



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Love Grove Elementary School

2446 UNIVERSITY BLVD S

Jacksonville, FL 32216

904-720-1645

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 63%
Alternative/ESE Center No	Charter School No	Minority Rate 69%

School Grades History

2013-14 F	2012-13 D	2011-12 C	2010-11 B
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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	14
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Part III: Coordination and Integration	29
Appendix 1: Professional Development Plan to Support Goals	30
Appendix 2: Budget to Support Goals	32

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

Love Grove Elementary School

Principal

Christine Kumer

School Advisory Council chair

Brian Jones

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

Name	Title
Christine E. Kumer	Principal
Tania Woods	Assistant Principal
Suzanne Kane	Math Coach
Erika Harris	Reading Coach
Launa Chamberlin	ESE Liaison
Jan Summers	School Counselor
Sherry Chancey	Reading Representative
Jill Duffy	VE/ESE Representative
Joyce Hamilton	Extended Day Director
Annie Mikesell	Writing Representative
Natalie Nicholson	Problem Solving Team
Tze Cheung	Math

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

SAC Chair - Brian Jones

PTA President - TBA

Principal - Christine Kumer

Parent - Elizabeth Mark
Teacher - Jill Duffy
Teacher - Joyce Hamilton
Business/Faith Based Partner - Rhonda Johns

Involvement of the SAC in the development of the SIP

SAC meetings are held once a month. School wide data is reviewed and new district initiatives are discussed. SAC members provide input into both the academic and parent involvement sections. Once the draft is created, it is reviewed at a monthly SAC meeting. Additional input is included. As the year progresses, review and monitoring of the SIP is included in the agenda.

Activities of the SAC for the upcoming school year

SAC will meet 8 times a year. In these meeting, school data, PTA plans, new initiatives, personnel changes, and educational plans will be discussed. SAC will function in an advisory role to the Principal.

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

Provide academic interventions for students during and after school.

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

N/A

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:

Christine Kumer		
Principal	Years as Administrator: 6	Years at Current School: 3
Credentials	BAE Elementary Education 1-6 MAE Educational Leadership Florida Certification - Elementary Education 1-6 Florida Certification - Educational Leadership K-12 Florida Certification - The School Principal (all levels)	
Performance Record	While serving as Assistant Principal at Sabal Palm, the school maintained an "A" as measured by the Florida School Grade formula. Principalship experience includes two completed years at Love Grove Elementary School with a school grade of "C" in 2012 and a "D" in 2013 as measured by the Florida School Grade formula. In 2013, proficiency gains were made in Reading by 3% in all subgroups.	

Tania Woods		
Asst Principal	Years as Administrator:	Years at Current School:
Credentials		
Performance Record		

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Suzanne Kane		
Full-time / School-based	Years as Coach: 7	Years at Current School: 10
Areas	Mathematics	
Credentials	BAE in Elementary Education, Certified in Elementary Ed. K-5, ESOL Endorsement	
Performance Record	Suzanne has served as the Instructional Coach at Love Grove for the past 6 years. This year I serve Love Grove as the Math Coach. Love Grove had a school grade of "C" in 2012 and a "D" in 2013 as measured by the Florida School Grade formula. In 2013, proficiency gains were made in Reading by 3% and Math by 2% in grades 3-5.	

Erika Harris		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Bachelor of Arts from University of Miami, Certified in Elementary Ed. Pre-K-3 and K-6	
Performance Record	<p>Erika taught 3rd grade ELA for 3 years and recently became the Reading Coach for North Shore Elementary's Superintendent's Academy this past summer. This is her first school year as the Reading Coach for Love Grove Elementary.</p> <p>Over 50% of her students became proficient readers, students increased by 40+ points, and all repeaters showed gains.</p>	

Classroom Teachers

# of classroom teachers	40
# receiving effective rating or higher	40, 100%
# Highly Qualified Teachers	90%
# certified in-field	40, 100%
# ESOL endorsed	25, 63%
# reading endorsed	0, 0%
# with advanced degrees	12, 30%
# National Board Certified	1, 3%
# first-year teachers	4, 10%
# with 1-5 years of experience	4, 10%
# with 6-14 years of experience	17, 43%
# with 15 or more years of experience	15, 38%

Education Paraprofessionals

of paraprofessionals

14

Highly Qualified

14, 100%

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

0

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

New teachers assigned to our school will be assigned to a mentor teacher. New teachers will also complete the M.I.N.T. (Mentoring and Induction for Novice Teachers) program. Individual Professional Development Plans will be completed to understand and address individual teacher's needs. Participation in professional development will be encouraged to enhance professional growth. People Responsible: Christine Kumer, Principal and Sherri Chancey, Professional Development Facilitator

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

All new teachers participate in the MINT program (district mentoring program) and are assigned a school-based mentor.

Taylor Ruffell (Mentor Paulen Swope) Mentee and Mentor will meet weekly to discuss evidence based strategies, district initiatives, and classroom management.

Autumn Veahman (Mentor---) Mentee and Mentor will meet weekly to discuss evidence based strategies, district initiatives, and classroom management.

L Strong (Mentor---) Mentee and Mentor will meet weekly to discuss evidence based strategies, district initiatives, and classroom management.

Schnar (Mentor---) Mentee and Mentor will meet weekly to discuss evidence based strategies, district initiatives, and classroom management.

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 Leadership Team meets weekly to engage in the following activities: Review of universal screening data and link to instructional decisions; review of progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high

level risk for not meeting benchmarks. Based on the information above, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, building capacity, increasing infrastructure, and making decisions about implementation.

In addition to the Leadership Team, other instructional teams (such as professional learning communities, small learning communities, grade level teams, and/or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier I (core instruction) and continuing through Tier II (supplemental instruction/intervention): Identifying and analyzing systematic patterns of student need, identifying appropriate evidence-based differentiation and intervention strategies, implementing and overseeing progress monitoring, and analyzing progress monitoring data and determining next steps.

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

Christine Kumer, Principal - provides a common vision for the use of data-based decision making; ensures that the school-based team is implementing Rtl; provides staff with common planning time to discuss, plan, and implement Rtl school-wide; monitor Rtl progress; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support implementation; and communicates with parents regarding school-based Rtl plans and activities.

Tania Woods, Assistant Principal - provides a common vision for the use of data-based decision making; ensures that the school-based team is implementing Rtl; provides staff with common planning time to discuss, plan, and implement Rtl school-wide; monitor Rtl progress; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support implementation; and communicates with parents regarding school-based Rtl plans and activities.

Suzanne Kane, Math Coach - Participates on Building Leadership Team, assists teachers with the problem solving process, assists teachers with the development of differentiated lessons for students, and assists teachers with using data sources to plan instruction.

Erika Harris, Reading Coach - Participates on Building Leadership Team, assists teachers with the problem solving process, assists teachers with the development of differentiated lessons for students, and assists teachers with using data sources to plan instruction.

Jan Summers, School Counselor - Provides information on what is required for the Multidisciplinary Team process, participates in student data collection, assists teachers with developing intervention plans, participates on the school problem solving team, and participates on the MRT team.

Launa Chamberlin, ESE Liaison - Assists teachers with creating intervention plans for students, assists in student data collection, participates in the problem solving team, participates on the MRT team. Also, assists with documentation and parent communication.

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

The Leadership Team meets weekly to engage in the following activities: Review of universal screening data and link to instructional decisions; review of progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high level risk for not meeting benchmarks. Based on the information above, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, building capacity, increasing infrastructure, and making decisions about implementation.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources: IOWA (Reading diagnostic), i Ready (computer based math diagnostic), DAR (Reading), Curriculum Guide Assessments (Reading, Math, Science, Writing, Art, Music, and PE), FCAT (Grades 3-5 Reading, Math, Science), FKLRS (Kindergarten)

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

The school's Professional Development Plan supports continuous learning for all educators that results in increased student achievement and includes evidence of scaffolded RtI professional learning that is results-driven, standards-based, school-centered, and sustained over time. The school's Leadership Team establish protocols for ongoing assessment and adjusting of the plan to meet school needs. Professional Development includes traditional training during the summer, pre-planning, early dismissal, and faculty meetings. Learning is also embedded and occurs during: professional learning communities, classroom observation conferences, collaborative planning, analysis of students work, lesson studies.

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: Extended Day for All Students
Minutes added to school year:

Strategy Purpose(s)
 ""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Christine Kumer	Principal
Erika Harris	Reading Coach
Michelle Wiggins	Kindergarten Teacher
Annie Mikesell	First Grade Teacher
Teresa Carter	Second Grade Teacher
Heidi Bertka	Third Grade Teacher
Paulen Swope	Fourth Grade Teacher
Deborah Holloway	Fifth Grade Reading Teacher
Franshiela Woods	PI Teacher
Belinda Britton	SLA Teacher

Name	Title
Barbara Baker	Art Teacher
Kayla Breeding	Music Teacher

How the school-based LLT functions

The team meets monthly. They continuously generate a plan of action to incorporate all new district initiatives, and delivers information to school stakeholders through faculty meetings, grade level meetings, Professional Learning Community sessions, and grade level collaboration sessions. The team will coordinate school-wide Literacy events.

Major initiatives of the LLT

Strength

Every Teacher Contributes to Reading Instruction

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

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

Prior to the first day of school an orientation is held for all students and parents. This allows them to meet the teacher and learn about the school and academic expectations. FKLRS testing is completed within the first 30 days of Kindergarten. The data is analyzed for student readiness and instructional grouping. Differentiated instruction is provided based on student needs.

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	54%	57%	Yes	59%
American Indian				
Asian				
Black/African American	38%	57%	Yes	45%
Hispanic	55%	54%	No	60%
White	65%	59%	No	69%
English language learners	38%	46%	Yes	44%
Students with disabilities	42%	56%	Yes	48%
Economically disadvantaged	48%	55%	Yes	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	57%	59%
Students scoring at or above Achievement Level 4	38	24%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	14	41%	45%
Students scoring at or above Level 7	17	50%	54%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	53	55%	59%
Students in lowest 25% making learning gains (FCAT 2.0)	21	53%	57%

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)	19	63%	67%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	53%	57%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	32	63%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	11	79%	83%

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	63%	49%	No	66%
American Indian				
Asian				
Black/African American	48%	42%	No	53%
Hispanic	52%	61%	Yes	57%
White	77%	54%	No	79%
English language learners	58%	54%	No	63%
Students with disabilities	48%	50%	Yes	53%
Economically disadvantaged	60%	45%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	49%	66%
Students scoring at or above Achievement Level 4	18	11%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	16	46%	50%
Students scoring at or above Level 7	13	37%	41%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	38	40%	44%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	21	53%	57%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	14	34%	38%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		22%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		77%

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)	0		1
Participation in STEM-related experiences provided for students	0	0%	1%

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.	20	5%	4%
Students who are not proficient in reading by third grade	44	67%	62%
Students who receive two or more behavior referrals	21	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	1%	1%

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

Love Grove's Parent Involvement Plan is on-line at this time.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase the percent of proficiency (3 or above) on the Spring FCAT 2.0 by 10% at each grade level (3-5) for Mathematics.

- G2.** Increase the percent of proficiency (3 or above) on the Spring FCAT2.0 by 10% for 5th grade Science.

- G3.**

- G4.** Increase the percent of proficiency (3 or above) on the Spring FCAT 2.0 by 2% at each grade level (3-5). Increase the percent of proficiency (4 or above) on the Spring FCAT 2.0 by 4 % at each grade level (3-5).

- G5.** Increase the percent of proficiency (3.5 or above) on the Spring Florida Comprehensive Assessment Test 2.0 by 4% for 4th grade writing Increase the percent of proficiency (4 or above) on the Florida Alternative Assessment by 4% for 4th grade writing

Goals Detail

G1. Increase the percent of proficiency (3 or above) on the Spring FCAT 2.0 by 10% at each grade level (3-5) for Mathematics.

Targets Supported

Resources Available to Support the Goal

- i Ready-computer based diagnostic program (k-2) Ready common Core supplemental diagnostic materials(3-5)
- Gizmos/Reflex Math-computer based fluency program
- enVisions interventions-supplemental curriculum for grades K-5

Targeted Barriers to Achieving the Goal

- Lack of teacher collaboration
- Teacher familiarity with the gradual release model

Plan to Monitor Progress Toward the Goal

Common Planning agendas, next steps, Coaches Logs, Teacher Academy (provided by the District)

Person or Persons Responsible

Christine Kumer, Principal

Target Dates or Schedule:

Leadership meetings

Evidence of Completion:

CGA, agendas, coaches logs, lesson plans

G2. Increase the percent of proficiency (3 or above) on the Spring FCAT2.0 by 10% for 5th grade Science.

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Gizmos-Science base computer program
- Science Lab

Targeted Barriers to Achieving the Goal

- Lack of money to purchase science materials for the lab

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. Increase the percent of proficiency (3 or above) on the Spring FCAT 2.0 by 2% at each grade level (3-5). Increase the percent of proficiency (4 or above) on the Spring FCAT 2.0 by 4 % at each grade level (3-5).

Targets Supported

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

Resources Available to Support the Goal

- Resources and materials for the use of text complexity
- DAR- Resource used to diagnose, monitor, and instruct struggling readers
- Success Maker- computer based reading program used to diagnose, monitor, and provide instruction for areas of support

Targeted Barriers to Achieving the Goal

- Lack of professional development with text complexity

Plan to Monitor Progress Toward the Goal

-Monitor and facilitate lesson planning of teachers collaborating the implementation of text complexity during professional development. -Reflect on professional development trainings to monitor effectiveness

Person or Persons Responsible

-Leadership Team -Reading Coach and District Reading Specialists (Primary and Intermediate) -Primary and Intermediate Teachers

Target Dates or Schedule:

-Document and review minutes from Early Release Professional Development once a month -Document and review minutes from Grade Level Common Planning once a week

Evidence of Completion:

-Collaborate to review artifacts of student learning -Collaborate to review student interactive journals that reflect appropriate use of text complexity -Collaborate to review grade level data of student mastery

G5. Increase the percent of proficiency (3.5 or above) on the Spring Florida Comprehensive Assessment Test 2.0 by 4% for 4th grade writing Increase the percent of proficiency (4 or above) on the Florida Alternative Assessment by 4% for 4th grade writing

Targets Supported

- Writing

Resources Available to Support the Goal

- Step Up to Writing Toolkit- used to support students with the writing process
- Writing Superstars- used to support students with the writing process

Targeted Barriers to Achieving the Goal

- Lack of teacher professional development of implementing Step Up to Writing

Plan to Monitor Progress Toward the Goal

-Monitor and facilitate lesson planning of teachers collaborating the implementation of Step Up to Writing during professional development. -Reflect on professional development trainings to monitor effectiveness

Person or Persons Responsible

-Leadership Team -Reading Coach and District Reading Specialists (Primary and Intermediate) - Intermediate Teachers

Target Dates or Schedule:

- Document and review minutes from Early Release Professional Development once a month -Document and review minutes from Grade Level Common Planning once a week

Evidence of Completion:

-Collaborate to review artifacts of student writing -Collaborate to review student interactive journals (writing journals) that reflect student improvement in writing -Collaborate and review data that reflects an increase of student mastery in writing

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the percent of proficiency (3 or above) on the Spring FCAT 2.0 by 10% at each grade level (3-5) for Mathematics.

G1.B2 Lack of teacher collaboration

G1.B2.S1 The Math Coach will assist with Common Planning time at targeted grade levels with a focus and an outcome.

Action Step 1

Provide support to teachers during grade level Common Planning time.

Person or Persons Responsible

All teachers: Kindergarten- 5th grade

Target Dates or Schedule

Bi-monthly meetings

Evidence of Completion

Agendas, Lesson plans, CGA, FCAT

Facilitator:

Suzanne Kane, School Based math Coach

Participants:

All teachers: Kindergarten- 5th grade

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

Implementation of strategies discussed and planned during Common Planning time, Student work

Person or Persons Responsible

Christine Kumer, Principal; Tania Woods, Assistant Principal; Suzanne Kane, Math Coach

Target Dates or Schedule

Common Planning time, classroom observations

Evidence of Completion

Lesson Plans, CGA, FCA 2.0

Plan to Monitor Effectiveness of G1.B2.S1

Strategies planned and discuss during Common Planning

Person or Persons Responsible

Christine Kumer, Principal; Tania Woods, Assistant Principal; Suzanne Kane, Math Coach

Target Dates or Schedule

Focus walks, class room observations

Evidence of Completion

lesson plans, student work, CGA, FCAT 2.0

G1.B3 Teacher familiarity with the gradual release model

G1.B3.S1 Provide professional development at district level and school level of the gradual release model.

Action Step 1

Provide training in the gradual release model

Person or Persons Responsible

All teachers: Kindergarten- 5th grade

Target Dates or Schedule

Professional Development Early dismissal days, Common Planning

Evidence of Completion

Lesson Plans, CGA, FCAT 2.0

Facilitator:

Various

Participants:

All teachers: Kindergarten- 5th grade

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Lesson Plans, Student work: interactive journals, class work

Person or Persons Responsible

Christine Kumer, Principal; Tania Woods, Assistant Principal; Suzanne Kane, Math Coach

Target Dates or Schedule

Focus walks, classroom observations, Professional Development training

Evidence of Completion

Student achievement: CGA, FCAT

Plan to Monitor Effectiveness of G1.B3.S1

Lessons for gradual release model

Person or Persons Responsible

Christine Kumer, Principal; Tania Woods, Assistant Principal; Suzanne Kane, Math Coach

Target Dates or Schedule

Focus Walks, Class room observations

Evidence of Completion

Lesson plans, CGA, FCAT 2.0

G2. Increase the percent of proficiency (3 or above) on the Spring FCAT2.0 by 10% for 5th grade Science.

G2.B2 Lack of money to purchase science materials for the lab

G2.B2.S1 District assistance in supply materials for the lab

Action Step 1

Materials for lab

Person or Persons Responsible

Christine Kumer, Principal

Target Dates or Schedule

Jan. 2014

Evidence of Completion

Stocked lab

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. Increase the percent of proficiency (3 or above) on the Spring FCAT 2.0 by 2% at each grade level (3-5). Increase the percent of proficiency (4 or above) on the Spring FCAT 2.0 by 4 % at each grade level (3-5).

G4.B1 Lack of professional development with text complexity

G4.B1.S1 Provide professional development and resources for Text Complexity

Action Step 1

Complete professional development on resources and materials to encourage the focus of text complexity

Person or Persons Responsible

-Primary Teachers -Intermediate Teachers

Target Dates or Schedule

- Participate in Early Release Professional Development - Participate in Grade Level Common Planning

Evidence of Completion

- Provide artifacts of student learning - Provide student interactive journals that reflect appropriate use of text complexity -Provide data that reflects an increase of student achievement

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

-Provide and document professional development on resources and materials to encourage the focus of text complexity -Reflect on professional development trainings to monitor effectiveness

Person or Persons Responsible

-Leadership Team -Reading Coach and District Reading Specialists (Primary and Intermediate)

Target Dates or Schedule

-Document and review minutes from Early Release Professional Development once a month - Document and review minutes from Grade Level Common Planning once a week

Evidence of Completion

-Collaborate to review artifacts of student learning -Collaborate to review student interactive journals that reflect appropriate use of text complexity -Collaborate to review grade level data of student mastery

Plan to Monitor Effectiveness of G4.B1.S1

-Monitor and facilitate lesson planning of teachers collaborating the implementation of text complexity during professional development. -Reflect on professional development trainings to monitor effectiveness

Person or Persons Responsible

-Leadership Team -Reading Coach and District Reading Specialists (Primary and Intermediate) - Primary and Intermediate Teachers

Target Dates or Schedule

- Document and review minutes from Early Release Professional Development once a month - Document and review minutes from Grade Level Common Planning once a week

Evidence of Completion

-Collaborate to review artifacts of student learning -Collaborate to review student interactive journals that reflect appropriate use of text complexity -Collaborate to review grade level data of student mastery

G5. Increase the percent of proficiency (3.5 or above) on the Spring Florida Comprehensive Assessment Test 2.0 by 4% for 4th grade writing Increase the percent of proficiency (4 or above) on the Florida Alternative Assessment by 4% for 4th grade writing

G5.B1 Lack of teacher professional development of implementing Step Up to Writing

G5.B1.S1 Provide professional development and resources for Step Up to Writing

Action Step 1

Complete professional development on resources and materials from Step Up to Writing to support students with the writing process

Person or Persons Responsible

-Intermediate Teachers

Target Dates or Schedule

- Participate in Early Release Professional Development - Participate in Grade Level Common Planning

Evidence of Completion

- Provide artifacts of student writing - Provide student interactive journals (writing journals) that reflect student improvement in writing -Provide data that reflects an increase of student mastery in writing

Plan to Monitor Fidelity of Implementation of G5.B1.S1

-Provide and document professional development on resources and materials with Step Up to Writing to support students with the writing process -Reflect on professional development trainings to monitor effectiveness

Person or Persons Responsible

-Leadership Team -Reading Coach and District Reading Specialists (Primary and Intermediate)

Target Dates or Schedule

-Document and review minutes from Early Release Professional Development once a month - Document and review minutes from Grade Level Common Planning once a week

Evidence of Completion

-Collaborate to review artifacts of student writing -Collaborate to review student interactive journals (writing journals) that reflect student improvement in writing -Collaborate and review data that reflects an increase of student mastery in writing

Plan to Monitor Effectiveness of G5.B1.S1

-Monitor and facilitate lesson planning of teachers collaborating the implementation of Step Up to Writing during professional development. -Reflect on professional development trainings to monitor effectiveness

Person or Persons Responsible

-Leadership Team -Reading Coach and District Reading Specialists (Primary and Intermediate) - Intermediate Teachers

Target Dates or Schedule

- Document and review minutes from Early Release Professional Development once a month - Document and review minutes from Grade Level Common Planning once a week

Evidence of Completion

-Collaborate to review artifacts of student writing -Collaborate to review student interactive journals (writing journals) that reflect student improvement in writing -Collaborate and review data that reflects an increase of student mastery in writing

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

Included in Title One Parent Involvement Plan on-line

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase the percent of proficiency (3 or above) on the Spring FCAT 2.0 by 10% at each grade level (3-5) for Mathematics.

G1.B2 Lack of teacher collaboration

G1.B2.S1 The Math Coach will assist with Common Planning time at targeted grade levels with a focus and an outcome.

PD Opportunity 1

Provide support to teachers during grade level Common Planning time.

Facilitator

Suzanne Kane, School Based math Coach

Participants

All teachers: Kindergarten- 5th grade

Target Dates or Schedule

Bi-monthly meetings

Evidence of Completion

Agendas, Lesson plans, CGA, FCAT

G1.B3 Teacher familiarity with the gradual release model

G1.B3.S1 Provide professional development at district level and school level of the gradual release model.

PD Opportunity 1

Provide training in the gradual release model

Facilitator

Various

Participants

All teachers: Kindergarten- 5th grade

Target Dates or Schedule

Professional Development Early dismissal days, Common Planning

Evidence of Completion

Lesson Plans, CGA, FCAT 2.0

Appendix 2: Budget to Support School Improvement Goals