2013-2014 SCHOOL IMPROVEMENT PLAN

Melrose Elementary School

401 STATE ROAD 26
Melrose, FL 32666
352-475-2060
mes.putnamschools.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	69%

Alternative/ESE Center	Charter School	Minority Rate
No	No	26%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Melrose Elementary School

Principal

Beth Nelson

School Advisory Council chair

Sherri Siebert

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

Name	Title
Ted Haengel	Assistant Principal
Sarah Wylie	Reading Coach
Lauretta Johnston	MTSS Coordinator/Counselor

District-Level Information

District

Putnam

Superintendent

Ms. Phyllis Criswell

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

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

Membership of the SAC

Our SAC membership consists of 18 members. Four member represent the parents of our students. One member is a community representative. One member is a business partner. Two members are students. Two members are support personnel at Melrose Elementary. One member serves as our Union Steward. Three members are teachers. We also have a SAC Treasurer, a SAC Vice President, and a SAC President. Our principal also serves on the SAC committee.

Involvement of the SAC in the development of the SIP

The SAC will review the preliminary School Improvement Plan. Members will have input into the final draft of the plan through questions, clarification, and suggestions. Our SAC will have a vote of approval on the final plan.

Activities of the SAC for the upcoming school year

Our SAC will meet on a monthly basis. Members will give input on our fundraisers, incentive programs, and parent involvement activities. Our SAC will also vote to approve all ideas involving School Improvement funds.

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

No funds were given for the 2013/14 school year.

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

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

Highly Qualified Staff

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

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Beth Nelson		
Principal	Years as Administrator: 8	Years at Current School: 3

Credentials	Master's Degree in Educational Leadership Bachelor's Degree in Elementary Education Specific Learning Disabilities K-12 ESOL Endorsed
Performance Record	2012-2013 B Melrose 2011-2012 A Melrose 2010-2011 A with AYP Melrose 2009-2010 D no AYP Moseley 2008-2009 C no AYP River Breeze 2005-2006 A no AYP Ochwilla

Theodore Haengel		
Asst Principal	Years as Administrator: 5	Years at Current School: 1

Credentials	B.A. Elementary Ed. M.A. Educational Leadership Reading Endorsement Gifted Certification
Performance Record	2012-2013 B - Melrose 2008-2009 A - Kelley Smith

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sarah Wylie		
Full-time / School-based	Years as Coach: 3	Years at Current School: 14
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Primary Ed. K - 3 Elementary Ed. 1 - 6 ESOL Certified Reading Endorsement	
Performance Record	2011-2012 A 2010-2011 A school with AYP 2009-2010 C school no AYP 2003-2009 2 B's, 5 A's, 5 AYP	

Classroom Teachers

# of classroom teachers

19

 # receiving effective rating or higher

19, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

18, 95%

 # ESOL endorsed

15, 79%

 # reading endorsed

1, 5%

 # with advanced degrees

4, 21%

 # National Board Certified

, 0%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

1, 5%

 # with 6-14 years of experience

8, 42%

 # with 15 or more years of experience

10, 53%

Education Paraprofessionals

# of paraprofessionals

7

 # Highly Qualified

7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Our principal, Beth Nelson, recruits qualified teachers by advertising position with requirements listed in the advertisement. Applicants also are interviewed with references verified. Highly qualified teachers are retained by using an integrated management system. Teachers are included in school based decisions. Mrs. Nelson also has an "open door" policy in regards to any concerns teachers may have.

Teacher Mentoring Program/Plan

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

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

Currently all of our teachers have 3 or more years of experience. We do not have a need for a mentoring program.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

Our school uses quarterly meetings to assess the effectiveness of both our core instruction and our remediation of struggling students. Our leadership team meets with each teacher individually. We review all formative and summative assessments. Each teacher creates a goal based on the data that is reviewed. The goal targets either the entire class or a group of students that are having difficulty mastering a specific standard. Formative assessments are designed to monitor and track the progress of the students targeted. The teacher meets with members of the leadership team if the data shows there is no improvement in student achievement after implementing the accomodations after a few weeks. We will reconvene at the end of the quarter to analyze all of the available data and determine how effective our core instruction and remediation has been. We decide where the area of focus will be for the forthcoming nine weeks.

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

The reading coach, guidance counselor, and teachers review the data that has been collected from week to week as well as the quarterly assessment data. Reviewing the data enables us to identify those students in need of intensive intervention. Interventions are then put in place and monitored for effectiveness. If the interventions are not working, other team members such as the principal, assistant principal, school psychologist, or speech therapist, along with the student's parent will meet to determine the next steps to ensure academic success of the student.
Our guidance counselor is primarily responsible for the scheduling meetings of our Tier Two and Tier Three students. She is also responsble for monitoring the implementation of strategies prescribed on the students RtI form.
Our reading coach is primarily responsible for scheduling on-line assessments and reviewing the data to establish a student's RtI classification. She also explains the results of specific tests to the parent at RtI meetings.
Our administration is responsible for monitoring the fidelity of the implementation of our MTSS process.

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

Weekly assessments in comprehension and fluency, in addition to any other assessments to address the student's specific areas of weakness, are administered to students in the MTSS. Grade level team meetings are held on a weekly basis to continually review student progress. If progress is not met, the leadership team will meet with the teachers to determine what additional or alternative interventions may be put in place. If there continues to be a lack of progress, additional testing will be administered.

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

Many data sources and management systems are used to access and analyze our data. For all students they include weekly comprehension assessments, monthly fluency assessments, weekly progress

reports on IXL for math progress, monthly writing assessments, quarterly SRI and STAR assessments, Performance Matters assessments in reading, math and science and FAIR assessments three times a year. For students in the MTSS process, assessments are administered on a weekly basis to address the individual area of weakness. These assessments may include: fluency timings in reading and math facts, phonemic awareness assessments, skill based assessments in math, science or writing. Behavior plans are monitored on a weekly basis for those in the MTSS process. Those students in the MTSS process for attendance are given a teacher mentor and monitored on a weekly basis.

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

Training for our teachers to support the understanding of MTSS was held on August 19. If necessary, additional training will be held in the future to address any other needs for our staff pertaining to MTSS. A letter explaining the process is sent home to those students involved in the MTSS.

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: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)
""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Mrs. Beth Nelson	Principal
Mr. Ted Haengel	Assistant Principal
Mrs. Sarah Wylie	Curriculum Resource Teacher
Mrs. Lauretta Johnston	Guidance Counselor

How the school-based LLT functions

The Literacy Leadership Team will meet monthly to review individual student's data, including those students in tier two and tier three. In order to comply with Federal Legislation mandates as well as state regulations,. the lead team decided to implement a standard protocol process for research-based academic interventions and a diagnostic-prescriptive process for research-based behavioral interventions. Teachers and RtI tutors will be responsible for providing the interventions with fidelity and recording data. RtI coaches/Curriculum Resource Teacher will monitor, coach, and assist with

professional development and graphing data as needed. Skyward data will be utilized to monitor the need for behavioral interventions. On-going progress monitoring will be completed. graphed, and analyzed at monthly follow-up school-based meetings. Determination as to the effectiveness of the instruction and interventions will be discussed as well as the decision to have the child remain in tier two/ three or move to a more appropriate tier.

Major initiatives of the LLT

The major initiatives of the LLT this year will be to train teachers to become familiar with the Common Core Standards, familiarize teachers with the different Marzano Domains and Elements, and use district pacing guides and formative assessments to adjust instruction.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

During preplanning every teacher was involved in Common Core Training. Teachers were trained in Close Reads as well as incorporating writing into their curriculum. Teachers also created Edmodo accounts to share best practices that have worked with their students.
Teachers were given a list of available trade books with their reading levels. Teachers were also given a list of their students along with a variety of formative and summative scores for each student. Teachers are able to see the specific needs of each student according to individual scores. Each teacher/team then plans cross-curricular instruction that incorporates reading strategies/intervention into a balanced literacy program using trade books, Reading A to Z, and on-line resources that address the child's need as well as meets the requirement of the NGSSS and/or Common Core Standards.

Preschool Transition

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

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

Ms. Brown, our Pre-K teacher prepares the students for Kindergarten with an age appropriate school based environment instead of a day care setting. We teach the SRA Imagine It! curriculum that introduces the students to language, phonemic awareness, alphabet knowledge, reading and responding, sight words, math and science and social studies so the children can easily transition into Kindergarten. She also follows the school schedules so that when entering Kindergarten the routines for the children basically stay the same and they are able to go into Kindergarten and are ready to learn.

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 the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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

Strategies for improving student readiness for the public postsecondary level

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	71%	72%	Yes	74%
American Indian				
Asian				
Black/African American				
Hispanic				
White	70%	71%	Yes	73%
English language learners				
Students with disabilities	51%	44%	No	56%
Economically disadvantaged	68%	66%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	25%	30%
Students scoring at or above Achievement Level 4	68	45%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		2%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		2%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	105	69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	23	69%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	57	74%	79%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		50%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	67%	No	80%
American Indian				
Asian				
Black/African American				
Hispanic				
White	76%	68%	No	78%
English language learners				
Students with disabilities	57%	44%	No	61%
Economically disadvantaged	76%	59%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	28%	40%
Students scoring at or above Achievement Level 4	54	36%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	25	31%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	36%	40%
Students scoring at or above Achievement Level 4	17	32%	37%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		2
Participation in STEM-related experiences provided for students	0	0%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	46	13%	10%
Students retained, pursuant to s. 1008.25, F.S.	14	0%	0%
Students who are not proficient in reading by third grade	14	34%	30%
Students who receive two or more behavior referrals	9	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

We will involve parents in the education of their children. Parents will be advised of all school policies, school functions, and academic expectations. Communication with parents will be through phone calls, the Alert system, student planners on a daily basis, quarterly night activities, and Terrific Kids ceremonies on a monthly basis.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All parents will encourage their children to reach their potential through knowledge and support of the education they are receiving at Melrose Education	75	33%	50%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Fifth grade students that make learning gains will increase to 50%.

G2. Students will show increased achievement by participating in rigorous lessons focused on Common Core and Next Generation Sunshine State Standards.

G3. Students will increase their fluency to a rate that promotes comprehension of grade level text as measured by the SRI and FAIR tests. 55% of our students scored a level 3 or below on FCAT 2.0. Research shows fluency is a prerequisite of comprehension

G4. The number of students in the lowest quartile making one year of growth will increase to 72%.

Goals Detail

G1. Fifth grade students that make learning gains will increase to 50%.

Targets Supported

Resources Available to Support the Goal
- Math curriculum, math resources, departmentalizing fifth grade classes

Targeted Barriers to Achieving the Goal
- Number of students not proficient in basic math skills entering fifth grade. Lack of rigorous math curriculum. Lack of math resources. Limited time spent on math instruction.

Plan to Monitor Progress Toward the Goal

Review data that shows proficiency rates of fifth grade students

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Percentage of students scoring at or above proficiency level on the fifth grade FCAT

G2. Students will show increased achievement by participating in rigorous lessons focused on Common Core and Next Generation Sunshine State Standards.

Targets Supported

- Writing

- Science - Elementary School

- STEM - All Levels

Resources Available to Support the Goal

- Master Schedule

Targeted Barriers to Achieving the Goal

- Common planning time, curriculum resources, space

Plan to Monitor Progress Toward the Goal

Meet quarterly to see how effective common planning time was in regards to targeting strategies, creating lessons, and student achievement.

Person or Persons Responsible

Administrators/teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative and summative test scores

G3. Students will increase their fluency to a rate that promotes comprehension of grade level text as measured by the SRI and FAIR tests. 55% of our students scored a level 3 or below on FCAT 2.0. Research shows fluency is a prerequisite of comprehension

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Curriculum Resource Teacher, Grade Level Passages, Teacher assistants, data monitoring system Reading A to Z

Targeted Barriers to Achieving the Goal

- Time to have fluency checks, passages for each grade level

Plan to Monitor Progress Toward the Goal

Progress on data notebook as well as comprehension portion of FAIR test and SRI

Person or Persons Responsible
Administrators, CRT, teacher

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Increased comprehension as shown on formative tests given quarterly

G4. The number of students in the lowest quartile making one year of growth will increase to 72%.

Targets Supported

Resources Available to Support the Goal
- Teachers, instructional assistants, master schedule

Targeted Barriers to Achieving the Goal
- master schedule, resources

Plan to Monitor Progress Toward the Goal

72% or more of students in the lowest quartile made one year's worth of growth.

Person or Persons Responsible
Students

Target Dates or Schedule:
End of the 2013/14 school year

Evidence of Completion:
Results on the FCAT 2.0 Reading Test

Action Plan for Improvement

Problem Solving Key

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

G1. Fifth grade students that make learning gains will increase to 50%.

G1.B1 Number of students not proficient in basic math skills entering fifth grade. Lack of rigorous math curriculum. Lack of math resources. Limited time spent on math instruction.

G1.B1.S1 Fifth grade teachers will departmentalized instruction so that one teacher is teaching math to all of the fifth grade students. This will allow one teacher to monopolize the math materials and resources.

Action Step 1

Mrs. Semione will instruct each math group for 90 minutes

Person or Persons Responsible

Mrs. Semione, Mrs. Parker, Mrs. Maynard

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Student scores on formative, standards based assessments.

Facilitator:

Cadre meetings with other 5th grade math teachers and district math coaches

Participants:

Mrs. Semione, Mrs. Parker, Mrs. Maynard

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

Quarterly meetings will be created to review formative data. This will be compared to last year's data in compare scores and fidelity of instruction

Person or Persons Responsible

Guidance counselor, CRT, administrators, fifth grade teachers

Target Dates or Schedule

quarterly meetings to review formative data

Evidence of Completion

There will be an increase of proficiency scores compared to last year's data

Plan to Monitor Effectiveness of G1.B1.S1

Disaggregate scores from classroom and formative assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans and standards based assessments

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

District level personnel will lead inservice training and assign projects that will allow them to monitor fidelity of strategies implemented.

Person or Persons Responsible

District level trainers

Target Dates or Schedule

Quarterly during cadre meetings

Evidence of Completion

lesson plans and data reports

Plan to Monitor Effectiveness of G1.B1.S2

A chart will show each student's mastery of each standard taught in math.

Person or Persons Responsible

Ms. Semione

Target Dates or Schedule

When each standard is assessed throughout the year.

Evidence of Completion

The Standard's Wall Chart

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

Monitor tutoring plans as well as data from quarterly reviews

Person or Persons Responsible

CRT, math teacher, administrators

Target Dates or Schedule

on-going throughout the year

Evidence of Completion

data from formative and summative assessments

Plan to Monitor Effectiveness of G1.B1.S3

analyze data and grades

Person or Persons Responsible

administrators, math teacher

Target Dates or Schedule

quarterly

Evidence of Completion

student achievement and mastery of standards

G2. Students will show increased achievement by participating in rigorous lessons focused on Common Core and Next Generation Sunshine State Standards.

G2.B1 Common planning time, curriculum resources, space

G2.B1.S1 Create a common planning time for each grade level. Each grade level will meet one day a week in order to disaggregate data and review resources needed to implement standards based instruction successfully.

Action Step 1

Teachers on the same team will have specials at the same time at least 3 days a week.

Person or Persons Responsible

Mrs. Nelson will need to create a master schedule that allows all team members to have a common planning time.

Target Dates or Schedule

During specials time

Evidence of Completion

Teachers will have lesson plans that reflect decisons based on data and collaboration.

Action Step 2

Participate in Cadre meetings focused on teaching Common Core standards using a pacing guide.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans and quarterly data reviews

Facilitator:

ICC Team

Participants:

Language arts leaders. One teacher from each grade level.

Action Step 3

PLC on The Daily Five book

Person or Persons Responsible

Language Arts teachers

Target Dates or Schedule

weekly in Sept.

Evidence of Completion

sign in sheets, lesson plans, walkthrough data, student achievement scores

Facilitator:

Mr. Haengel, Mrs. Nelson

Participants:

Language Arts teachers

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

Administrators will meet with each team to determine if the team is using their common time to plan.

Person or Persons Responsible

School administrators

Target Dates or Schedule

On a weekly basis an administrator will participate on a planning meeting with each team.

Evidence of Completion

Team meeting notes and/or lesson plans and lessons will show if a common plan has been productive.

Plan to Monitor Effectiveness of G2.B1.S1

Observe meetings

Person or Persons Responsible

School administrators

Target Dates or Schedule

Biweekly

Evidence of Completion

student achievement will increase in various content area subjects.

G3. Students will increase their fluency to a rate that promotes comprehension of grade level text as measured by the SRI and FAIR tests. 55% of our students scored a level 3 or below on FCAT 2.0. Research shows fluency is a prerequisite of comprehension

G3.B1 Time to have fluency checks, passages for each grade level

G3.B1.S1 Our Curriculum Resource Teacher created a notebook of passages for each grade level. The notebooks will be used by teachers and teacher assistants to conduct fluency checks quarterly for those students on grade level. Those students on Tier two and three of the RtI process will have weekly fluency checks to monitor their progress. Fluency passages will be downloaded from the Reading A to Z website. Students will have passages that are at their individual instructional level. Each class has been assigned a teacher's assistant that visits the class every day for a specified amount of time. During this time the teacher and/or the assistant can monitor fluency and conduct fluency checks.

Action Step 1

Students will be given instruction in fluency and fluency timings one a week and/or quarter depending on their ability.

Person or Persons Responsible

Teacher, teacher assistant

Target Dates or Schedule

During tutoring and/or remediation time

Evidence of Completion

Each student will monitor and graph his or her progress.

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

Data showing the progress of students will be monitored by the Curriculum Resource Teacher.

Person or Persons Responsible

Curriculum Resource Teacher will monitor the implementation for fidelity.

Target Dates or Schedule

Implementation will be monitored every week.

Evidence of Completion

Each child will have a data folder with graphs showing the progress of his or her fluency rate.

Plan to Monitor Effectiveness of G3.B1.S1

Monitor each child's data on his or her data notebook

Person or Persons Responsible

Teacher and Curriculum Resource Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Data notebook will be complete showing evidence of progress towards goal

G4. The number of students in the lowest quartile making one year of growth will increase to 72%.

G4.B1 master schedule, resources

G4.B1.S1 Create a master schedule that allows an instructional assistant to assist each teacher during 30 minutes of remediation time in the classroom on a daily basis.

Action Step 1

Instructional assistants will take groups of on grade level and above grade level students while the classroom teacher remediates students in the lowest quartile and Tier Two and Three of the MTSS process.

Person or Persons Responsible

Teacher, instructional assistant

Target Dates or Schedule

daily

Evidence of Completion

Scores on formative and summative assessments

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

Quarterly meetings will be held to review the data on students receiving tutoring (remediation).

Person or Persons Responsible

Teachers, CRT, guidance counselor, administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Data on formative and summative assessments

Plan to Monitor Effectiveness of G4.B1.S1

Review data that shows an increase in achievement for lowest quartile students as well as students on Tier One and Two.

Person or Persons Responsible

Teachers, CRT, guidance couselor, administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Results of formaitve and summative assessments.

Coordination and Integration

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

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

Title I Part A

Title I, Part A, purpose is to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. As the largest federal program supporting elementary and secondary education, Title I targets these resources to the districts and schools where the needs are greatest. We use resources provided by Title One funds to remediate all students in Tier One and Tier Two as well as students with an active IEP.

Title I Part A: Public School Options (PSO)

The mission of this office is to lead statewide efforts to close the achievement gaps affecting students whose educational opportunities are limited by low-performing schools, to increase awareness among parents and other community members about public school options in Florida and to ensure all students are well-served and No Student Is Left Behind. We use resources provided by Title One funds to remediate all students in Tier One and Tier Two as well as students with an active IEP.

Title I Part C: Migrant Education Program (MEP)

The purpose of this program is to ensure that the special educational needs of migrant children are identified and addressed. This program supports high-quality and comprehensive educational programs for migrant children in order to help reduce the educational disruptions and other education related problems that result from frequent moves.

Title I Part D: Neglected, Delinquent, and At-Risk Education Program (N&D)

The purpose of Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk is to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet.

Title VI: Rural & Low Income Schools Program (RLIS)

The purpose of this program is to address the unique needs of rural local educational agencies (LEAs). RLIS provides additional resources to assist rural LEAs in increasing student achievement and meet the goals of Title VI.

Title X: Homeless Education Program (HEP)

The McKinney-Vento Education for Homeless Children and Youth Program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Fifth grade students that make learning gains will increase to 50%.

G1.B1 Number of students not proficient in basic math skills entering fifth grade. Lack of rigorous math curriculum. Lack of math resources. Limited time spent on math instruction.

G1.B1.S1 Fifth grade teachers will departmentalized instruction so that one teacher is teaching math to all of the fifth grade students. This will allow one teacher to monopolize the math materials and resources.

PD Opportunity 1

Mrs. Semione will instruct each math group for 90 minutes

Facilitator

Cadre meetings with other 5th grade math teachers and district math coaches

Participants

Mrs. Semione, Mrs. Parker, Mrs. Maynard

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Student scores on formative, standards based assessments.

G2. Students will show increased achievement by participating in rigorous lessons focused on Common Core and Next Generation Sunshine State Standards.

G2.B1 Common planning time, curriculum resources, space

G2.B1.S1 Create a common planning time for each grade level. Each grade level will meet one day a week in order to disaggregate data and review resources needed to implement standards based instruction successfully.

PD Opportunity 1

Participate in Cadre meetings focused on teaching Common Core standards using a pacing guide.

Facilitator

ICC Team

Participants

Language arts leaders. One teacher from each grade level.

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans and quarterly data reviews

PD Opportunity 2

PLC on The Daily Five book

Facilitator

Mr. Haengel, Mrs. Nelson

Participants

Language Arts teachers

Target Dates or Schedule

weekly in Sept.

Evidence of Completion

sign in sheets, lesson plans, walkthrough data, student achievement scores

Appendix 2: Budget to Support School Improvement Goals