



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Pine Forest Elementary School

3929 GRANT RD

Jacksonville, FL 32207

904-346-5600

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 42%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 51%

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## School Grades History

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

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

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

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

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## **Purpose and Outline of the SIP**

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

### **Part I: Current School Status**

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

### **Part II: Expected Improvements**

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

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

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

### **Part III: Coordination and Integration**

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

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

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

### **Appendix 2: Budget to Support Goals**

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

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

## Current School Status

### School Information

**School-Level Information**

**School**

Pine Forest Elementary School

**Principal**

Tamara Williams

**School Advisory Council chair**

Michelle Iddings

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

Name	Title
Patricia Baker	Teacher
Judi Jin	Teacher
Laurel Ledoux	Teacher
Kathleen Behrens	Teacher
Nancy Bent	Guidance Counselor
Gale Daly	Teacher
Nicole Cotton	Teacher
Debra Moore	Teacher
Cameron Mattingly	Assistant Principal
Tamara Williams	Principal

**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**

- Michelle Iddings-SAC Chair, Parent
- Tamara Williams-Principal
- Stacy Bogan-PTA Representative, Parent, Serves as Secretary
- Denise Valaer-Teacher
- Nichole Terry-Girl Scouts Director of Membership, Parent
- Sara Cantor-Business Partner (Furniture Mart), Parent

JoAnne Sheerin-Educational Support  
Tiffany McClendon-Team Up Director, Parent

**Involvement of the SAC in the development of the SIP**

Upon the completion of the School Improvement Plan, the members of the SAC will thoroughly review the proposed plan. The members of the SAC will make suggestions on ways to fund approved professional development for subject areas that are identified as needing improvement.

**Activities of the SAC for the upcoming school year**

The SAC will be expected to engage in the following activities during the upcoming school year: review School Improvement Plan, meet monthly to discuss ways to improve the performance of the school, discuss student data to evaluate effectiveness of strategies outlined in the SIP, meet with and seek business partners to support Saturday School funding to help students in need of academic remediation, and implement strategies that will increase parental involvement.

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

School improvement funds are projected to be used to fund Saturday School Tutoring (\$2,000.00).

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

In Compliance

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

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:**

<b>Tamara Williams</b>		
<b>Principal</b>	<b>Years as Administrator: 6</b>	<b>Years at Current School: 3</b>
<b>Credentials</b>	B.S. Elementary Education, 2001 M. Ed Educational Leadership, 2005	
<b>Performance Record</b>	2012-2013: Pine Forest is currently a "B" School. During the 12-13 school year student proficiency in Reading was an overall 76%, with third grade students ranking 8th in the district. Writing increased a total of 10 points. 2011-2012: Pine Forest is an "A" school The school earned a total of 615 points as a result of the following student proficiency levels: 74% in reading, 72% in math, 92% in writing, and 57% in science. Students made the following gains: 79% in reading, 77% in math, 81% bottom quartile reading, and 74% bottom quartile math. 2010-2011: New Berlin Elementary was deemed an "A" school by the Florida DOE. The school earned a total of 564 points. 86% were proficient in reading, 84% in math, 80% in writing, and 63% in science. Black students earned AYP in math.	

<b>Cameron Mattingly</b>		
<b>Asst Principal</b>	<b>Years as Administrator: 1</b>	<b>Years at Current School: 1</b>
<b>Credentials</b>	B.S. Visual Disabilities (2006) M.Ed Visual Disabilities (2008) M. Ed Educational Leadership (2012) FLDOE Certifications: Visually Impaired (K-12), Exceptional Student Education (K-12), Elementary Education (K-6), Educational Leadership (K-12), Autism Spectrum Disorders Endorsement	
<b>Performance Record</b>	2012-2013: Pinedale Elementary had a school grade of "B". FCAT Reading performance (AMO=43%) was the following: 3 and above=42%, overall gains=86%, and BQ gains=84%. FCAT Math performance (AMO=61%) was the following: 3 and above=48%, overall gains=74%, and BQ gains=77%. 53% of students scored 3.5 and above on the FCAT Writes. 45% of students scored 3 and above on FCAT Science. 2011-2012: Pinedale Elementary had a school grade of "B" (D). FCAT Reading performance was the following (AMO=38%): 3 and above=35%, overall gains=57%, and BQ Gains=71%. FCAT Math performance was the following (AMO=57%): 3 and above=40%, overall gains=53%, and BQ Gains=60%. 76% of students scored 3.0 and above on the FCAT Writes. 26% of students scored 3 and above on FCAT Science.	

**Instructional Coaches**

<b># of instructional coaches</b>
0



**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

**Classroom Teachers**

**# of classroom teachers**

31

**# receiving effective rating or higher**

30, 97%

**# Highly Qualified Teachers**

97%

**# certified in-field**

30, 97%

**# ESOL endorsed**

25, 81%

**# reading endorsed**

1, 3%

**# with advanced degrees**

4, 13%

**# National Board Certified**

0, 0%

**# first-year teachers**

2, 6%

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

4, 13%

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

11, 35%

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

14, 45%

**Education Paraprofessionals**

**# of paraprofessionals**

2

**# Highly Qualified**

2, 100%

## Other Instructional Personnel

### # of instructional personnel not captured in the sections above

1

### # 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

The school's strategies to recruit highly qualified teachers involve the following:

- Attractive website highlighting school achievement and involvement in the arts community.
- Communication with district office to inquire about highly qualified applicants to fill vacancies.
- Extracurricular community involvement.
- Communication with outgoing school administration.

The school's strategies for retaining highly qualified teachers involve the following:

- Provide differentiated professional development, as outlined by CAST observation/feedback.
- Assign all new teachers a mentor with experience/specialization in their particular subject area/grade level.
- Provide peer support and lesson study opportunities.
- Develop teacher leaders within the school.

The individuals responsible for implementation of recruitment and retention strategies are the Principal and Assistant Principal.

## 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

The school's teacher mentoring program/plan involves the following planned mentoring activities:

- Daily and/or weekly meetings to review past and current lesson plans.
- Provide individualized, ongoing assistance with lesson planning and all aspects of classroom management
- Weekly monitoring of lesson plans to ensure they are current and aligned with learning schedules and curricula, include appropriate classroom management strategies, and involve the utilization of appropriate supports and differentiated instructional strategies.

Mr. Vorwerk (2nd year teacher): Ms. Wester will provide assistance with lesson planning, familiarization with curriculum, behavior management strategies, and time management within the arts.

Ms. Francis (2nd year teacher): Ms. Rankin will provide assistance with lesson planning, familiarization with curriculum, behavior management strategies, and time management within the arts.

Ms. Simmons (2nd year teacher): Ms. Davis will provide assistance with lesson planning, familiarization with curriculum, behavior management strategies, time management, and successful completion of the MINT program.

Ms. Belanger (1st year teacher): Ms. Mattiace will provide assistance with lesson planning, familiarization with curriculum, behavior management strategies, time management, and successful completion of the MINT program.

Ms. Roberts (1st year teacher): Ms. Moore will provide assistance with lesson planning, familiarization

with curriculum, behavior management strategies, time management, and successful completion of the MINT program.

## 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 MTSS/RtI Leadership team meets monthly. The focus of meetings is on the following:

- Defining criteria for student achievement across the content areas.
- Analyzing on-going assessment data sources.
- Monitoring and analyzing data from monthly Progress Monitoring Notebooks.
- Strategizing classroom and/or school interventions and strategies for those students who do not meet achievement criteria.
- Examining relevant evidence of achievement, such as assessment data from FCAT 2.0, FLKRS, ECHO, running records, school-based assessments, CGA data, and diagnostic testing.

The team engages in review of universal screening data and link to instructional decisions and the 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 risk for not meeting benchmarks. Based on the above information, the team determines what professional development and resources are necessary for better meeting the needs of students. The team collaborates regularly, engages in problem solving, shares effective practices, evaluates effectiveness of intervention implementation, makes decisions as to necessary adjustments in interventions, and practices new processes and skills necessary to monitor and adjust Tier II and Tier III Interventions. The team facilitates the process of building consensus, increasing infrastructure, and making decisions about RtI implementation.

In addition to the oversight work of the RtI Team, other building leadership and instructional teams (such as professional learning communities, vertical learning communities, grade level teams, and/or content area teams) carry the work forward with individual and smaller groups of students. This academic and behavioral work includes the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student needs
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data
- Problem solving
- Determining next steps

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

The Building RtI/MTSS Leadership Team leads the faculty in a review of the data and, with input from building instructional teams and PLC's, assists in developing the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Building RtI Leadership Team finalizes the plan.

The School Improvement Plan becomes the guiding document for the work of the school. The Building RtI Leadership Team regularly revises and updates the plan as the needs of students change throughout the school year. The plan includes a formal review process, which demonstrates how the school has used RtI to inform instruction and how mid-course adjustments are made as data are analyzed.

The assignments of the school-based leadership team members are the following:

- Ms. Baker- 3-5 Reading

- Ms. Jin- 3-5 Math
- Ms. Behrens- K-2 Reading
- Ms. Ledoux- K-5 Science
- Ms. Daly K-2 Writing
- Ms. Cotton 3-5 Writing
- Ms. Bent- RTI/ ESE

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN), (CGAs) Curriculum Guide Assessments, Florida Comprehensive Assessment Test (FCAT 2.0), Exposition Forms, retention rates, absence and tardy rates, discipline data, district/school-based timed writing assessments, Comprehensive English Language Learning Assessments (CELLA), cumulative data used in Continuous Learning Cycles (CLC data), IOWA/DAR, diagnostic assessments such as iReady and Success Maker, and benchmark trackers/progress monitoring logs.

Midyear: (CGAs) Curriculum Guide Assessments, PMRN, Progress Monitoring Assessments, and CLC data

End of Year: FCAT 2.0, FCAT Writes, CLCs' data

Ongoing Progress Monitoring: Progress Monitoring and Reporting Network (PMRN), (CGAs) Curriculum Guide Assessments Florida Comprehensive Assessment Test (FCAT 2.0), retention rates, absence and tardy rates, discipline data, district timed/school-based writing assessments, Comprehensive English Language Learning Assessments (CELLA), cumulative data used in Continuous Learning Cycles (CLC data), IOWA/DAR, iReady and Success Maker data, and benchmark trackers/progress monitoring logs.

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN), (CGAs) Curriculum Guide Assessments, Florida Comprehensive Assessment Test (FCAT 2.0), Exposition Forms, retention rates, absence and tardy rates, discipline data, district/school-based timed writing assessments, Comprehensive English Language Learning Assessments (CELLA), cumulative data used in Continuous Learning Cycles (CLC data), IOWA/DAR, diagnostic assessments such as iReady and Success Maker, and benchmark trackers/progress monitoring logs.

Midyear: (CGAs) Curriculum Guide Assessments, PMRN, Progress Monitoring Assessments, and CLC data

End of Year: FCAT 2.0, FCAT Writes, CLC data

Ongoing Progress Monitoring: Progress Monitoring and Reporting Network (PMRN), (CGAs) Curriculum Guide Assessments Florida Comprehensive Assessment Test (FCAT 2.0), retention rates, absence and tardy rates, discipline data, district timed/school-based writing assessments, Comprehensive English Language Learning Assessments (CELLA), cumulative data used in Continuous Learning Cycles (CLC data), IOWA/DAR, iReady and Success Maker data, and benchmark trackers/progress monitoring logs.

Frequency of data review: On-going by grade level and lead teacher teams throughout each week, monthly comprehensive review by the RTI and Leadership Teams. Data will be managed by Pearson Inform, monthly progress monitoring notebooks, and quarterly data chats between teachers, parents, and administration.

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

The school-based MTSS/ RTI Inclusion Facilitator will continue to provide inservice to the faculty on designated professional development days (i.e. pre-planning, early dismissal, planning days, and faculty meetings). MTSS/RTI Professional Development includes more than scheduled workshops. In addition

to traditional RTI training during pre-planning, early dismissal, and faculty meetings, RTI learning is job-embedded and occurs during the following:

- Problem solving
- Professional learning communities
- Classroom observations
- Collaborative planning
- Analyses of student work
- Book study
- Data Analysis

### 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:** 48,600

During the AM and PM Extended Day Program, students are given additional time to work on computer-based academic programs and are provided enrichment activities by a certified teacher.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Students involved in this program are tracked monthly using data from assessments, online computer programs and classroom grades. Students are monitored and grouped accordingly to determine if the program is having a positive impact on their academic performance.

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

Principal, Assistant Principal, & Ms. Baker (Extended Day Director)

**Strategy:** Before or After School Program

**Minutes added to school year:** 29,100

By participating in the PM Team Up Program, students receive one hour of tutoring by a certified teacher to enhance their academic performance in both Reading and Math. Teachers use approved aligned curriculum that is grade level appropriate for each student.

### Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Students involved in this program are tracked monthly using data from assessments, online computer programs and classroom grades. Students are monitored and grouped accordingly to determine if the program is having a positive impact on their academic performance.

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

Principal, Assistant Principal, & Ms. Momberg (Team Up Academic Advisor)

## Literacy Leadership Team (LLT)

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

Name	Title
Johna Mattiace	Kindergarten Teacher
Kathleen Behrens	1st Grade Teacher
Gale Daly	2nd Grade Teacher
Lauren Davis	3rd Grade Teacher
Robin Momberg	4th Grade Teacher
Patricia Baker	5th Grade Teacher
Cameron Mattingly	Assistant Principal
Tamara Williams	Principal

### How the school-based LLT functions

The LLT meets weekly. The roles and functions of the team include the following: conducting data analyses across grade levels to identify strengths and needs, strategizing on instructional and support systems necessary to address instructional needs, identifying methods for accountability for student achievement, identifying methods to ensure that consistent implementation of instructional and support systems are in place, problem-solving barriers to instructional or organizational systems necessary to address student needs, and ensuring that instruction is aligned with district goals and with school goals and mission. This team also provides assistance in assessing faculty professional development needs and developing plans on effective implementation of targeted reading goals within our surrounding community. Instructional rigor in our reading curriculum and its instructional delivery is a primary goal, so collaboration with district literacy specialists will take place once a month.

## Major initiatives of the LLT

- Identifying ongoing professional development needs for teachers to ensure that moderate to higher cognitive complexity levels are being addressed with fidelity throughout instruction
- Ensuring that 90 minutes of uninterrupted instruction is taking place daily in each classroom
- Assisting in the process of aligning test specifications with literacy standards in grades K-5
- Ensuring that the 30 minutes of RTI Interventions are occurring across grade levels
- Including reading targets and action steps to improve performance for all AYP subgroups
- Creation of monthly Writing prompts and opportunities for students to respond to literature

## Every Teacher Contributes to Reading Instruction

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

Through supervision and observation of classroom teachers, school administrators are responsible for ensuring that every K-5th grade teacher is delivering 90 minutes of uninterrupted reading instruction daily. In addition, teachers are closely monitored to ensure that they are engaging students in RtI activities directly aligned to their assessed ability levels (i.e. remediation for struggling students, extra practice for students on grade level, and enrichment activities for students above grade level). The use of Accelerated Reader will be a major initiative this year utilized by 3rd-5th grade reading teachers. Administrators will be observing the frequency of reading conferences between teachers/students as well as data chats taking place in the classroom in order to ensure that students are aware of their reading performance and understand the steps that need to be taken to achieve personal goals. Teachers and school administrators will engage in continuous reflection on student assessment scores (i.e. reading levels, CGA reading data, FCAT reading data, classroom exit tickets) in order to identify how student performance is measuring up to the goals set forth in the SIP and by the district/state. Non-reading teachers will work through PLCs to engage in discussion as to how they can complete cross-curricular activities to support literacy teachers.

## 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

All Kindergarten teachers will administer FLKRS and ECHOS assessments to formally and informally assess students' literacy skill sets. During the first quarter of the school year, Kindergarten teachers will consistently establish classroom/school rituals and routines to maximize academic learning and social growth. Kindergarten teachers will administer district baseline assessments to determine readiness and to differentiate student learning within the context of the classroom.

## 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	76%	76%	Yes	78%
American Indian				
Asian				
Black/African American	58%	59%	Yes	63%
Hispanic	76%	85%	Yes	78%
White	88%	83%	No	89%
English language learners				
Students with disabilities	41%	41%	Yes	47%
Economically disadvantaged	64%	61%	No	68%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	33%	36%
Students scoring at or above Achievement Level 4	101	40%	44%

#### 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			

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	168	66%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	40	63%	69%



**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		73%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		24%

**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	49	58%	63%
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	72%	64%	No	75%
American Indian				
Asian				
Black/African American	57%	45%	No	61%
Hispanic	80%	70%	No	82%
White	78%	74%	No	81%
English language learners				
Students with disabilities	45%	38%	No	51%
Economically disadvantaged	61%	50%	No	65%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	35%	38%
Students scoring at or above Achievement Level 4	80	32%	35%

**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			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	83	49%	53%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	31	63%	69%

**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	29	33%	36%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%

**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			

**Middle School Science**

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		5
Participation in STEM-related experiences provided for students	0	0%	3%

**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	44	9%	5%
Students retained, pursuant to s. 1008.25, F.S.	4	1%	0%
Students who are not proficient in reading by third grade	16	19%	15%
Students who receive two or more behavior referrals	4	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

As a dedicated arts magnet school, it is often difficult for parents to return to school for workshops planned by school staff. Daytime workshops are prohibitive as most of the parents work during these hours. It is important that parental workshops are combined and/or scheduled before/after other preferred events (i.e. student performances, Open House). In order to encourage participation in parent events, the school will offer incentives for attendance, including the following: door prizes, snacks, and homework passes.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will participate in school-based parent workshops developed by school staff throughout the school year.	300	59%	65%
Parents will join and actively participate in the PTA.	400	79%	50%

**Area 10: Additional Targets****Additional targets for the school**

Teachers in arts areas will consistently collaborate with feeder school arts area teachers to prep 4th and 5th grade students for the required audition process. Arts teachers will participate in PLCs with all arts teachers at Lavilla to ensure continuity of the arts.

This year, a new security paraprofessional has been hired to consistently implement school-based security procedures. He will continually collaborate with teachers, administration, and front office staff to ensure that the campus is secure at all times. The security paraprofessional will assist with monitoring the individuals that enter the school and appropriately escort them to their desired destination (if deemed appropriate). During emergency and non-emergency school transitions, he will consistently supervise teachers and students to ensure that behavioral expectations are being strictly followed.

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Arts teachers will collaborate monthly with teachers at Lavilla.	4	67%	100%
The security paraprofessional will ensure that all teachers and students are out of the building during emergency evacuation drills.	0	0%	100%
The security paraprofessional will complete at least 2 perimeter and interior walkthroughs per school day to ensure that all building entrances and classrooms are secure.	0	%	100%

## Goals Summary

- G1.** 54% (48/88) of students will achieve above proficiency on the FCAT in Writing (scoring at 3.5 and above). This is a 5% increase from the previous year.
- G2.** 3rd-5th grade Science teachers will implement the new district curriculum guides with fidelity so that 60% of students (56/93) will achieve proficiency (3 or above) on the FCAT 2.0 Science assessment. This is a 20% increase from the previous year.
- G3.** Math learning gains for ALL students will increase from 43% to 55% (100/182).
- G4.** Teachers will implement effective reading instruction aligned to state standards through the Gradual Release Model so that 78% of ALL students (202/259) will achieve proficiency (3 or above) on the FCAT 2.0 Reading assessment).
- G5.** K-5 Mathematics teachers will implement the new district curriculum guides with fidelity so that 75% of ALL students (194/259) will meet proficiency (3 or above) on the FCAT 2.0 Mathematics assessment).

## Goals Detail

**G1.** 54% (48/88) of students will achieve above proficiency on the FCAT in Writing (scoring at 3.5 and above). This is a 5% increase from the previous year.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- 1. Write Score
- 2. District Specialist

### Targeted Barriers to Achieving the Goal

- 1. Teachers new to Common Core in Writing

### Plan to Monitor Progress Toward the Goal

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/ specialist. Perform informal/ formal observations. School based professional needs

### Person or Persons Responsible

Administration

### Target Dates or Schedule:

ongoing

### Evidence of Completion:

CAST, Writing calendar Writing, feedback forms for observation, my profile, previous SIP documents.

**G2.** 3rd-5th grade Science teachers will implement the new district curriculum guides with fidelity so that 60% of students (56/93) will achieve proficiency (3 or above) on the FCAT 2.0 Science assessment. This is a 20% increase from the previous year.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- 1.District Specialists
- 2.Professional Development
- 3.Administrative support
- 4.Common Planning

**Targeted Barriers to Achieving the Goal**

- 3. Quality of instruction and rigor of instruction.

**Plan to Monitor Progress Toward the Goal**

Highly encourage and promote the presence of an administrator at all common planning meetings. Maintain records of common planning documents. Develop a calendar for common planning and schedule for professional development.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

ongoing

**Evidence of Completion:**

common planning agenda, sign in sheets and schedules

**G3. Math learning gains for ALL students will increase from 43% to 55% (100/182).****Targets Supported****Resources Available to Support the Goal**

- 1. District Specialists
- 2. CG on Share Point
- Professional Development (Rtl)
- Math Interactive Journals
- Administrative Support
- CGA Data (Baseline, Quarterly)
- Rtl Support
- Teacher Academy (Summer 2013) Materials

**Targeted Barriers to Achieving the Goal**

- Lack of Experience with Use of Diagnostic Programs (i.e. SuccessMaker, iReady)

**Plan to Monitor Progress Toward the Goal**

Administrator review of diagnostic program usage through monthly tracking reports, Administrator review of weekly lessons plans to ensure that teachers are using current data to group students and are implementing ability-appropriate Rtl activities for purposes of intervention/remediation, Collaboration with District Math Specialists, Use of quarterly assessment data (CGAs) and informal/formal classroom assessments to monitor performance and growth of students identified as Lowest 25%

**Person or Persons Responsible**

Administrators, Teachers, District Math Specialists

**Target Dates or Schedule:**

Weekly/Quarterly/Monthly

**Evidence of Completion:**

Administrators will review diagnostic assessment data generated by specific programs (i.e. iReady, SuccessMaker) and ensure that teachers are differentiating their instruction as evidenced by their weekly lesson plans, planned Rtl activities, and implementation of Rtl centers, Tracking of CGA and classroom assessment data in order to identify whether or not students are making learning gains

**G4.** Teachers will implement effective reading instruction aligned to state standards through the Gradual Release Model so that 78% of ALL students (202/259) will achieve proficiency (3 or above) on the FCAT 2.0 Reading assessment).

**Targets Supported**

- Reading (AMO's, FCAT2.0)

**Resources Available to Support the Goal**

- 1. Administrative Support
- 2. Reading Gradual Release built in program
- 3. District K-2 Ela Specialist Support
- 4. District 3-5 Ela Specialist Support
- 5. Common Planning Time Amongst Grade Levels

**Targeted Barriers to Achieving the Goal**

- 1. Fidelity of Gradual Release Model
- 2. Teachers lack knowledge of collaborative data driven instruction
- 3. Teachers lack knowledge of Rtl Process

**Plan to Monitor Progress Toward the Goal**

Data Chats, Standards-Based instruction, CGA data, PLC minutes, progress monitoring data, Lesson Plans; Administration will review Focus Walk feedback and Focus Walk Graphs to determine effectiveness of Professional Development. Principal will provide struggling teachers with support.

**Person or Persons Responsible**

Leadership Team/Admin

**Target Dates or Schedule:**

Monthly/Quarterly Data Chats, Weekly review of lesson plans, Quarterly review of CGA data, Weekly focus walks

**Evidence of Completion:**

Review of Professional Development Plan, PLC minutes, Continuing mastery of benchmarks according to CGA data, Integration of Gradual Release Model into weekly lesson plans for all subjects, Focus walk feedback/graphs



**G5.** K-5 Mathematics teachers will implement the new district curriculum guides with fidelity so that 75% of ALL students (194/259) will meet proficiency (3 or above) on the FCAT 2.0 Mathematics assessment).

**Targets Supported**

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

**Resources Available to Support the Goal**

- 1. District Specialists
- 2. CG on Share Point
- 3. Professional Development
- 4. Administrative support

**Targeted Barriers to Achieving the Goal**

- 1. Lack of fidelity with GRRM.
- 2. Lack of teacher content knowledge
- 3. Quality of instruction and rigor of instruction.

**Plan to Monitor Progress Toward the Goal**

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/ specialist. Perform informal/ formal observations. School based professional needs

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

CAST, PD calendar, feedback forms for observation, my profile, previous SIP documents.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** 54% (48/88) of students will achieve above proficiency on the FCAT in Writing (scoring at 3.5 and above). This is a 5% increase from the previous year.

**G1.B1** 1. Teachers new to Common Core in Writing

**G1.B1.S1** School wide Monthly Writing Prompts

#### Action Step 1

Monthly Writing Prompts

#### Person or Persons Responsible

Leadership Team, Administrators

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Writing Feedback Forms, All students will respond to a piece of literature every month in an FCAT test like environment. Grade level teachers will score student responses and give collaborative feedback on student scores.

#### Facilitator:

Admin/Leadership Team/Administrators

#### Participants:

All K-5 Teachers

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

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/ formal observations. School based professional needs

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

CAST, Writing calendar Writing, feedback forms for observation, my profile, previous SIP documents.

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

What: Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/ formal observations. School based professional needs

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

CAST, Writing calendar Writing, feedback forms for observation, my profile, previous SIP documents.

### G1.B1.S2 Common Planning with Grade Level

#### Action Step 1

Common Planning with Grade Level

#### Person or Persons Responsible

Administrators and Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Administrators and teachers will meet weekly to discuss best practices in writing. All teachers will collaborate with Ela teachers to discuss student writing prompts.

### **Plan to Monitor Fidelity of Implementation of G1.B1.S2**

Highly encourage and promote the presence of an administrator at all common planning meetings. Maintain records of common planning documents. Develop a calendar for common planning and schedule for professional development.

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

Administration

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

ongoing

#### **Evidence of Completion**

Grade Level Minutes, common planning agenda, sign in sheets and schedules

### **Plan to Monitor Effectiveness of G1.B1.S2**

Highly encourage and promote the presence of an administrator at all common planning meetings. Maintain records of common planning documents. Develop a calendar for common planning and schedule for professional development, Develop monthly school-wide writing prompts to measure student performance against CCSS expectations

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

Administration

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

ongoing

#### **Evidence of Completion**

Student growth on monthly school-wide writing prompts based on grade-specific CCSS writing rubrics

### **G1.B1.S3 Professional Development of Teachers**

#### **Action Step 1**

Professional Development

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

District Specialist, Leadership Team

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

Monthly

#### **Evidence of Completion**

District Specialist will collaborate with teachers monthly on ways to score writing pieces by use of the FCAT rubric.

### **Plan to Monitor Fidelity of Implementation of G1.B1.S3**

Design and implement ongoing support for teachers through structured common planning.

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

Administration

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

ongoing

#### **Evidence of Completion**

Common planning agendas and minutes, classroom walkthrough, data collections coaching logs, admin/teacher data chats. IPDP and support plans.

### **Plan to Monitor Effectiveness of G1.B1.S3**

Design and implement ongoing support for teachers through structured common planning.

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

Administration

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

ongoing

#### **Evidence of Completion**

Common planning agendas and minutes, classroom walkthrough, data collections coaching logs, admin/teacher data chats. IPDP and support plans.

**G2.** 3rd-5th grade Science teachers will implement the new district curriculum guides with fidelity so that 60% of students (56/93) will achieve proficiency (3 or above) on the FCAT 2.0 Science assessment. This is a 20% increase from the previous year.

**G2.B3** 3. Quality of instruction and rigor of instruction.

**G2.B3.S1** Common planning with specific grade level or subject area; invite admin

**Action Step 1**

Facilitate common planning and VLC meetings

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

teachers

**Action Step 2**

Meet together to analyze data, create lesson plans and reflect on previous lessons

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

teachers

**Action Step 3**

Monitor meetings, lesson plans and minutes

**Person or Persons Responsible**

administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

administration

### **Plan to Monitor Fidelity of Implementation of G2.B3.S1**

Highly encourage and promote the presence of an administrator at all common planning meetings. Maintain records of common planning documents. Develop a calendar for common planning and schedule for professional development.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

common planning agenda, sign in sheets and schedules

### **Plan to Monitor Effectiveness of G2.B3.S1**

Highly encourage and promote the presence of an administrator at all common planning meetings. Maintain records of common planning documents, Develop a calendar for common planning and schedule for professional development, Monthly school-wide writing prompt results across grade levels

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student scores on monthly school-wide writing prompts according to grade-specific CCSS rubrics

**G2.B3.S2** Curriculum and rigor professional development

**Action Step 1**

Provide professional development on incorporating rigor into the CG

**Person or Persons Responsible**

Science Coach, AP, Lead teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teachers

**Facilitator:**

Science Specialist

**Participants:**

All K-5 Science Teachers (Focus on 3rd-5th)

**Action Step 2**

begin incorporating rigor based on DOK into lessons and it is reflected into daily lesson plans

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teachers



### **Action Step 3**

Monitor implementation of DOK and use of language related to item specs in observations

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

Administration

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

Ongoing

#### **Evidence of Completion**

Administration

### **Plan to Monitor Fidelity of Implementation of G2.B3.S2**

Design and implement ongoing support for teachers through structured common planning, Admin/ teacher data chats, IPDP and support plans, Classroom walkthroughs, Common planning agendas and minutes

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

Administration

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

Ongoing

#### **Evidence of Completion**

Analysis of student performance on Science CGAs to measure growth and areas of focus

### **Plan to Monitor Effectiveness of G2.B3.S2**

Design and implement ongoing support for teachers through structured common planning, Common planning agendas and minutes, Classroom walkthrough observation/feedback, Coaching logs, Admin/ teacher data chats

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

Administration

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

ongoing

#### **Evidence of Completion**

Analysis of student performance on Science CGAs to measure growth and areas of focus

**G3.** Math learning gains for ALL students will increase from 43% to 55% (100/182).

**G3.B3** Lack of Experience with Use of Diagnostic Programs (i.e. SuccessMaker, iReady)

**G3.B3.S1** Professional Development of Teachers

**Action Step 1**

Professional Development of Teachers Aligned with Diagnostic Math Programs (i.e. iReady, SuccessMaker)

**Person or Persons Responsible**

Administrators, Teachers, Diagnostic Program Representatives, District Math Specialists

**Target Dates or Schedule**

October/November 2013

**Evidence of Completion**

Administrators will review diagnostic assessment data generated by specific programs (i.e. iReady, SuccessMaker) and ensure that teachers are differentiating their instruction as evidenced by their weekly lesson plans, planned Rtl activities, and implementation of Rtl centers.

**Facilitator:**

Pearson Representative, District Math Specialists

**Participants:**

Administrators, Teachers

**Plan to Monitor Fidelity of Implementation of G3.B3.S1**

Highly encourage and promote the presence of an administrator at all common planning meetings, Administrator review of diagnostic program usage through monthly tracking reports, Administrator review of weekly lessons plans to ensure that teachers are using current data to group students and are implementing ability-appropriate Rtl activities for purposes of intervention/remediation, Collaboration with District Math Specialists

**Person or Persons Responsible**

Administrators, Teachers, District Math Specialists

**Target Dates or Schedule**

Weekly/Monthly

**Evidence of Completion**

Administrators will review diagnostic assessment data generated by specific programs (i.e. iReady, SuccessMaker) and ensure that teachers are differentiating their instruction as evidenced by their weekly lesson plans, planned Rtl activities, and implementation of Rtl centers.

### Plan to Monitor Effectiveness of G3.B3.S1

Administrator review of diagnostic program usage through monthly tracking reports, Administrator review of weekly lessons plans to ensure that teachers are using current data to group students and are implementing ability-appropriate Rtl activities for purposes of intervention/remediation, Collaboration with District Math Specialists

#### Person or Persons Responsible

Administrators, Teachers, District Math Specialists

#### Target Dates or Schedule

Weekly/Monthly

#### Evidence of Completion

Administrators will review diagnostic assessment data generated by specific programs (i.e. iReady, SuccessMaker) and ensure that teachers are differentiating their instruction as evidenced by their weekly lesson plans, planned Rtl activities, and implementation of Rtl centers.

### G3.B3.S2 Common Planning with Specific Grade Level or Subject Area; Invite Admin

#### Action Step 1

Highly encourage and promote the presence of an administrator at all common planning meetings, Administrator review of diagnostic program usage through monthly tracking reports, Administrator review of weekly lessons plans to ensure that teachers are using current data to group students and are implementing ability-appropriate Rtl activities for purposes of intervention/remediation, Collaboration with District Math Specialists

#### Person or Persons Responsible

Teachers, Administrators, District Math Specialists

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Common Planning Sign Ins, Common Planning Agendas, Lesson Plans, Teacher Performance, District Math Specialist Feedback

### **Plan to Monitor Fidelity of Implementation of G3.B3.S2**

Common Planning with Specific Grade Level or Subject Area in Coordination with Administrations and District Math Specialists

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

Administrators, Teachers, District Specialists

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

Weekly

#### **Evidence of Completion**

Grade Level Minutes, Online Posting of Lesson Plans Reflective of Student Differentiation Based on Diagnostic/Ongoing Data Collection, Common Planning Agenda, Sign in Sheets & Schedules

### **Plan to Monitor Effectiveness of G3.B3.S2**

Highly encourage and promote the presence of an administrator at all common planning meetings, Maintain records of common planning meetings, Maintain records of common planning documents, Develop a calendar for common planning and schedule for professional development

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

Administration

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

Ongoing/Weekly

#### **Evidence of Completion**

Grade Level Minutes, Common Planning Agendas, Sign in Sheets and Schedules, Online Posting of Lesson Plans Reflective of Differentiation Based on Diagnostic/Classroom Assessment Data

### **G3.B3.S3 Data Chats with Students to Review Current /Relevant Data (CGAs, Interactive Journals, Classroom Assessments)**

#### **Action Step 1**

CGA Data (Baseline, Quarterly, Post), Interactive Journal Rubrics, Informal/Formal Classroom Assessments, Diagnostic Assessment Information (i.e. iReady, SuccessMaker) Reports, Teacher/Student Data Chat Records, Teacher/Administrator Data Chat Records, Admin/District Specialist Data Chat Records

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

Students, Teachers, Administrators,

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

Ongoing, Quarterly

#### **Evidence of Completion**

When asked by teachers, administration, and district specialists, K-5th grade students will articulate their current level of math achievement and identify the steps necessary to be taken to achieve the desired level of proficiency. Administrators and district specialists will have extensive knowledge of current student achievement data and be able to articulate the continuing needs of their students and teachers.

### **Plan to Monitor Fidelity of Implementation of G3.B3.S3**

CGA Data (Baseline, Quarterly, Post), Interactive Journal Rubrics, Informal/Formal Classroom Assessments, Diagnostic Assessment Information (i.e. iReady, SuccessMaker) Reports, Teacher/Student Data Chat Records, Teacher/Administrator Data Chat Records, Admin/District Specialist Data Chat Records

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

Teachers, Administration, District Math Specialists

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

Ongoing, Quarterly

#### **Evidence of Completion**

Administrators will review diagnostic assessment data generated by specific programs (i.e. iReady, SuccessMaker) and ensure that teachers are differentiating their instruction as evidenced by their weekly lesson plans, planned RtI activities, and implementation of RtI centers, Tracking of CGA and classroom assessment data in order to identify whether or not students are making learning gains

**Plan to Monitor Effectiveness of G3.B3.S3**

CGA Data (Baseline, Quarterly, Post), Interactive Journal Rubrics, Informal/Formal Classroom Assessments, Diagnostic Assessment Information (i.e. iReady, SuccessMaker) Reports, Teacher/ Student Data Chat Records, Teacher/Administrator Data Chat Records, Admin/District Specialist Data Chat Records

**Person or Persons Responsible**

Teachers, Administration, District Math Specialists

**Target Dates or Schedule**

Ongoing (Quarterly)

**Evidence of Completion**

Administrators will review diagnostic assessment data generated by specific programs (i.e. iReady, SuccessMaker) and ensure that teachers are differentiating their instruction as evidenced by their weekly lesson plans, planned Rtl activities, and implementation of Rtl centers, Tracking of CGA and classroom assessment data in order to identify whether or not students are making learning gains.

**G4.** Teachers will implement effective reading instruction aligned to state standards through the Gradual Release Model so that 78% of ALL students (202/259) will achieve proficiency (3 or above) on the FCAT 2.0 Reading assessment).

**G4.B1** 1. Fidelity of Gradual Release Model

**G4.B1.S1** Design and deliver ongoing instruction for teachers through Weekly PLC's- During the week of August 19th, Administration and Leadership Team will devise a Professional Development schedule that will focus on instruction that will allow teachers to reach students at all levels. The Principal will inform teachers of newly designed PLC time and data collection expectations and objectives.

**Action Step 1**

Design and deliver ongoing instruction for teachers through Weekly PLC's, Introduce teachers to procedures and expectations for using evidence-based programs to support reading instruction

**Person or Persons Responsible**

Leadership Team/ Admin

**Target Dates or Schedule**

Week of 8/19/13

**Evidence of Completion**

Professional Development Plan, Lesson Plans, Grade Level Minutes, Monthly Accelerated Reader usage reports

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

Data Chats, Standards-Based instruction, CGA data, PLC minutes, progress monitoring data, Lesson Plans

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

Leadership Team/Admin

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

Monthly/Quarterly Data Chats, Weekly review of lesson plans

#### **Evidence of Completion**

Review of Professional Development Plan, PLC minutes, Use of CGA data to modify instructional groups and monitor mastery of benchmarks, Integration of Gradual Release Model into weekly lesson plans for all subjects

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

Data Chats, Standards-Based instruction, CGA data, PLC minutes, progress monitoring data, Lesson Plans

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

Leadership Team/Admin

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

Monthly/Quarterly Data Chats, Weekly review of lesson plans

#### **Evidence of Completion**

Review of Professional Development Plan, PLC minutes, Use of CGA data to modify instructional groups and monitor mastery of benchmarks, Integration of Gradual Release Model into weekly lesson plans for all subjects

**G4.B1.S2** Design and deliver Professional Development related to the gradual release model- District Specialists will train teachers on how to use the Gradual Release Model in all subject areas. Principal will identify a model classroom to allow on campus teachers to observe best practices.

**Action Step 1**

Participate in Professional Development in the gradual release model

**Person or Persons Responsible**

Grade level teams, PLCs, K-5 teachers, Resource Teachers

**Target Dates or Schedule**

Bi-monthly

**Evidence of Completion**

Agenda, Sign In Logs, Reflection Notes

**Facilitator:**

Leadership Team/Admin

**Participants:**

Grade level teams, PLCs, K-5 teachers, Resource Teachers

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

Administration will review Focus Walk feedback and Focus Walk Graphs to determine effectiveness of Professional Development. Principal will provide struggling teachers with support.

**Person or Persons Responsible**

Leadership Team/Admin

**Target Dates or Schedule**

Weekly reflections

**Evidence of Completion**

Agenda, Sign In Logs, Reflection Notes, Focus Walk feedback forms



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

Administration will review Focus Walk feedback and Focus Walk Graphs to determine effectiveness of Professional Development. Principal will provide struggling teachers with support.

**Person or Persons Responsible**

Leadership Team/Admin

**Target Dates or Schedule**

Weekly Reflections

**Evidence of Completion**

Focus Walk feedback forms, Conference notes

**G4.B1.S3** Conduct weekly focus walks to monitor delivery of instruction- Principal and Leadership Team will conduct monthly focus Walks to monitor the effectiveness of the Gradual Release Model and teachers' instructional delivery.

**Action Step 1**

Conduct weekly focus walks to monitor delivery of instruction.

**Person or Persons Responsible**

Leadership Team/Admin

**Target Dates or Schedule**

9-9-13 Weekly Ongoing

**Evidence of Completion**

Focus Walk Calendar, Feedback Forms, Focus Walk graphs

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

Administration will review Focus Walk feedback and Focus Walk Graphs to determine effectiveness of Professional Development. Principal will provide struggling teachers with support.

**Person or Persons Responsible**

Leadership Team/Admin

**Target Dates or Schedule**

9-9-13 Weekly (ongoing)

**Evidence of Completion**

Focus Walk Calendar, Feedback Forms, Focus Walk graphs

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

Administration will review Focus Walk feedback and Focus Walk Graphs to determine effectiveness of Professional Development. Principal will provide struggling teachers with support.

#### Person or Persons Responsible

Leadership Team/Admin

#### Target Dates or Schedule

9-9-13 Weekly (ongoing)

#### Evidence of Completion

Focus Walk Calendar, Feedback Forms, Focus Walk graphs

**G5.** K-5 Mathematics teachers will implement the new district curriculum guides with fidelity so that 75% of ALL students (194/259) will meet proficiency (3 or above) on the FCAT 2.0 Mathematics assessment).

**G5.B1** 1. Lack of fidelity with GRRM.

#### G5.B1.S1 Coaching cycles

##### Action Step 1

Collaboratively, identify the needs of the teacher through coaching cycles

#### Person or Persons Responsible

K-2 teachers, 3-5 Math teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Increase in the rigor of instruction as evidenced by increase in number of higher order thinking questions posed to students and their ability to write to them in their journals and exit tickets. Also goal sheets, feedback sheets, and debrief notes from coaching cycle.

#### Facilitator:

District Specialists, Leadership Team/Admin

#### Participants:

K-2 teachers, 3-5 Math teachers

**Action Step 2**

Participate in the coaching cycle.

**Person or Persons Responsible**

District Specialists, AP, teachers,

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Coach feedback, teacher performance

**Action Step 3**

Provide classroom coverage, monitor implementation of the new strategies

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

administration

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

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/ formal observations. School based professional needs

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

CAST, PD calendar, feedback forms for observation, my profile, previous SIP documents.

## Plan to Monitor Effectiveness of G5.B1.S1

Support teacher(s) needs based on CAST. Coordinate professional development for teacher(s) with coach/specialist. Perform informal/ formal observations. School based professional needs

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing

### Evidence of Completion

CAST, PD calendar, feedback forms for observation, my profile, previous SIP documents.

## G5.B1.S2 Common planning with specific grade level or subject area; invite admin

### Action Step 1

Facilitate Common planning

#### Person or Persons Responsible

Math Coach, District Specialists, AP

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Agendas, minutes, lesson plans. teacher performance

### Action Step 2

Meet together to analyze data, create lesson plans and reflect on previous lessons

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

teachers

### **Action Step 3**

Monitor meetings, lesson plans and minutes

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

administration

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

Ongoing

#### **Evidence of Completion**

administration

### **Plan to Monitor Fidelity of Implementation of G5.B1.S2**

Highly encourage and promote the presence of an administrator at all common planning meetings. Maintain records of common planning documents. Develop a calendar for common planning and schedule for professional development.

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

Administration

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

ongoing

#### **Evidence of Completion**

Coaching logs, common planning agenda, sign in sheets and schedules

### **Plan to Monitor Effectiveness of G5.B1.S2**

Highly encourage and promote the presence of an administrator at all common planning meetings. Maintain records of common planning documents. Develop a calendar for common planning and schedule for professional development.

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

Administration

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

ongoing

#### **Evidence of Completion**

Coaching logs, common planning agenda, sign in sheets and schedules

**G5.B1.S3** Curriculum and rigor professional development

**Action Step 1**

Provide professional development on incorporating rigor into the CG

**Person or Persons Responsible**

Math Coach, AP, Lead teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teachers

**Action Step 2**

begin incorporating rigor based on DOK into lessons and it is reflected into daily lesson plans

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teachers

**Action Step 3**

Monitor implementation of DOK in observations

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Administration

### Plan to Monitor Fidelity of Implementation of G5.B1.S3

Design and implement ongoing support for teachers through structured common planning.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Common planning agendas and minutes, classroom walkthrough, data collections coaching logs, admin/teacher data chats. IPDP and support plans.

### Plan to Monitor Effectiveness of G5.B1.S3

Design and implement ongoing support for teachers through structured common planning

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Common planning agendas and minutes, classroom walkthrough, data collections coaching logs, admin/teacher data chats. IPDP and support plans.

## 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.** 54% (48/88) of students will achieve above proficiency on the FCAT in Writing (scoring at 3.5 and above). This is a 5% increase from the previous year.

### **G1.B1** 1. Teachers new to Common Core in Writing

#### **G1.B1.S1** School wide Monthly Writing Prompts

##### **PD Opportunity 1**

Monthly Writing Prompts

##### **Facilitator**

Admin/Leadership Team/Administrators

##### **Participants**

All K-5 Teachers

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

Monthly

##### **Evidence of Completion**

Writing Feedback Forms, All students will respond to a piece of literature every month in an FCAT test like environment. Grade level teachers will score student responses and give collaborative feedback on student scores.



**G2.** 3rd-5th grade Science teachers will implement the new district curriculum guides with fidelity so that 60% of students (56/93) will achieve proficiency (3 or above) on the FCAT 2.0 Science assessment. This is a 20% increase from the previous year.

**G2.B3** 3. Quality of instruction and rigor of instruction.

**G2.B3.S2** Curriculum and rigor professional development

**PD Opportunity 1**

Provide professional development on incorporating rigor into the CG

**Facilitator**

Science Specialist

**Participants**

All K-5 Science Teachers (Focus on 3rd-5th)

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teachers

**G3.** Math learning gains for ALL students will increase from 43% to 55% (100/182).

**G3.B3** Lack of Experience with Use of Diagnostic Programs (i.e. SuccessMaker, iReady)

**G3.B3.S1** Professional Development of Teachers

**PD Opportunity 1**

Professional Development of Teachers Aligned with Diagnostic Math Programs (i.e. iReady, SuccessMaker)

**Facilitator**

Pearson Representative, District Math Specialists

**Participants**

Administrators, Teachers

**Target Dates or Schedule**

October/November 2013

**Evidence of Completion**

Administrators will review diagnostic assessment data generated by specific programs (i.e. iReady, SuccessMaker) and ensure that teachers are differentiating their instruction as evidenced by their weekly lesson plans, planned Rtl activities, and implementation of Rtl centers.

**G4.** Teachers will implement effective reading instruction aligned to state standards through the Gradual Release Model so that 78% of ALL students (202/259) will achieve proficiency (3 or above) on the FCAT 2.0 Reading assessment).

**G4.B1** 1. Fidelity of Gradual Release Model

**G4.B1.S2** Design and deliver Professional Development related to the gradual release model- District Specialists will train teachers on how to use the Gradual Release Model in all subject areas. Principal will identify a model classroom to allow on campus teachers to observe best practices.

**PD Opportunity 1**

Participate in Professional Development in the gradual release model

**Facilitator**

Leadership Team/Admin

**Participants**

Grade level teams, PLCs, K-5 teachers, Resource Teachers

**Target Dates or Schedule**

Bi-monthly

**Evidence of Completion**

Agenda, Sign In Logs, Reflection Notes

**G5.** K-5 Mathematics teachers will implement the new district curriculum guides with fidelity so that 75% of ALL students (194/259) will meet proficiency (3 or above) on the FCAT 2.0 Mathematics assessment).

**G5.B1** 1. Lack of fidelity with GRRM.

**G5.B1.S1** Coaching cycles

**PD Opportunity 1**

Collaboratively, identify the needs of the teacher through coaching cycles

**Facilitator**

District Specialists, Leadership Team/Admin

**Participants**

K-2 teachers, 3-5 Math teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Increase in the rigor of instruction as evidenced by increase in number of higher order thinking questions posed to students and their ability to write to them in their journals and exit tickets. Also goal sheets, feedback sheets, and debrief notes from coaching cycle.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	54% (48/88) of students will achieve above proficiency on the FCAT in Writing (scoring at 3.5 and above). This is a 5% increase from the previous year.	\$1,000
G4.	Teachers will implement effective reading instruction aligned to state standards through the Gradual Release Model so that 78% of ALL students (202/259) will achieve proficiency (3 or above) on the FCAT 2.0 Reading assessment).	\$2,000
Total		\$3,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Extended Day/PTA		\$2,000
Church Donation		\$1,000
Total		\$3,000

### Budget Details

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

**G1.** 54% (48/88) of students will achieve above proficiency on the FCAT in Writing (scoring at 3.5 and above). This is a 5% increase from the previous year.

**G1.B1** 1. Teachers new to Common Core in Writing

**G1.B1.S1** School wide Monthly Writing Prompts

**Action Step 1**

Monthly Writing Prompts

**Resource Type**

Evidence-Based Program

**Resource**

WriteScore Program

**Funding Source**

Church Donation

**Amount Needed**

\$1,000

**G4.** Teachers will implement effective reading instruction aligned to state standards through the Gradual Release Model so that 78% of ALL students (202/259) will achieve proficiency (3 or above) on the FCAT 2.0 Reading assessment).

**G4.B1** 1. Fidelity of Gradual Release Model

**G4.B1.S1** Design and deliver ongoing instruction for teachers through Weekly PLC's- During the week of August 19th, Administration and Leadership Team will devise a Professional Development schedule that will focus on instruction that will allow teachers to reach students at all levels. The Principal will inform teachers of newly designed PLC time and data collection expectations and objectives.

**Action Step 1**

Design and deliver ongoing instruction for teachers through Weekly PLC's, Introduce teachers to procedures and expectations for using evidence-based programs to support reading instruction

**Resource Type**

Evidence-Based Program

**Resource**

Accelerated Reader/STAR Reading Program

**Funding Source**

Extended Day/PTA

**Amount Needed**

\$2,000