

# Astoria Park Elementary School



2014-15 School Improvement Plan

## Astoria Park Elementary School

2465 ATLAS RD, Tallahassee, FL 32303

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
62%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
86%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

### School Board Approval

This plan was approved by the Leon County School Board on 11/18/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of Astoria Park is based on the worth and dignity of the individual child. Our school strives to create a quality and caring learning environment that fosters a positive self-image while preparing the student to become a responsible, self-motivated, independent, and contributing citizen in an ever-changing world.

##### Provide the school's vision statement

To foster the development of intelligent self-control through cooperation, responsibility, initiative, tolerance, and respect for the "self" in each person. To educate the children in citizenship skills so that they may learn to voice opinions, assume personal responsibility, respect laws, and become a contributing member of the school and community.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Astoria Park learns about students' cultures and builds relationships between teachers and students through our before school orientation, open house, parent/teacher conferences, Parent Teacher Organization meetings and outreach, climate surveys, partner share nights, family nights, progress reports, and report cards. Astoria Park has a clear priority set forth by our mission and vision on building healthy positive relationships. All faculty and staff members set a positive tone within the first few days of school by discussing and implementing our school wide Positive Behavior Support system. Teachers utilize effective strategies to build teacher/student relationships as measured by Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students. Our Social Studies committee plans and implements school wide multicultural activities and provides resources to embed cultural information into the curriculum and daily class work (e.g. reading selections, writing prompts). Our school infuses the content required by Florida Statute 1003.42(2) and S.B. Policy 2210), as applicable to appropriate grade levels, including but not limited to:

- History of the Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

In addition, our guidance department implements classroom instruction for all children that highlights diversity, respect, and positive social behaviors that support both peer and teacher relationships.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

At Astoria Park, the administration, faculty, and staff create an environment where students feel safe and respected before, during, and after school. A school wide Positive Behavior Support program, called P.R.I.D.E., is utilized: Positive Actions, Responsible Behaviors, Integrity, Dedication, Excellence/Effort. The terms and tenets of the program are discussed with all students during the first few days of school. All adult members of the school community, including administration, teachers, instructional assistants, bus drivers, office staff, custodial and cafeteria staff are expected to model and reinforce the behavior expectations throughout the school year.

Designated adult duty posts are assigned for all before school and after school congregation areas (playgrounds, cafeteria, bus ramps, parent pick up, etc.). At the end of the school day, students are dismissed in a staggered fashion according to their dismissal sites with grade level teachers escorting and supervising them. During the school day, teachers and instructional assistants are visible and monitoring students during transitions, at lunch, in labs, and on playgrounds.

The guidance department as well as the School Resource Deputy implement programs on personal safety, peer relations, bullying, harassment, and conflict resolution. Students are educated on how to get help or report any safety concerns. The guidance department also supports students that may need small group counseling, or referrals to the school's social worker or outside counseling resources. Astoria Park's Safety Committee is charged with regularly inspecting the facility and grounds for any potential safety issues, as well as reviewing safety policies and procedures. The Safety Committee works with maintenance or the district's safety and security office to remedy any areas.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Astoria Park has a school wide Positive Behavior Support (PBS) system that outlines expectations for behavior. These expectations are referred to as Panther P.R.I.D.E.

P – Positive Actions (using manners and kind words, self-respect and respect for others)

R – Responsible Behaviors (being accountable for one's actions and decisions)

I – Integrity (the act of being honest)

D – Dedication (take ownership and follow through on given responsibilities)

E – Excellence/Effort (being the best you can be in all areas; putting forth your best effort)

Every teacher and staff member is trained in the utilization of our PBS system which includes methods for progressive, positive discipline steps and behavior reinforcement. Specific, positive rules for behavior are developed for classrooms and general school areas based upon the Panther P.R.I.D.E school wide expectations. Behavior expectations are stated in a way that clearly identifies behavior we expect to see from students, and are connected to Panther P.R.I.D.E. All staff members are expected to teach, reinforce, and uphold school-wide rules in a positive way. Students making appropriate behavior choices have the opportunity to take part in school wide P.R.I.D.E celebrations each month.

Astoria Park staff operates from the understanding that the most effective discipline begins in the classroom with the classroom teacher. On task and positive behavior are enhanced by having an engaging and well-organized class as well as modeling, teaching, practicing, and reinforcing the behaviors we expect. Teachers are provided professional development and instructional coaching on ways to increase learner engagement through differentiation on instruction.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Astoria Park utilizes a variety of methods to ensure the social-emotional needs of all students are met. We have a comprehensive guidance and counseling program that offers one-on-one, small group, and large group guidance sessions. The guidance department works closely with our school social worker to support families and make appropriate referrals to cooperating agencies that provide more extensive counseling support.

We partner with Big Brothers/Big Sisters as well as operate our own mentoring program which allows us to identify and place more students with adult mentors. Astoria Park also conducts weekly meetings with our Multi-Tiered Support System (MTSS) team. The team includes both general education and exceptional education teachers, behavior specialist, school psychologist, guidance counselor, administration, program specialist, social worker, appropriate partner agencies, and parents. The MTSS team assesses the needs of students and possible barriers blocking success.

The team identifies and helps monitor the implementation of specific research-based interventions that are put into place to help support the students.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

Astoria Park utilizes several avenues in order to build parent relationships and increase involvement. Our PTO makes connections with parents at Orientation, Open House, monthly meetings, family nights, and through various volunteer opportunities. The school provides information to parents using a variety of methods including website, list serve, social media, monthly newsletters, marquee, parent compacts, student planners, positive phone calls, parent conferences, and the electronic parent portal. We have a parent resource area that includes computers for our families to utilize as well as various print resource materials. Information on the functions of the School Advisory Council are sent home at the beginning of the year and all meetings are advertised and open to the public.

Our goal is to improve home communication to impact the parent(s) involvement for students in the lower 25% by providing opportunities for parents to volunteer in numerous capacities of student achievement and assist with ideas/information for learning at home.

~Identify more parent volunteers and mentors.

~Continued Implementation of the Watch D.O.G.S. (Dads Of Great Students) Program.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school, through our PTO business partner coordinator, works to reach out and build positive relationships with local community groups and business partners. Astoria Park always extends an invitation to community and business partners to get involved in student achievement, school activities, and events. We encourage continued partnerships by recognizing our partners on our website, in newsletters, and through local partner recognition programs. Astoria Park has long established partnerships with various community churches, local food establishments, Public Broadcasting System, various charitable organizations, and local colleges and universities.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Sanders, Marsha	Principal
Pepe, Jean	Assistant Principal

## Duties

### ***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The leadership team has a variety of roles and responsibilities - recruit and retain highly qualified instructors and staff; support the school wide behavior program; manage and allocate resources in order to support and enhance the school's mission and vision; ensure that laws and policies are followed in the best interest of the students; provide professional development based on needs assessments; implement the district's performance evaluation procedure; build capacity for teacher leadership and initiative; positively communicate with all stakeholders. The leaders regularly collaborate together, with grade level teams, and with the SAC in order to build consensus on issues affecting teaching, learning, and school climate.

### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

School leadership, through SAC, the school improvement process, and district staffing plan allocations, review the available resources. Our school and district funds are used to support the goals of the School Improvement Plan to meet the needs of all students as well as professional development for teachers and staff. Collaboration and cooperation are essential in providing an instructional program to assist all students with the development of skills and the knowledge needed to meet the challenging state academic standards and assessments.

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school

programs or the summer reading academy. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

#### Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### Title II

District receives supplemental funds for improving basic education programs through the purchase of small

equipment to supplement education programs. New technology in classrooms will increase the instructional

strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Astoria Park Elementary are used to purchase technology equipment for SMART Classrooms and provide professional development for the Promethean Boards and iPads.

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

**Title X- Homeless**

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for

students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

**Supplemental Academic Instruction (SAI)**

SAI funds will be coordinated with Title I funds to provide summer school for third grade Level 1 readers. SAI funds will be used to expand the summer program to identified first grade students that have great deficiencies in reading.

**Violence Prevention Programs**

The school offers a non-violence and anti-drug program to students that incorporates field trips and counseling.

**Nutrition Programs**

The universal school breakfast/lunch/supper or Provisional II Programs will continue to be offered in schools with 80% or more of the students are eligible for free or reduced priced meals. Astoria Park participates in this program.

**Head Start**

During the month of May, we invite Head Start Programs, Day Care Centers and new kindergarten students and heir parents to our school for a "Kindergarten Walk-Through" to ensure a smooth transition into kindergarten.

**School Advisory Council (SAC)**

**Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Marsha Sanders	Principal
Kimberly Sherman	Teacher
Dan Nelson	Teacher
Janar Holloway	Parent
Karen Leon	Teacher
Jacqueline Vanterpool	Teacher
Brian Lassiter	Teacher
Evangeline Wiggins	Parent
John Hollenbeck	Teacher
Dr. Maxine Jones	Business/Community
Staci Kunkel	Parent
Brian Kunkel	Business/Community
Tashena Lafleur	Parent
Covey Paige	Parent

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

Astoria Park's School Advisory Council reviews end of the year school data to determine if the previous years' established goals were met. The team analyzes all pertinent data and evaluates the School Improvement Plan to determine the effectiveness of strategies, interventions, trainings, and programs outlined in the SIP. The team also determines adjustment needed for the next school year.

*Development of this school improvement plan*

The purpose of the Astoria Park Elementary School SAC is to assist in the annual preparation of a school improvement plan that addresses funding, training, instructional materials, technology, staffing, student support services and also approves all school improvement fund expenditures. The SAC then meets with parents and community members in a public hearing to present identified goals and strategies to support the school's continuous improvement model.

*Preparation of the school's annual budget and plan*

Astoria Park's SAC ensures that Florida laws pertaining to SIP funds are followed. Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

There were no funds allocated for school improvement for the 2013-2014 school year.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Sanders, Marsha	Principal
Pepe, Jean	Assistant Principal
Caudill, Jessica	Instructional Coach
Goode, Atricia	Teacher, K-12
Brown, Morgan	Teacher, K-12
Dixon, Yolanda	Teacher, K-12
Vanterpool, Jacqueline	Teacher, K-12
Kimberl, Polani	Teacher, K-12
Ross, Kimberly	Teacher, K-12
Amundson, Sherri	Instructional Media

### Duties

#### ***Describe how the LLT promotes literacy within the school***

This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level including ESE, a reading coach, a representative from ESOL, and both administrators. The team uses data to establish the literacy goals for the school year. Once the goals have been established, the team creates a plan of action and meets monthly to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways: through the 2014 – 2015 Superintendent’s Million Book Challenge, literacy nights and reading celebrations, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and promoting reading incentive programs.

~Increase the percentage of students’ reading level not reaching the proficiency level in all subgroups by providing opportunities for additional instructional practice and remediation (targeted intervention blocks). Students performing at the proficient or advanced proficiency level will be provided with enrichment reading to maintain or advance higher.

~All grade levels will differentiate reading through targeted small groups.

~Accelerated Reader

- Implement individual goals
- Assist students in tracking goals
- Help students choose books in their lexile reading range
- Motivation to read AR books
- Rewards for meeting goals

~Text-Dependent Questions

- Support and collaborate to implement text-dependent questions
- Share examples of questions for Wonders stories and additional stories/passages

### Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

#### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Astoria Park promotes collaborative planning and learning at all levels. A dedicated group can accomplish meaningful learning and solve problems better than any individual can alone. One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet. Teachers meet to

discuss the needs of all students. Using pacing guides, teachers collaboratively plan their lessons to meet state and district assessment recommendations. In addition, teachers are encouraged to share and communicate effective learning strategies for best practices to help students understand and do daily learning goals. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Leon County School District aggressively recruits highly qualified teachers by hosting recruitment fairs locally and at events throughout the nation. Astoria Park Elementary School is one of the leading technology schools in the county which attracts qualified applicants.

Astoria Park leaders:

Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants

Recruit highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events

Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time

Establish and maintain relationships with colleges and officials in the field of education

Utilize the District's Human Resource Department to provide advice on all hiring and placement procedures

Our administrative team reviews District County policies to ensure that highly qualified teachers are hired at

Astoria Park Elementary School.

New teachers are mentored by veteran teachers.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

All first year teachers participate in the Beginning Teacher Program (BTP). The BTP is Leon County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

The BTP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. The BTP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

All new instructional staff members are given instructional packets which contain pertinent information about Astoria Park Elementary School. All new faculty members attend a training session during preplanning week designed to prepare them for the upcoming school year, and are matched with seasoned instructors to formulate the building wide mentoring program. Every mentor and mentee meets on a bi-weekly basis for the first two months of school and then every month for the remaining of the school year to discuss instructional best practices. These practices will be evident across the curriculum. The teachers will be exposed to innovative ways to implement subject matter and gain feedback on best practices.

In addition, each teacher is observed by the Principal within the first 45 days of the school year using the iObservation Instrument (LEADS). The resource team consists of a Curriculum Leadership Team member, Mentor, and Mentee. This team meets to create an Action Plan. The plan is reviewed quarterly

by the Mentor or Curriculum Leadership Team member. The Mentor provides resources and keeps a check list to insure the timeline is followed and that the induction process is completed for each new teacher. In addition, these pre-professional teachers create an extensive portfolio that documents mastery of the Twelve Accomplished Practices.

Rationale for Pairing

1. All new instructors will have the opportunity to participate in collegial conversations and training with teams and subject area persons to become aware of instructional practices and integrating technology  
2. All beginning/new teachers will have the opportunity to participate in collegial conversations and training with

teams and subject area persons to become aware of instructional practices and integrating technology.

Planned Mentoring Activities

1. Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and mentee.

•Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.

2. Ongoing observation of teacher, informal meetings to provide support, and assist with Accomplished Practices

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Astoria Park creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Curriculum pacing guides and rubrics are in place that clearly define student levels of growth and performance on essential elements of state and district standards. Each grade level team regularly analyzes the relationship between the written curriculum, taught curriculum, and assessments and for rigor and cultural relevance. The school curriculum teams ensure, through monthly meetings, the alignment of the curriculum and assessment measures in a manner that promotes rigor.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The school uses data on a continuous basis to provide and differentiate appropriate instruction to meet the diverse instructional needs of students. Progress monitoring data including interval data, observational data, formal and informal assessments are used to accurately measure students' strengths, weaknesses, and provide a roadmap for the next steps in instruction. The school uses the Multi-Tiered Support System process to plan and monitor strategic interventions for students. Tier II and Tier III intervention times are embedded within the master schedule.

Examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments are as follows:

- Creating a schedule with an uninterrupted 120 minute reading block; blocks for small group instruction and LLI (Leveled Literacy Intervention) instruction
- Creating a schedule with a 60 minute math block including small group instruction time

- Providing iii instruction based on student needs in additional intervention block times
- Students receiving push-in/pull out services for ESE/ELL
- Providing mentoring/tutoring sessions before and after school
- Audio and visual enhancement in the classrooms
- Assistive typing device such as laptops or word processors;
- Use of study guide notes; highlighting or summaries
- Graphic organizers; use of wait time; use of visuals;
- Lessons presented in small, digestible bites for content knowledge
- Modified tests, lessons, or homework assignments
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Before School Program

**Minutes added to school year:** 3,000

Students are placed in math and reading computer assisted programs before school.

***Strategy Rationale***

To decrease the percentage of students not reaching the proficiency level in all subgroups by providing opportunities for additional instructional practice and remediation.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Sanders, Marsha, sandersm@leonschools.net

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Appropriate benchmark assessments, classroom observation tools, various classroom assessments, STAR reports, Pearson Successmaker cumulative and standards performance data.

**Strategy:** Summer Program

**Minutes added to school year:** 10,000

District supported summer reading academy for identified first and third grade students

***Strategy Rationale***

To decrease the percentage of students not reaching the proficiency level in all subgroups by providing opportunities for additional instructional practice and remediation.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Sanders, Marsha, sandersm@leonschools.net

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Appropriate intervention program benchmark assessments, classroom observation tools, various classroom assessments, STAR reports, Pearson Successmaker cumulative and standards performance data.

**Strategy:** Extended School Day

**Minutes added to school year:** 10,000

Students attend the Astoria Park Extended Day Enrichment Program (EDEP) in the mornings and afternoons. The EDEP is a supervised environment that offers a variety of educational and fun activities for all of our participants. The EDEP provides the following services: Before and After School, Drop-ins, Teacher Planning Day Camp, Homework Help, Spring Break Camp and Summer Camp.

Astoria Park's 21st Century Community Learning Center - M.A.K.E. (Making Astoria Kids Excellent), a multifaceted program funded by a grant awarded by the Florida Department of Education. The grant is designed to provide a comprehensive environment that will improve student performance in math, reading, writing, science, technology, and enhance social and behavioral skills. This innovative after-school program addresses several issues including: the rise in obesity and diabetes among children, exposing Astoria's learners to a variety of cultural events, building of self-confidence, and stimulating new interests.

### ***Strategy Rationale***

To decrease the percentage of students not reaching the proficiency level in all subgroups by providing opportunities for additional instructional practice and remediation.

To provide safe, engaging, and educationally relevant activities that serve to increase students' sense of "belonging" at school.

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

- Enrichment
- Teacher collaboration, planning and professional development

### ***Person(s) responsible for monitoring implementation of the strategy***

Sanders, Marsha, sandersm@leonschools.net

### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Reports on fee payments are analyzed to determine that the EDEP program is being implemented with fidelity.

FCAT data and Sm5 data, and teacher assessments and observations for students in the MAKE Program are collected to determine the effectiveness of the program.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Astoria Park staff members participate in collaborative learning communities that meet both formally and informally across feeder schools. Astoria Park communicates (flyers, curriculum information, marquee, and telephone conversations) with area day care providers. Our pre-kindergarten program is on-site which serves 3, 4 and 5 year olds. Our program includes VPK students and ESE students. During the spring, a kindergarten walk-through is held for incoming kindergarten students, their parents, and area day care centers. Incoming kindergarten students visit kindergarten classes, tour the school, and are invited to eat lunch in the cafeteria. Before the regular school orientation,

kindergarten has a special orientation for kindergarten students and their parents to hear about the curriculum, schedule, procedures, expectations, etc. about kindergarten at Astoria Park. An informative kindergarten handbook and other materials are provided to each family. Area daycare centers are invited to bring their upcoming kindergarten students to this event.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

N/A

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

N/A

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** 52% of grade 5 students scored at the proficient level in science on the 2014 FCAT. The state assessment will stay the same this year for science. Our school goal is to have at least 53% of our 5th grade students score at the proficient level on the 2015 FCAT Science.
  
- G2.** 51% of grades 3-5 students scored at the proficient level in reading on the 2014 FCAT. 53% of grade 4 students scored at the proficient level in writing on the 2014 FCAT. As we begin a more complex state measure of English/Language Arts which incorporates writing, our school goal for the 2015 Florida Standards Assessment is to be within 10% (+/-) of our previous proficiency rate.
  
- G3.** 42% of grades 3-5 students scored at the proficient level in math on the 2014 FCAT. As we begin a more complex state measure of math, our school goal is to have at least 50% of our students proficient in this area on the 2015 Florida Standards Assessment.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** 52% of grade 5 students scored at the proficient level in science on the 2014 FCAT. The state assessment will stay the same this year for science. Our school goal is to have at least 53% of our 5th grade students score at the proficient level on the 2015 FCAT Science. 1a

G045803

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	53.0

**Resources Available to Support the Goal** 2

- Science Fusion and reteaching sequence through ThinkCentral
- GIZMOS
- Text Dependent Questioning
- Marzano Art and Science of Teaching - research based instructional strategies

**Targeted Barriers to Achieving the Goal** 3

- limited science vocabulary

**Plan to Monitor Progress Toward G1.** 8

Science Assessments; Science classwork completion, GIZMOS usage reports; science fair project data; science committee meeting notes

**Person Responsible**

Marsha Sanders

**Schedule**

Monthly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Science Baseline, Mid-year Assessments; Weekly and benchmark assessments; greater number of science fair project entries from previous year; usage reports for GIZMOS

**G2.** 51% of grades 3-5 students scored at the proficient level in reading on the 2014 FCAT. 53% of grade 4 students scored at the proficient level in writing on the 2014 FCAT. As we begin a more complex state measure of English/Language Arts which incorporates writing, our school goal for the 2015 Florida Standards Assessment is to be within 10% (+/-) of our previous proficiency rate. **1a**

 G045763

**Targets Supported** **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0

**Resources Available to Support the Goal** **2**

- Ongoing professional development and support through ELA advocates
- Full time Reading Coach
- New, more rigorous instructional program aligned to new standards
- STAR, AR, Pearson Successmaker
- Marzano Art and Science of Teaching - research based instructional practices

**Targeted Barriers to Achieving the Goal** **3**

- Managing and implementing effective interventions through small groups

**Plan to Monitor Progress Toward G2.** **8**

Wonders assessments, STAR reports, AimsWeb, Successmaker

**Person Responsible**

Jean Pepe

**Schedule**

Biweekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Wonders assessments (70% and above), STAR reports Level 3, Successmaker reading adequate progress and course levels

**G3.** 42% of grades 3-5 students scored at the proficient level in math on the 2014 FCAT. As we begin a more complex state measure of math, our school goal is to have at least 50% of our students proficient in this area on the 2015 Florida Standards Assessment. **1a**

 G045748

**Targets Supported** **1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	50.0

**Resources Available to Support the Goal** **2**

- On going professional development and support through math advocates
- Go Math and ThinkCentral for standards reports
- Math fluency computer assisted programs
- Marzano Art and Science of Teaching - research based instructional strategies

**Targeted Barriers to Achieving the Goal** **3**

- Current Math fluency rates of students

**Plan to Monitor Progress Toward G3.** **8**

Go Math assessments, FASTmath progress reports, Successmaker math progress

**Person Responsible**

Jean Pepe

**Schedule**

Biweekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Go Math assessments (70% and above), FASTmath progress reports, Successmaker math progress adequate progress and course levels

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** 52% of grade 5 students scored at the proficient level in science on the 2014 FCAT. The state assessment will stay the same this year for science. Our school goal is to have at least 53% of our 5th grade students score at the proficient level on the 2015 FCAT Science. **1**

 G045803

**G1.B2** limited science vocabulary **2**

 B113202

**G1.B2.S1** Students will connect new vocabulary to prior knowledge by encountering and using the words/concepts across curricular areas and in real life settings. **4**

 S124628

### Strategy Rationale

To increase the percentage of students proficient on the science end of year assessments

### Action Step 1 **5**

Students will be required to complete a science fair project and utilize GIZMOS at home and school.

#### Person Responsible

Marsha Sanders

#### Schedule

Biweekly, from 8/25/2014 to 5/29/2015

#### Evidence of Completion

greater number of completed science fair project entries; increased usage of GIZMOS; Science assessments; science committee meeting notes, science night participation logs

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Science committee oversight of science fair and science night; utilize GIZMOS in school and home

**Person Responsible**

Marsha Sanders

**Schedule**

Monthly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Science committee meeting minutes; greater number of completed science fair project entries; increased usage of GIZMOS; Science assessments; participation in science family night

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

monitoring of GIZMOS use through walkthroughs; science committee meetings, monitoring of science fair help sessions

**Person Responsible**

Marsha Sanders

**Schedule**

Monthly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Science committee meeting minutes; greater number of completed science fair project entries; increased usage of GIZMOS; Science assessments; participation in science family night

**G2.** 51% of grades 3-5 students scored at the proficient level in reading on the 2014 FCAT. 53% of grade 4 students scored at the proficient level in writing on the 2014 FCAT. As we begin a more complex state measure of English/Language Arts which incorporates writing, our school goal for the 2015 Florida Standards Assessment is to be within 10% (+/-) of our previous proficiency rate. 1

G045763

**G2.B3** Managing and implementing effective interventions through small groups 2

B113125

**G2.B3.S1** Target students in need of intervention due to limited decoding, fluency, and comprehension skills 4

S124520

### Strategy Rationale

We must first identify the specific students in need of targeted intervention with these skills.

### Action Step 1 5

Grade levels will review data in order to target students that have limited decoding, fluency, and comprehension skills.

#### Person Responsible

Jessica Caudill

#### Schedule

Biweekly, from 8/18/2014 to 5/29/2015

#### Evidence of Completion

AimsWeb, STAR, Pearson Successmaker, Wonders reading assessments and fluency checks

### Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Data review meetings with reading coach

#### Person Responsible

Jean Pepe

#### Schedule

Biweekly, from 8/18/2014 to 5/29/2015

#### Evidence of Completion

AimsWeb, STAR, Pearson, Wonders assessments, Reading Coach logs, grade level meeting minutes

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Continued review of intervention reading groups through in class small groups and additional intervention blocks

**Person Responsible**

Jessica Caudill

**Schedule**

Biweekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

List of targeted students; AimsWeb, STAR, Wonders assessments, Successmaker, observation

**G3.** 42% of grades 3-5 students scored at the proficient level in math on the 2014 FCAT. As we begin a more complex state measure of math, our school goal is to have at least 50% of our students proficient in this area on the 2015 Florida Standards Assessment. 1

 G045748

**G3.B1** Current Math fluency rates of students 2

 B113022

**G3.B1.S1** Target students in need of intervention due to limited math fluency rates 4

 S124367

**Strategy Rationale**

We must first identify the specific students in need of targeted intervention with this math skill.

**Action Step 1 5**

We will review data in order to target students that have limited math fluency.

**Person Responsible**

Jean Pepe

**Schedule**

Biweekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

FASTmath progress reports; Go math assessments

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

Review FASTmath progress reports and Go math assessments to target students for intervention

**Person Responsible**

Jean Pepe

**Schedule**

Biweekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

FASTmath and Go Math assessments; RTI meeting minutes as appropriate; grade level meetings

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Implementation of intervention math groups

**Person Responsible**

Jean Pepe

**Schedule**

Biweekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

List of implementation math groups generated by using data, FASTmath, Go Math assessments

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	We will review data in order to target students that have limited math fluency.	Pepe, Jean	8/25/2014	FASTmath progress reports; Go math assessments	5/29/2015 biweekly
G2.B3.S1.A1	Grade levels will review data in order to target students that have limited decoding, fluency, and comprehension skills.	Caudill, Jessica	8/18/2014	AimsWeb, STAR, Pearson Successmaker, Wonders reading assessments and fluency checks	5/29/2015 biweekly
G1.B2.S1.A1	Students will be required to complete a science fair project and utilize GIZMOS at home and school.	Sanders, Marsha	8/25/2014	greater number of completed science fair project entries; increased usage of GIZMOS; Science assessments; science committee meeting notes, science night participation logs	5/29/2015 biweekly
G1.MA1	Science Assessments; Science classwork completion, GIZMOS usage	Sanders, Marsha	8/25/2014	Science Baseline, Mid-year Assessments; Weekly and benchmark assessments; greater number of	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	reports; science fair project data; science committee meeting notes			science fair project entries from previous year; usage reports for GIZMOS	
G1.B2.S1.MA1	monitoring of GIZMOS use through walkthroughs; science committee meetings, monitoring of science fair help sessions	Sanders, Marsha	8/25/2014	Science committee meeting minutes; greater number of completed science fair project entries; increased usage of GIZMOS; Science assessments; participation in science family night	5/29/2015 monthly
G1.B2.S1.MA1	Science committee oversight of science fair and science night; utilize GIZMOS in school and home	Sanders, Marsha	8/25/2014	Science committee meeting minutes; greater number of completed science fair project entries; increased usage of GIZMOS; Science assessments; participation in science family night	5/29/2015 monthly
G2.MA1	Wonders assessments, STAR reports, AimsWeb, Successmaker	Pepe, Jean	8/25/2014	Wonders assessments (70% and above), STAR reports Level 3, Successmaker reading adequate progress and course levels	5/29/2015 biweekly
G2.B3.S1.MA1	Continued review of intervention reading groups through in class small groups and additional intervention blocks	Caudill, Jessica	8/18/2014	List of targeted students; AimsWeb, STAR, Wonders assessments, Successmaker, observation	5/29/2015 biweekly
G2.B3.S1.MA1	Data review meetings with reading coach	Pepe, Jean	8/18/2014	AimsWeb, STAR, Pearson, Wonders assessments, Reading Coach logs, grade level meeting minutes	5/29/2015 biweekly
G3.MA1	Go Math assessments, FASTmath progress reports, Successmaker math progress	Pepe, Jean	8/18/2014	Go Math assessments (70% and above), FASTmath progress reports, Successmaker math progress adequate progress and course levels	5/29/2015 biweekly
G3.B1.S1.MA1	Implementation of intervention math groups	Pepe, Jean	8/18/2014	List of implementation math groups generated by using data, FASTmath, Go Math assessments	5/29/2015 biweekly
G3.B1.S1.MA1	Review FASTmath progress reports and Go math assessments to target students for intervention	Pepe, Jean	8/18/2014	FASTmath and Go Math assessments; RTI meeting minutes as appropriate; grade level meetings	5/29/2015 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** 52% of grade 5 students scored at the proficient level in science on the 2014 FCAT. The state assessment will stay the same this year for science. Our school goal is to have at least 53% of our 5th grade students score at the proficient level on the 2015 FCAT Science.

### **G1.B2** limited science vocabulary

**G1.B2.S1** Students will connect new vocabulary to prior knowledge by encountering and using the words/concepts across curricular areas and in real life settings.

#### **PD Opportunity 1**

Students will be required to complete a science fair project and utilize GIZMOS at home and school.

##### **Facilitator**

GIZMOS trainers

##### **Participants**

new personnel

##### **Schedule**

Biweekly, from 8/25/2014 to 5/29/2015

**G2.** 51% of grades 3-5 students scored at the proficient level in reading on the 2014 FCAT. 53% of grade 4 students scored at the proficient level in writing on the 2014 FCAT. As we begin a more complex state measure of English/Language Arts which incorporates writing, our school goal for the 2015 Florida Standards Assessment is to be within 10% (+/-) of our previous proficiency rate.

**G2.B3** Managing and implementing effective interventions through small groups

**G2.B3.S1** Target students in need of intervention due to limited decoding, fluency, and comprehension skills

**PD Opportunity 1**

Grade levels will review data in order to target students that have limited decoding, fluency, and comprehension skills.

**Facilitator**

Jessica Caudill

**Participants**

Grade level teams and intervention personnel

**Schedule**

Biweekly, from 8/18/2014 to 5/29/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> 52% of grade 5 students scored at the proficient level in science on the 2014 FCAT. The state assessment will stay the same this year for science. Our school goal is to have at least 53% of our 5th grade students score at the proficient level on the 2015 FCAT Science.	1,000
<b>Goal 2:</b> 51% of grades 3-5 students scored at the proficient level in reading on the 2014 FCAT. 53% of grade 4 students scored at the proficient level in writing on the 2014 FCAT. As we begin a more complex state measure of English/Language Arts which incorporates writing, our school goal for the 2015 Florida Standards Assessment is to be within 10% (+/-) of our previous proficiency rate.	500
<b>Goal 3:</b> 42% of grades 3-5 students scored at the proficient level in math on the 2014 FCAT. As we begin a more complex state measure of math, our school goal is to have at least 50% of our students proficient in this area on the 2015 Florida Standards Assessment.	1,000
<b>Grand Total</b>	<b>2,500</b>

**Goal 1: 52% of grade 5 students scored at the proficient level in science on the 2014 FCAT. The state assessment will stay the same this year for science. Our school goal is to have at least 53% of our 5th grade students score at the proficient level on the 2015 FCAT Science.**

Description	Source	Total
<b>B2.S1.A1</b> - Family Science Night and Science Fair supplies for help sessions	School Improvement Funds	1,000
<b>Total Goal 1</b>		<b>1,000</b>

**Goal 2: 51% of grades 3-5 students scored at the proficient level in reading on the 2014 FCAT. 53% of grade 4 students scored at the proficient level in writing on the 2014 FCAT. As we begin a more complex state measure of English/Language Arts which incorporates writing, our school goal for the 2015 Florida Standards Assessment is to be within 10% (+/-) of our previous proficiency rate.**

Description	Source	Total
<b>B3.S1.A1</b> - Comprehension intervention materials	School Improvement Funds	500
<b>Total Goal 2</b>		<b>500</b>

**Goal 3: 42% of grades 3-5 students scored at the proficient level in math on the 2014 FCAT. As we begin a more complex state measure of math, our school goal is to have at least 50% of our students proficient in this area on the 2015 Florida Standards Assessment.**

Description	Source	Total
<b>B1.S1.A1</b> - math fluency programs	School Improvement Funds	1,000
<b>Total Goal 3</b>		<b>1,000</b>