

# FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



**Pam Stewart, Commissioner**  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399

**School:** 6261 - Cypress Woods Elementary School  
**District:** 52 - Pinellas  
**Principal:** Kathleen Young-Parker  
**SAC Chair:** Janie Baker  
**Superintendent:** Dr. Michael A Grego  
**School Board Approval Date:** 09/24/2013  
**Last Modified on:** 10/28/2013

<b>Address:</b>	<u>Physical</u>	<u>Mailing</u>
	4900 CYPRESS WOODS BLVD Palm Harbor, FL 34685	4900 CYPRESS WOODS BLVD Palm Harbor, FL 34685
<b>Phone Number:</b>	727-538-7325	
<b>Web Address:</b>	<a href="http://www.cypress-es.pinellas.k12.fl.us">http://www.cypress-es.pinellas.k12.fl.us</a>	
<b>Email Address:</b>	6261.principal@pcsb.org	

<b>School Type:</b>	Elementary School			
<b>Alternative:</b>	No			
<b>Charter:</b>	No			
<b>Title I:</b>	No			
<b>Free/Reduced Lunch:</b>	25%			
<b>Minority:</b>	21%			
<b>School Grade History:</b>	<u>2012-13</u> A	<u>2011-12</u> A	<u>2010-11</u> A	<u>2009-10</u> A

### NOTE

Sections marked N/A in the online application have been excluded from this document.  
 For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

<b>Current School Status</b>	
<b>School Information</b>	
<b>School-Level Information</b>	
<b>School</b> Cypress Woods Elementary Schl	
<b>Principal's name</b> Kathleen Young-Parker	
<b>School Advisory Council chair's name</b> Janie Baker	
<b>Names and position titles of the School-Based Leadership Team (SBLT)</b>	
<b>Name</b>	<b>Title</b>
Kathleen Young-Parker	Principal
Quinn Williams	Assistant Principal
Jean Stock	Guidance Counselor
Cindy Feder	School Psychologist
Shelly August	Social Worker
<b>District-Level Information</b>	
<b>District</b> Pinellas	
<b>Superintendent's name</b> Dr. Michael A Grego	
<b>Date of school board approval of SIP</b> 09/24/2013	
<b>School Advisory Council (SAC)</b>	
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
<b>Describe the membership of the SAC including position titles</b>	
Kathleen Young-Parker, Principal Quinn Williams, Assistant Principal Susan Monistere, Support Staff Talisha Robinson, 2nd grade teacher Lauren Warren, Parent Jane Ulewicz Nicole Harrison, Parent Michael Henniger, Parent Len Milcowitz, Community Representative Susan Reisberg, Speech/Language Pathologist	
<b>Describe the involvement of the SAC in the development of this school improvement plan</b>	
The SAC's primary role is to assist the principal in developing and evaluating the school improvement plan. The plan will be reviewed in the middle of the year with SAC to ensure that progress is being made with all goals. SAC chairperson assisted in SIP creation.	
<b>Describe the activities of the SAC for the upcoming school year</b>	
SAC will collaborate on the 5 Star expectations for the year. SAC will create the SAC climate survey. SAC will organize "For the Love of Books."	
<b>Describe the projected use of school improvement funds and include the amount allocated to each project</b>	

NA		
<b>Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below</b> In Compliance		
<b>If no, describe the measures being taken to comply with SAC requirements</b>		
<b>Highly Qualified Staff</b> 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).		
<b>Administrators</b>		
<b># Administrators</b> 2		
<b># Receiving Effective rating or higher</b> (not entered because basis is < 10)		
<b>Administrator Information:</b>		
<b>Kathleen Young-Parker</b>		
Principal	Years as Administrator: 13	Years at Current School: 0
<b>Credentials</b>	A.A. degree B.S. Elementary Education M.Ed. Educational Leadership Ed.S. Educational Leadership	
<b>Performance Record</b>	Cypress Woods Elementary has maintained the grade of an A for 12 consecutive years. In 2012-2013: FCAT Reading has from 79% to 83%. FCAT Math has decreased from 76% to 75% FCAT Science has increased from 65% to 80%. FCAT Writing has decreased from 92% to 76%. Annual Learning Gains increased in Reading from 76% to 78%. Annual Learning Gains decreased in Math from 76% to 67%. Annual Learning Gains of the Lowest 25% increased in Reading from 67% to 82%. Annual Learning Gains of the Lowest 25% decreased in Math from 66% to 63%	

<b>Quinn Williams</b>		
Asst Principal	Years as Administrator: 7	Years at Current School: 7
<b>Credentials</b>	A.S. degree Education B.S. degree Elementary Education M.Ed. Educational Leadership Principal Certification	
<b>Performance Record</b>	Cypress Woods Elementary has maintained the grade of an A for 12 consecutive years. In 2012-2013: FCAT Reading has from 79% to 83%. FCAT Math has decreased from 76% to 75% FCAT Science has increased from 65% to 80%. FCAT Writing has decreased from 92% to 76%. Annual Learning Gains increased in Reading from 76% to 78%. Annual Learning Gains decreased in Math from 76% to 67%. Annual Learning Gains of the Lowest 25% increased in Reading from 67% to 82%. Annual Learning Gains of the Lowest 25% decreased in Math from 66% to 63%	
<b>Instructional Coaches</b>		
# Instructional Coaches 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
<b>Instructional Coach Information:</b>		
<b>Kali Davis</b>		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelors of Arts in Elementary Education (K-6) Master of Education in Special Education (K-12)	
<b>Performance Record</b>	First year in position, no data available.	
<b>Classroom Teachers</b>		
# of classroom teachers 53		
# receiving effective rating or higher 53, 100%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 52, 98%		
# ESOL endorsed 18, 34%		
# reading endorsed 2, 4%		
# with advanced degrees 17, 32%		
# National Board Certified 7, 13%		
# first-year teachers 3, 6%		
# with 1-5 years of experience 8, 15%		

<b># with 6-14 years of experience</b> 15, 28%
<b># with 15 or more years of experience</b> 27, 51%
<b>Education Paraprofessionals</b>
<b># of paraprofessionals</b> 0
<b># Highly Qualified, as defined in 20 U.S.C. § 6319(c)</b> 0
<b>Other Instructional Personnel</b>
<b># of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals</b> 0
<b># receiving effective rating or higher</b> (not entered because basis is < 10)
<b>Teacher Recruitment and Retention Strategies</b> This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
<b>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.</b> Administration will ensure that school based mentors will hold regular meetings with new teachers to the school. Teachers will participate in district wide trainings in order to increase professional knowledge. The Reading Coach will meet monthly with various grade levels to help with the full implementation of the Common Core State Standards. Teachers are empowered to have input into decisions that affect their teaching.
<b>Teacher Mentoring Program/Plan</b> 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).
<b>Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities</b> There are two site-based mentors at Cypress Woods Elementary. One mentor is a gifted teacher with regular education classroom experience. She is familiar with the curriculum and needs of all grade levels. The other mentor is a first grade veteran teacher. Each mentor meets monthly with their assigned teacher to review lesson plans, discuss curriculum, and answer questions. There are no new teachers at Cypress Woods Elementary this year that will be assigned to the mentors.
<b>Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)</b> 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).
<b>Describe your school's data-based problem-solving processes for the implementation and monitoring of your 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</b> We use a weekly subject area rotation when using the problem-solving model. The team defines the goal(s) from the SIP to be attained across the Tiers. We identify possible reasons why the desired goals are not being attained. Then we develop and implement a well-supported plan involving evidence-based strategies to attain the goals. The SBLT helps identify research based interventions for all Tier 2 and 3 students.
<b>What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?</b>

Jean Stock, Guidance Counselor, Facilitator  
 Quinn Williams, Data Manager/Data coach, Technology Specialist  
 Shelly August, Social Worker, Attendance and Behavior Specialist  
 Cindy Feder, School Psychologist, Recorder/Note Taker  
 Kathleen Young-Parker, Principal, Time Keeper

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

The SBLT will be responsible for managing and coordinating efforts between all school teams as well as reviewing and revising the School Improvement Plan during a weekly rotation consisting of reading, mathematics, and behavior. Goals, barriers, and strategies will be reviewed and checked for fidelity.

**Describe the 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 (e.g., behavior, attendance)**

FCAT, FAIR, Common Assessment, OPM, Attendance, and walkthrough data will be utilized to monitor the effectiveness of core and supplemental instruction. It will also be utilized to determine Tier progression. Dibels Next On-going Progress Monitoring will be used to monitor all Tier 2 students in Reading on a weekly basis. AIMS Web On-going Progress Monitoring will be utilized to monitor all ESE and/or Tier 3 students. Instructional Practices Inventory (IPI) will be used to capture student engagement twice a year (Fall and Spring). SBLT will use all of these data sources during the weekly rotation devoted to reading primary, reading intermediate, mathematics, and behavior.

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

Curriculum, School wide Improvement Team (SIT), and/or faculty meetings will be utilized by the SBLT team to collaborate with teachers on how to align RTI implementation with FAIR and common assessment data. Professional development was provided to grade level teachers on how to administer DIBELS Next probes to Tier 2 students. They also learned how to graph student results and show progress or lack of progress with the intervention utilized in the classroom. Every other Thursday is school-wide probe day.

**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:** 2,280

**Strategy Purpose(s)**

Instruction in core academic subjects

**Strategy Description**

Once a week students identified by administration and the SBLT as substantially deficient in math, attend an extended learning program in the computer lab. The students spend approximately 30 minutes doing Destination Math and/or FCAT Explorer.

Various intermediate teachers offer free tutoring every day after school using research based interventions.

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

Common Assessments will be utilized to determine the effectiveness of the computer programs in Math.

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

Classroom teachers and SBLT are responsible for monitoring the information.

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Kathleen Young-Parker	Principal
Quinn Williams	Assistant Principal
Heidi Lau	First grade teacher
Jennifer Massini	Kindergarten teacher

**Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)**

The Literacy Leadership Team creates capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

Support for text complexity and full implementation of the Common Core State Standards.

Support for instructional skills to improve reading comprehension as well as how to critique and find evidence.

Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons.

Providing scaffolding that does not preempt or replace text reading by students.

Developing and asking text dependent questions from a range of question types.

Emphasizing students supporting their answers based upon evidence from the text.

**What will be the major initiatives of the LLT this year?**

Support for text complexity:

Support for instructional skills focused on how to improve reading comprehension by utilizing close reading strategies and finding text evidence.

Support for implementation of Common Core State Standards for Literacy in Social Studies, Science.

Participate in the selection and purchase of text sets.

Provide input for focus skills to PTA for primary parent reading nights (CWE Hatchlings).

Develop strategies with the Reading School wide Improvement Team (SIT) to work with high achieving students, and differentiated instruction through conferring.

**Every Teacher Contributes to Reading Instruction**

**Describe how the school ensures every teacher contributes to the reading improvement of every student**

**Preschool Transition**

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

**Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable**

Academic skills are integrated into preschool that allow for an integrated curriculum that focuses on the developmental needs of each child.

Social adjustment and communication skills are vital to increase positive interactions between peers. Teaching styles, classroom management techniques, and routines are similar between preschool and kindergarten.

Preparation for the transition include visiting kindergarten and communicating expectations to parents so that the transition can be seamless and successful.

**College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?**

**How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?**

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C**



**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	81%	83%	Yes	83%
American Indian		0%		
Asian		100%		
Black/African American	54%	53%	No	59%
Hispanic	87%	75%	No	88%
White	81%	85%	Yes	83%
English language learners		67%		
Students with disabilities	64%	74%	Yes	68%
Economically disadvantaged	63%	73%	Yes	67%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	98	26%	28%
Students scoring at or above Achievement Level 4	201	54%	57%

**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>		46%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		58%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	293	76%	83%
Students in lowest 25% making learning gains (FCAT 2.0)	76	82%	86%

**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)	13	72%	77%
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>		59%
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>		53%

<b>Postsecondary Readiness</b>				
	<b>2012 Actual #</b>	<b>2012 Actual %</b>	<b>2014 Target %</b>	
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.				
<b>Area 2: Writing</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	91	75%	78%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		50%	
<b>Area 3: Mathematics</b>				
<b>Elementary and Middle School Mathematics</b>				
<b>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</b>				
<b>Group</b>	<b>2013 Target %</b>	<b>2013 Actual %</b>	<b>Target Met?</b>	<b>2014 Target %</b>
All Students	79%	75%	No	81%
American Indian				
Asian		100%		
Black/African American	63%	67%	Yes	66%
Hispanic	77%	69%	No	79%
White	79%	74%	No	81%
English language learners		58%		
Students with disabilities	70%	76%	Yes	73%
Economically disadvantaged	60%	62%	Yes	64%
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Students scoring at Achievement Level 3	112	30%	32%	
Students scoring at or above Achievement Level 4	158	42%	45%	
<b>Florida Alternate Assessment (FAA)</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		67%	
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		44%	
<b>Learning Gains</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Learning Gains	138	37%	39%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	58	63%	65%	

<b>Middle School Acceleration</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			
<b>Algebra I End-of-Course (EOC) Assessment</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
<b>Geometry End-of-Course (EOC) Assessment</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
<b>Area 4: Science</b>			
<b>Elementary School Science</b>			
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3	30	23%	24%
Students scoring at or above Achievement Level 4	72	55%	58%
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
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>		100%
<b>Middle School Science</b>			
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
<b>Area 5: Science, Technology, Engineering, and Mathematics (STEM)</b>			

<b>All Levels</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target</b>
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		100
Participation in STEM-related experiences provided for students	2	50%	100%
<b>Area 6: Career and Technical Education (CTE)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			
<b>Area 8: Early Warning Systems</b>			
<b>Elementary School Indicators</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	54	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	1	0%	0%
Students who are not proficient in reading by third grade	20	19%	0%
Students who receive two or more behavior referrals	51	6%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	1%	0%
<b>Middle School Indicators</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			
<b>Area 9: Parent Involvement</b>			
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).			
<b>Describe parental involvement targets for your school</b>			

The parent work schedule and single parent families continue to be barriers to parent participation in meetings and activities. The school will announce all activities in the newsletter, School Messenger, the PTA website and the marquee.  
 All Pro Dads hold monthly breakfasts and invite motivational speakers.  
 PTA hosts the award winning Hatchlings reading program occurs monthly in the evening for all K-2 students.

**Specific Parental Involvement Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Student Led Conferences			80%
Intermediate Math PTA Night			80%
PTA Hatchlings			80%

**Area 10: Additional Targets**

**Description of additional targets**

Bradley MOU:

Increase academic proficiency for African American students.

Decrease absenteeism; referral rate of African American students

Decrease the rate of African American students enrolled in ESE

Increase the rate of African American students in the gifted program and enrichment

**Specific Additional Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Math Proficiency			
Reading Proficiency			
Science Proficiency			
Writing Proficiency			
Referral Rate			
ESE			
Gifted and enrichment			

**Goals Summary**

**Goal #1:**

Increase in the number of students scoring a level 3 or above by 5% Increase in the number of students scoring a level 4 or a 5 by 5% Increase in the number of students making learning gains by 5%

**Goal #2:**

To increase the percentage of students scoring 3.5 or above from 74% to 84% To decrease the percentage of students scoring levels 1, 2, or 3 from 26% to 16%

**Goal #3:**

Increase in the number of students scoring a level 3 or above by 5% Increase in the number of students scoring a level 4 or a 5 by 5% Increase in the number of students making learning gains by 5%

**Goal #4:**

Increase the percentage of students achieving a level 3 Increase the percentage of students achieving a level 4 or above

**Goals Detail**

**Goal #1:** Increase in the number of students scoring a level 3 or above by 5% Increase in the number of students scoring a level 4 or a 5 by 5% Increase in the number of students making learning gains by 5%

- Targets Supported**
- Reading
  - Reading - AMO's
  - Reading - FCAT2.0
  - Reading - FAA
  - Reading - Learning Gains
  - Reading - CELLA

- Resources Available to Support the Goal**
- Assessment Resources: FCAT, FAIR, CPALMS, math formative assessments, running records, literacy coach, SBLT

- Targeted Barriers to Achieving the Goal**
- Teachers trained in effective instructional techniques for teaching Language Arts on the CCSS.
  - Student engagement in the classroom.
  - Usage of rubrics/scales and formative assessments
  - Time for teachers to develop rubrics/scales for the Common Core Language Arts standards

**Plan to Monitor Progress Toward the Goal**

**Action:**

Monitor lesson plans and give consistent feedback on walk throughs.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Walkthrough feedback

**Goal #2:** To increase the percentage of students scoring 3.5 or above from 74% to 84%  
To decrease the percentage of students scoring levels 1, 2, or 3 from 26% to 16%

**Targets Supported** • Writing

**Resources Available to Support the Goal** • Weekly writing notebook reviews Use of rubrics by teachers and students to monitor progress Writing Common Assessment Data

**Targeted Barriers to Achieving the Goal**

- Training in effective instructional techniques for writing.
- Instructional rigor during writing, with a focus on differentiation of instruction.
- Time to have teacher training on how to develop and utilize writing rubrics to ensure consistent goals and expectations across grade levels.
- Teachers attending district trainings on scoring writing.

**Plan to Monitor Progress Toward the Goal**

**Action:**

Provide information to teachers about district writing trainings offered in the area.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

PLCs

**Evidence of Completion:**

Monitor discussion of discussions in PLCs for progress made through the implementation of the Writing trainings.

**Goal #3:** Increase in the number of students scoring a level 3 or above by 5% Increase in the number of students scoring a level 4 or a 5 by 5% Increase in the number of students making learning gains by 5%

**Targets Supported** • Math

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

**Resources Available to Support the Goal** • FCAT data showing the number of students receiving a level 3 or above FCAT data showing the number of students receiving level 4 or 5 FCAT data showing the learning gains or developmental scores of our students

**Targeted Barriers to Achieving the Goal**

- Standards based instruction being at or above expected grade level.
- Decreased differentiation.
- Decreased student engagement.
- Decreased instructional rigor.

**Plan to Monitor Progress Toward the Goal**

**Action:**

Teachers will receive walk through feedback focused on increased instructional rigor.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

weekly

**Evidence of Completion:**

Common Assessment data and walk through feed back

<b>Goal #4:</b>	<b>Increase the percentage of students achieving a level 3 Increase the percentage of students achieving a level 4 or above</b>
-----------------	---

**Targets Supported**

- Science
- Science - Elementary School
- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- FCAT data showing the number of students scoring 3 and above in Science.

**Targeted Barriers to Achieving the Goal**

- Lack of setting and communicating a purpose for learning and learning goals in each lesson.
- Decreased instructional rigor.
- Lack of implementation of high yield instructional strategies.
- Lack of differentiation in instruction.

**Plan to Monitor Progress Toward the Goal**

**Action:**

Monitor lesson plans and levels of differentiation during walk throughs

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Walk through data, FCAT and Common Assessment data, lesson plans

**Action Plan for Improvement**



<b>Goal #1:</b>	Increase in the number of students scoring a level 3 or above by 5% Increase in the number of students scoring a level 4 or a 5 by 5% Increase in the number of students making learning gains by 5%
<b>Barrier #1:</b>	Teachers trained in effective instructional techniques for teaching Language Arts on the CCSS.
<b>Strategy #1 to Overcome the Barrier</b>	All teachers will be trained in effective instructional techniques for teaching Language Arts based on the CCSS.

### Step #1 to Implement Strategy #1

**Action:**

Teachers will attend training sessions (via district and/or LLC) on effective instructional techniques for teaching Language Arts based on the Common Core Standards.

**Person or Persons Responsible:**

Grade level teachers

**Target Dates or Schedule:**

Curriculum meetings and PLCs

**Evidence of Completion:**

PLC and Curriculum meeting notes

### Step #2 to Implement Strategy #1

**Action:**

Teachers will set and communicate a purpose for learning and learning goals for each lesson.

**Person or Persons Responsible:**

Grade level teachers

**Target Dates or Schedule:**

Lesson plans and flow of the day

**Evidence of Completion:**

Lesson plans

### Step #3 to Implement Strategy #1 - Budget Item

**Action:**

Teachers will use conferring notebooks, goal setting, reading logs, and book clubs to improve reading stamina. Above level libraries will be purchased for these book clubs.

**Person or Persons Responsible:**

Grade level teachers

**Target Dates or Schedule:**

Reading block

**Evidence of Completion:**

Lesson plans

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1**

**Action:**

Monitor grade level PLCs

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Weekly

**Evidence of Completion**

Agendas, minutes, and PLC attendance

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1**

**Action:**

Monitor grade level PLCs

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Agendas, minutes, and PLC attendance

<b>Goal #1:</b>	Increase in the number of students scoring a level 3 or above by 5% Increase in the number of students scoring a level 4 or a 5 by 5% Increase in the number of students making learning gains by 5%
<b>Barrier #2:</b>	Student engagement in the classroom.
<b>Strategy #1 to Overcome the Barrier</b>	Increase student engagement.

**Step #1 to Implement Strategy #1**

**Action:**

Every student will receive an additional 30 minutes of differentiated reading instruction daily outside the 90 minute block.

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans

---

**Step #2 to Implement Strategy #1 - Budget Item - PD Opportunity**

---

**Action:**

Teachers will demonstrate intensity and enthusiasm for learning in order to highly engage students. IPI walk throughs from district personnel will capture the exact level of engagement

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Walk through feedback and IPI data

**Facilitator:**

Janice Schomberg

**Participants:**

Classroom teachers

---

**Step #3 to Implement Strategy #1**

---

**Action:**

Teachers will use effective questioning strategies and close reading strategies in order to stimulate interest.

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson Plans

---

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #1**

---

**Action:**

Walkthroughs and IPI data will determine the level of engagement in the classrooms

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Daily

**Evidence of Completion**

Walkthrough feedback data

---

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #1**

---

**Action:**

Walkthroughs and IPI data will determine the level of engagement in the classrooms

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans

<b>Goal #1:</b>	Increase in the number of students scoring a level 3 or above by 5% Increase in the number of students scoring a level 4 or a 5 by 5% Increase in the number of students making learning gains by 5%
<b>Barrier #3:</b>	Usage of rubrics/scales and formative assessments
<b>Strategy #1 to Overcome the Barrier</b>	Increase usage of rubrics/scales and formative assessments

**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**

Instructional staff will attend training sessions (curriculum and/or LLC) in utilizing rubrics/scales and formative assessments for Language Arts Common Core standards.

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

Curriculum Meeting minutes

**Facilitator:**

Quinn Williams

**Participants:**

Classroom teachers

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #1**

**Action:**

Monitor lesson plans and walk through data

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Weekly

**Evidence of Completion**

Walkthrough feedback and reviewing lesson plans

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #1**

**Action:**

Monitor lesson plans and walk through data

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Lesson plans reviewed and walk through feedback

<b>Goal #1:</b>	Increase in the number of students scoring a level 3 or above by 5% Increase in the number of students scoring a level 4 or a 5 by 5% Increase in the number of students making learning gains by 5%
<b>Barrier #4:</b>	Time for teachers to develop rubrics/scales for the Common Core Language Arts standards
<b>Strategy #1 to Overcome the Barrier</b>	Provide time for teachers to develop rubrics/scales for the Common Core Language Arts standards.

**Step #1 to Implement Strategy #1**

**Action:**

Time will be provided during PLC's for teachers to work in grade level teams to plan for differentiated instruction activities related to the Common Core State Standards.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

PLCs

**Evidence of Completion:**

PLC minutes

**Step #2 to Implement Strategy #1**

**Action:**

Student progress on formal assessments and OPM will be discussed and monitored during PLC's.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

PLCs

**Evidence of Completion:**

PLC minutes

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #1**

**Action:**

Monitor data during PLCs

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

PLCs

**Evidence of Completion**

PLC minutes

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #1**

**Action:**

Monitor data and conversation during PLCs

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

PLCs

**Evidence of Completion:**

PLC minutes

<b>Goal #2:</b>	To increase the percentage of students scoring 3.5 or above from 74% to 84% To decrease the percentage of students scoring levels 1, 2, or 3 from 26% to 16%
<b>Barrier #1:</b>	Training in effective instructional techniques for writing.
<b>Strategy #1 to Overcome the Barrier</b>	All teachers to be trained in effective instructional techniques for writing.

**Step #1 to Implement Strategy #1**

**Action:**

Meet with district writing coach to discuss effective instructional techniques for writing. Lessons should specifically state the purpose for learning and expected outcomes.

**Person or Persons Responsible:**

Grade level teachers and literacy coach

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

PLC minutes

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2**

**Action:**

Monitor grade level PLCs and Lesson Plans

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

PLCs

**Evidence of Completion**

Lesson plans and PLC agendas

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2**

**Action:**

Monitor grade level PLCs and lesson plans

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

PLCs

**Evidence of Completion:**

PLC minutes and lesson plans

<b>Goal #2:</b>	To increase the percentage of students scoring 3.5 or above from 74% to 84% To decrease the percentage of students scoring levels 1, 2, or 3 from 26% to 16%
<b>Barrier #2:</b>	Instructional rigor during writing, with a focus on differentiation of instruction.
<b>Strategy #1 to Overcome the Barrier</b>	Increase instructional rigor during writing, with a focus on differentiation of instruction.

**Step #1 to Implement Strategy #1**

**Action:**

Teachers will provide instruction that aligns to FL Writes expectations as well as Common Core Standards for writing. Arrange time to showcase writing best practices through in-class modeling and coaching. Scaffold lessons so every level of writer is challenged to reach higher levels.

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Walkthrough data, Writing FCAT scores, lesson plans

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #2**

**Action:**

Monitor differentiation shown in lesson plans and in classroom walk throughs.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Daily

**Evidence of Completion**

Lesson plans, Writing FCAT scores, walk through feedback

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #2**

**Action:**

Monitor differentiation shown in lesson plans and in classroom walk throughs.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson Plans, Writing FCAT, walk through feedback

<b>Goal #2:</b>	To increase the percentage of students scoring 3.5 or above from 74% to 84% To decrease the percentage of students scoring levels 1, 2, or 3 from 26% to 16%
<b>Barrier #3:</b>	Time to have teacher training on how to develop and utilize writing rubrics to ensure consistent goals and expectations across grade levels.
<b>Strategy #1 to Overcome the Barrier</b>	Provide time to have teacher training on how to develop and utilize writing rubrics to ensure consistent goals and expectations across grade levels.

**Step #1 to Implement Strategy #1**

**Action:**

Plan time to work on how to develop and utilize writing rubrics during staff meetings, professional development days or during PLC's.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Curriculum Meeting agendas, PLC agendas and minutes

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #2**

**Action:**

Curriculum Meetings will have evidence of writing rubrics to ensure consistent goals and expectations across grade levels.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Monthly

**Evidence of Completion**

Curriculum Meeting minutes



**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #2**

**Action:**

Curriculum Meetings will have evidence of writing rubrics to ensure consistent goals and expectations across grade levels.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Curriculum Meeting minutes

<b>Goal #2:</b>	To increase the percentage of students scoring 3.5 or above from 74% to 84% To decrease the percentage of students scoring levels 1, 2, or 3 from 26% to 16%
<b>Barrier #4:</b>	Teachers attending district trainings on scoring writing.
<b>Strategy #1 to Overcome the Barrier</b>	Send teachers (specifically 4th grade teachers) to district trainings on scoring writing.

**Step #1 to Implement Strategy #1**

**Action:**

Allow time for trained teachers to share information with all grade levels so they can plan lessons that will align to helping students prepare for FL Writes and Common Core Standard expectations across grade levels.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

PLCs and Curriculum Meetings

**Evidence of Completion:**

PLC and Curriculum meeting agendas and minutes

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #2**

**Action:**

Provide information to teachers about district writing trainings offered in the area.

**Person or Persons Responsible:**

Administration

**Target Dates or Schedule:**

monthly

**Evidence of Completion**

MoodleLMS transcripts

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #2**

**Action:**

Provide information to teachers about district writing trainings offered in the area.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

PLCs

**Evidence of Completion:**

Monitor discussion in PLCs and review agenda minutes for effectiveness of the trainings.

<b>Goal #3:</b>	Increase in the number of students scoring a level 3 or above by 5% Increase in the number of students scoring a level 4 or a 5 by 5% Increase in the number of students making learning gains by 5%
<b>Barrier #1:</b>	Standards based instruction being at or above expected grade level.
<b>Strategy #1 to Overcome the Barrier</b>	Provide instruction that is at or above the expected grade level.

**Step #1 to Implement Strategy #1**

**Action:**

Ensure that lessons taught: Are aligned to the CCSS and the district provided pacing guide

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Math Common Assessment, Lesson plans and walk through feedback

**Step #2 to Implement Strategy #1**

**Action:**

Begin with a discussion of desired outcome and a learning goal

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Math Common Assessment, Lesson plans and walk through feedback

---

**Step #3 to Implement Strategy #1**

---

**Action:**

Provides enrichment activities for students who have mastered the concept.

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Math Common Assessment, Lesson plans and walk through feedback

---

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3**

---

**Action:**

Monitor grade level PLCs and lesson plans for fidelity of implementation.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Daily

**Evidence of Completion**

Lesson plans, walk through feedback, Common Assessment data.

---

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #3**

---

**Action:**

Monitor grade level PLCs and lesson plans for effectiveness.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans, PLC minutes, Common Assessment data, walk through feedback.

**Goal #3:** Increase in the number of students scoring a level 3 or above by 5% Increase in the number of students scoring a level 4 or a 5 by 5% Increase in the number of students making learning gains by 5%

**Barrier #2:** Decreased differentiation.

**Strategy #1 to Overcome the Barrier** Differentiate Instruction

### Step #1 to Implement Strategy #1

**Action:**

Ensure instructional environment includes the following: Teachers will assess the students' readiness for learning the new skill and will assess the level of comprehension throughout the lesson.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans and walk throughs

### Step #2 to Implement Strategy #1

**Action:**

Teachers will use formal and informal assessments to measure students' level of understanding and will meet with students to discuss their progress and achievement toward their learning goals.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans

### Step #3 to Implement Strategy #1

**Action:**

Teachers will use rubrics to monitor student progress to assess readiness to move on or need for remediation. (the new CCSS has checklists to help with student progress)

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

PLC minutes and lesson plans

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #3**

**Action:**

Monitor lesson plans and differentiation in the classroom through walk throughs and student progress on Common Assessments.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

weekly

**Evidence of Completion**

Common Assessments, Lesson plans

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #3**

**Action:**

Monitor lesson plans and differentiation in the classroom through walk throughs and student progress on Common Assessments.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

weekly

**Evidence of Completion:**

Lesson plans, walk through feedback

<b>Goal #3:</b>	Increase in the number of students scoring a level 3 or above by 5% Increase in the number of students scoring a level 4 or a 5 by 5% Increase in the number of students making learning gains by 5%
<b>Barrier #3:</b>	Decreased student engagement.
<b>Strategy #1 to Overcome the Barrier</b>	Increase student engagement.

**Step #1 to Implement Strategy #1**

**Action:**

Instructional setting and lessons will: Be differentiated to meet individual instructional needs, cultural background and interests.

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans

---

**Step #2 to Implement Strategy #1 - Budget Item**

---

**Action:**

Include flexible small group instruction that can change with individual needs or level of comprehension. Mountain Math will be utilized in one 4th grade classroom to increase math comprehension.

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans

---

**Step #3 to Implement Strategy #1**

---

**Action:**

Provide opportunities for students to demonstrate and express knowledge and understanding of the content in a variety of ways and varying in levels of difficulty.

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans

---

**Step #4 to Implement Strategy #1**

---

**Action:**

Provide students with hands on and expressive learning opportunities.

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans

---

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #3**

---

**Action:**

Analyze lesson plans, walk through feedback, and IPI data to determine the level of engagement in the classroom.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Weekly

**Evidence of Completion**

Lesson plans, IPI data, walk through feedback

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #3**

**Action:**

Analyze lesson plans, walk through feedback, and IPI data to determine the level of engagement in the classroom.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

weekly

**Evidence of Completion:**

Lesson plans, IPI data, walk through feedback

<b>Goal #3:</b>	Increase in the number of students scoring a level 3 or above by 5% Increase in the number of students scoring a level 4 or a 5 by 5% Increase in the number of students making learning gains by 5%
<b>Barrier #4:</b>	Decreased instructional rigor.
<b>Strategy #1 to Overcome the Barrier</b>	Increase instructional rigor

**Step #1 to Implement Strategy #1**

**Action:**

Lessons will include: An implementation of the new CCSS in which students will be expected a deeper level of understanding.

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans

**Step #2 to Implement Strategy #1**

**Action:**

Expectation of use of manipulatives and/or journaling to express understanding of mathematical concepts.

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Student Journals

---

**Step #3 to Implement Strategy #1**

---

**Action:**

A scaffolded approach to small groups in which the individual needs of all students area met in the classroom setting (enrichment and remediation).

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans and walk through feedback

---

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #3**

---

**Action:**

Teachers will receive walk through feedback focused on increased instructional rigor.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Daily

**Evidence of Completion**

Walkthrough feedback

---

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #3**

---

**Action:**

Teachers will receive walk through feedback focused on increased instructional rigor.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Walk through feedback



<b>Goal #4:</b>	Increase the percentage of students achieving a level 3 Increase the percentage of students achieving a level 4 or above
<b>Barrier #1:</b>	Lack of setting and communicating a purpose for learning and learning goals in each lesson.
<b>Strategy #1 to Overcome the Barrier</b>	Set and communicate a purpose for learning and learning goals in each lesson.

**Step #1 to Implement Strategy #1**

**Action:**

Determine Lesson: Is aligned with a course standard or benchmark and to the district/school pacing guide/science workshop

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans

**Step #2 to Implement Strategy #1**

**Action:**

Determine Lesson: Begins with a discussion of desired outcomes and learning goals

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans

**Step #3 to Implement Strategy #1**

**Action:**

Determine Lesson: Supports reading and math CCSS

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4**

**Action:**

Ensure lesson plans reflect the CCSS and learning goals for each lesson.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Monthly

**Evidence of Completion**

Lesson plan feedback

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4**

**Action:**

Ensure lesson plans reflect the CCSS and learning goals for each lesson.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

Lesson plan feedback

<b>Goal #4:</b>	Increase the percentage of students achieving a level 3 Increase the percentage of students achieving a level 4 or above
<b>Barrier #2:</b>	Decreased instructional rigor.
<b>Strategy #1 to Overcome the Barrier</b>	Increase instructional rigor.

**Step #1 to Implement Strategy #1**

**Action:**

Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks the cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks

**Person or Persons Responsible:**

Classroom teacher

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans

---

**Step #2 to Implement Strategy #1**

---

**Action:**

Students are provided with appropriate scaffolding and supports to access higher order questions and tasks

**Person or Persons Responsible:**

Classroom teacher

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans

---

**Step #3 to Implement Strategy #1**

---

**Action:**

Science lessons are aligned to, and support, reading and math CCSS.

**Person or Persons Responsible:**

Classroom teacher

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans

---

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #4**

---

**Action:**

Monitors instructional rigor during walk throughs and teacher observations.

**Person or Persons Responsible:**

Administrator

**Target Dates or Schedule:**

Monthly

**Evidence of Completion**

Walk through feedback

---

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #4**

---

**Action:**

Monitors instructional rigor during walk throughs and teacher observations.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Walk through feedback

<b>Goal #4:</b>	Increase the percentage of students achieving a level 3 Increase the percentage of students achieving a level 4 or above
<b>Barrier #3:</b>	Lack of implementation of high yield instructional strategies.
<b>Strategy #1 to Overcome the Barrier</b>	Implement high yield instructional strategies.

**Step #1 to Implement Strategy #1**

**Action:**

Determine: Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans

**Step #2 to Implement Strategy #1**

**Action:**

Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans

**Step #3 to Implement Strategy #1**

**Action:**

All students 1st-5th participate in District Science Fair.

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Once a year

**Evidence of Completion:**

Science board- one per class in primary and 4-5 per class in intermediate are submitted to the School Science Fair. Top five go to the district Science Fair.

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #4**

**Action:**

Monitor the implementation of high yield instructional strategies in the classroom.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Monthly

**Evidence of Completion**

Walk through feedback.

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #4**

**Action:**

Monitor the implementation of high yield instructional strategies in the classroom.

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Review lesson plans and monitor walk through feedback.

<b>Goal #4:</b>	Increase the percentage of students achieving a level 3 Increase the percentage of students achieving a level 4 or above
<b>Barrier #4:</b>	Lack of differentiation in instruction.
<b>Strategy #1 to Overcome the Barrier</b>	Differentiate instruction.

**Step #1 to Implement Strategy #1**

**Action:**

Evidence of: Teacher uses the 5 E's Model (engage, explore, explain, elaborate, and evaluate) Workshops provided by the district

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans

---

**Step #2 to Implement Strategy #1**

---

**Action:**

Teacher uses the Gradual Release of Responsibility Model

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Lesson plans, anchor charts, walk throughs

---

**Step #3 to Implement Strategy #1**

---

**Action:**

Teacher uses questioning techniques at various cognitive levels to promote learning

**Person or Persons Responsible:**

Classroom teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

Walk through feedback

---

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #4 to Goal #4**

---

**Action:**

Monitor lesson plans and levels of differentiation during walk throughs

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Monthly

**Evidence of Completion**

Walk through feedback, FCAT and Common Assessment data, lesson plans

---

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #4 to Goal #4**

---

**Action:**

Monitor lesson plans and levels of differentiation during walk throughs

**Person or Persons Responsible:**

Administrators

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Walk through feedback, Common Assessment and FCAT data, lesson plans

## 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).

**Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school**

Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.

The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.

### Title II

The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.

### Title III

Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.

### Title X- Homeless

The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

### Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.

### Nutrition Programs

Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.

### Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

**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:**

**Goal #1:** Increase in the number of students scoring a level 3 or above by 5% Increase in the number of students scoring a level 4 or a 5 by 5% Increase in the number of students making learning gains by 5%

**Barrier #2:** Student engagement in the classroom.

**Strategy #1:** Increase student engagement.

**Action Step #2:** Teachers will demonstrate intensity and enthusiasm for learning in order to highly engage students. IPI walk throughs from district personnel will capture the exact level of engagement

**Facilitator leader**

Janice Schomberg

**Participants**

Classroom teachers

**Target dates or schedule**

Daily

**Evidence of Completion and Person Responsible for Monitoring**

Walk through feedback and IPI data  
(Person Responsible: Classroom teachers)

**Barrier #3:** Usage of rubrics/scales and formative assessments

**Strategy #1:** Increase usage of rubrics/scales and formative assessments

**Action Step #1:** Instructional staff will attend training sessions (curriculum and/or LLC) in utilizing rubrics/scales and formative assessments for Language Arts Common Core standards.

**Facilitator leader**

Quinn Williams

**Participants**

Classroom teachers

**Target dates or schedule**

monthly

**Evidence of Completion and Person Responsible for Monitoring**

Curriculum Meeting minutes  
(Person Responsible: Classroom teachers)



**Appendix 2: Budget to Support School Improvement Goals****Budget Summary by Goal**

Goal	Description	Total
Goal #1	Increase in the number of students scoring a level 3 or above by 5% Increase in the number of students scoring a level 4 or a 5 by 5% Increase in the number of students making learning gains by 5%	\$3,340
Goal #3	Increase in the number of students scoring a level 3 or above by 5% Increase in the number of students scoring a level 4 or a 5 by 5% Increase in the number of students making learning gains by 5%	\$75
	Total	\$3,415

**Budget Summary by Resource Type and Funding Source**

Resource Type	Evidence-Based Materials	Professional Development	Evidence-Based Program	Total
School Improvement funds	\$3,000	\$340	\$75	\$3,415
Total	\$3,000	\$340	\$75	\$3,415

**Budget Detail**

**Goal #1:** Increase in the number of students scoring a level 3 or above by 5% Increase in the number of students scoring a level 4 or a 5 by 5% Increase in the number of students making learning gains by 5%

**Barrier #1:** Teachers trained in effective instructional techniques for teaching Language Arts on the CCSS.

**Strategy #1:** All teachers will be trained in effective instructional techniques for teaching Language Arts based on the CCSS.

**Action Step #3:** Teachers will use conferring notebooks, goal setting, reading logs, and book clubs to improve reading stamina. Above level libraries will be purchased for these book clubs.

**Resource Type** Evidence-Based Materials  
**Resource** Above Level fiction and nonfiction books  
**Funding Source** School Improvement funds  
**Amount Needed** \$3,000

**Barrier #2:** Student engagement in the classroom.

**Strategy #1:** Increase student engagement.

**Action Step #2:** Teachers will demonstrate intensity and enthusiasm for learning in order to highly engage students. IPI walk throughs from district personnel will capture the exact level of engagement

**Resource Type** Professional Development  
**Resource** TDE for training and data collection  
**Funding Source** School Improvement funds  
**Amount Needed** \$340

**Goal #3:** Increase in the number of students scoring a level 3 or above by 5% Increase in the number of students scoring a level 4 or a 5 by 5% Increase in the number of students making learning gains by 5%

**Barrier #3:** Decreased student engagement.

**Strategy #1:** Increase student engagement.

**Action Step #2:** Include flexible small group instruction that can change with individual needs or level of comprehension. Mountain Math will be utilized in one 4th grade classroom to increase math comprehension.

<b>Resource Type</b>	Evidence-Based Program
<b>Resource</b>	Mountain Math
<b>Funding Source</b>	School Improvement funds
<b>Amount Needed</b>	\$75