



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Alachua Elementary School

13800 NW 152ND PL

Alachua, FL 32615

386-462-1841

<http://www.sbac.edu/pages/acps>

## School Demographics

**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
64%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
48%

## School Grades History

**2013-14**  
D

**2012-13**  
C

**2011-12**  
D

**2010-11**  
C

## SIP Authority and Template

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

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

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

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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
Focus Year 1	2	Wayne Green

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Alachua Elementary School

##### Principal

Eva Copeland

##### School Advisory Council chair

Kevin Berry

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

Name	Title
Eva Copeland	Principal
Kevin Berry	CRT
Bonnie Bing	BRT/Resource Team Leader
Linda Cruce	FCIMS/Title 1 Lead Teacher
Angela Valentine	3rd Grade Team Leader
Jeanne Sanders	4th Grade Team Leader
Katie Endelicato	5th Grade Team Leader

#### District-Level Information

##### District

Alachua

##### Superintendent

Mr. Herschel Lyons

##### Date of school board approval of SIP

Pending

### 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

Eva Copeland, Principal; Kevin Berry, CRT; Bonnie Bing, BRT; Berrie Corley, Parent; Richard Shallenberger, parent; Judy Malphurs, Career Service; Alice Green, Citizen; Joel DeCoursey, Citizen.

#### Involvement of the SAC in the development of the SIP

During the first meeting of the school year, FCAT results are shared with the SAC committee. The SAC committee discusses the results and gives input into the selection of the the targeted priorities. Barriers and suggested resolutions to the barriers are discussed with the committee. The SIP will be revisited through a discussion of data collected for improvements to the plan.

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

The School Advisory Council will assist with the implementation of the 2013-2014 School Improvement Plan. Through scheduled meetings, the council will review the progress of the plan and student achievement, make suggestions and discuss strategies in place, and promote a positive working team comprised of parents, teachers, education support personnel, business partners and community members.

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

If school improvement funds are available, we will seek the help of SAC to fund our out of county educational field trips.

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

In Compliance

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

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

**Administrators****# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Eva Copeland**

Principal

Years as Administrator: 7

Years at Current School: 2

**Credentials**

Bachelor of Science  
 Special Education, Elementary Education  
 Southern Illinois University  
 MEd  
 Educational Leadership  
 University of Florida  
 Specialist Degree  
 Curriculum & Instruction  
 University of Florida  
 Principal Certification  
 Elementary Education (1-6)  
 Specific Learning Disabilities (K-12)  
 Emotionally Handicapped (K-12)  
 ESOL

**Performance Record**

2012-2013 Grade C  
 Meeting High Standards: Reading 52%; Math 49%; Science 46%  
 Gains for Lower 25%: Reading 66%; Math 63%  
 2011-2013 Grade D  
 Meeting High Standards: Reading 48%; Math 48%; Science 52%  
 Gains for Lower 25%: Reading 50%; Math 37%  
 2010-2011 Grade A  
 Meeting High Standards: Reading 81%; Math 81%; Writing 90%;  
 Science 62%

**Instructional Coaches****# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**



<b>Elizabeth Filippi</b>		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Ph.D. - Special Education Ed.S. - Educational Leadership CERTIFICATES Elementary Education, Specific Learning Disabilities, Emotionally Behaviorally Disabled ENDORSEMENTS ESOL, Gifted, Pre-K Disabilities	
<b>Performance Record</b>	2012-2013 Grade C Meeting High Standards: Reading 52%; Math 49%; Science 46% Gains for Lower 25%: Reading 66%; Math 63% 2011-2013 Grade D Meeting High Standards: Reading 48%; Math 48%; Science 52% Gains for Lower 25%: Reading 50%; Math 37%	

<b>Gennette Gailey</b>		
Part-time / District-based	Years as Coach: 4	Years at Current School: 2
<b>Areas</b>	Other	
<b>Credentials</b>	B.S. - Elementary Education M.Ed - Early Childhood CERTIFICATIONS Early Childhood, Media K-12, Reading k-12 and Supervision	
<b>Performance Record</b>	2012-2013 Grade C Meeting High Standards: Reading 52%; Math 49%; Science 46% Gains for Lower 25%: Reading 66%; Math 63% 2011-2013 Grade D Meeting High Standards: Reading 48%; Math 48%; Science 52% Gains for Lower 25%: Reading 50%; Math 37% Terwilliger Elementary 2007-2008 Grade C 2006-2007 Grade A 2005-2006 Grade C	

**Classroom Teachers****# of classroom teachers**

26

**# receiving effective rating or higher**

22, 85%

**# Highly Qualified Teachers**

100%

**# certified in-field**

25, 96%

**# ESOL endorsed**

8, 31%

**# reading endorsed**

2, 8%

**# with advanced degrees**

12, 46%

**# National Board Certified**

3, 12%

**# first-year teachers**

4, 15%

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

7, 27%

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

10, 38%

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

5, 19%

**Education Paraprofessionals****# of paraprofessionals**

3

**# Highly Qualified**

3, 100%

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

3

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers are as follows:  
 PDS with Intern Mentors: Mentor teachers meet periodically to discuss/brainstorm/share the internship program; CRT & Principal  
 Perspective teacher interview workshops; Principal  
 County level mentor assigned to new teachers; Principal, District Mentor  
 School based mentor assigned to new teachers; Principal, Building Level Mentor  
 Host teacher intern program through the University of Florida, College of Education and St. Leo University; Principal, CRT, University Intern Coordinator

## 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

Mentor and teacher meet for curriculum development, lesson planning, and research-based instructional strategies for all domains and benchmarks. Team and committee meetings will assist new teachers.

The Team Leader or peer teacher of each grade level will mentor the new hires. Team leaders will provide new hires with the necessary day to day functioning of a classroom. Procedures and policies will be covered in the meetings with the mentors.

Mentor Angela Valentine: Mentees Dakota Faust, Lauren Idsardi and Anne Heissenberg

Mentor Jeanne Sanders: Mentee Jonathan James

Mentor Katie Endelicato: Experienced Mentees Jennifer Roberson and Maria Tzounakos

Planned monitoring will be through monthly "New Teacher " meetings, Snapshots and formal observations.

### 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 Administrative Team meets weekly to review academic and behavioral data from a variety of sources, assist with developing and scheduling instructional strategies based on data review, and monitor implementation of instructional strategies. The team will also identify those students at moderate to high risk for not meeting benchmarks and will collaborate with additional staff members, such as general education teachers, speech/language pathologist, school psychologist, literacy coach, and ESE teachers to develop and implement more intensive research-based interventions as needed.

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

Principal: Provides leadership, coordinates staff development and ensures fidelity of the RtI process.

CRT: Provides expertise to classroom teachers on development of appropriate instructional strategies for individual students. Assists in intervention design.

CIMS Facilitator: Oversees the data analysis process. Meets with teachers to discuss data trends and creates action plans to address student needs.

Behavior Resource Teacher: Provides expertise to classroom teachers on the development of appropriate behavioral strategies for individual students. Assists classroom teachers with the design and implementation of the Functional Behavior Assessment and development of the Behavior Improvement Plan. Monitors behavior and attendance data.

Counselor: Oversees implementation of the RtI process. Assists classroom teachers with assessments and interventions

Literacy Coach: Provides assistance and data analysis expertise in administering reading and writing assessments and interpreting data.

Technology Coach: Assists teachers in becoming proficient with technology in regards to programs for the classroom, lesson planning, and ACIIS.

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

Team members will monitor data, student academic progress trends, intervention effectiveness and curricular resources in relationship to the SIP goals. The team's analysis will be used to determine overall instructional success.

**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**

Rtl data will be based on a series of assessments identified at the district level and administered at the school. Items for the assessments are taken from the Benchmark Assessments, MyMath series assessments, the district formative assessment program for math and science, and writing prompts developed for district use. FAIR assessments, grades 3-5, and Discovery Education Assessment, grade 3, are also taken into consideration for reading results. Data at the beginning of the year will be captured and presented through the district's student information system. Toward the end of the year, the data presentation will be migrated in the district's Local Instructional Information System.

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

The Principal will schedule bi-weekly meetings with the team. At these meetings, data in reference to academics, behavior, tardies, attendance, and Rtl data will be discussed. Strategies and interventions will be brainstormed and discussed. Members will be assigned specific tasks that will support the Rtl process. Parents will be supported in understanding of the data-based problem solving through the Annual Title 1 meeting and various other meetings scheduled throughout the year.

**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:** 4,500

After school reading intervention will be provided for one hour three days per week. During these after school sessions, students will use the Achieve 3000 Reading computer program along with small group direct instruction from a highly qualified teacher tutor.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Data is collected through the Achieve 3000 reports. The reports will be analyzed to determine how students are progressing and will be used to make instructional decisions.

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

FCIMS Facilitator, CRT, Principal

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Eva Copeland	Principal
Kevin Berry	CRT
Bonnie Bing	BRT
Angela Valentine	3rd Grade Team Leader
Jeanne Sanders	4th Grade Team Leader
Katie Endelicato	5th Grade Team Leader
Linda Cruce	FCIMS Facilitator

**How the school-based LLT functions**

Regularly scheduled monthly meetings are convened to monitor progress against established benchmarks. Benchmark success is determined through careful, ongoing analysis of teacher and student data collected through various means. The team engages in on-going professional dialogue and makes decisions based on review of the current research, theories, and practices linked to improved student achievement as well as school-based data collection. The plan is fluid and able to be modified based on data.

**Major initiatives of the LLT**

Defining and implementing a comprehensive differentiated schoolwide reading program that challenges students at all achievement levels. Implementation of the common core standards, the new Reading series and the new Math series.

## 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	60%	52%	No	64%
American Indian				
Asian				
Black/African American	43%	29%	No	49%
Hispanic	41%	27%	No	47%
White	74%	69%	No	77%
English language learners				
Students with disabilities	44%	27%	No	50%
Economically disadvantaged	48%	41%	No	53%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	25%	30%
Students scoring at or above Achievement Level 4	100	28%	30%

### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	138	58%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	39	61%	70%

**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)	<i>[data excluded for privacy reasons]</i>		50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		25%

**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	40%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**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	62%	49%	No	66%
American Indian				
Asian				
Black/African American	48%	20%	No	53%
Hispanic	46%	31%	No	51%
White	72%	66%	No	75%
English language learners				
Students with disabilities	43%	20%	No	48%
Economically disadvantaged	53%	35%	No	58%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	104	29%	35%
Students scoring at or above Achievement Level 4	73	20%	31%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	136	58%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	37	59%	63%

**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	32	27%	32%
Students scoring at or above Achievement Level 4	24	20%	25%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

**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)	2		4
Participation in STEM-related experiences provided for students	365	100%	100%

**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	10	3%	1%
Students retained, pursuant to s. 1008.25, F.S.	3	0%	0%
Students who are not proficient in reading by third grade	52	41%	35%
Students who receive two or more behavior referrals	25	7%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	2%	1%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

1. Attend at least one parent involvement meeting
2. Participate in project planning, implementation and/or evaluation
3. Work as a volunteer in any area of the school
4. Increase phone calls home to Title 1 parents
5. Increase contact to Title 1 parents through notes, e-mails, report cards, newsletters, etc.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Work as a volunteer in any area of the school	85	23%%	35%%

## Goals Summary

- G1.** By the end of the 2013-2014 school year, 64% of students will be proficient in Reading as measured by the FCAT.
- G2.** To continue to decrease the gap between subgroups reported on the 2013 NCLB School Accountability Report while maintaining high expectations for achievement of all students.
- G3.** By the end of the 2013-2014 school year, 71% of students will make learning gains in Reading as measured by the FCAT 2.0.
- G4.** By the end of the 2013-2014 school year, 60% of students will score 3 or above on FCAT 2.0 Reading.
- G5.** By the end of the 2013-2014 school year, 66% of students will be proficient in math as measured my the FCAT.
- G6.** By the end of the 2013-2014 school year, 75% of students will be proficient in writing as measured by FCAT Writes.
- G7.** By the end of the 2013-2014 school year, 57% of students will be proficient in science as measured by the FCAT 2.0.
- G8.** Students will improve their participation in STEM related activities.
- G9.** By the end of the 2013-2014 school year, the number of suspensions will decrease by 50%.
- G10.** By the end of the 2013-2014 school year, daily student attendance will be maintained at an average of 99% attendance rate.
- G11.** By the end of the 2013-2014 school year, the number of parents who participate in activities at Alachua Elementary will increase by 12%.

## Goals Detail

**G1.** By the end of the 2013-2014 school year, 64% of students will be proficient in Reading as measured by the FCAT.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Pearson Reading Street Basal-The basal curriculum series.
- FCAT Explorer-Online FCAT practice that simulates questions found on the FCAT.
- National Geographic Science Textbook; Social Studies Weekly-Nonfiction content literature
- Leveled Readers-Fiction and Nonfiction leveled readers that align with the Reading basal.
- Title 1-Services for students who fall within the lowest quartile.
- Reading Coach-Guidance for teachers on implementing the basal, workstations and incorporating writing into the Language Arts block.
- Online Resources-Supplemental resources found online that align with the Reading Street curriculum.
- FCRR resources-Resources that align with results from the FAIR testing.
- Star Reading-Computer program that is given three times to assess progress toward reading goals that also includes a fluency component.

**Targeted Barriers to Achieving the Goal**

- Negative student attitude toward reading
- Limited parental involvement

**Plan to Monitor Progress Toward the Goal**

Review students' reading test scores

**Person or Persons Responsible**

Teachers, principal, FCIMS facilitator, CRT

**Target Dates or Schedule:**

Ongoing through online collaboration using Google Drive, biweekly face-to-face meetings

**Evidence of Completion:**

Google Drive documents, data chats

**G2.** To continue to decrease the gap between subgroups reported on the 2013 NCLB School Accountability Report while maintaining high expectations for achievement of all students.

**Targets Supported**

- Reading (AMO's)

**Resources Available to Support the Goal**

- Pearson Reading Street Basal-The basal curriculum series.
- FCAT Explorer-Online FCAT practice that simulates questions found on the FCAT.
- National Geographic Science Textbook; Social Studies Weekly-Nonfiction content literature
- Leveled Readers-Fiction and Nonfiction leveled readers that align with the Reading basal.
- Title 1-Services for students who fall within the lowest quartile.
- Reading Coach-Guidance for teachers on implementing the basal, workstations and incorporating writing into the Language Arts block.
- Online Resources-Supplemental resources found online that align with the Reading Street curriculum.
- FCRR resources-Resources that align with results from the FAIR testing.
- Star Reading-Computer program that is given three times to assess progress toward reading goals that also includes a fluency component.

**Targeted Barriers to Achieving the Goal**

- Negative student attitude toward reading
- Limited parental involvement

**Plan to Monitor Progress Toward the Goal**

Review students' reading test scores

**Person or Persons Responsible**

Teachers, principal, FCIMS facilitator, CRT

**Target Dates or Schedule:**

Ongoing through online collaboration using Google Drive, biweekly face-to-face meetings

**Evidence of Completion:**

Google Drive documents, data chats

**G3.** By the end of the 2013-2014 school year, 71% of students will make learning gains in Reading as measured by the FCAT 2.0.

**Targets Supported**

- Reading (Learning Gains)

**Resources Available to Support the Goal**

- Pearson Reading Street Basal-The basal curriculum series.
- FCAT Explorer-Online FCAT practice that simulates questions found on the FCAT.
- National Geographic Science Textbook; Social Studies Weekly-Nonfiction content literature
- Leveled Readers-Fiction and Nonfiction leveled readers that align with the Reading basal.
- Title 1-Services for students who fall within the lowest quartile.
- Reading Coach-Guidance for teachers on implementing the basal, workstations and incorporating writing into the Language Arts block.
- Online Resources-Supplemental resources found online that align with the Reading Street curriculum.
- FCRR resources-Resources that align with results from the FAIR testing.
- Star Reading-Computer program that is given three times to assess progress toward reading goals that also includes a fluency component.

**Targeted Barriers to Achieving the Goal**

- Negative student attitude toward reading
- Limited parental involvement

**Plan to Monitor Progress Toward the Goal**

Review students' reading test scores

**Person or Persons Responsible**

Teachers, principal, FCIMS facilitator, CRT

**Target Dates or Schedule:**

Ongoing through online collaboration using Google Drive, biweekly face-to-face meetings

**Evidence of Completion:**

Google Drive documents, data chats

**G4. By the end of the 2013-2014 school year, 60% of students will score 3 or above on FCAT 2.0 Reading.**

**Targets Supported**

- Reading (FCAT2.0)

**Resources Available to Support the Goal**

- Pearson Reading Street Basal-The basal curriculum series.
- FCAT Explorer-Online FCAT practice that simulates questions found on the FCAT.
- National Geographic Science Textbook; Social Studies Weekly-Nonfiction content literature
- Leveled Readers-Fiction and Nonfiction leveled readers that align with the Reading basal.
- Title 1-Services for students who fall within the lowest quartile.
- Reading Coach-Guidance for teachers on implementing the basal, workstations and incorporating writing into the Language Arts block.
- Online Resources-Supplemental resources found online that align with the Reading Street curriculum.
- FCRR resources-Resources that align with results from the FAIR testing.
- Star Reading-Computer program that is given three times to assess progress toward reading goals that also includes a fluency component.

**Targeted Barriers to Achieving the Goal**

- Negative student attitude toward reading
- Limited parental involvement

**Plan to Monitor Progress Toward the Goal**

Review students' reading test scores

**Person or Persons Responsible**

Teachers, principal, FCIMS facilitator, CRT

**Target Dates or Schedule:**

Ongoing through online collaboration using Google Drive, biweekly face-to-face meetings

**Evidence of Completion:**

Google Drive documents, data chats

**G5.** By the end of the 2013-2014 school year, 66% of students will be proficient in math as measured by the FCAT.

**Targets Supported**

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

**Resources Available to Support the Goal**

- MyMath
- Go Math
- Manipulatives
- Calendar Math
- Reflex math
- Foldables
- Math Journals

**Targeted Barriers to Achieving the Goal**

- Enough time to implement Calendar Math
- Lack of basic math skills

**Plan to Monitor Progress Toward the Goal**

Review all formal and informal mathematics assessment data

**Person or Persons Responsible**

Teachers, Principal, CRT, FCIMS facilitator

**Target Dates or Schedule:**

Bi-weekly

**Evidence of Completion:**

Data chats, online collaboration through Google Drive

**G6.** By the end of the 2013-2014 school year, 75% of students will be proficient in writing as measured by FCAT Writes.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Team Calibrations
- Literacy Coach
- Writing Resources
- Razzle Dazzle Writing
- Kathy Robinson's Curriculum

**Targeted Barriers to Achieving the Goal**

- Lack of curriculum structure

**Plan to Monitor Progress Toward the Goal**

Data chats to look for student growth. In data chats, team members will discuss how to use the data to drive instruction so that students will develop the skills necessary to achieve proficiency on FCAT Writes 2.0.

**Person or Persons Responsible**

Teachers, District Literacy Coach, CRT, FCIMS facilitator, Principal

**Target Dates or Schedule:**

Bi-weekly

**Evidence of Completion:**

Students' writing prompt scores, lesson plans, formal and informal observations

**G7.** By the end of the 2013-2014 school year, 57% of students will be proficient in science as measured by the FCAT 2.0.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- National Geographic Series
- Manipulatives
- Leveled readers
- Discovery Education Resources
- Science Lab
- Outdoor Science Classroom

**Targeted Barriers to Achieving the Goal**

- Not enough science inquiry activities



### Plan to Monitor Progress Toward the Goal

Benchmark assessment scores will increase

**Person or Persons Responsible**

Teachers, CRT, Principal

**Target Dates or Schedule:**

Bi-weekly data chats

**Evidence of Completion:**

Increased scores on Google drive

### G8. Students will improve their participation in STEM related activities.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- University of Florida as a resource to support STEM projects.
- Dedicated Science Lab.
- Teachers who have an extensive background in the sciences.
- Curriculum teachers are familiar with.

**Targeted Barriers to Achieving the Goal**

- Lack of vertical and team planning for units of study.

### Plan to Monitor Progress Toward the Goal

Unit test grades, benchmark grades and completion of science journals.

**Person or Persons Responsible**

Teachers, Principal, CRT

**Target Dates or Schedule:**

Bi-weekly

**Evidence of Completion:**

Data chat notes.

**G9.** By the end of the 2013-2014 school year, the number of suspensions will decrease by 50%.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Resource Officer
- Behavior Resource Teachers
- Guidance Counselor
- School-wide Positive Behavior School
- CARE Program
- Bullying Program
- Guidance Program

**Targeted Barriers to Achieving the Goal**

- Lack of preventive discipline strategies

**Plan to Monitor Progress Toward the Goal**

The monthly behavior report will be used. If positive results are seen then the PBS Committee will continue with the program. If results are minimal or lacking, then the PBS Committee will meet and brainstorm ideas on how to improve the PBS program so that less students receive behavior referrals.

**Person or Persons Responsible**

PBS Committee, Principal, BRT

**Target Dates or Schedule:**

Monthly Meetings

**Evidence of Completion:**

Notes of monthly meetings.

**G10.** By the end of the 2013-2014 school year, daily student attendance will be maintained at an average of 99% attendance rate.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Fone home system.
- Attendance Officer
- Guidance Counselor
- District program for habitually absent students

**Targeted Barriers to Achieving the Goal**

- Communicating effectively with parents regarding the importance of students attending school every day and arriving to school on time.

**Plan to Monitor Progress Toward the Goal**

Attendance report will be reviewed to determine if strategy is resulting in decrease in absences

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Decrease in monthly absences

**G11.** By the end of the 2013-2014 school year, the number of parents who participate in activities at Alachua Elementary will increase by 12%.

**Targets Supported**

**Resources Available to Support the Goal**

- Parent Resource Room
- Volunteer Coordinator
- Fone Home System
- School website

**Targeted Barriers to Achieving the Goal**

- Scheduling of parent involvement activities not conducive with parents schedule

### **Plan to Monitor Progress Toward the Goal**

Each parent involvement activity will be analyzed to determine if the attendance was good, fair or poor. For those events that were poorly attended, the Parent Involvement Committee will determine how to increase attendance at each event.

**Person or Persons Responsible**

Parent Involvement Committee, Principal

**Target Dates or Schedule:**

Monthly Parent Involvement Committee Meetings

**Evidence of Completion:**

Notes from the committee meeting and Parent Involvement Activity sign in sheets

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** By the end of the 2013-2014 school year, 64% of students will be proficient in Reading as measured by the FCAT.

**G1.B1** Negative student attitude toward reading

**G1.B1.S1** Inform students of their ZPD and help them access books that interest them.

#### Action Step 1

Assist students having difficulty staying within their ZPD.

##### Person or Persons Responsible

Teacher, Media Specialist

##### Target Dates or Schedule

As needed in the classroom and Media Center

##### Evidence of Completion

Students read books on their ZPD level.

#### Action Step 2

Inform students of their ZPD levels and make bookmarks with their ZPD.

##### Person or Persons Responsible

Teacher, students

##### Target Dates or Schedule

September after STAR Reading Assessment.

##### Evidence of Completion

Students independently pick out books within their ZPD from classroom libraries and Media Center.

##### Facilitator:

Sue Ann Enneis, Media Specialist

##### Participants:

All reading teachers.

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

Data chats with teachers

**Person or Persons Responsible**

Teachers, members of the Administrative Team

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

AR testing data, teacher reports

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

Students individually choose books that interest them and are within their ZPD.

**Person or Persons Responsible**

Teachers, Media Specialist

**Target Dates or Schedule**

Ongoing and regularly

**Evidence of Completion**

AR Test results

### G1.B1.S2 Model targeted skills.

**Action Step 1**

Lesson plan checks, snapshots and formal observations to support classroom teachers.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

As scheduled for lesson plan checks, snapshots, and formal observations.

**Evidence of Completion**

Documented in lesson plans, snapshots, and formal observations.

### **Action Step 2**

Students demonstrate targeted skill in guided reading.

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

Students

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

Daily in guided reading group.

#### **Evidence of Completion**

Teacher observation and weekly assessments.

### **Action Step 3**

Model targeted skills through the "I do" of the Gradual Release Model.

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

Teachers

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

Within the Language Arts block through 3-4 times weekly.

#### **Evidence of Completion**

"I do" observed in lesson plans, snapshots and formal observations.

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

Review teachers' lesson plans, and conduct formal and informal observations

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

Principal

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

Monthly

#### **Evidence of Completion**

Lesson plans include modeling of strategies, formal and informal observation data also include teacher modeling of strategies

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

Students demonstrate the targeted skills

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Daily

### Evidence of Completion

informal observations, weekly reading assessments, daily assignments

## G1.B1.S3 Conduct literature circles, guided reading groups, and literacy workstations.

### Action Step 1

Incorporate literature circles and engaging/rigorous literacy workstations during the 90 minute language arts block.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Daily, during guided reading lessons

### Evidence of Completion

Lesson plans, snapshot observations, informal observations of student participation

### Facilitator:

Betsy Filippi, District Reading Coach, Kevin Berry, CRT

### Participants:

All teachers of reading



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

Lesson plans will be turned in once every four weeks with evidence of planning for literature circles, guided reading groups, and literacy workstations. These will also be observed during informal and formal observations.

#### Person or Persons Responsible

Principal, CRT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Lesson plans, documentation through informal and formal observations

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

Chapter tests and benchmark tests will be reviewed to determine effectiveness of the strategy. Data will be discussed at grade level team meetings as well as with administration during data chats. Strategies will be discussed to improve scores.

#### Person or Persons Responsible

Teachers, FCIMS Facilitator, CRT, Principal

#### Target Dates or Schedule

Bi-weekly during team meetings and data chats

#### Evidence of Completion

Notes during team meetings and data chats

### G1.B1.S4 Improve motivation through the Accelerated Reader program.

#### Action Step 1

Students will increase participation in the Accelerated Reader Program.

#### Person or Persons Responsible

Students

#### Target Dates or Schedule

Beginning in October and continuing throughout the school year.

#### Evidence of Completion

Accelerated Reader Participation Reports

## **Action Step 2**

Teachers meet with team members to develop a plan to enhance the school-wide Accelerated Reader program

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

September

### **Evidence of Completion**

Minutes from team meetings, action plans

## **Plan to Monitor Fidelity of Implementation of G1.B1.S4**

Review evidence from each step. This may include, but is not limited to, Accelerated Reader reports and informal observations.

### **Person or Persons Responsible**

The administrative team

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Faculty Meeting/PLC Meeting agendas, articles listed in the Alligator Announcements Page

## **Plan to Monitor Effectiveness of G1.B1.S4**

Review AR participation and circulation reports from the media center

### **Person or Persons Responsible**

Administrative Team, Teachers, Media Specialist

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

AR reports, media circulation report

## **G1.B2 Limited parental involvement**

### **G1.B2.S1 Utilize the strategies outlined in the 2013-2014 Parent Involvement Plan**

#### **Action Step 1**

Host specific parent involvement events

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

Teachers, Title I Lead Teacher, Principal

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

Monthly, at various times of the day

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

Parent sign-in forms

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

Review parent sign-in forms, review of parent feedback

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

Title I Lead Teacher, Principal

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

Monthly, after each event

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

Submission of Title I paperwork for events

### **Plan to Monitor Effectiveness of G1.B2.S1**

Review each event to determine strategies to increase parental participation

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

Parent Involvement PLC

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

Monthly PLC meetings

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

Use of information when planning future events

**G2.** To continue to decrease the gap between subgroups reported on the 2013 NCLB School Accountability Report while maintaining high expectations for achievement of all students.

**G2.B1** Negative student attitude toward reading

**G2.B1.S1** Inform students of their ZPD and help them access books that interest them.

**Action Step 1**

Assist students having difficulty staying within their ZPD.

**Person or Persons Responsible**

Teacher, Media Specialist

**Target Dates or Schedule**

As needed in the classroom and Media Center

**Evidence of Completion**

Students read books on their ZPD level.

**Action Step 2**

Inform students of their ZPD levels and make bookmarks with their ZPD.

**Person or Persons Responsible**

Teacher, students

**Target Dates or Schedule**

September after STAR Reading Assessment.

**Evidence of Completion**

Students independently pick out books within their ZPD from classroom libraries and Media Center.

**Facilitator:**

Sue Ann Enneis, Media Specialist

**Participants:**

All reading teachers.

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

Data chats with teachers

**Person or Persons Responsible**

Teachers, members of the Administrative Team

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

AR testing data, teacher reports

### Plan to Monitor Effectiveness of G2.B1.S1

Students individually choose books that interest them and are within their ZPD.

**Person or Persons Responsible**

Teachers, Media Specialist

**Target Dates or Schedule**

Ongoing and regularly

**Evidence of Completion**

AR Test results

### G2.B1.S2 Model targeted skills.

**Action Step 1**

Lesson plan checks, snapshots and formal observations to support classroom teachers.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

As scheduled for lesson plan checks, snapshots, and formal observations.

**Evidence of Completion**

Documented in lesson plans, snapshots, and formal observations.

### **Action Step 2**

Students demonstrate targeted skill in guided reading.

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

Students

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

Daily in guided reading group.

#### **Evidence of Completion**

Teacher observation and weekly assessments.

### **Action Step 3**

Model targeted skills through the "I do" of the Gradual Release Model.

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

Teachers

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

Within the Language Arts block through 3-4 times weekly.

#### **Evidence of Completion**

"I do" observed in lesson plans, snapshots and formal observations.

### **Plan to Monitor Fidelity of Implementation of G2.B1.S2**

Review teachers' lesson plans, and conduct formal and informal observations

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

Principal

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

Monthly

#### **Evidence of Completion**

Lesson plans include modeling of strategies, formal and informal observation data also include teacher modeling of strategies

### Plan to Monitor Effectiveness of G2.B1.S2

Students demonstrate the targeted skills

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

informal observations, weekly reading assessments, daily assignments

### G2.B1.S3 Conduct literature circles, guided reading groups, and literacy workstations.

**Action Step 1**

Incorporate literature circles and engaging/rigorous literacy workstations during the 90 minute language arts block.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Daily, during guided reading lessons

**Evidence of Completion**

Lesson plans, snapshot observations, informal observations of student participation

### Plan to Monitor Fidelity of Implementation of G2.B1.S3

Lesson plans will be turned in once every four weeks with evidence of planning for literature circles, guided reading groups, and literacy work stations. These will also be observed during informal and formal observations

**Person or Persons Responsible**

Principal, CRT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson plans, documentation through informal and formal observations

### **Plan to Monitor Effectiveness of G2.B1.S3**

Chapter tests and benchmark tests will be reviewed to determine effectiveness of the strategy. Data will be discussed at grade level team meetings as well as with administration during data chats. Strategies will be discussed to improve scores.

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

Teachers, FCIMS Facilitator, CRT, Principal

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

Bi-weekly during team meetings and data chats

#### **Evidence of Completion**

Notes during team meetings and data chats

### **G2.B1.S4 Improve motivation through the Accelerated Reader program.**

#### **Action Step 1**

Students will increase participation in the Accelerated Reader Program.

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

Students

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

Beginning in October and continuing throughout the school year.

#### **Evidence of Completion**

Accelerated Reader Participation Reports

#### **Action Step 2**

Teachers meet with team members to develop a plan to enhance the school-wide Accelerated Reader program

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

Teachers

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

September

#### **Evidence of Completion**

Minutes from team meetings, action plans



### **Plan to Monitor Fidelity of Implementation of G2.B1.S4**

Review evidence from each step. This may include, but is not limited to, Accelerated Reader reports and informal observations.

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

The administrative team

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

Weekly

#### **Evidence of Completion**

Faculty Meeting/PLC Meeting agendas, articles listed in the Alligator Announcements Page

### **Plan to Monitor Effectiveness of G2.B1.S4**

Review AR participation and circulation reports from the media center

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

Administrative Team, Teachers, Media Specialist

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

Ongoing

#### **Evidence of Completion**

AR reports, media circulation report

## **G2.B2 Limited parental involvement**

### **G2.B2.S1 Utilize the strategies outlined in the 2013-2014 Parent Involvement Plan**

#### **Action Step 1**

Host specific parent involvement events

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

Teachers, Title I Lead Teacher, Principal

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

Monthly, at various times of the day

#### **Evidence of Completion**

Parent sign-in forms

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

Review parent sign-in forms, review of parent feedback

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

Title I Lead Teacher, Principal

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

Monthly, after each event

#### **Evidence of Completion**

Submission of Title I paperwork for events

### **Plan to Monitor Effectiveness of G2.B2.S1**

Review each event to determine strategies to increase parental participation

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

Parent Involvement PLC

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

Monthly PLC meetings

#### **Evidence of Completion**

Use of information when planning future events

**G3.** By the end of the 2013-2014 school year, 71% of students will make learning gains in Reading as measured by the FCAT 2.0.

#### **G3.B1** Negative student attitude toward reading

**G3.B1.S1** Inform students of their ZPD and help them access books that interest them.

#### **Action Step 1**

Assist students having difficulty staying within their ZPD.

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

Teacher, Media Specialist

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

As needed in the classroom and Media Center

#### **Evidence of Completion**

Students read books on their ZPD level.

## **Action Step 2**

Inform students of their ZPD levels and make bookmarks with their ZPD.

### **Person or Persons Responsible**

Teacher, students

### **Target Dates or Schedule**

September after STAR Reading Assessment.

### **Evidence of Completion**

Students independently pick out books within their ZPD from classroom libraries and Media Center.

### **Facilitator:**

Sue Ann Enneis, Media Specialist

### **Participants:**

All reading teachers.

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

Data chats with teachers

### **Person or Persons Responsible**

Teachers, members of the Administrative Team

### **Target Dates or Schedule**

Biweekly

### **Evidence of Completion**

AR testing data, teacher reports

## **Plan to Monitor Effectiveness of G3.B1.S1**

Students individually choose books that interest them and are within their ZPD.

### **Person or Persons Responsible**

Teachers, Media Specialist

### **Target Dates or Schedule**

Ongoing and regularly

### **Evidence of Completion**

AR Test results

### **G3.B1.S2 Model targeted skills.**

#### **Action Step 1**

Lesson plan checks, snapshots and formal observations to support classroom teachers.

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

Principal

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

As scheduled for lesson plan checks, snapshots, and formal observations.

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

Documented in lesson plans, snapshots, and formal observations.

#### **Action Step 2**

Students demonstrate targeted skill in guided reading.

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

Students

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

Daily in guided reading group.

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

Teacher observation and weekly assessments.

##### **Facilitator:**

Betsy Filippi, District Reading Coach Kevin Berry, CRT Alachua Elementary Karen Cronin, CRT Irby Elementary

##### **Participants:**

All teachers

### **Action Step 3**

Model targeted skills through the "I do" of the Gradual Release Model.

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

Teachers

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

Within the Language Arts block through 3-4 times weekly.

#### **Evidence of Completion**

"I do" observed in lesson plans, snapshots and formal observations.

### **Action Step 4**

Students who score in the lowest quartile in reading will receive supplemental reading services through the Title I Program

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

Students, Title I Intervention Specialists

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

Daily

#### **Evidence of Completion**

My Sidewalks data collected by Title I Intervention Specialists

#### **Facilitator:**

#### **Participants:**

### **Plan to Monitor Fidelity of Implementation of G3.B1.S2**

Review teachers' lesson plans, and conduct formal and informal observations

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

Principal

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

Monthly

#### **Evidence of Completion**

Lesson plans include modeling of strategies, formal and informal observation data also include teacher modeling of strategies

## Plan to Monitor Effectiveness of G3.B1.S2

Students demonstrate the targeted skills

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Daily

### Evidence of Completion

informal observations, weekly reading assessments, daily assignments

## G3.B1.S3 Conduct literature circles, guided reading groups, and literacy workstations.

### Action Step 1

Incorporate literature circles and engaging/rigorous literacy workstations during the 90 minute language arts block.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Daily, during guided reading lessons

### Evidence of Completion

Lesson plans, snapshot observations, informal observations of student participation

### Facilitator:

Eva Copeland, Principal Betsy Filippi, District Reading Coach Kevin Berry, CRT

### Participants:

All teacher of reading

### Plan to Monitor Fidelity of Implementation of G3.B1.S3

Lesson plans will be turned in once every four weeks with evidence of planning for literature circles, guided reading groups, and literacy workstations. These will also be observed during informal and formal observations.

#### Person or Persons Responsible

Principal, CRT

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Lesson plans, documentation through informal and formal observations

### Plan to Monitor Effectiveness of G3.B1.S3

Chapter tests and benchmark tests will be reviewed to determine effectiveness of the strategy. Data will be discussed at grade level team meetings as well as with administration during data chats. Strategies will be discussed to improve scores.

#### Person or Persons Responsible

Teachers, FCIMS Facilitator, CRT, Principal

#### Target Dates or Schedule

Bi-weekly during team meetings and data chats

#### Evidence of Completion

Notes during team meetings and data chats

### G3.B1.S4 Improve motivation through the Accelerated Reader program.

#### Action Step 1

Students will increase participation in the Accelerated Reader Program.

#### Person or Persons Responsible

Students

#### Target Dates or Schedule

Beginning in October and continuing throughout the school year.

#### Evidence of Completion

Accelerated Reader Participation Reports

## **Action Step 2**

Teachers meet with team members to develop a plan to enhance the school-wide Accelerated Reader program

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

September

### **Evidence of Completion**

Minutes from team meetings, action plans

## **Plan to Monitor Fidelity of Implementation of G3.B1.S4**

Review evidence from each step. This may include, but is not limited to, Accelerated Reader reports and informal observations.

### **Person or Persons Responsible**

The administrative team

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Faculty Meeting/PLC Meeting agendas, articles listed in the Alligator Announcements Page

## **Plan to Monitor Effectiveness of G3.B1.S4**

Review AR participation and circulation reports from the media center

### **Person or Persons Responsible**

Administrative Team, Teachers, Media Specialist

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

AR reports, media circulation report



### **G3.B2 Limited parental involvement**

#### **G3.B2.S1 Utilize the strategies outlined in the 2013-2014 Parent Involvement Plan**

##### **Action Step 1**

Host specific parent involvement events

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

Teachers, Title I Lead Teacher, Principal

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

Monthly, at various times of the day

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

Parent sign-in forms

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

Review parent sign-in forms, review of parent feedback

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

Title I Lead Teacher, Principal

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

Monthly, after each event

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

Submission of Title I paperwork for events

#### **Plan to Monitor Effectiveness of G3.B2.S1**

Review each event to determine strategies to increase parental participation

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

Parent Involvement PLC

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

Monthly PLC meetings

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

Use of information when planning future events

**G4.** By the end of the 2013-2014 school year, 60% of students will score 3 or above on FCAT 2.0 Reading.

**G4.B1** Negative student attitude toward reading

**G4.B1.S1** Inform students of their ZPD and help them access books that interest them.

**Action Step 1**

Assist students having difficulty staying within their ZPD.

**Person or Persons Responsible**

Teacher, Media Specialist

**Target Dates or Schedule**

As needed in the classroom and Media Center

**Evidence of Completion**

Students read books on their ZPD level.

**Action Step 2**

Inform students of their ZPD levels and make bookmarks with their ZPD.

**Person or Persons Responsible**

Teacher, students

**Target Dates or Schedule**

September after STAR Reading Assessment.

**Evidence of Completion**

Students independently pick out books within their ZPD from classroom libraries and Media Center.

**Facilitator:**

Sue Ann Enneis, Media Specialist

**Participants:**

All reading teachers.

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

Data chats with teachers

**Person or Persons Responsible**

Teachers, members of the Administrative Team

**Target Dates or Schedule**

Biweekly

**Evidence of Completion**

AR testing data, teacher reports

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

Students individually choose books that interest them and are within their ZPD.

**Person or Persons Responsible**

Teachers, Media Specialist

**Target Dates or Schedule**

Ongoing and regularly

**Evidence of Completion**

AR Test results

### **G4.B1.S2 Model targeted skills.**

**Action Step 1**

Lesson plan checks, snapshots and formal observations to support classroom teachers.

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

As scheduled for lesson plan checks, snapshots, and formal observations.

**Evidence of Completion**

Documented in lesson plans, snapshots, and formal observations.

### **Action Step 2**

Students demonstrate targeted skill in guided reading.

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

Students

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

Daily in guided reading group.

#### **Evidence of Completion**

Teacher observation and weekly assessments.

### **Action Step 3**

Model targeted skills through the "I do" of the Gradual Release Model.

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

Teachers

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

Within the Language Arts block through 3-4 times weekly.

#### **Evidence of Completion**

"I do" observed in lesson plans, snapshots and formal observations.

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

Review teachers' lesson plans, and conduct formal and informal observations

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

Principal

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

Monthly

#### **Evidence of Completion**

Lesson plans include modeling of strategies, formal and informal observation data also include teacher modeling of strategies

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

Students demonstrate the targeted skills

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

informal observations, weekly reading assessments, daily assignments

### G4.B1.S3 Conduct literature circles, guided reading groups, and literacy workstations.

**Action Step 1**

Incorporate literature circles and engaging/rigorous literacy workstations during the 90 minute language arts block.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Daily, during guided reading lessons

**Evidence of Completion**

Lesson plans, snapshot observations, informal observations of student participation

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

Lesson plans will be turned in once every four weeks with evidence of planning for literature circles, guided reading groups, and literacy workstations. These will also be observed during informal and formal observations.

**Person or Persons Responsible**

Principal, CRT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson plans, documentation through informal and formal observations

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

Chapter tests and benchmark tests will be reviewed to determine effectiveness of the strategy. Data will be discussed at grade level team meetings as well as with administration during data chats. Strategies will be discussed to improve scores.

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

Teachers, FCIMS Facilitator, CRT, Principal

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

Bi-weekly during team meetings and data chats

#### **Evidence of Completion**

Notes during team meetings and data chats

### **G4.B1.S4 Improve motivation through the Accelerated Reader program.**

#### **Action Step 1**

Students will increase participation in the Accelerated Reader Program.

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

Students

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

Beginning in October and continuing throughout the school year.

#### **Evidence of Completion**

Accelerated Reader Participation Reports

#### **Action Step 2**

Teachers meet with team members to develop a plan to enhance the school-wide Accelerated Reader program

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

Teachers

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

September

#### **Evidence of Completion**

Minutes from team meetings, action plans

### **Plan to Monitor Fidelity of Implementation of G4.B1.S4**

Review evidence from each step. This may include, but is not limited to, Accelerated Reader reports and informal observations.

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

The administrative team

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

Weekly

#### **Evidence of Completion**

Faculty Meeting/PLC Meeting agendas, articles listed in the Alligator Announcements Page

### **Plan to Monitor Effectiveness of G4.B1.S4**

Review AR participation and circulation reports from the media center

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

Administrative Team, Teachers, Media Specialist

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

Ongoing

#### **Evidence of Completion**

AR reports, media circulation report

## **G4.B2 Limited parental involvement**

### **G4.B2.S1 Utilize the strategies outlined in the 2013-2014 Parent Involvement Plan**

#### **Action Step 1**

Host specific parent involvement events

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

Teachers, Title I Lead Teacher, Principal

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

Monthly, at various times of the day

#### **Evidence of Completion**

Parent sign-in forms

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

Review parent sign-in forms, review of parent feedback

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

Title I Lead Teacher, Principal

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

Monthly, after each event

#### **Evidence of Completion**

Submission of Title I paperwork for events

### **Plan to Monitor Effectiveness of G4.B2.S1**

Review each event to determine strategies to increase parental participation

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

Parent Involvement PLC

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

Monthly PLC meetings

#### **Evidence of Completion**

Use of information when planning future events



**G5.** By the end of the 2013-2014 school year, 66% of students will be proficient in math as measured by the FCAT.

**G5.B5** Enough time to implement Calendar Math

**G5.B5.S1** Create a plan to maximize the mathematics block in order to allow for ample time to implement Calendar Math

**Action Step 1**

Create an action plan for implementing Calendar Math within the scheduled Mathematics block

**Person or Persons Responsible**

Members of the Mathematics PLC

**Target Dates or Schedule**

October, 2013

**Evidence of Completion**

Action Plan

**Facilitator:**

Allison Fissenden, District Math Coordinator

**Participants:**

New teachers, and representatives from each grade level

**Plan to Monitor Fidelity of Implementation of G5.B5.S1**

Teachers will implement the strategies outlined in the action plan

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lesson plans, and formal and informal observations

### Plan to Monitor Effectiveness of G5.B5.S1

Monitor growth in student math scores

**Person or Persons Responsible**

Teachers, FCIMS facilitator, Principal, CRT

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Data chats, online collaboration through Google Drive

### G5.B10 Lack of basic math skills

**G5.B10.S1** Students can practice basic math skills using the Reflex Math computer program in the A & E Computer lab and at any internet-connected computer.

**Action Step 1**

Schedule all students through the A & E computer lab to access Reflex Math

**Person or Persons Responsible**

CRT

**Target Dates or Schedule**

August

**Evidence of Completion**

Reflex math reports indicating usage

### Plan to Monitor Fidelity of Implementation of G5.B10.S1

Usage reports for Reflex Math can be shared during data chats.

**Person or Persons Responsible**

Teacher, FCIMS, Principal, CRT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Schedule of data chats.

### Plan to Monitor Effectiveness of G5.B10.S1

Reflex math growth reports. Successful implementation will produce rising scores on Reflex Math. Poor results will generate a conference with teacher.

**Person or Persons Responsible**

FCIMS, Principal, and/or CRT

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Reflex math growth reports

**G6.** By the end of the 2013-2014 school year, 75% of students will be proficient in writing as measured by FCAT Writes.

### G6.B6 Lack of curriculum structure

#### G6.B6.S1 Develop a curriculum structure (using the 10 day writing cycle)

**Action Step 1**

Attend the "Gear Up" Writing Training Provided by the Florida Department of Education and Title I

**Person or Persons Responsible**

All fourth grade teachers

**Target Dates or Schedule**

August, 2013

**Evidence of Completion**

Inservice follow up activities

**Facilitator:**

FLDOE Writing Coach

**Participants:**

Fourth grade teachers

## **Action Step 2**

Collaborate with the school-based literacy coach to create the 10 day writing cycle

### **Person or Persons Responsible**

Fourth Grade Teachers, Betsy Filippi, District Reading Coach

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Creation of writing plans, grade-level prompts

### **Facilitator:**

Betsy Filippi

### **Participants:**

Fourth Grade Teachers

## **Action Step 3**

Implement the 10 day writing cycle

### **Person or Persons Responsible**

Fourth Grade Teachers

### **Target Dates or Schedule**

Daily

### **Evidence of Completion**

Lesson Plans, formal and informal observations

## **Plan to Monitor Fidelity of Implementation of G6.B6.S1**

Observation of the 10 day writing cycle

### **Person or Persons Responsible**

Principal, District Literacy Coach

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Lesson Plans, formal and informal observations

### **Plan to Monitor Effectiveness of G6.B6.S1**

Discussion of student data, writing skills, and techniques

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

Teachers, District Literacy Coach, Fourth Grade Teachers, Principal, CRT

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

Biweekly

#### **Evidence of Completion**

Use of the data evident in teacher lesson plans

**G7.** By the end of the 2013-2014 school year, 57% of students will be proficient in science as measured by the FCAT 2.0.

### **G7.B4** Not enough science inquiry activities

#### **G7.B4.S1** Teachers attending and sharing information from the District-level Science Cohort Meetings

#### **Action Step 1**

Teachers share information learned at the Cohort Meetings

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

Teachers who attended the Cohort Meeting, Science PLC members

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

Monthly

#### **Evidence of Completion**

PLC Meeting Agenda, handouts distributed at the meetings

#### **Facilitator:**

Science PLC Facilitator

#### **Participants:**

Science PLC members, representing each grade level

## **Action Step 2**

Attend District Science Cohort Meeting

### **Person or Persons Responsible**

Select teacher representatives

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Sharing their learning with members of their grade level teams and the Science PLC

### **Facilitator:**

Jessica Feldman, District Science Coordinator

### **Participants:**

Select Teacher Representatives

## **Plan to Monitor Fidelity of Implementation of G7.B4.S1**

Ensure teachers attend meetings and share information with their cohort members

### **Person or Persons Responsible**

Principal, CRT

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Science PLC agendas, Attendance roster from Cohort Meetings

## **Plan to Monitor Effectiveness of G7.B4.S1**

Teachers will share from the District-level Cohort meetings and the inquiry activities will be observable in their lessons.

### **Person or Persons Responsible**

5th Grade teachers

### **Target Dates or Schedule**

Scheduled Science Cohort meetings

### **Evidence of Completion**

Informal and formal classroom observations

**G7.B4.S3** Science PLC meets to brainstorm ways to incorporate more inquiry activities during science instruction.

**Action Step 1**

Share the action plan with members of grade-level teams

**Person or Persons Responsible**

Science PLC members, other teachers of Science on each grade level team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Evidence of action plan in lesson plans and formal and informal observations, grade-level team meeting minutes.

**Action Step 2**

Create an action plan for incorporating more inquiry activities

**Person or Persons Responsible**

Members of the Science PLC

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Action plans

**Facilitator:**

Science PLC Facilitator

**Participants:**

Members of the Science PLC

### Plan to Monitor Fidelity of Implementation of G7.B4.S3

Matching the action plan with lesson plans and formal and informal observations

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Action plans, lesson plans, formal and informal observations

### Plan to Monitor Effectiveness of G7.B4.S3

Review of student assessment data

#### Person or Persons Responsible

Teachers, CRT, FCIMS Facilitator, Principal

#### Target Dates or Schedule

The testing cycle

#### Evidence of Completion

Chapter Tests, Big Idea Tests, On-Track Tests

## G8. Students will improve their participation in STEM related activities.

### G8.B3 Lack of vertical and team planning for units of study.

**G8.B3.S1** The Science PLC will meet on a monthly basis to plan across grade levels for the implementation of inquiry-based lessons.

#### Action Step 1

The facilitator of the Science PLC will conduct monthly meetings in which the science curriculum is looked at across all grade levels and inquiry projects for each grade level will be determined.

#### Person or Persons Responsible

Science PLC members

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Inquiry based lessons that the grade level representative will share with their team.



### Plan to Monitor Fidelity of Implementation of G8.B3.S1

Lesson plans will have the inquiry projects written into them.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson plans

### Plan to Monitor Effectiveness of G8.B3.S1

Through lesson plans and Principal observations, inquiry based projects will be observed being implemented into Science lessons.

#### Person or Persons Responsible

Teachers, Principal

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson plans and observations

**G9.** By the end of the 2013-2014 school year, the number of suspensions will decrease by 50%.

**G9.B4** Lack of preventive discipline strategies

**G9.B4.S1** Implement PBS school-wide.

#### Action Step 1

The discipline/PBS committee will meet regularly to plan for the implementation of school-wide PBS.

#### Person or Persons Responsible

Discipline/PBS Committee

#### Target Dates or Schedule

Monthly meetings

#### Evidence of Completion

PBS parameters will be put in place, i.e. Caught 'ya cash, the Swamp Shop will be open so that students can redeem their Caught 'ya Cash. Decrease in monthly behavioral incidents.

### **Plan to Monitor Fidelity of Implementation of G9.B4.S1**

Monthly discipline report will be reviewed by the Administrative Team. Caught 'ya Cash will be distributed to the teachers and the Swamp Shop will be opened for student use on a regular basis.

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

Administrative Team

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

Weekly at Administrative Meeting

#### **Evidence of Completion**

Monthly discipline report.

### **Plan to Monitor Effectiveness of G9.B4.S1**

Successful implementation of this strategy will result in lower discipline problems.

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

Principal, BRT

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

Monthly

#### **Evidence of Completion**

Monthly behavior reports.

**G10.** By the end of the 2013-2014 school year, daily student attendance will be maintained at an average of 99% attendance rate.

**G10.B3** Communicating effectively with parents regarding the importance of students attending school every day and arriving to school on time.

**G10.B3.S1** Teachers call parents on the student's third unexcused absence or tardy.

**Action Step 1**

Teachers will keep accurate attendance in the classroom. The database and BRT will monitor the absences. When they have a student who has three unexcused absences, a phone call to the parent/guardian should be made to determine the reason the student is not in school.

**Person or Persons Responsible**

Classroom teacher, database, BRT, Principal

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Absence report

**Plan to Monitor Fidelity of Implementation of G10.B3.S1**

Reports will be reviewed to determine which parents/guardians need to be contacted. Teachers will report to BRT/database why students have not been in school

**Person or Persons Responsible**

BRT, database, Principal

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Email or summary of conference of phone call

### Plan to Monitor Effectiveness of G10.B3.S1

Attendance reports will be reviewed by the Administrative Team

**Person or Persons Responsible**

Administrative meeting

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Attendance reports

**G11.** By the end of the 2013-2014 school year, the number of parents who participate in activities at Alachua Elementary will increase by 12%.

### **G11.B4** Scheduling of parent involvement activities not conducive with parents schedule

#### **G11.B4.S2** Scheduling activities at various times

**Action Step 1**

The Parent Involvement Committee will meet to brainstorm parent activities for the 2013-2014 school year. The activities will be varied in content and time offered. An initial list will be generated with an option to add as the year progresses.

**Person or Persons Responsible**

Parent Involvement Committee, Principal

**Target Dates or Schedule**

Monthly meetings

**Evidence of Completion**

List of scheduled Parent Involvement Activities

### **Plan to Monitor Fidelity of Implementation of G11.B4.S2**

Attendance at each parent involvement activity will be taken.

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

Title 1 Lead Teacher

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

Monthly scheduled events

#### **Evidence of Completion**

Sign in sheets

### **Plan to Monitor Effectiveness of G11.B4.S2**

Data from the sign in sheets will be discussed at the Parent Involvement Committee Meeting to determine the success of the event and how to improve attendance at the upcoming events.

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

Parent Involvement Committee Members

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

Monthly meetings

#### **Evidence of Completion**

Notes from the Parent Involvement Committee Meeting

## Coordination and Integration

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

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

Title 1, Part A: Services are provided to ensure students requiring additional remediation are assisted through additional instruction. FCIM coordinator oversees disaggregation and interpretation of school-wide grade level and classroom data to determine strengths and weaknesses. Pullout tutorial provided by teacher tutors to targeted students.

Title I Part C - Migrant: Natalie Norris - District Migrant Coordinator. Alachua Elementary School hosts summer program for migrant students and provides space for adult ELL classes.

Title I, Part D: The district receives funds to support the Educational Alternatives Outreach program. Services are provided with district drop-out prevention.

Title II: The district receives supplemental funds for improving basic education through the purchase of small equipment to supplement educational program. 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. In addition, Digital educators will model technology lessons and assist teachers in infusing technology across the curriculum. District Literacy Coach will support teachers in implementation of reading initiatives and the new reading curriculum.

Title III: ESOL: District Services Coordination. Dictionaries provided to ESOL students.

Title X - Homeless: Transportation and school supplies provided to homeless students. The school works with the district Homeless Coordinator to provide resources (clothing, school supplies, social services, referrals, etc.) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Violence Prevention Programs: Anti-bullying program provided in classrooms by dean and counselor.

Positive Behavior Support program funded by district ESE.

Nutrition Programs: Food4Kids provides weekend food staples for identified families.

Housing Programs: School supports after-school tutoring in subsidized housing complex.

Adult Education: ESOL classes for adults offered on campus at night in the Family Service Center.

Career and Technical Education: Career awareness activities and annual career fair provided for all students.

Other: After-school tutoring provided by senior volunteers from local churches and civic groups.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** By the end of the 2013-2014 school year, 64% of students will be proficient in Reading as measured by the FCAT.

### **G1.B1** Negative student attitude toward reading

**G1.B1.S1** Inform students of their ZPD and help them access books that interest them.

#### **PD Opportunity 1**

Inform students of their ZPD levels and make bookmarks with their ZPD.

##### **Facilitator**

Sue Ann Enneis, Media Specialist

##### **Participants**

All reading teachers.

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

September after STAR Reading Assessment.

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

Students independently pick out books within their ZPD from classroom libraries and Media Center.

**G1.B1.S3** Conduct literature circles, guided reading groups, and literacy workstations.

**PD Opportunity 1**

Incorporate literature circles and engaging/rigorous literacy workstations during the 90 minute language arts block.

**Facilitator**

Betsy Filippi, District Reading Coach, Kevin Berry, CRT

**Participants**

All teachers of reading

**Target Dates or Schedule**

Daily, during guided reading lessons

**Evidence of Completion**

Lesson plans, snapshot observations, informal observations of student participation

**G2.** To continue to decrease the gap between subgroups reported on the 2013 NCLB School Accountability Report while maintaining high expectations for achievement of all students.

**G2.B1** Negative student attitude toward reading

**G2.B1.S1** Inform students of their ZPD and help them access books that interest them.

**PD Opportunity 1**

Inform students of their ZPD levels and make bookmarks with their ZPD.

**Facilitator**

Sue Ann Enneis, Media Specialist

**Participants**

All reading teachers.

**Target Dates or Schedule**

September after STAR Reading Assessment.

**Evidence of Completion**

Students independently pick out books within their ZPD from classroom libraries and Media Center.



**G3.** By the end of the 2013-2014 school year, 71% of students will make learning gains in Reading as measured by the FCAT 2.0.

**G3.B1** Negative student attitude toward reading

**G3.B1.S1** Inform students of their ZPD and help them access books that interest them.

**PD Opportunity 1**

Inform students of their ZPD levels and make bookmarks with their ZPD.

**Facilitator**

Sue Ann Enneis, Media Specialist

**Participants**

All reading teachers.

**Target Dates or Schedule**

September after STAR Reading Assessment.

**Evidence of Completion**

Students independently pick out books within their ZPD from classroom libraries and Media Center.

**G3.B1.S2** Model targeted skills.

**PD Opportunity 1**

Students demonstrate targeted skill in guided reading.

**Facilitator**

Betsy Filippi, District Reading Coach Kevin Berry, CRT Alachua Elementary Karen Cronin, CRT Irby Elementary

**Participants**

All teachers

**Target Dates or Schedule**

Daily in guided reading group.

**Evidence of Completion**

Teacher observation and weekly assessments.

## **PD Opportunity 2**

Students who score in the lowest quartile in reading will receive supplemental reading services through the Title I Program

### **Facilitator**

### **Participants**

### **Target Dates or Schedule**

Daily

### **Evidence of Completion**

My Sidewalks data collected by Title I Intervention Specialists

**G3.B1.S3** Conduct literature circles, guided reading groups, and literacy workstations.

## **PD Opportunity 1**

Incorporate literature circles and engaging/rigorous literacy workstations during the 90 minute language arts block.

### **Facilitator**

Eva Copeland, Principal Betsy Filippi, District Reading Coach Kevin Berry, CRT

### **Participants**

All teacher of reading

### **Target Dates or Schedule**

Daily, during guided reading lessons

### **Evidence of Completion**

Lesson plans, snapshot observations, informal observations of student participation

**G4.** By the end of the 2013-2014 school year, 60% of students will score 3 or above on FCAT 2.0 Reading.

**G4.B1** Negative student attitude toward reading

**G4.B1.S1** Inform students of their ZPD and help them access books that interest them.

**PD Opportunity 1**

Inform students of their ZPD levels and make bookmarks with their ZPD.

**Facilitator**

Sue Ann Enneis, Media Specialist

**Participants**

All reading teachers.

**Target Dates or Schedule**

September after STAR Reading Assessment.

**Evidence of Completion**

Students independently pick out books within their ZPD from classroom libraries and Media Center.

**G5.** By the end of the 2013-2014 school year, 66% of students will be proficient in math as measured by the FCAT.

**G5.B5** Enough time to implement Calendar Math

**G5.B5.S1** Create a plan to maximize the mathematics block in order to allow for ample time to implement Calendar Math

**PD Opportunity 1**

Create an action plan for implementing Calendar Math within the scheduled Mathematics block

**Facilitator**

Allison Fissenden, District Math Coordinator

**Participants**

New teachers, and representatives from each grade level

**Target Dates or Schedule**

October, 2013

**Evidence of Completion**

Action Plan

**G6.** By the end of the 2013-2014 school year, 75% of students will be proficient in writing as measured by FCAT Writes.

**G6.B6** Lack of curriculum structure

**G6.B6.S1** Develop a curriculum structure (using the 10 day writing cycle)

**PD Opportunity 1**

Attend the "Gear Up" Writing Training Provided by the Florida Department of Education and Title I

**Facilitator**

FLDOE Writing Coach

**Participants**

Fourth grade teachers

**Target Dates or Schedule**

August, 2013

**Evidence of Completion**

Inservice follow up activities

**PD Opportunity 2**

Collaborate with the school-based literacy coach to create the 10 day writing cycle

**Facilitator**

Betsy Filippi

**Participants**

Fourth Grade Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Creation of writing plans, grade-level prompts

**G7.** By the end of the 2013-2014 school year, 57% of students will be proficient in science as measured by the FCAT 2.0.

**G7.B4** Not enough science inquiry activities

**G7.B4.S1** Teachers attending and sharing information from the District-level Science Cohort Meetings

**PD Opportunity 1**

Teachers share information learned at the Cohort Meetings

**Facilitator**

Science PLC Facilitator

**Participants**

Science PLC members, representing each grade level

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

PLC Meeting Agenda, handouts distributed at the meetings

**PD Opportunity 2**

Attend District Science Cohort Meeting

**Facilitator**

Jessica Feldman, District Science Coordinator

**Participants**

Select Teacher Representatives

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Sharing their learning with members of their grade level teams and the Science PLC

**G7.B4.S3** Science PLC meets to brainstorm ways to incorporate more inquiry activities during science instruction.

**PD Opportunity 1**

Create an action plan for incorporating more inquiry activities

**Facilitator**

Science PLC Facilitator

**Participants**

Members of the Science PLC

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Action plans

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	By the end of the 2013-2014 school year, 64% of students will be proficient in Reading as measured by the FCAT.	\$8,000
G3.	By the end of the 2013-2014 school year, 71% of students will make learning gains in Reading as measured by the FCAT 2.0.	\$127,250
G11.	By the end of the 2013-2014 school year, the number of parents who participate in activities at Alachua Elementary will increase by 12%.	\$2,273
Total		\$137,523

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Other	Professional Development	Personnel	Total
Title 1	\$6,000	\$0	\$0	\$6,000	\$0	\$12,000
PTA	\$2,000	\$0	\$0	\$0	\$0	\$2,000
Advanced Placement Funds	\$0	\$2,000	\$0	\$0	\$0	\$2,000
Title 1 Parent Involvement Funds	\$0	\$0	\$2,273	\$0	\$0	\$2,273
Title 1 Project 2124A	\$0	\$0	\$0	\$0	\$119,250	\$119,250
Total	\$8,000	\$2,000	\$2,273	\$6,000	\$119,250	\$137,523

### Budget Details

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

**G1.** By the end of the 2013-2014 school year, 64% of students will be proficient in Reading as measured by the FCAT.

**G1.B1** Negative student attitude toward reading

**G1.B1.S3** Conduct literature circles, guided reading groups, and literacy workstations.

**Action Step 1**

Incorporate literature circles and engaging/rigorous literacy workstations during the 90 minute language arts block.

**Resource Type**

Evidence-Based Program

**Resource**

Literacy PLC will meet to discuss literature circles and work stations.

**Funding Source**

Title 1

**Amount Needed**

\$6,000

**G1.B1.S4** Improve motivation through the Accelerated Reader program.

**Action Step 1**

Students will increase participation in the Accelerated Reader Program.

**Resource Type**

Evidence-Based Program

**Resource**

Incentives for Accelerated Reader Program

**Funding Source**

PTA

**Amount Needed**

\$2,000



**G3.** By the end of the 2013-2014 school year, 71% of students will make learning gains in Reading as measured by the FCAT 2.0.

**G3.B1** Negative student attitude toward reading

**G3.B1.S2** Model targeted skills.

**Action Step 2**

Students demonstrate targeted skill in guided reading.

**Resource Type**

Professional Development

**Resource**

Book study using the book "Guiding Readers and Writers."

**Funding Source**

Title 1

**Amount Needed**

\$6,000

**Action Step 4**

Students who score in the lowest quartile in reading will receive supplemental reading services through the Title I Program

**Resource Type**

Personnel

**Resource**

Title 1 Teacher Tutors used to teach pull-out groups in the Title 1 Intervention Lab

**Funding Source**

Title 1 Project 2124A

**Amount Needed**

\$119,250

**G3.B1.S3** Conduct literature circles, guided reading groups, and literacy workstations.**Action Step 1**

Incorporate literature circles and engaging/rigorous literacy workstations during the 90 minute language arts block.

**Resource Type**

Evidence-Based Materials

**Resource**

Novels for literature circles

**Funding Source**

Advanced Placement Funds

**Amount Needed**

\$2,000

**G11.** By the end of the 2013-2014 school year, the number of parents who participate in activities at Alachua Elementary will increase by 12%.

**G11.B4** Scheduling of parent involvement activities not conducive with parents schedule**G11.B4.S2** Scheduling activities at various times**Action Step 1**

The Parent Involvement Committee will meet to brainstorm parent activities for the 2013-2014 school year. The activities will be varied in content and time offered. An initial list will be generated with an option to add as the year progresses.

**Resource Type**

Other

**Resource**

Materials for workshops for Parent Involvement Activities

**Funding Source**

Title 1 Parent Involvement Funds

**Amount Needed**

\$2,273