75% by 2014.

G4.B1 Limited levels of differentiation in reading instruction.

G4.B1.S1 Provide training on using of data to make instructional decisions regarding Tier 1, 2, and 3 support, and on choosing and implementing centers based on the data provided.

Action Step 1

Classroom observations and review of student data

Person or Persons Responsible

Principal Reading Coach

Target Dates or Schedule

Through PLC, Coaching Cycles and Professional Development

Evidence of Completion

CGA's, anecdotal records review, conferencing using feedback forms, and data diggs

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 Time is not structured to ensure opportunities for students to reflect on their use of strategies.

G4.B2.S1 Students will write and/or reflect in a Reading Response Journal on a daily basis. Students will also use interactive journals to chart and development proficiency of the standards

Action Step 1

Review of reading journals Classroom walk-throughs

Person or Persons Responsible

Principal Reading Coach Teacher

Target Dates or Schedule

During PLC, Data Diggs and Coaching Cycles

Evidence of Completion

Teacher anecdotal notes

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Review of reading journals Classroom walk-throughs

Person or Persons Responsible

Principal Reading Coach Teacher

Target Dates or Schedule

During PLC, Data Diggs and Coaching Cycles

Evidence of Completion

anecdotal notes, coaching logs, and principal feedback

Plan to Monitor Effectiveness of G4.B2.S1

Review of reading journals Classroom walk-throughs

Person or Persons Responsible

Principal Reading Coach Teacher

Target Dates or Schedule

During PLC, Data Diggs and Coaching Cycles

Evidence of Completion

anecdotal notes, coaching logs, and principal feedback

G4.B3 Students have limited knowledge of where they stand as readers and their individual goals

G4.B3.S1 Implement Student Growth Portfolios and student-led conferences (teacher functions as “back seat driver”); students will establish SMART goals for themselves as readers

Action Step 1

SMART Goals

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

During conferencing with students

Evidence of Completion

Smart Goal Maps and Schema

Plan to Monitor Fidelity of Implementation of G4.B3.S1

School Goals

Person or Persons Responsible

Teacher Principal Coach

Target Dates or Schedule

During conferencing

Evidence of Completion

Anecdotal records Student work Test results

Plan to Monitor Effectiveness of G4.B3.S1

Smart Goals

Person or Persons Responsible

Principal Reading Coach

Target Dates or Schedule

PLC, Professional Development, Coaching Logs

Evidence of Completion

Coaching Logs

G5. Students in grade 4 will increase in writing proficiency from 38% to 46% on FCAT Writes in 2014

G5.B2 Vocabulary deficit in students

G5.B2.S1 Students will participate in school-wide vocabulary campaign to increase vocabulary and vocabulary strategies

Action Step 1

Bringing Words to Life Book Study

Person or Persons Responsible

Teachers

Target Dates or Schedule

During Early Release and online Blackboard collaboration

Evidence of Completion

Increase in student written and verbal vocabulary Strategies being instructed in classroom from book study

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Own the Word and Frayer Model

Person or Persons Responsible

Students Teachers

Target Dates or Schedule

Book of the Month Campaign weekly

Evidence of Completion

creation and usage of the Own the Word or Frayer Model to develop a deeper understanding of frequently used words, academic words and unfamiliar words Students will use newly gained vocabulary orally and through written work in interactive journals

Plan to Monitor Effectiveness of G5.B2.S1

PLC and Coaching Cycle

Person or Persons Responsible

Reading Coach Teacher Principal

Target Dates or Schedule

on going throughout the school year

Evidence of Completion

Coaching logs, anecdotal records of conferences, samples of student work showing proficiency, increase in proficiency on writing CGA's

G6. For the 2013-2014 school year, 33% (10) of 5th grade students will score a Level 3 or higher on the Science FCAT 2.0.

G6.B1 Lack of student background knowledge

G6.B1.S1 Provide opportunities for students to build background knowledge

Action Step 1

Provide students with opportunities to build background knowledge through aligned investigations and nonfiction reading

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work, Observations, Anchor Charts, Graphic Organizers

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Fidelity of implementation will be monitored by reviewing the following: lesson plans, common board configuration and student work will be reviewed and feedback given. Support will be given to teachers through the coaching cycle.

Person or Persons Responsible

Academic Coaches, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Student Work, Classroom Observations, Logs

Plan to Monitor Effectiveness of G6.B1.S1

The following data will be used to monitor progress toward meeting our goal: Formative Assessments (Progress Monitoring)- Teacher Observation, Anecdotal Notes, Conferences, Student Work, Graphic Organizers, Curriculum Guide Assessment (CGA) and Science FCAT 2.0.

Person or Persons Responsible

Teachers, Academic Coaches, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Notebook

G6.B2 Limited teacher understanding of science content and pedagogy

G6.B2.S1 Increase teacher understanding of science content and pedagogy

Action Step 1

Teachers will participate in professional development with a focus on identifying the skills and concepts for each standard, as well as, defining proficiency for each standard.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC agendas, attendance, follow-up activities

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Fidelity of implementation will be monitored by reviewing the following: lesson plans, common board configuration and student work will be reviewed and feedback given. Support will be given to teachers through the coaching cycle.

Person or Persons Responsible

Academic Coaches, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Student Work, Classroom Observations, Logs

Plan to Monitor Effectiveness of G6.B2.S1

The following data will be used to monitor progress toward meeting our goal: Formative Assessments (Progress Monitoring)- Teacher Observation, Anecdotal Notes, Conferences, Student Work, Graphic Organizers, Curriculum Guide Assessment (CGA) and Science FCAT 2.0.

Person or Persons Responsible

Teachers, Academic Coaches, Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Notebook

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

Voluntary Pre-Kindergarten and Kindergarten students are provided with a "Welcome Back to School" packet to provide practice with early literacy skills and communication skills.

"Back Pack" event is held for Title I and Pre-K students and their families to provide parents with an overview of the school year and the action steps needed to ensure academic readiness by the start of Kindergarten. Parents are provided with monthly activities that can support learning at home.

Parents are provided information on academic and behavioral strategies that will support learning throughout the school year.

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. For the 2013-2014 school year, 50% (56) of the students in 3rd, 4th and 5th grade will score a Level 3 or higher on the Math FCAT 2.0.

G1.B1 Level of teacher understanding of the Next Generation Sunshine State Standards

G1.B1.S1 Increase teacher understanding of the Next Generation Sunshine State Standards

PD Opportunity 1

Teachers will participate in professional development with a focus on identifying the skills and concepts for each standard, as well as, defining proficiency for each standard.

Facilitator

Academic Coaches, Principal

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC agendas, attendance, follow-up activities

G1.B2 Lack of professional development for teaching vocabulary, writing, and reading strategies in the mathematics classroom

G1.B2.S1 Provide professional development with a focus on using reading strategies, vocabulary development and writing in mathematics

PD Opportunity 1

Utilize reading strategies to increase student content-knowledge in the mathematics classroom

Facilitator

Academic Coaches, Principal

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lessons Plans, Observation, Student Work

PD Opportunity 2

Participate in a professional book study using "Bringing Words to Life: Robust Vocabulary Instruction" by Beck, McKeown and Kucan

Facilitator

Academic Coaches, Principal

Participants

Teachers

Target Dates or Schedule

Ongoing (PLC's)

Evidence of Completion

Lesson Plans, Observation, Word Walls, Student Work

G3. For the 2013-2014 school year, 71% of students in the Lowest 25% will make learning gains on the 2013 Math FCAT 2.0.

G3.B1 Varying levels of student understanding of mathematics

G3.B1.S1 Increase mathematics content and pedagogy knowledge of teachers

PD Opportunity 1

Provide professional development for teachers using Elementary and Middle School Mathematics Teaching Developmentally by John A. Van De Walle and using anchor charts to serve as a scaffold for students to use for new learning

Facilitator

Math Coach, Principal

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC agendas, attendance, follow-up activities

G3.B2 Limited levels of differentiation in math instruction

G3.B2.S1 Utilize formative and summative data to make instructional decisions

PD Opportunity 1

Provide professional development with a focus on analyzing assessment data (diagnostic, formative and summative). Establish and maintain a system for progress monitoring.

Facilitator

Math Coach, Principal

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Anecdotal Notes, Observation, Work Samples

Appendix 2: Budget to Support School Improvement Goals