



2013-2014 SCHOOL IMPROVEMENT PLAN

Roberts Elementary School
5777 CENTERVILLE RD
Tallahassee, FL 32309
850-488-0923

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 24%
Alternative/ESE Center No	Charter School No	Minority Rate 24%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 B	2009-10 A
---------------------	---------------------	---------------------	---------------------	---------------------

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	15
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	29
Part III: Coordination and Integration	58
Appendix 1: Professional Development Plan to Support Goals	59
Appendix 2: Budget to Support Goals	61

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Roberts Elementary School

Principal

Kim McFarland

School Advisory Council chair

Erma Sever

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

Name	Title
Kim Vinson	Kindergarten teacher
Krista McGrane	1st grade teacher
Myra Harp	2nd grade teacher
Frances Homme	3rd grade teacher
Kristie Stephens	4th grade teacher
Karissa Davidson	5th grade teacher
Mary Anne Delacenserie	ESE teacher
Nick Gonatos	PE teacher
Julie Zettle	PK paraprofessional
Kim Kennett	Registrar
Kim McFarland	Principal
Carmen Conner	Assistant Principal

District-Level Information

District

Leon

Superintendent

Mr. Jackie Pons

Date of school board approval of SIP

11/19/2013

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

The School Advisory Council is made up of 9 parents who are not employed by the school district and were elected by their peers, 5 teachers who were elected by their peers, 1 non-instructional employee who was elected by her peers, and the principal.

The SAC chair is Erma Sever, school media specialist.
The SAC recorder is Teresa Lee, school bookkeeper.

Involvement of the SAC in the development of the SIP

The SAC committee met on August 20, 2013 to analyze data and develop goal objective targets for the 2013-14 SIP. Updated drafts of the plan were sent via email for input. The SAC met on September 24, 2013 to vote for approval of the final plan.

Activities of the SAC for the upcoming school year

The SAC meets at least four times a year to monitor the school improvement plan. Faculty representatives from the Common Core Curriculum Committees attend the meetings to provide updates and answer questions on the status of the objectives. If state SIP money is available, the committee looks at budget needs and determines allocation of funds at the October meeting. The SAC votes on the money awarded the school for receiving a grade of "A". At each meeting, the District Advisory Council representative provides a report on that month's meeting and notes any issues or concerns which need to be addressed at the next DAC meeting.

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

Again this year, there have been no school improvement funds allocated from the state.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kim McFarland		
Principal	Years as Administrator: 12	Years at Current School: 6
Credentials	Ed. Leadership Certified National Board Certified Elementary/Early Childhood Degree	
Performance Record	Roberts Elementary (principal): 2012-13 Grade A -- Not AYP 2011-12 Grade A -- Not AYP 2010-11 Grade B -- Not AYP 2009-10 Grade A -- Not AYP 2008-09 Grade A -- Not AYP Swift Creek Middle (assistant principal): 2007-08 Grade A -- Not AYP 2006-07 Grade A -- Not AYP Oak Ridge Elementary (assistant principal): 2005-06 Grade C -- Not AYP	

Carmen Conner		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	Ed. Leadership Certified National Board Certified Elementary Education Degree	
Performance Record	Roberts Elementary (assistant principal): 2012-13 Grade A -- Not AYP 2011-12 Grade A -- Not AYP	

Instructional Coaches

# of instructional coaches	1
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Lisa Crowe		
Part-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Elementary Ed (BS) Curriculum/Instruction: Reading (Masters)	
Performance Record	Roberts Elementary (reading coach) 2012-13 Grade A -- No AYP Gilchrist Elementary (classroom teacher) 2011-12 Grade A -- AYP 2010-12 Grade A -- AYP 2009-10 Grade A -- AYP 2008-09 Grade A -- AYP	

Classroom Teachers

# of classroom teachers	58
# receiving effective rating or higher	58, 100%
# Highly Qualified Teachers	91%
# certified in-field	58, 100%
# ESOL endorsed	9, 16%
# reading endorsed	3, 5%
# with advanced degrees	18, 31%
# National Board Certified	6, 10%
# first-year teachers	0, 0%
# with 1-5 years of experience	9, 16%
# with 6-14 years of experience	18, 31%
# with 15 or more years of experience	31, 53%

Education Paraprofessionals

of paraprofessionals

19

Highly Qualified

19, 100%

Teacher Recruitment and Retention Strategies

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

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Involve current employees in the interview process for hiring employees. Person responsible: Principal.
2. Schedule support groups for new teachers. Person responsible: Assistant Principal.
3. Allow teacher autonomy. Persons responsible: Principal and Assistant Principal.
4. Maintain communication through faculty and team meetings. Persons responsible: Principal and Assistant Principal.
5. Provide choices for start and end times for teacher work day. Person responsible: Principal.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The principal designates an experienced teacher to serve as a mentor to each new teacher. The pairing is primarily based on a common grade level or subject area. The mentor is given release time to observe the mentee. The mentor and mentee then meet biweekly in a professional learning community to discuss any questions or areas of concern. Time is provided for feedback coaching and planning.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school MTSS Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team meets once a week. Examples of activities during weekly meetings include reviewing student data (screening, progress monitoring). The review of data will facilitate identification of students who are meeting/exceeding benchmarks and those who are at moderate or high risk for not achieving benchmarks. Based on evaluation of data and identification of student needs, the team will identify professional development and resources needed. Teachers, parents and administrators may refer a student to the MTSS Leadership team for academic or behavioral concerns. The student is placed on the intervention schedule and appropriate staff and parents are invited. Strategies are developed based on the concerns so that interventions are made in a timely manner. Time is allowed for implementation of strategies and the committee reviews the progress, testing results and referrals after a reasonable period of time. Further strategies or steps are taken when needed.

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

The members of the MTSS Leadership Team include: Principal, AP, Guidance Counselor, ESE Teachers, Reading Coach, Classroom Teachers, School Psychologist, ESE Staffing Specialist, Behavior Consultants, Occupational Therapist, Speech Therapist, Physical Therapist, Language Therapist, Assisted Technology Specialist, Social Worker, Parents and others as needed. Each member is accountable for providing input based on their area of responsibility. Members of the MTSS Team have input into the committee writing the SIP. School-wide trends would be reported to the committee for consideration as an area of focus. The use of effective strategies, materials, or techniques/programs are also recommended.

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

The school follows district guidelines for implementing the MTSS and SIP with fidelity.

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

Baseline data is obtained through the AIMSweb assessment and previous test information for all grades. Additional kindergarten data (FLKRS) is made available through the use of the Progress Monitoring and Reporting Network (PMRN). The Reading Coach assist with data tracking. Progress monitoring is obtained through the administration of Waterford, Pearson SuccessMaker, STAR, district assessments, Data Director, curriculum based measurements, AIMSweb, and other FCAT simulation assessments (FOCUS mini-assessments). Midyear data is obtained through Pearson SuccessMaker, Waterford, STAR, AIMSweb, and FCAT simulation assessments. End of the year data is obtained through FCAT, AIMSweb, STAR, Pearson SuccessMaker, and Waterford. Consideration of data from formal and informal assessments identify weak or strong areas, patterns, longevity, and consistency through content areas.

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

Teachers are familiar with the process for referral. New aspects of MTSS are reviewed for staff during pre-planning. Professional development is provided throughout the year. Support is available through the school-based MTSS leadership team, appropriate professional development, and monthly data chats. The school's guidance counselor communicates the MTSS process with parents once a student recommendation is made.

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:** 5,000

At risk students are identified based on Pearson SuccessMaker's Prescriptive Scheduling report. A before-school program of tutoring by individualized teachers as well as a teacher supervised computer lab for extra sessions of SM5 are made available to targeted students. This is provided as a means for intervention to assist students in reaching on-grade-level performance. Students complete individualized computer based instruction in math and reading through the Pearson SuccessMaker software. In addition, students are afforded the opportunity to go to the lab to take A.R. test and reports are monitored for student success and increased reading comprehension.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Reports from Accelerated Reader and SM5 are routinely run as recommended for each program.

Who is responsible for monitoring implementation of this strategy?

Assigned faculty and/or staff members supervise students and monitor attendance to ensure the intervention is done with fidelity.

Strategy: Before or After School Program**Minutes added to school year:** 500

Enrichment clubs including Robotics, Legos and a Writing Club are offered to students in grade 2-5 as an enrichment to their grade level curriculum.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Attendance is monitored by the teachers and surveys are completed by the families to improve the enrichment model offered to students.

Who is responsible for monitoring implementation of this strategy?

Teachers and administration are responsible for monitoring implementation of the enrichment clubs.

Strategy: Before or After School Program**Minutes added to school year:** 1,600

Selected students in grades K-3 will participate in a Reading Pals program beginning in October. This program matches 25 students with mentors. The pairs will read with each other once a week for one hour.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Data from Accelerated Reader will demonstrate an increase in the number of books read and tests passed.

Who is responsible for monitoring implementation of this strategy?

Classroom teachers will monitor reports from Accelerated Reader.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Anne Meyer	Kindergarten teacher
Pam Jarrett	Kindergarten teacher
Katie Cowart	Kindergarten teacher
Krista McGrane	1st grade teacher
Nedra Tharpe	1st grade teacher
Jennifer Gonzalez	1st grade teacher
Kim Basford	2nd grade teacher
Myra Harp	2nd grade teacher
Terri Doxsee	2nd grade teacher
Frances Homme	3rd grade teacher
Joni Hartsfield	3rd grade teacher
Tara Lovern	3rd grade teacher
Krista Stephens	4th grade teacher
Christine Welke	4th grade teacher
Lisa Blackburn	4th grade teacher
Ali Sullivan	5th grade teacher
Shannon Montgomery	5th grade teacher
Karissa Davidson	5th grade teacher
Lindsey Wohlrab	5th grade teacher
Mary Anne Delacenserie	ESE teacher

Name	Title
Karin Freeman	ESE teacher
Patty Oole	ESE teacher
Kathy Jacobsen	Guidance counselor
Carol Hull	Music teacher
Nick Gonatos	PE teacher
Erma Sever	Media specialist
Kim McFarland	Principal

How the school-based LLT functions

The school-based LLT is made up of representatives from each grade level. There is a group for PK-2 and another for grades 3-5. The purpose of the school-based LLT is to work on the implementation of the Common Core Standards, to monitor student progress in reading, and to promote literacy and encourage a love of reading for students of all ages. The LLT meets monthly to review SM5 reports and other progress monitoring data and discuss interventions for students not making acceptable progress. Strategies are also discussed to ensure that students reading at a higher level remain challenged. LLT members share information discussed and decisions made with the other teachers on their grade level.

Major initiatives of the LLT

The TTL will support the implementation of the Common Core Standards. They will also analyze data and monitor the strategies for each reading objective in the School Improvement Plan. In addition, members will plan school activities and events to promote literacy.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

1. The PK program closely matches that of the beginning of the county's adopted kindergarten curriculum.
2. Progress monitoring, AIMS Web testing, and VPK assessments monitor growth and readiness for success in kindergarten.
3. Sharing a playground with K and being right next to K classrooms allow PK children to become familiar with their future environment and expectations.
4. PK teachers meet with parents at the end of the year to discuss potential concerns regarding kindergarten success and skills to practice over the summer in order to increase school readiness.
5. End of the year IEP meetings for ESE children (with parents, an ESE K teacher, regular K teacher, therapists, and the current PK teacher) create appropriate academic, social/emotional, independent functioning and communication goals to increase success in K.
6. Regular K teachers and the ESE K teacher observe the PK classrooms near the end of the school year to observe learning strengths, ability to attend to and participate in large and small group activities, and discuss strengths/concerns. This allows the current teacher to help make the most appropriate placement with a K teacher who matches each child's needs.
7. There is an orientation during school hours for parents and children to meet K teachers, visit K classrooms, and tour the campus to familiarize future families with the environment and expectations.
8. PK students participate in all activities and events of the school...fire drills, music programs, morning

announcements, school-wide activities (Bootherthon, Fall Festival, Silent Auction, PTO, book character dress up, etc.)

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	83%	81%	No	84%
American Indian				
Asian				
Black/African American	56%	47%	No	60%
Hispanic	80%	75%	No	82%
White	88%	88%	Yes	90%
English language learners				
Students with disabilities	55%	48%	No	60%
Economically disadvantaged	59%	46%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	22%	25%
Students scoring at or above Achievement Level 4	243	59%	60%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	<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)	201	73%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	29	63%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	83	64%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	76%	No	80%
American Indian				
Asian				
Black/African American	48%	42%	No	54%
Hispanic	73%	55%	No	75%
White	83%	84%	Yes	84%
English language learners				
Students with disabilities	52%	42%	No	57%
Economically disadvantaged	48%	37%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	111	27%	30%
Students scoring at or above Achievement Level 4	204	49%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]	[data excluded for privacy reasons]	33%
Students scoring at or above Level 7	[data excluded for privacy reasons]	[data excluded for privacy reasons]	67%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	187	68%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	52%	55%

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	45	31%	33%
Students scoring at or above Achievement Level 4	63	43%	45%

Florida Alternate Assessment (FAA)

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

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

All Levels

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

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	5	1%	1%
Students retained, pursuant to s. 1008.25, F.S.	20	4%	3%
Students who are not proficient in reading by third grade	29	20%	18%
Students who receive two or more behavior referrals	17	3%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	90	9%	8%

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

The number of mentors supporting our students will increase by 4%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of mentors.	30	4%	8%

Goals Summary

- G1.** 25% of all students will meet reading proficiency by scoring a level 3 on the 2014 FCAT.
- G2.** 60% of all students will meet reading proficiency by scoring a 4 or higher on the 2014 FCAT.
- G3.** 75% of all students will make learning gains in reading on the 2014 FCAT.
- G4.** 65% of all students in the lowest 25% will make learning gains in reading on the 2014 FCAT.
- G5.** The percentage of students with disabilities not making satisfactory progress in reading will be reduced by 1% on the 2014 FCAT.
- G6.** The percentage of economically disadvantaged students not making adequate progress in reading will be reduced by 1% on the 2014 FCAT.
- G7.** 30% of all students will meet math proficiency by scoring a level 3 on the 2014 FCAT.
- G8.** 50% of all students will meet math proficiency by scoring a 4 or higher on the 2014 FCAT.
- G9.** 70% of all students will make learning gains in math on the 2014 FCAT.
- G10.** 55% of all students in the lowest 25% will make learning gains in math on the 2014 FCAT.
- G11.** The percentage of students with disabilities not making satisfactory progress in math will decrease by 1% on the 2014 FCAT.
- G12.** The percentage of economically disadvantaged students not making adequate progress in math will be decreased by 1% on the 2014 FCAT.
- G13.** 66% of all students will meet writing proficiency by scoring a level 3.5 or higher on the 2014 FCAT.
- G14.** 33% of all students will meet science proficiency by scoring a level 3 on the 2014 FCAT.
- G15.** 45% of all students will meet science proficiency by scoring a level 4 or above on the 2014 FCAT.

Goals Detail

G1. 25% of all students will meet reading proficiency by scoring a level 3 on the 2014 FCAT.

Targets Supported

Resources Available to Support the Goal

- Personnel
- Budgets for training
- Technology
- Resource materials purchased from 20% EDEP funds.

Targeted Barriers to Achieving the Goal

- Some children start the year below grade level.
- Students need to be challenged to read beyond instructional level.

Plan to Monitor Progress Toward the Goal

Reports from AIMSWeb, STAR, Accelerated Reader and Fresh Reads

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule:

AIMSWeb--weekly STAR-- August, January, May AR--weekly

Evidence of Completion:

Reports will show status/progress.

G2. 60% of all students will meet reading proficiency by scoring a 4 or higher on the 2014 FCAT.

Targets Supported

Resources Available to Support the Goal

- Personnel
- Budgets for training
- Technology

Targeted Barriers to Achieving the Goal

- Students need to be challenged to read beyond instructional level.

Plan to Monitor Progress Toward the Goal

Reports from AIMSWeb, STAR, Accelerated Reader and Fresh Reads

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule:

AIMSWeb--quarterly STAR-- August, January, May AR—weekly

Evidence of Completion:

Reports will show status/progress.

G3. 75% of all students will make learning gains in reading on the 2014 FCAT.

Targets Supported**Resources Available to Support the Goal**

- Personnel
- Budget for training
- Technology

Targeted Barriers to Achieving the Goal

- Students need to be challenged to read beyond instructional level.

Plan to Monitor Progress Toward the Goal

Reports from AIMSWeb, STAR, Accelerated Reader and Fresh Reads

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule:

AIMSWeb--weekly/quarterly STAR-- August, January, May AR—weekly

Evidence of Completion:

Reports will show status/progress.

G4. 65% of all students in the lowest 25% will make learning gains in reading on the 2014 FCAT.

Targets Supported**Resources Available to Support the Goal**

- Personnel
- Budget for training
- Technology

Targeted Barriers to Achieving the Goal

- Some children start the year below grade level.
- More remediation is needed for small groups.

Plan to Monitor Progress Toward the Goal

Reports from AIMSWeb, STAR, Accelerated Reader and Fresh Reads

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule:

AIMSWeb--weekly/quarterly STAR-- August, January, May AR—weekly

Evidence of Completion:

Reports will show status/progress.

G5. The percentage of students with disabilities not making satisfactory progress in reading will be reduced by 1% on the 2014 FCAT.

Targets Supported

Resources Available to Support the Goal

- Personnel
- Budget for training
- Technology

Targeted Barriers to Achieving the Goal

- Some children start the year below grade level.
- There is a lack of home support and resources.

Plan to Monitor Progress Toward the Goal

Reports from AIMSWeb, STAR, Accelerated Reader and Fresh Reads

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule:

AIMSWeb--weekly/quarterly STAR-- August, January, May AR—weekly

Evidence of Completion:

Reports will show status/progress.

G6. The percentage of economically disadvantaged students not making adequate progress in reading will be reduced by 1% on the 2014 FCAT.

Targets Supported

Resources Available to Support the Goal

- Personnel
- Budget for training
- Technology

Targeted Barriers to Achieving the Goal

- Some students start the year below grade level.
- There is a lack of home support and resources.

Plan to Monitor Progress Toward the Goal

Reports from AIMSweb, STAR, Accelerated Reader and Fresh Reads

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule:

AIMSweb--weekly/quarterly STAR-- August, January, May AR—weekly

Evidence of Completion:

Reports will show status/progress.

G7. 30% of all students will meet math proficiency by scoring a level 3 on the 2014 FCAT.

Targets Supported

Resources Available to Support the Goal

- Additional training on technology resources available.
- More effective intervention materials.
- More resource teachers/personnel.

Targeted Barriers to Achieving the Goal

- Some children start the year below grade level.

Plan to Monitor Progress Toward the Goal

Reports from Think Central and SM5

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule:

Think Central- every chapter assessment SM5-weekly

Evidence of Completion:

Reports will show status/progress.

G8. 50% of all students will meet math proficiency by scoring a 4 or higher on the 2014 FCAT.

Targets Supported

Resources Available to Support the Goal

- Additional training on technology resources available
- More effective intervention materials
- More resource teachers/personnel

Targeted Barriers to Achieving the Goal

- Students need to be challenged to work above grade level on accelerated math skills.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G9. 70% of all students will make learning gains in math on the 2014 FCAT.

Targets Supported

Resources Available to Support the Goal

- More effective intervention materials
- More resource teachers/personnel

Targeted Barriers to Achieving the Goal

- Students need to be challenged to work above grade level on accelerated math skills.

Plan to Monitor Progress Toward the Goal

Reports from Think Central and SM5

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule:

Think Central- every chapter assessment SM5-weekly

Evidence of Completion:

Reports will show status/progress.

G10. 55% of all students in the lowest 25% will make learning gains in math on the 2014 FCAT.

Targets Supported

Resources Available to Support the Goal

- More effective intervention materials
- More resource teachers/personnel

Targeted Barriers to Achieving the Goal

- Some children start the year below grade level.

Plan to Monitor Progress Toward the Goal

Reports from Think Central and SM5

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule:

Think Central- every chapter assessment SM5-weekly

Evidence of Completion:

Reports will show status/progress.

G11. The percentage of students with disabilities not making satisfactory progress in math will decrease by 1% on the 2014 FCAT.

Targets Supported

Resources Available to Support the Goal

- More effective intervention materials
- More resource teachers/personnel

Targeted Barriers to Achieving the Goal

- Some children start the year below grade level.

Plan to Monitor Progress Toward the Goal

Reports from Think Central and SM5

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule:

Think Central- every chapter assessment SM5-weekly

Evidence of Completion:

Reports will show status/progress.

G12. The percentage of economically disadvantaged students not making adequate progress in math will be decreased by 1% on the 2014 FCAT.

Targets Supported

Resources Available to Support the Goal

- More effective intervention materials
- More resource teachers/personnel

Targeted Barriers to Achieving the Goal

- There is a lack of home support and resources.

Plan to Monitor Progress Toward the Goal

Reports from Think Central and SM5

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule:

Think Central- every chapter assessment SM5-weekly

Evidence of Completion:

Reports will show status/progress.

G13. 66% of all students will meet writing proficiency by scoring a level 3.5 or higher on the 2014 FCAT.

Targets Supported

- Writing

Resources Available to Support the Goal

- Relevant and timely training
- Consistent and concrete curriculum
- More paraprofessional support
- More publishing materials

Targeted Barriers to Achieving the Goal

- There is a lack of writing experiences in students and students have a wide variety of skill levels.
- Larger class sizes and scheduling challenges make it difficult to meet the varied needs of students.

Plan to Monitor Progress Toward the Goal

Monitor WUR scores using rubric

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule:

monthly

Evidence of Completion:

Scores

G14. 33% of all students will meet science proficiency by scoring a level 3 on the 2014 FCAT.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Hands-on materials
- Field trips
- Materials for experiments

Targeted Barriers to Achieving the Goal

- Not all students receive science instruction due to having additional instruction in reading and math.
- Additional resources and experiences are needed.

Plan to Monitor Progress Toward the Goal

Data chats

Person or Persons Responsible

administration and classroom teachers

Target Dates or Schedule:

monthly

Evidence of Completion:

percentage of students showing mastery of science benchmarks

G15. 45% of all students will meet science proficiency by scoring a level 4 or above on the 2014 FCAT.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Hands-on materials
- Field trips
- Materials for experiments

Targeted Barriers to Achieving the Goal

- Not all students receive science instruction due to having additional instruction in reading and math.
- Additional resources and experiences are needed.

Plan to Monitor Progress Toward the Goal

Data chats

Person or Persons Responsible

Administration and classroom teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Percentage of students showing mastery of science benchmarks

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 25% of all students will meet reading proficiency by scoring a level 3 on the 2014 FCAT.

G1.B1 Some children start the year below grade level.

G1.B1.S1 Teachers will screen for early identification of below grade level children and provide interventions as needed to move them on to grade level.

Action Step 1

Teachers will monitor reports from AIMSWeb, STAR, Accelerated Reader and Fresh Reads.

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule

AIMSWeb -- weekly STAR -- Quarterly Accelerated Reader -- weekly

Evidence of Completion

Reports will show status/progress

Facilitator:

Reading Coach

Participants:

All Reading teachers

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

Reading coach will monitor fidelity of interventions; principal will review classroom teacher lesson plans

Person or Persons Responsible

School-based reading coach and administrators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Intervention data folders, classroom teacher lesson plans, AIMSweb assessment data

Plan to Monitor Effectiveness of G1.B1.S1

Observations and discussions with teachers

Person or Persons Responsible

School based reading Coach and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student attendance reports and participation rate in intervention programs (classroom based and pullout small groups)

G1.B1.S2 Systematic implementation of remediation/DI groups will provide opportunities to receive instruction on skills that were not mastered prior to the school year.

Action Step 1

Teachers will monitor reports from AIMSWeb, STAR, Accelerated Reader and Fresh

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule

AIMSWeb -- weekly STAR -- Quarterly Accelerated Reader -- weekly

Evidence of Completion

Reports will show status/progress

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

Reading coach will monitor fidelity of interventions; principal will review classroom teacher lesson plans

Person or Persons Responsible

School-based reading coach and administrators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Intervention data folders, classroom teacher lesson plans, AIMSweb assessment data

Plan to Monitor Effectiveness of G1.B1.S2

Observations and discussions with teachers

Person or Persons Responsible

School based reading Coach and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student attendance reports and participation rate in intervention programs (classroom based and pullout small groups)

G1.B2 Students need to be challenged to read beyond instructional level.

G1.B2.S1 Teachers will utilize Accelerated Reader and Challenge Pit Crews to encourage and monitor the level of text students are reading and comprehending.

Action Step 1

Teachers will monitor reports from AIMSweb, STAR, Accelerated Reader and Fresh Reads.

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule

AIMSweb -- weekly STAR -- Quarterly Accelerated Reader -- weekly

Evidence of Completion

Reports will show status/progress

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

Reading coach will monitor fidelity of interventions; principal will review classroom teacher lesson plans

Person or Persons Responsible

School-based reading coach and administrators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Intervention data folders, classroom teacher lesson plans, AIMSweb assessment data

Plan to Monitor Effectiveness of G1.B2.S1

Observations and discussions with teachers

Person or Persons Responsible

School based Reading Coach and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student attendance reports and participation rate in intervention programs (classroom based and pullout small groups)

G2. 60% of all students will meet reading proficiency by scoring a 4 or higher on the 2014 FCAT.

G2.B1 Students need to be challenged to read beyond instructional level.

G2.B1.S1 Teachers will utilize Accelerated Reader and Challenge Pit Crews to encourage and monitor the level of text students are reading and comprehending.

Action Step 1

Teachers will monitor reports from AIMSWeb, STAR, Accelerated Reader and Fresh Reads.

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule

AIMSWeb -- weekly STAR -- Quarterly Accelerated Reader -- weekly

Evidence of Completion

Reports will show status/progress

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

Reading coach will monitor fidelity of interventions; principal will review classroom teacher lesson plans

Person or Persons Responsible

School-based reading coach and administrators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Intervention data folders, classroom teacher lesson plans, AIMSweb assessment data

Plan to Monitor Effectiveness of G2.B1.S1

Observations and discussions with teachers

Person or Persons Responsible

School based reading Coach and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student attendance reports and participation rate in intervention programs (classroom based and pullout small groups)

G3. 75% of all students will make learning gains in reading on the 2014 FCAT.

G3.B1 Students need to be challenged to read beyond instructional level.

G3.B1.S1 Teachers will utilize Accelerated Reader and Challenge Pit Crews to encourage and monitor the level of text students are reading and comprehending.

Action Step 1

Teachers will monitor reports from AIMSWeb, STAR, Accelerated Reader and Fresh Reads.

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule

AIMSWeb -- weekly/quarterly STAR -- Quarterly Accelerated Reader -- weekly

Evidence of Completion

AIMSWeb -- weekly/quarterly STAR -- Quarterly Accelerated Reader -- weekly

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

Reading Coach will monitor fidelity of interventions; principal will review classroom teacher lesson plans

Person or Persons Responsible

School-based reading coach and administrators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Intervention data folders, classroom teacher lesson plans, AIMSweb assessment data

Plan to Monitor Effectiveness of G3.B1.S1

Observations and discussions with teachers

Person or Persons Responsible

School based Reading Coach and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student attendance reports and participation rate in intervention programs (classroom based and pullout small groups)

G4. 65% of all students in the lowest 25% will make learning gains in reading on the 2014 FCAT.

G4.B1 Some children start the year below grade level.

G4.B1.S1 Teachers will screen for early identification of below grade level children and provide interventions as needed to move them to on-grade level status.

Action Step 1

Teachers will monitor reports from AIMSWeb, STAR, Accelerated Reader and Fresh Reads.

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule

AIMSWeb -- weekly STAR -- Quarterly Accelerated Reader -- weekly

Evidence of Completion

Reports will show status/progress

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

Reading Coach will monitor fidelity of interventions; principal will review classroom teacher lesson plans

Person or Persons Responsible

School-based reading coach and administrators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Intervention data folders, classroom teacher lesson plans, AIMSweb assessment data

Plan to Monitor Effectiveness of G4.B1.S1

Observations and discussions with teachers

Person or Persons Responsible

School based Reading Coach and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student attendance reports and participation rate in intervention programs (classroom based and pullout small groups)

G4.B2 More remediation is needed for small groups.

G4.B2.S1 Schedules of paraprofessionals will be reevaluated in order to maximize support for small groups.

Action Step 1

Para-professional schedules will be developed to maximum instructional assistance for classrooms.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Differentiated groups will be adequately staffed.

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

Lesson plans and para-professional schedules

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Schedules and lesson plans

Plan to Monitor Effectiveness of G4.B2.S1

Monthly Team Meetings to discuss student progress

Person or Persons Responsible

Administration and grade level teams

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas and minutes

G5. The percentage of students with disabilities not making satisfactory progress in reading will be reduced by 1% on the 2014 FCAT.

G5.B1 Some children start the year below grade level.

G5.B1.S1 Teachers will screen for early identification of below grade level children and provide interventions as needed to move them to on-grade level status.

Action Step 1

Teachers will monitor reports from AIMSWeb, STAR, Accelerated Reader and Fresh Reads.

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule

AIMSWeb -- weekly/quarterly STAR -- Quarterly Accelerated Reader – weekly

Evidence of Completion

Reports will show status/progress

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

Reading Coach will monitor fidelity of interventions; principal will review classroom teacher lesson plans

Person or Persons Responsible

School-based reading coach and administrators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Intervention data folders, classroom teacher lesson plans, AIMSweb assessment data

Plan to Monitor Effectiveness of G5.B1.S1

Observations and discussions with teachers

Person or Persons Responsible

School based Reading Coach and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student attendance reports and participation rate in intervention programs (classroom based and pullout small groups)

G5.B2 There is a lack of home support and resources.

G5.B2.S1 Teachers will increase the frequency of parent conferences and will enlist the assistance of the guidance counselors as needed.

Action Step 1

Communication will increase between parents and teachers.

Person or Persons Responsible

Teachers , administration

Target Dates or Schedule

1st nine weeks and as needed

Evidence of Completion

Conference forms and report card comments

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

Conference forms and report cards

Person or Persons Responsible

administration, teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Comments and conference from entries

Plan to Monitor Effectiveness of G5.B2.S1

Data chats, team meetings

Person or Persons Responsible

teachers, administrators

Target Dates or Schedule

monthly, as needed

Evidence of Completion

agendas, minutes, conference forms, report cards

G5.B2.S2 Teachers will use multiple forms of communication, including the new PinPoint Parent Portal, to keep parents/guardians aware of student progress.

Action Step 1

Parent portal will open 2nd nine weeks

Person or Persons Responsible

Teachers, Technology Contact

Target Dates or Schedule

2nd nine weeks and on-going

Evidence of Completion

Parent portal communication with grades on line

Facilitator:

Pin Point district contact

Participants:

Teachers, administration, parents

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Pinpoint and Parent portal reports

Person or Persons Responsible

administration

Target Dates or Schedule

bi-weekly

Evidence of Completion

reports

Plan to Monitor Effectiveness of G5.B2.S2

Conferences, mid-term reports, parent surveys

Person or Persons Responsible

teachers, administration

Target Dates or Schedule

as needed

Evidence of Completion

reports and survey data

G6. The percentage of economically disadvantaged students not making adequate progress in reading will be reduced by 1% on the 2014 FCAT.

G6.B1 Some students start the year below grade level.

G6.B1.S1 Teachers will screen for early identification of below grade level children and provide interventions as needed to move them to on grade level status.

Action Step 1

Teachers will monitor reports from AIMSWeb, STAR, Accelerated Reader and Fresh Reads.

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule

AIMSWeb -- weekly/quarterly STAR -- Quarterly Accelerated Reader -- weekly

Evidence of Completion

Reports will show status/progress

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S1

Reading Coach will monitor fidelity of interventions; principal will review classroom teacher lesson plans

Person or Persons Responsible

School-based reading coach and administrators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Intervention data folders, classroom teacher lesson plans, AIMSweb assessment data

G7. 30% of all students will meet math proficiency by scoring a level 3 on the 2014 FCAT.

G7.B1 Some children start the year below grade level.

G7.B1.S1 Teachers will screen for early identification of below grade level children and provide interventions as needed to move them on to grade level.

Action Step 1

Teachers will monitor reports from Think Central and SM5.

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule

Think Central – every chapter assessment SM5- Weekly

Evidence of Completion

Reports will show status/progress

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Administration will monitor fidelity of interventions; principal will review classroom teacher lesson plans

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Intervention data folders, classroom teacher lesson plans, Think Central assessment data & SM5 reports

Plan to Monitor Effectiveness of G7.B1.S1

Observations and discussions with teachers

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student attendance reports and participation rate in intervention programs (classroom based and pullout small groups)

G8. 50% of all students will meet math proficiency by scoring a 4 or higher on the 2014 FCAT.

G8.B1 Students need to be challenged to work above grade level on accelerated math skills.

G8.B1.S1 Students in grades 3-5 will be grouped depending on specific math abilities and the pace of curriculum will be managed based on students' abilities. An accelerated curriculum will be offered as needed.

Action Step 1

Teachers will monitor reports from Think Central and SM5.

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule

Think Central – every chapter assessment SM5- Weekly

Evidence of Completion

Reports will show status/progress

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Administration will monitor fidelity of interventions; principal will review classroom teacher lesson plans

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Intervention data folders, classroom teacher lesson plans, Think Central assessment data & SM5 reports

Plan to Monitor Effectiveness of G8.B1.S1

Observations and discussions with teachers

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student attendance reports and participation rate in intervention programs (classroom based and pullout small groups)

G9. 70% of all students will make learning gains in math on the 2014 FCAT.

G9.B1 Students need to be challenged to work above grade level on accelerated math skills.

G9.B1.S1 Students in grades 3-5 will be grouped depending on specific math abilities and the pace of curriculum will be managed based on students' abilities. An accelerated curriculum will be offered as needed.

Action Step 1

Teachers will monitor reports from Think Central and SM5.

Person or Persons Responsible

All Math teachers

Target Dates or Schedule

Think Central – every chapter assessment SM5- Weekly

Evidence of Completion

Reports will show status/progress

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Administration will monitor fidelity of interventions; principal will review classroom teacher lesson plans

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Intervention data folders, classroom teacher lesson plans, Think Central assessment data & SM5 reports

Plan to Monitor Effectiveness of G9.B1.S1

Observations and discussions with teachers

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student attendance reports and participation rate in intervention programs (classroom based and pullout small groups)

G10. 55% of all students in the lowest 25% will make learning gains in math on the 2014 FCAT.

G10.B1 Some children start the year below grade level.

G10.B1.S1 Teachers will screen for early identification of below grade level children and provide interventions as needed to move them to on-grade level status.

Action Step 1

Classroom teachers, administration

Person or Persons Responsible

All Math teachers

Target Dates or Schedule

Think Central – every chapter assessment SM5- Weekly

Evidence of Completion

status/Reports will show progress

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Administration will monitor fidelity of interventions; principal will review classroom teacher lesson plans

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Intervention data folders, classroom teacher lesson plans, Think Central assessment data & SM5 reports

Plan to Monitor Effectiveness of G10.B1.S1

Observations and discussions with teachers

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student attendance reports and participation rate in intervention programs (classroom based and pullout small groups)

G11. The percentage of students with disabilities not making satisfactory progress in math will decrease by 1% on the 2014 FCAT.

G11.B1 Some children start the year below grade level.

G11.B1.S1 Teachers will screen for early identification of below grade level children and provide interventions as needed to move them to on-grade level status.

Action Step 1

Classroom teachers, administration

Person or Persons Responsible

All Math teachers

Target Dates or Schedule

Think Central – every chapter assessment SM5- Weekly

Evidence of Completion

Reports will show status/progress

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Administration will monitor fidelity of interventions; principal will review classroom teacher lesson plans

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Intervention data folders, classroom teacher lesson plans, Think Central assessment data & SM5 reports

Plan to Monitor Effectiveness of G11.B1.S1

Observations and discussions with teachers

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student attendance reports and participation rate in intervention programs (classroom based and pullout small groups)

G12. The percentage of economically disadvantaged students not making adequate progress in math will be decreased by 1% on the 2014 FCAT.

G12.B1 There is a lack of home support and resources.

G12.B1.S1 Teachers will increase the frequency of parent conferences and will enlist the assistance of the guidance counselors as needed.

Action Step 1

Parent communication will increase through parent conferences.

Person or Persons Responsible

Teachers, administration

Target Dates or Schedule

conferences the first nine weeks for all students receiving interventions

Evidence of Completion

conference forms and report cards

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Administration will monitor fidelity through report cards and conference forms

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

quarterly

Evidence of Completion

report cards and conference forms

Plan to Monitor Effectiveness of G12.B1.S1

Administration will monitor effectiveness through conference forms and report cards

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

quarterly

Evidence of Completion

conference forms and report cards

G12.B1.S2 Teachers will use multiple forms of communication, including the new PinPoint Parent Portal, to keep parents/guardians aware of student progress.

Action Step 1

Teachers will use Pin Point parent portal to communicate grades to parents

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

bi-weekly

Evidence of Completion

Parent Portal and Pin Point reports

Plan to Monitor Fidelity of Implementation of G12.B1.S2

Administration will monitor fidelity through Parent Portal and Pin Point reports

Person or Persons Responsible

administration and teachers

Target Dates or Schedule

bi-weekly

Evidence of Completion

reports

Plan to Monitor Effectiveness of G12.B1.S2

Reports from Think Central and SM5

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Think Central- every chapter assessment SM5-weekly

Evidence of Completion

Reports will show status/progress.

G13. 66% of all students will meet writing proficiency by scoring a level 3.5 or higher on the 2014 FCAT.

G13.B1 There is a lack of writing experiences in students and students have a wide variety of skill levels.

G13.B1.S1 Teachers will identify the different skill levels and will differentiate to meet student needs.

Action Step 1

Papers will be scored by teachers and conferences will be held with students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly and as needed

Evidence of Completion

Scores of WUR and on in class writing assignments

Facilitator:

District Writing coach

Participants:

All 4th grade language arts teachers

Plan to Monitor Fidelity of Implementation of G13.B1.S1

TDW rubric training, FCAT Writing rubrics

Person or Persons Responsible

District advocate, school based advocates, and school administrators

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Progress monitoring data of increased writing scores each quarter

Plan to Monitor Effectiveness of G13.B1.S1

Data chat

Person or Persons Responsible

Administrators and grade level teachers

Target Dates or Schedule

Monthly data chats

Evidence of Completion

Increased student writing scores each quarter

G13.B2 Larger class sizes and scheduling challenges make it difficult to meet the varied needs of students.

G13.B2.S1 Classes will be broken down into small groups.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G13.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G13.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G13.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G13.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G13.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G13.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G14. 33% of all students will meet science proficiency by scoring a level 3 on the 2014 FCAT.

G14.B1 Not all students receive science instruction due to having additional instruction in reading and math.

G14.B1.S1 We will continue to integrate science concepts into the language arts and math curriculum.

Action Step 1

Develop integrated lessons to incorporate science into reading, writing, and math instruction

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Observations

Plan to Monitor Fidelity of Implementation of G14.B1.S1

Review lesson plans and observation data

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans show science integrated into reading, writing and math instruction

Plan to Monitor Effectiveness of G14.B1.S1

Science benchmark assessments

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

percentage of students mastering science benchmarks

G14.B2 Additional resources and experiences are needed.

G14.B2.S1 Students in all grade levels will participate in the Science Olympiad throughout the year.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G14.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G14.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G15. 45% of all students will meet science proficiency by scoring a level 4 or above on the 2014 FCAT.

G15.B1 Not all students receive science instruction due to having additional instruction in reading and math.

G15.B1.S1 We will continue to integrate science concepts into the language arts and math curriculum.

Action Step 1

Develop integrated lessons to incorporate science into reading, writing, and math instruction

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G15.B1.S1

Review online lesson plans

Person or Persons Responsible

School administrators

Target Dates or Schedule

Each nine weeks

Evidence of Completion

Lesson plans show science integrated into reading, writing, and math instruction.

Plan to Monitor Effectiveness of G15.B1.S1

Science benchmark assessments

Person or Persons Responsible

Classroom teachers and school administrators

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Percentage of students mastering science benchmarks

G15.B2 Additional resources and experiences are needed.

G15.B2.S1 Students in all grade levels will participate in the Science Olympiad throughout the year.

Action Step 1

Students will participate in Science Olympiad process throughout the school year.

Person or Persons Responsible

All students, teachers

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Science Olympiad competition

Plan to Monitor Fidelity of Implementation of G15.B2.S1

Sign up sheets will be collected representing all students who participated in Science Olympiad

Person or Persons Responsible

Teachers, Science committee

Target Dates or Schedule

On-going throughout school year

Evidence of Completion

Science Olympiad

Plan to Monitor Effectiveness of G15.B2.S1

Science benchmark assessments

Person or Persons Responsible

Teachers

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

Progress in data chats and benchmark data

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

National School Lunch Program - the school follows district guidelines for implementing this program to provide free or reduced-price breakfast and lunch to qualifying students from low-income families.

Title II - the school has selected a faculty member to serve as the TEC representative to ensure appropriate allocation of professional development funds.

Title III - the school's guidance counselor and assistant principal coordinate a program to meet the needs of ESOL and ELL students.

Title X - funding provided based on homeless FTE is used to supplement student needs.

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. 25% of all students will meet reading proficiency by scoring a level 3 on the 2014 FCAT.

G1.B1 Some children start the year below grade level.

G1.B1.S1 Teachers will screen for early identification of below grade level children and provide interventions as needed to move them on to grade level.

PD Opportunity 1

Teachers will monitor reports from AIMSWeb, STAR, Accelerated Reader and Fresh Reads.

Facilitator

Reading Coach

Participants

All Reading teachers

Target Dates or Schedule

AIMSWeb -- weekly STAR -- Quarterly Accelerated Reader -- weekly

Evidence of Completion

Reports will show status/progress

G5. The percentage of students with disabilities not making satisfactory progress in reading will be reduced by 1% on the 2014 FCAT.

G5.B2 There is a lack of home support and resources.

G5.B2.S2 Teachers will use multiple forms of communication, including the new PinPoint Parent Portal, to keep parents/guardians aware of student progress.

PD Opportunity 1

Parent portal will open 2nd nine weeks

Facilitator

Pin Point district contact

Participants

Teachers, administration, parents

Target Dates or Schedule

2nd nine weeks and on-going

Evidence of Completion

Parent portal communication with grades on line

G13. 66% of all students will meet writing proficiency by scoring a level 3.5 or higher on the 2014 FCAT.

G13.B1 There is a lack of writing experiences in students and students have a wide variety of skill levels.

G13.B1.S1 Teachers will identify the different skill levels and will differentiate to meet student needs.

PD Opportunity 1

Papers will be scored by teachers and conferences will be held with students.

Facilitator

District Writing coach

Participants

All 4th grade language arts teachers

Target Dates or Schedule

Monthly and as needed

Evidence of Completion

Scores of WUR and on in class writing assignments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	25% of all students will meet reading proficiency by scoring a level 3 on the 2014 FCAT.	\$6,298
G7.	30% of all students will meet math proficiency by scoring a level 3 on the 2014 FCAT.	\$1,499
Total		\$7,797

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
EDEP 20%	\$6,298	\$1,499	\$7,797
Total	\$6,298	\$1,499	\$7,797

Budget Details

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

G1. 25% of all students will meet reading proficiency by scoring a level 3 on the 2014 FCAT.

G1.B1 Some children start the year below grade level.

G1.B1.S1 Teachers will screen for early identification of below grade level children and provide interventions as needed to move them on to grade level.

Action Step 1

Teachers will monitor reports from AIMSWeb, STAR, Accelerated Reader and Fresh Reads.

Resource Type

Evidence-Based Materials

Resource

Intervention Materials for Reading Instruction

Funding Source

EDEP 20%

Amount Needed

\$6,298

G7. 30% of all students will meet math proficiency by scoring a level 3 on the 2014 FCAT.

G7.B1 Some children start the year below grade level.

G7.B1.S1 Teachers will screen for early identification of below grade level children and provide interventions as needed to move them on to grade level.

Action Step 1

Teachers will monitor reports from Think Central and SM5.

Resource Type

Evidence-Based Program

Resource

Go Math Materials

Funding Source

EDEP 20%

Amount Needed

\$1,499