

# 2014-2015 School Improvement Plan

## Current School Status

### School Information

**School Name:** Blountstown Elementary School

**Principal:** Pam Bozeman

**School Advisory Council Chair:** Terri Reid

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

<b>Name</b>	<b>Title</b>
<b>Pam Bozeman</b>	<b>Principal</b>
<b>Tracie Taylor</b>	<b>Assistant Principal</b>
<b>Debbie Stone</b>	<b>Guidance</b>
<b>Terri Reid</b>	<b>Writing Coach</b>
<b>Debbie VanLierop</b>	<b>Rtl/Reading Coach</b>

### District-Level Information

**District:** Calhoun

**Superintendent:** Ralph Yoder

**Date of School Board Approval:** Pending

### School Advisory Council (SAC):

#### **Membership of SAC**

Marissa Barfield – Kindergarten Parent  
Michelle Thrasher – First Grade Parent  
Bonnie Richards – Third Grade Parent  
Kelly Ramsey – Fourth Grade Parent  
Mary McClellan – Fifth Grade Parent  
Katrina Hatchett – Community Member  
Geraldine Sheard – Community Member  
LeTonya Reed – Support Staff  
Alicia Goodman – ESE Liaison  
Melody Frye – Teacher  
Terri Reid – SAC Chair  
Sandy Willis - Teacher  
Pam Bozeman – Principal

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

The primary objective of the SAC, whose membership must consist of a majority of individuals not employed by the school, is to assist in the preparation, evaluation, and implementation of the school improvement plan. SACs, however, has numerous other responsibilities, which includes acting as the liaison between home, school, and community. The SAC members also study various data, such as test scores, and offer suggestions as to ways the school can make improvements to increase student achievement.

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

The SACS will meet at least four times this year to review the implementation of the School Improvement Plan, prioritize needs of the school, and decide on how to spend funds allocated by the state.

Blountstown Elementary School is in compliance with Section 1001.452 F.S., regarding the establishment duties of the School Advisory Council.

## HIGHLY QUALIFIED STAFF

### Administrators

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%),
Principal	Pam Bozeman	B.A. Elementary Education, Florida State University; Masters Degree - Educational Leadership, Florida Agricultural and Mechanical University; State of Florida Certification – Primary Education, Elementary Education, and Educational Leadership	5	13	<p>2013-2014 Principal BES: Grade A, Reading Mastery 69%, Math Mastery 70%, Writing Mastery 74%, Science Mastery 58%</p> <p>2012-2013 Principal BES: Grade C, Reading Mastery 67%, Math Mastery 60%, Writing Mastery 44% and Science Mastery 64%</p> <p>2011-2012 Principal BES: Grade B, Reading Mastery 60%, Math Mastery 69%, Writing Mastery 72% and Science Mastery 67%</p> <p>2010-2011 Principal BES: Grade A, Reading Mastery 83%, Math Mastery 86%, Writing Mastery 82% and Science Mastery 65%</p> <p>2009-2010 Principal BES: Grade B, Reading Mastery 84%, Math Mastery 82%, Writing Mastery 82% and Science Mastery 59%</p>
Assistant Principal	Tracie Taylor	B.A. Elementary Education, Troy State University; Masters Degree - Educational Leadership, Florida Agricultural and Mechanical University; State of Florida Certification – Elementary Education and Educational Leadership	BES Teacher – 15 years BES Assistant Principal – 3 years	3	<p>2013-2014 Assistant Principal BES: Grade A, Reading Mastery 69%, Math Mastery 70%, Writing Mastery 74%, Science Mastery 58%</p> <p>2012-2013 Assistant Principal BES: Grade C, Reading Mastery 67%, Math Mastery 60%, Writing Mastery 44% and Science Mastery 64%</p> <p>2011-2012 RtI Coach at Blountstown Middle School: Grade B, Reading Mastery 61%, Math Mastery 57%, Writing Mastery 76% and Science Mastery 48%</p> <p>2010-2011 RtI Coach at Blountstown Middle School: Grade A, Reading Mastery 83%, Math Mastery 76%, Writing Mastery 83% and</p>

					<p>Science Mastery 70%</p> <p>2009-2010 RtI Coach at Blountstown Middle School: Grade A, Reading Mastery 85%, Math Mastery 81%, Writing Mastery 91% and Science Mastery 60%</p>
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## Instructional Coaches

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%)
<b>RtI/Reading Coach</b>	Debbie VanLierop	B.A in Elementary Education. Reading Endorsement, Middle Grades Math Endorsement Florida Certification in K-12 Music, Secondary Sociology, Secondary Psychology	11	11	<p>2013-2014 RtI/Reading Coach BES: Grade A, Reading Mastery 69%, Math Mastery 70%, Writing Mastery 74%, Science Mastery 58%</p> <p>2012-2013 RtI/Reading Coach at BES: Grade C, Reading Mastery 67%, Math Mastery 60%, Writing Mastery 44% and Science Mastery 64%</p> <p>2011-2012 RtI/Reading Coach at BES: Grade B, Reading Mastery 60%, Math Mastery 69%, Writing Mastery 72% and Science Mastery 67%</p> <p>2010-2011 RtI/Reading Coach at BES: Grade A, Reading Mastery 83%, Math Mastery 86%, Writing Mastery 82% and Science Mastery 65%</p> <p>2009-2010 RtI/Reading Coach at BES: Grade B, Reading Mastery 84%, Math Mastery 82%, Writing Mastery 82% and Science Mastery 59%</p>
<b>Writing Coach</b>	Terri Reid	B.A in Elementary Education, Masters Degree in Elementary Education, Reading Endorsed, and National Board Certified Teacher	7	7	<p>2013-2014 Writing Coach at BES: Grade A, Reading Mastery 69%, Math Mastery 70%, Writing Mastery 74%, Science Mastery 58%</p> <p>2012-2013 Writing Coach at BES: Grade C, Reading Mastery 67%, Math Mastery 60%, Writing Mastery 44% and Science Mastery 64%</p> <p>2011-2012 Writing Coach at BES: Grade B, Reading Mastery 60%, Math Mastery 69%, Writing Mastery 72% and Science Mastery 67%</p> <p>2010-2011 Writing Coach at BES: Grade A, Reading Mastery 83%, Math Mastery 86%, Writing Mastery 82% and Science Mastery</p>

					<b>65%</b> <b>2009-2010 Writing Coach at BES: Grade B,</b> <b>Reading Mastery 84%, Math Mastery 82%,</b> <b>Writing Mastery 82% and Science Mastery</b> <b>59%</b>
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## Classroom Teachers

	#	%
# of classroom teachers	36	100
# receiving effective rating or higher		
# Highly Qualified Teachers		
# certified in-field	36	100
# ESOL endorsed	29	81
# reading endorsed	27	75
# with advanced degrees	12	33
# National Board Certified	3	8

<b># first-year teachers</b>		
<b># with 1-5 years of experience</b>	6	25
<b># with 6-14 years of experience</b>	15	47
<b># with 15 or more years of experience</b>	15	42

### **Educational Paraprofessionals**

	<b>#</b>	<b>%</b>
<b># of paraprofessionals</b>		
<b># of Highly Qualified</b>		

### **Other Instructional Personnel**

	<b>#</b>	<b>%</b>
<b># of other instructional personnel</b>	11	100
<b># receiving effective rating or higher</b>		

## Teacher Recruitment and Retention Strategies

Strategy	Person Responsible	Timeline
<p>1. Beginning teachers are required to participate in a beginning teacher program that will last during the 2014-2015 school year.</p>	<p>The District Reading Coach meets with these teachers periodically throughout the year, as well as, conducts classroom walkthroughs in which feedback is provided to each teacher. The District Reading Coach also provides professional development throughout the year based on the needs of the group as well as individual teachers.</p>	<p>August 2014-May 2015</p>
<p>2. Beginning teachers are partnered with veteran staff in the same grade level or subject area if possible.</p>	<p>Principal</p>	<p>August 2014-May 2015</p>

## Teacher Mentoring Program/Plan

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

Debbie VanLierop	Beginning Teachers *We do not have any teachers for the 2014-2105 school year that are beginning but Mrs. VanLierop continues to support them even after their first year of teaching.	Mrs. VanLierop is a veteran teacher. She also has her Reading Endorsement.	Mrs. VanLierop meets with beginning teachers several times throughout the year to discuss strategies, classroom behavior, and make sure that they are implementing the Florida Standards (K-5). She is also available to model lessons if the need arises.
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## **Multi-Tiered System of Supports (MTSS)/ Response to Instruction/Intervention (RtI)**

**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), and teacher support systems, and small group and individual student needs.**

The MTSS Leadership Team meets twice a month to systematically evaluate the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures. The MTSS Leadership Team also reviews the status of ongoing RtI plans, possible RtI referrals, and students on our "watch list". The MTSS Leadership Team consists of the principal, assistant principal, guidance counselor, RtI coach, and the speech teachers. Upon completion of the RtI Leadership Team meeting, another agenda is prepared which is to be shared with teachers during the following days' progress monitoring session with grade level teams, including strategies for academic and behavioral success. The team also monitors the growth of all students currently with an RtI plan. The SIP is the guiding document for the MTSS Problem Solving Team (action steps, evaluation process, and professional development).

**What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and SIP?**

**Principal and Assistant Principal:** provide a common vision for the use of data-based decision making, ensure that the school based MTSS team is implementing RtI along with intervention support and documentation, ensure that professional development on RtI is provided, and communicate with parents regarding RtI plans and activities.

**General Education Teacher/ESE Teacher:** provides information about core instruction, participates in student data collection, collaborates with other staff members to implement interventions.

**RtI Coach:** provides guidance on the K-12 reading plan, facilitates and supports data collection activities, assists in data analysis, provides professional development, and supports implementation of interventions.

**Guidance Counselor:** participates in collection and analysis of data, facilitates development of intervention plans, provides intervention support, provides professional development for problem solving activities such as data collection, analysis, intervention planning and program evaluation,

facilitates data-based decision making activities.

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

The RtI Leadership Team analyzes the previous years' data and makes recommendations to the SAC chair and principal on performance goals. They are instrumental in gathering viable data throughout the year and utilizing the feedback of teachers regarding student progress. The team also works with administration in developing and implementing RtI procedures and setting guidelines regarding the referral process.

**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.)**

**Baseline data:** When a teacher has a significant concern about a student relating to academics or behavior, it is important to learn as much as possible about the student in order to determine possible causes of difficulty. Performance Matters, FOCUS, and the student's cumulative records should be reviewed to determine if there is a history of concerns in the following areas: attendance, enrollment history, vision, hearing, speech/language, academic deficits, behavioral difficulties, limited English proficiency, standardized test data, FCAT data, as well as any other beneficial information that might be used to help with the process.

**Progress Monitoring:** Each of the following tests are administered three times a year to assess student achievement. FAIR, STAR Reading and Math, and Benchmark testing in reading, math, and science for grades 3-5 and writing is also assessed in grade 4 three times a year to assess student performance.

**Diagnostic:** FLKRS, FAIR, and a reading diagnostic test with the reading series to assess student performance, STAR Reading and Math

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

The District MTSS works with staff to improve and change any forms. The District MTSS then meets with each faculty to inform and update on any new information they will need to know for the upcoming school year. Our district ESE Parent liaison conducts workshops periodically to help educate parents on how to deal with students with academic and behavioral needs. Our district partners with outside agencies to facilitate these meetings.

## **Increased Learning Time/Extended Learning Opportunities**

**Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development). Describe what data is collected and how it is analyzed to determine effectiveness of strategies, including persons responsible.**

Students that fall in the lowest 25% in reading and math will have access to a research based computer program that recognizes each student's academic level and prescribes instruction



based on where each student is currently functioning academically.

Reports will be run daily and analyzed to ensure that students are making progress. These students will also be STAR tested in reading and math each nine weeks to determine if progress is being made.

Debbie VanLierop - Rtl/Literacy Coach – Responsible for monitoring  
Tracie Taylor - Assistant Principal – Responsible for monitoring

## **Literacy Leadership Team (LLT):**

<b>Name</b>	<b>Title</b>
<b>Debbie VanLierop</b>	<b>Rtl/Reading Coach - Literacy Leader</b>
<b>Terri Reid</b>	<b>Writing Coach - AR Chair</b>
<b>Marie McDougald</b>	<b>Kindergarten Teachers</b>
<b>Amanda Dehn</b>	<b>First Grade Teacher</b>
<b>Robyn Hill</b>	<b>Second Grade Teachers</b>
<b>Judy McGraw/Kathryn Hall</b>	<b>Third Grade Teacher</b>
<b>Starla Baggett/Renee Wallace</b>	<b>Fourth Grade Teachers</b>
<b>Lindsay Beam/Ashley Everett</b>	<b>Fifth Grade Teacher</b>
<b>Janice Lilly</b>	<b>Special Area</b>
<b>Tracie Taylor</b>	<b>Assistant Principal</b>
<b>Pam Bozeman</b>	<b>Principal</b>

### **Describe how the school-based LLT functions.**

The purpose of the Literacy Leadership Team is to create a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The Literacy Leadership Team will meet at least once a month to discuss and plan for literacy based initiatives or activities. The LLT will also address academic and behavioral issues that hinder the progression of student achievement in the area of language arts. The LLT reviews data and makes adjustments to instructional decisions on an as needed basis. The LLT reviews progress monitoring data at each grade level as well as the classroom level to identify students who are not meeting benchmark, are at moderate risk for not meeting benchmark, and who are meeting/exceeding benchmarks. The team will identify and provide professional development and resources as the needs arise. The principal provides in-service on Marzano's instructional strategies at the beginning of each school year.

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

Our major initiative for the 2014-2015 school year is to provide instructional support and resources to effectively implement the Florida Standards. Grades K-2 have been fully implementing the Florida Standards but grades 3-5 have blended the curriculum up until the 2014-2105 school year. Marzano's seven instructional strategies will permeate the school across all content areas.

## Preschool Transition

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs.

When Children's Home Society makes a referral, the ESE Department and the possible receiving school meet with the child's parent(s) to review records and determine eligibility. If necessary, we reevaluate and if the child qualifies, we try to staff them into the program as soon as possible.

The ESE Department holds screenings periodically throughout the year in conjunction with FDLRS Childfind in order to help identify children with special needs. Individual screenings are also held when needed. Children are screened using the Dial 3. If any delay is noted, the children will be further evaluated in the area(s) showing the deficiency. Tests include, but are not limited to: Vineland Adaptive, Developmental Profile, Goldman Fristo for articulation, PLS-4 for language, and the Stanford Binet. Several evaluations are completed on each child, results compared, and the percentages of delay are calculated.

The staff responsible for the evaluation include: SLP, psychologists, guidance counselors, ESE teachers and staff. The staff responsible for the implementation of the appropriate programs is Pre-K handicapped teachers. The ESE director and principal are responsible for ensuring that evaluations and staffing occur in a timely manner as required by law and that the Pre-K programs are quality programs.

Blountstown Elementary School has a Voluntary Prekindergarten Program (VPK) for four year olds. Pre-K handicapped students and VPK students are in classes together. Funding for the preschool and VPK program comes from the State and from Federal Entitlement Projects/IDEA and Title I. Parents are involved by participating in the Part C to Part B Children's Home Society meetings, screenings, staffings, and IEP meetings. Pre-K teachers and staff meet with Pre-K parents on a regular basis for activities such as parent training nights, family day at preschool, and transition/IEP meetings. The ESE parent liaison for the county is also involved in these meetings.

## EXPECTED IMPROVEMENTS

### Area: ELA

#### Annual Measureable Objectives (AMOs)

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	73	69	NO	76
American Indian				
Asian				
Black/African American	55	47	NO	60
Hispanic	66	89	YES	70
White	81	73	NO	83
ELL				
SWD	59	40	NO	63
ED	66	61	NO	69

## Area: Writing

	2014 Target #	2014 Actual %	2015 Target %
FCAT 2.0-Students scoring at or above 3.5	43	74	N/A

## Area: Elementary/Middle School Mathematics Annual Measureable Objectives (AMOs)

Group	2014 Target %	2014 Actual %	Target Met?	2015 Target %
All Students	76	70	NO	79
American Indian				
Asian				
Black/African American	58	41	NO	63
Hispanic	78	84	NO	80
White	83	75	NO	85
ELL				
SWD	57	53	NO	62
ED	70	64	NO	73

## Area: Elementary Science FCAT 2.0

	2014 Target %	2014 Actual %	2015 Target %
Students scoring at or above Achievement Level 3	66	58	60

## Area: Early Warning Systems

### Elementary

	2014 Actual #	2014 Actual %	2015 Target %
Students who miss 10% or more of available instructional time	161	23	20
Students retained	31	4	3
Students who are not proficient in reading in third grade	26	27	25
Students who receive two or more behavior referrals	20	3	2
Students who receive one or more behavior referrals that lead to suspension	13	2	1

## **Area: Parent Involvement**

### **Identify Area(s) for Improvement:**

It is most important that parents support their child's education. This support fosters increased student achievement. In an effort to bring continuity to parental involvement, the School Improvement team has made one of its primary goals that of ensuring that strategies are in place to build a cohesive and effective partnership with all stakeholders to support academic achievement.

### **Objective Linked to Area of Improvement:**

Provide at least ten parental experiences dealing with several facets of Blountstown Elementary's educational program. We will provide activities for parents and students in order to build ties between home and school. Activities will occur in the mornings, as well as at night, in order to accommodate parents who might have varied work schedules or work out of town. By sharing the rights and responsibilities of the educational process, together, we will create a learning environment where all children can succeed.

### **Action Step/Strategy:**

1. A Back to School Open House will be held the Friday before school starts in order for parents to meet teachers.
2. Family Breakfast will be held the first Friday of each month in order to encourage parents to visit the school.
3. Parents are asked to be participants in the SACS Committee at Open House.
4. The volunteer program is open to all parents.
5. There will be periodic communication from the office through our call out system.
6. Parents, grandparents, and community members are welcome to attend honor assemblies, music programs, and field trips.
7. Several family ESE nights will be held in order for parents to learn reading and math strategies in order to help their children with homework.
8. We will provide family literacy services through the public library to empower parents to become active partners in their child's education.
9. Parents will be offered survey opportunities to give opinions concerning their child's education.
10. Parents will be sent weekly newsletters that include weekly class objectives and assignments as well as parenting information to encourage parental involvement.
11. We will continue to produce a school annual to assist parents in becoming more familiar with school activities.
12. The parent portal of the FOCUS grade management program will be shared with parents.
13. Goodies for Grandparents, Muffins for Moms, Donuts for Dads, and periodic Family nights will be held in order for parents to be able to actively participate in their child's education.

### **Person Responsible for Monitoring the Action Step:**

Principal, Assistant Principal, Rtl Coach/Reading Coach

### **Process Used to Determine Effectiveness of Action Step:**

Sign-in Sheets, Parent Surveys

**Topic:** Effective two-way communication

**Facilitator:** Administration

**Target Date:** On-going

**Strategy for Follow-up:** Satisfaction survey from parents

**Person responsible for Monitoring:** Administration

Evidence-Based Programs/Materials		
Description of Resources	Funding Source	Available Amount
		\$0.00

## Problem Solving

### ELA Goal

**Based on the Needs Assessment, Identify Area(s) for Improvement:**

Based on the 2013-2014 Florida Annual Measurable Objectives Report 73% of all the students tested scored at or above grade level.

On the 2013-2014 FCAT Reading Test 66% of the students that fell in the Lowest 25% made a years' worth of progress in reading.

**Objective Linked to Area of Improvement:**

At least 76% of the students will be reading at or above grade level as evidenced by the 2014-2015 Florida Annual Measurable Objectives Report.

**Action Step/Strategy:**

1. Utilize reading diagnostic assessments, district progress monitoring assessments, STAR Reading, weekly ELA assessments and Performance Matters to direct instruction
2. Provide training on small group differentiated instruction utilizing the current resources in the McGraw Hill Reading Series
3. Fully implement the Florida Standards in grades K-5
4. Analyze data each nine weeks for students that fall in the lowest 25%
5. Provide in-service for the new ELA writing to teachers in grades 4-5

**Person Responsible for Monitoring the Action Step:**

1. Classroom Teacher, Rtl Coach, and Assistant Principal
2. Principal and District Reading Coach
3. Principal, Assistant Principal, and Classroom Teacher
4. Principal, Assistant Principal, and Classroom Teacher
5. ELA Consultant for the County

**Process Used to Determine Effectiveness of Action Step:**

1. Monitoring student reading assessments results
2. Classroom observations and student performance
3. Classroom observations and student performance
4. Classroom observations and student performance
5. Student performance on assessments
6. Classroom observations and student performance

**Evaluation Tool:**

Progress monitoring of student results on baseline assessments and 2014-2015 ELA/FSA Assessment results

## Professional Development Aligned with Objectives

**Objective addressed:** Utilize data to drive instruction to increase the reading proficiency on the 2014-2015 ELA/FSA Assessment

**Topic:** Incorporate curriculum maps/pacing guides to improve instruction in order to raise student achievement on the spring ELA/FSA Assessment

**Facilitator:** District Reading Coach, Writing Coach, and Rtl/Reading Coach

**Target Date:** ongoing

**Strategy for Follow-up:** Analyzing Assessment Data

**Person responsible for Monitoring:** District Reading Coach/ District Director of Instruction

## ELA Budget

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
		Total: \$

		Other
Description of Resources	Funding Source	Available Amount
		Total:\$

## **MATH GOAL**

### **Based on the Needs Assessment, Identify Area(s) for Improvement:**

Based on the 2013-2014 Florida Annual Measurable Objectives Report 70% of all the students tested scored at or above grade level.

On the 2013-2014 FCAT Math Test 51% of the students that fell in the Lowest 25% made a years' worth of progress in reading.

### **Objective Linked to Area of Improvement:**

At least 79% of the students will meet higher standards as evidenced by the Math/FSA 2014-2015 Spring Assessment

### **Action Step/Strategy:**

1. Utilize math baseline assessments, district progress monitoring assessments, and Performance Matters to direct instruction
2. Differentiate instruction in small groups utilizing the current resources in the Harcourt Math Series
3. Effective implementation of the Florida Standards
4. Provide training to teachers with Mrs. Linda Walker, the district math consultant, throughout the school year
5. Continue use of the STAR Math assessment program as a tool to monitor progress for students in the RTI process
6. Continue data analysis of reports from various software programs such as SuccessMaker and STAR Math
7. Provide training on CPALMS so that teachers can access math lessons using specific skills tied to the Florida Standards

### **Person Responsible for Monitoring the Action Step:**

1. Classroom Teacher, Rtl Coach, and Assistant Principal
2. Principal and district director of instruction
3. Principal, Assistant Principal, and Classroom Teacher
4. District and School Administrators
5. Classroom Teacher and Rtl Coach
6. Classroom Teacher and Rtl Coach
7. Rtl Coach

### **Process Used to Determine Effectiveness of Action Step:**

1. Monitoring student math assessments results
2. Classroom observations and student performance
3. Classroom observations and student performance
4. Classroom observations and student performance
5. Classroom observations and student performance
6. Classroom observations and student performance
7. Classroom observations and student performance

**Evaluation Tool:**

Progress monitoring of student results on baseline assessments

## Professional Development Aligned with Objectives

**Objective addressed: Utilize data to drive instruction to increase the math proficiency on the Math/FSA 2014-2015 Spring Assessment**

**Topic:** Differentiate instruction in small groups to help raise student achievement in math.

**Facilitator:** Mrs.Walker, math consultant for the District

**Target Date:** on-going

**Strategy for Follow-up:** Classroom observations and modeling of lessons

**Person responsible for Monitoring:** Principal and District Director of Instruction

## Math Budget

Technology		
Description of Resources	Funding Source	Available Amount
		0.00
		<b>Total</b>

## Science Goal

**Based on the Needs Assessment, Identify Area(s) for Improvement:**

On the 2013-2014 FCAT Science Test 58% of all the students tested scored a level 3 or higher

**Objective Linked to Area of Improvement:**

At least 60% of the students will meet higher standards and score a 3 or higher on the 2014 -2015 FCAT Science Test.

**Action Step/Strategy:**



1. Effective implementation of the science curriculum map
2. Effective implementation of the Next Generation Sunshine State Science Standards
3. Participate in science professional development and classroom observations with Dr. Szpyrka
4. Utilize science baseline assessments, district progress monitoring assessments, and Performance Matters to direct instruction

**Person Responsible for Monitoring the Action Step:**

1. Classroom Teacher
2. Classroom Teacher
3. Classroom Teacher, Assistant Principal, and Principal
4. Classroom Teacher, Assistant Principal, and Principal

**Process Used to Determine Effectiveness of Action Step:**

1. Lesson Plans and Classroom Walkthroughs
2. Lesson Plans and Classroom Walkthroughs
3. Sign in Sheets
4. Lesson Plans and Classroom Walkthroughs

**Evaluation Tool:**

Progress monitoring of student results on baseline assessments and 2014 Science FCAT results.

## Professional Development Aligned with Objectives

**Objective addressed:** At least 60% of the students will meet higher standards and score a Level 3 or higher on the 2014 -2015 FCAT Science Test.

**Topic:** Science Lesson Enhancement

**Facilitator:** Dr. Szpyrka

**Target Date:** August 2014 – May 2015

**Strategy for Follow-up:** Classroom observations, classroom walkthroughs, and modeling of lessons

**Person responsible for Monitoring:** Principal and District Director of Instruction

## Science Budget

Description of Resources		
Description of Resources	Funding Source	Available Amount
		<b>Total</b>

## **Coordination and Integration**

**Describe how federal, state, and local funds, services and programs will be coordinated and integrated in the school.**

Services are provided to ensure students requiring additional remediation are assisted through the availability of resource teachers, computerized programs, and before school programs to ensure students needs are met.

## **Professional Development**

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## **Budget**

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