



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Park Elementary School

327 E PALMETTO ST

Avon Park, FL 33825

863-452-4373

<http://www.highlands.k12.fl.us/~pes/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 82%
Alternative/ESE Center No	Charter School No	Minority Rate 66%

School Grades History

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

Park Elementary School

Principal

Karin Doty

School Advisory Council chair

Richard Kogelschatz

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

Name	Title
Debbie Andrews	Reading Coach
Mary Linda Jackson	Kindergarten Teacher
Amanda Hill	1st Grade Teacher
Katherine Eures	2nd Grade Teacher
Maricarmen Pantoja	3rd Grade Teacher
Nikki Robles	4th Grade Teacher
TracyLee	5th Grade Teacher
Debbie Walley	Guidance Counselor
Staci Lemler	Tech Resource Teacher

District-Level Information

District

Highlands

Superintendent

Mr. Wallace P Cox

Date of school board approval of SIP

9/24/2013

School Advisory Council (SAC)

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

Membership of the SAC

Richard Kogelschatz, Assistant Principal
 Maria Milian-Henry, Teacher
 Deborah Andrews, Reading Coach
 Sophia Coleman, Parent
 Susan Crull, Parent
 Shavonna Vasquez, Parent
 Yamila Marrero, Parent

Susan Cook, Non Instructional
Noelia Martinez, Non Instructional
Felita Knighten, ESE
Jessica Johnson, Parent
Ciara Cruz, Parent
Marsha Barcinas, Parent
Laura Wade, Business and Community
Candice Pollard, Business and Community
Karin Doty, Principal

Involvement of the SAC in the development of the SIP

The School Improvement Committee is made aware of the SIP through the several meetings. They give input on the design of the plan as well as any additions. Before the plan is submitted to the district, the members are given an opportunity to give feedback.

Activities of the SAC for the upcoming school year

SAC will meet every other month and will be involved in the following:

1. Approving the Home School Compact;
2. Editing, revising and approving the SIP;
3. Approving the Title 1 budget;
4. Assisting in making decisions based on SIP; and
5. Discussing other pertinent information regarding the operations of the school.

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

Budgeted \$20,000.00

Writing Tutoring Teacher Salaries & Benefits

\$28.65/hr. x 1.5 hrs. per day = \$42.98/day per teacher

\$42.98/day x 18 days = \$773.64/per teacher salaries & benefits

\$773.64/teacher x 2 teachers = \$1,547.28

Reading Tutoring Teacher Salaries & Benefits

\$28.65/hr. x 1.5 hrs. per day = \$42.98/day per teacher

\$42.98/day x 10 days = \$429.80/per teacher salaries & benefits

\$429.80/teacher x 6 teachers = \$2,578.80

Math Tutoring Teacher Salaries & Benefits

\$28.65/hr. x 1.5 hrs. per day = \$42.98/day per teacher

\$42.98/day x 10 days = \$429.80/per teacher salaries & benefits

\$429.80/teacher x 6 teachers = \$2,578.80

Science Tutoring Teacher Salaries & Benefits

\$28.65/hr. x 1.5 hrs. per day = \$42.98/day per teacher

\$42.98/day x 10 days = \$429.80/per teacher salaries & benefits

\$429.80/teacher x 2 teachers = \$859.60

\$1,547.28

\$6,017.20

Total Amount for Teachers [\$7,564.48]

SubTotal \$12,435.52

PARK ELEMENTARY SCHOOL

Title I Tutoring Budget 2013-2014

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:

Karin Doty

Principal

Years as Administrator: 7

Years at Current School: 1

Credentials

BA in Elementary Education from Warner Southern College
 MA in Educational Leadership from University of South Florida
 Certification in Principalship K - 12
 Elementary Education K - 6
 Reading Endorsement K - 12
 12 years teaching experience

Performance Record

2012 - 2013: D - AYP no
 2011 - 2012: C - AYP no
 2010 - 2011: D - AYP no 79%
 2009 - 2010: B - AYP no 95%
 2008 - 2009: A - AYP yes 100%

Richard Kogelschatz

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

BA in Humanities at University of Central Florida
 MA in Exceptional Education at University of Central Florida
 Master's in Educational Leadership at University of South Florida
 Educational Leadership
 Elementary Education K - 6
 Varying Exceptionalities K - 12
 15 years of teaching experience

Performance Record

Kindergarten Learning Center does not have FCAT data to show performance record.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Deborah Andrews

Part-time / District-based

Years as Coach: 8

Years at Current School: 21

Areas

Reading/Literacy, RtI/MTSS

Credentials

BA Early Childhood and Elementary Education, Florida Southern College

Performance Record

2012 - 2013; C
 2011 - 2012; B
 2010 - 2011; A, AYP 90%
 2009 - 2010; B, AYP 77%
 2008 - 2009; A, AYP 100%
 2007 - 2008; A, AYP 97%
 2006 - 2007; C, AYP 92%

Classroom Teachers

of classroom teachers

41

receiving effective rating or higher

33, 80%

Highly Qualified Teachers

78%

certified in-field

32, 78%

ESOL endorsed

29, 71%

reading endorsed

8, 20%

with advanced degrees

8, 20%

National Board Certified

2, 5%

first-year teachers

3, 7%

with 1-5 years of experience

9, 22%

with 6-14 years of experience

20, 49%

with 15 or more years of experience

9, 22%

Education Paraprofessionals**# of paraprofessionals**

17

Highly Qualified

17, 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

It is always our goal to provide the highest quality instructors in the classroom. We do this by hosting Level II and III interns on campus yearly to complete internships; review applications and interview those applicants who meet criteria; attend Teach-Ins and recruit teachers from in and around the state of Florida.

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

- Susan Jahna is mentoring Laquesha Adams. Susan is a Highly Qualified teacher who teaches in the same grade level (4th).
- Katherine Eures is mentoring Lindsey Sager. Katherine is a Highly Qualified teacher and is Team Leader for 2nd grade.
- Debbie Andrews is mentoring Lynda Simpkins. Debbie is the Reading Coach and is Highly Qualified. All mentor teachers have completed the Clinical Education training. Each group is following guidelines provided by the district for mentoring. They meet weekly and discuss pertinent information to the success of each teacher.

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

In order to address the effectiveness of our core instruction, the MTSS team meets three times a year to discuss the academic growth of students individually and make instructional decisions. Members meet

more frequently to discuss individual student needs (Tier 3). Teachers, Reading Coach and Administration meet to discuss small group instruction and the effectiveness of interventions taking place in the classroom.

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

Administration - attends meetings and provides input and guidance on resources and scheduling.
 Guidance Counselor - provides information to team, i.e. data, response to intervention, referral process
 Staff Specialist - if needed, attends to provide input and guidance on next steps
 Psychologists - provides input and testing and requirements for meeting needs of students
 Reading Coach - provides resources need for interventions
 Classroom Teacher - input on response to intervention

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

A tiered system of interventions is the foundation of all decisions made in regards to all students. All students are part of the RtI process. Most students are identified as Tier 1 - successfully meeting the requirements to be on grade level. This is monitored through progress report, report cards, and progress monitoring meetings three times a year. Tier 2 students are those that are identified with a PMP and are getting more intense instruction and interventions based on his/her deficiencies. These students are monitored more closely with monthly probes and are inputted in Aims Web. The guidance counselor maintains and monitors this process. Tier 3 students who are 2+ years below grade level are provide instruction by highly qualified Exception Education teachers. They are given additional time to the 120 minute Language Arts block to fill gaps in their learning. These students are monitored weekly and the MTSS team meets regularly to discuss the academic growth of these students.

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

We are utilizing the A3 system to monitor PMPs for Tier II students. We used data such as PAST, Phonics, Word Lists, Fluency and Comprehension. Aims Web program is utilized to monitor Tier III students. Weekly probes are given in order to monitor response to intervention and to make instructional decisions.

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

On-going staff development is conducted throughout the year. This is done in small group settings or one-on-one training with new staff members. We utilize consistent language when communciating about the MTSS process and provide a transparent environment for all stakeholders. Parents play an integral part in the MTSS process. Teachers meet with parents regularly to discuss academic progress of all students. MTSS team also meets with parents to alleviate any misconceptions and share data points and progress of problem solving steps.

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: 120

Writing - highly qualified teachers will instruction students two days a week on refining Writing skills. Teachers will following the Kathy Robinson program in order to produce well-rounded writers. They will focus on using extensive language, writing to a prompt and staying focus on topic, using complex sentences and editing and revising compositions. Students will be selected by teachers using classroom data which shows the students in need of improvement in the area of Writing.

Reading and Math - highly qualified teachers will instruction students one day a week in the area of Reading and/or Math. Teachers will use Pearson materials as the main source of instruction. They will focus on FCAT tested skills in order to increase achievement levels and learning gains.

Science - highly qualified teachers will instruction students one day a week in the area of Science. FCAT tested skills will be focused on in order for students to increase achievement levels on FCAT Science.

Strategy Purpose(s)

- Instruction in core academic subjects

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

There will be a pre and post test given to all students to determine if the program was effective.

Who is responsible for monitoring implementation of this strategy?

Teachers and Administration will be responsible for monitoring the after school program.

Literacy Leadership Team (LLT)

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

Name	Title
Karin Doty	Principal
Richard Kogelschatz	Assistant Principal
Debbie Andrews	Reading Coach
Mary Jackson	Kindergarten
Amanda Hill	First Grade
Katherine Eures	Second Grade
Maricarmen Pantoja	Third Grade
Nikki Robles	Fourth Grade
Tracy Lee	Fifth Grade
Debbie Walley	Guidance

How the school-based LLT functions

The LLT meets weekly by grade level to discuss student data and best practices in reading instruction. Through these discussions, instruction is modified to meet the needs of all students. Feedback is shared weekly with administrators through a grade level communication notebook. ESE teachers collaborate weekly with regular ed teachers. Reading coach provides ongoing support to teachers.

Major initiatives of the LLT

The major initiatives of the LLT this year will be to provide ongoing support and professional development to all teachers on implementation of the Common Core State Standards and the newly adopted reading series, Pearson Reading Street. The LLT will also continue to provide support to grades 3-5 for FCAT 2.0 standards, providing resources to target all sub populations not meeting proficiency in reading.

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

Park Elementary provides a Pre-K Migrant program that provides services to 3 - 4 year old children. The Migrant liaison assists families in registering and obtaining information concerning entrance into Kindergarten. The Handicap Pre-K classrooms also provide services to 3 - 4 year old children. Staffing Specialists assists these families in obtaining information concerning entrance into Kindergarten.

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

The emphasis of CCSS is the rigor and relevance of Language Arts and Math. On a daily basis, teachers are promoting the relevance of subject matter to students' everyday lives.

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

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	58%	54%	Yes	63%
American Indian				
Asian				
Black/African American	36%	35%	No	42%
Hispanic	62%	44%	No	66%
White	74%	74%	Yes	77%
English language learners	42%	23%	No	48%
Students with disabilities	42%	48%	Yes	48%
Economically disadvantaged	52%	46%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	24%	27%
Students scoring at or above Achievement Level 4	68	26%	29%

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>		85%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	108	65%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	27	64%	67%

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)	14	25%	28%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	25%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	25%	29%

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	87	77%	78%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	61%	Yes	63%
American Indian				
Asian				
Black/African American	34%	54%	Yes	41%
Hispanic	65%	59%	No	69%
White	73%	67%	No	76%
English language learners	67%	50%	No	70%
Students with disabilities	60%	64%	Yes	64%
Economically disadvantaged	53%	55%	Yes	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	35%	38%
Students scoring at or above Achievement Level 4	59	23%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	89%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	105	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	27	64%	65%

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	20	37%	40%
Students scoring at or above Achievement Level 4	10	12%	14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	100%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	68%

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		25
Participation in STEM-related experiences provided for students	280	50%	75%

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	130	22%	20%
Students retained, pursuant to s. 1008.25, F.S.	40	1%	1%
Students who are not proficient in reading by third grade	13	98%	10%
Students who receive two or more behavior referrals	39	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	67	11%	10%

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

Orientation - August, 2013
 Covey Parent Night - September, 2013
 Report Card Pick Up - October, 2013
 Harvest Festival - October, 2013
 Thanksgiving Dinner - November, 2013
 Christmas Dinner - December 2013
 Jingle Bell Run - December 2013
 Christmas on Main - December 2013
 PTO/SAC - ongoing August - May 2014
 Family Fun Night - February 2014
 Report Card Pick Up - April 2014
 5th Grade Parent Night - May 2014
 Awards Day - May 2014

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Orientation Night	232	40%	50%
Covey Parent Night	100	17%	30%
Report Card Pick Up	435	50%	75%
Harvest Festival	435	50%	75%
Thanksgiving Dinner - K, 2nd, 4th	67	25%	30%
Christmas Dinner - 1st, 3rd, 5th	67	25%	30%
Jingle Bell Fun Run	150	26%	35%
Christmas on Main - 4th/5th Grade Chorus	75	38%	45%
PTO/SAC	30	10%	25%
Family Fun Night	145	25%	35%
5th Grade Parent Night	50	57%	65%
Awards Day	174	60%	65%

Area 10: Additional Targets**Additional targets for the school**

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Park Elementary will increase the percentage of students at or above grade level in Reading to 63%.
- G2.** Park Elementary will increase the percentage of students at or above grade level in Writing to 78%.
- G3.** Park Elementary will increase the percentage of students at or above grade level in Math to 78%.
- G4.** Park Elementary will increase the percentage of students at or above grade level in Science to 40%.

Goals Detail

G1. Park Elementary will increase the percentage of students at or above grade level in Reading to 63%.

Targets Supported

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

Resources Available to Support the Goal

- Common Core State Standards District adopted core curriculum Pearson for all students Data from FAIR, PAST and Phonics to drive small group instruction Rtl kit from Pearson curriculum for Tier II My Sidewalks for Tier III

Targeted Barriers to Achieving the Goal

- Students not having necessary reading skills to be successful on grade level materials. Students not responding to strategic interventions.

Plan to Monitor Progress Toward the Goal

Using data to track progress on meeting the goal

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule:

3 times a year

Evidence of Completion:

Students at or above grade level as indicated on Report Cards based on Grade Level Indicators

G2. Park Elementary will increase the percentage of students at or above grade level in Writing to 78%.

Targets Supported

- Writing

Resources Available to Support the Goal

- -Pearson Weekly Writing Assignments/Rubrics -Pearson Writing to Sources Rubrics -After school tutoring - 2x/week delivered by highly qualified teachers

Targeted Barriers to Achieving the Goal

- -Students lack skills to elaborate on a given topic. -Basic foundations are solid.

Plan to Monitor Progress Toward the Goal

Determining progress towards goals

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Writing Samples Pearson Writing Assignments Tutoring pre and post tests

G3. Park Elementary will increase the percentage of students at or above grade level in Math to 78%.

Targets Supported

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

Resources Available to Support the Goal

- -Go Math! -SM6 -After School Tutoring

Targeted Barriers to Achieving the Goal

- -Students need concrete understanding of Common Core standards. -Students need the necessary prerequisite skills in order to be successful at grade level materials. -Students lack mathematical vocabulary and deeper understanding of concepts.

Plan to Monitor Progress Toward the Goal

Using data to determine progress toward goal.

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Performance Matters SM6 Go Math Assessments

G4. Park Elementary will increase the percentage of students at or above grade level in Science to 40%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Scott Foresman/Pearson Science

Targeted Barriers to Achieving the Goal

- Lack of real world science experience, prior knowledge and comprehension of non fiction text.

Plan to Monitor Progress Toward the Goal

Using data to determine effectiveness of progress towards goal.

Person or Persons Responsible

Administration Reading Coach Teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Performance Matters Pearson Assessments After school tutoring pre and post tests STEM projects

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Park Elementary will increase the percentage of students at or above grade level in Reading to 63%.

G1.B1 Students not having necessary reading skills to be successful on grade level materials. Students not responding to strategic interventions.

G1.B1.S1 Teachers using data to drive instruction. Identifying areas of weaknesses and instructing students in these areas. Collaboration within grade level for best practices in Reading instruction. Analyzing student progress to make instructional decisions. Teachers will use strategies from the core curriculum - Tier II and III components to strengthen student achievement.

Action Step 1

After school Tutoring

Person or Persons Responsible

3rd, 4th, and 5th grade students

Target Dates or Schedule

1x/week

Evidence of Completion

Pre and post tests

Action Step 2

Utilize Pearson Reading Street curriculum effectively and with fidelity.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Pearson Assessments FAIR PAST, Phonics

Facilitator:

Kim Ervin Debbie Andrews

Participants:

Teachers

Action Step 3

Grade level teams review the results of common assessment data (i.e. FAIR, PAST, Phonics) and plan together weekly

Person or Persons Responsible

Classroom Teachers/Paraprofessionals

Target Dates or Schedule

30 minutes

Evidence of Completion

Report Card, Monthly Progress Monitoring - Grade Level Indicators

Facilitator:

Kim Ervin, District Reading Specialist Debbie Andrews, Reading Coach

Participants:

All teachers

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

Progress Monitoring Meetings and Promotion/Retention Data Chats

Person or Persons Responsible

Progress Monitoring Committee - Administration, Reading Coach and Teacher meet to review grade level and school wide data to increase effectiveness of instruction. Staff will discuss rate of progression and determine necessary interventions to increase level of rigor.

Target Dates or Schedule

3 times a year

Evidence of Completion

Progress Monitoring data sheets based Grade Level Indicators Tier II probes Tier III probes Progress Report and Report Cards

Plan to Monitor Effectiveness of G1.B1.S1

Looking for response to instruction and intervention to determine if strategies are effective and student growth is occurring.

Person or Persons Responsible

Administration, Guidance Counselor, Reading Coach, Teachers

Target Dates or Schedule

Three times a year for Tier I students, monthly for Tier II students and bi-weekly for Tier III students

Evidence of Completion

Alms Web probes, FAIR, PAST, Phonics, assessments from Pearson reading series

G2. Park Elementary will increase the percentage of students at or above grade level in Writing to 78%.

G2.B1 -Students lack skills to elaborate on a given topic. -Basic foundations are solid.

G2.B1.S1 -Teachers will meet bi-weekly to plan effective Writing instruction and analyze data. Teachers conference daily with students to assist them in adding elaboration to their writing. Students complete writing homework on a daily basis. -Tutoring students 2x/weekly.

Action Step 1

Provide time for teachers to collaborate. Teachers will review writing samples.

Person or Persons Responsible

4th Grade Team and Reading Coach District Reading Specialist

Target Dates or Schedule

Teams meet bi-weekly and tutoring occurs 2x/week

Evidence of Completion

-District wide Writing Indicators -FCAT 2.0 Writing -Teachers determine progress by quarterly prompts -Review and evaluate 2012-13 FCAT Writing scores to make instructional decisions.

Facilitator:

Kim Ervin Debbie Andrews

Participants:

All teachers

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

-Looking at implementation of strategies to determine fidelity and areas of needed improvement.

Person or Persons Responsible

-Teachers and Administration

Target Dates or Schedule

-Quarterly and end of year

Evidence of Completion

-FCAT 2.0 Writing -Writing Samples -Tutoring pre and post tests

Plan to Monitor Effectiveness of G2.B1.S1

Monitor strategies for effectiveness.

Person or Persons Responsible

Teachers, Administration, Reading Coach

Target Dates or Schedule

Daily by classroom teachers Bi-weekly by grade level Quarterly by administration and reading coach

Evidence of Completion

Writing Samples Writing Indicators Pearson Writing Assignments/Rubrics Tutoring pre and post tests

G3. Park Elementary will increase the percentage of students at or above grade level in Math to 78%.

G3.B1 -Students need concrete understanding of Common Core standards. -Students need the necessary prerequisite skills in order to be successful at grade level materials. -Students lack mathematical vocabulary and deeper understanding of concepts.

G3.B1.S1 -Teachers will implement Common Core standards with fidelity. -Teachers will incorporate manipulative and hands on activities to build concrete understanding of math concepts. -Teachers will incorporate direct instruction to build knowledge of vocabulary terms.

Action Step 1

After school tutoring

Person or Persons Responsible

3rd, 4th, 5th grade students

Target Dates or Schedule

1x/week

Evidence of Completion

pre and post test

Action Step 2

Utilize Go Math effectively and with fidelity

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily/On going

Evidence of Completion

Go Math Assessments Performance Matters SM6

Facilitator:

Go Math Consultants Jennifer Westergom MCC Representatives

Participants:

All teachers

Action Step 3

Grade level teams review the results of common assessment data (i.e. Performance Matters) and plan together weekly.

Person or Persons Responsible

-Grade Level teams

Target Dates or Schedule

-Weekly

Evidence of Completion

-Performance Matters -SM6 -Go Math Assessments

Facilitator:

Jennifer Westergom MCC Representatives

Participants:

All Teachers

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

Grade level teams will review the results of data.

Person or Persons Responsible

Grade level teams Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Performance Matters SM6 Go Math Assessments

Plan to Monitor Effectiveness of G3.B1.S1

Grade levels will use data to identify areas of weaknesses.

Person or Persons Responsible

Grade Level teams Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Performance Matters SM6 Go Math Assessments

G4. Park Elementary will increase the percentage of students at or above grade level in Science to 40%.

G4.B1 Lack of real world science experience, prior knowledge and comprehension of non fiction text.

G4.B1.S1 -Implementation of STEM days -Increase the availability of non fiction text -Exposure to real world, hands on science -After school tutoring

Action Step 1

After school tutoring

Person or Persons Responsible

5th Grade students

Target Dates or Schedule

1x/week

Evidence of Completion

pre and post tests

Action Step 2

Non fiction books for classroom libraries

Person or Persons Responsible

K - 5 teachers

Target Dates or Schedule

August 2013

Evidence of Completion

Improved scores and increase number of non fiction books in classroom libraries

Action Step 3

Grade Level team meets weekly to discuss instructional strategies

Person or Persons Responsible

Grade level team members

Target Dates or Schedule

Weekly

Evidence of Completion

Performance Matters Pearson assignments and assessments Tutoring pre and post tests

Facilitator:

Cathy Hardesty Science Connection Representative

Participants:

All teachers

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

Grade level team meets weekly Progress Monitor team meets quarterly to assess students' needs

Person or Persons Responsible

Grade level team members Administration Reading Coach

Target Dates or Schedule

Weekly Quarterly

Evidence of Completion

Performance Matters Pearson Assessments Participation in STEM days

Plan to Monitor Effectiveness of G4.B1.S1

Teachers will meet weekly to discuss instructional strategies

Person or Persons Responsible

Reading Coach Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Performance Matters Pearson Assessments After school tutoring pre and post tests STEM days activities and projects

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 will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also funding source for implementing the requirements of NCLB which have been waived by the FLDOE's waiver.

Title I, Part C Migrant will provide services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title II provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III supports activities to assist students become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.

Title VI, Part B provides for our Career Academy at SFSC which gives students vocational opportunities as well as academic education.

Title X Homeless provides resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education (FAPE). SAI funds will be coordinated with Title I funds to provide summer school for FCAT Level 1 readers.

Nutrition Programs provides federal Free/Reduced lunch programs and free breakfast for all students program. Snack is also provided for after school care and after school tutoring programs. Summer food programs are provided at various school sites and community locations.

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. Park Elementary will increase the percentage of students at or above grade level in Reading to 63%.

G1.B1 Students not having necessary reading skills to be successful on grade level materials. Students not responding to strategic interventions.

G1.B1.S1 Teachers using data to drive instruction. Identifying areas of weaknesses and instructing students in these areas. Collaboration within grade level for best practices in Reading instruction. Analyzing student progress to make instructional decisions. Teachers will use strategies from the core curriculum - Tier II and III components to strengthen student achievement.

PD Opportunity 1

Utilize Pearson Reading Street curriculum effectively and with fidelity.

Facilitator

Kim Ervin Debbie Andrews

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Pearson Assessments FAIR PAST, Phonics

PD Opportunity 2

Grade level teams review the results of common assessment data (i.e. FAIR, PAST, Phonics) and plan together weekly

Facilitator

Kim Ervin, District Reading Specialist Debbie Andrews, Reading Coach

Participants

All teachers

Target Dates or Schedule

30 minutes

Evidence of Completion

Report Card, Monthly Progress Monitoring - Grade Level Indicators

G2. Park Elementary will increase the percentage of students at or above grade level in Writing to 78%.

G2.B1 -Students lack skills to elaborate on a given topic. -Basic foundations are solid.

G2.B1.S1 -Teachers will meet bi-weekly to plan effective Writing instruction and analyze data. Teachers conference daily with students to assist them in adding elaboration to their writing. Students complete writing homework on a daily basis. -Tutoring students 2x/weekly.

PD Opportunity 1

Provide time for teachers to collaborate. Teachers will review writing samples.

Facilitator

Kim Ervin Debbie Andrews

Participants

All teachers

Target Dates or Schedule

Teams meet bi-weekly and tutoring occurs 2x/week

Evidence of Completion

-District wide Writing Indicators -FCAT 2.0 Writing -Teachers determine progress by quarterly prompts -Review and evaluate 2012-13 FCAT Writing scores to make instructional decisions.

G3. Park Elementary will increase the percentage of students at or above grade level in Math to 78%.

G3.B1 -Students need concrete understanding of Common Core standards. -Students need the necessary prerequisite skills in order to be successful at grade level materials. -Students lack mathematical vocabulary and deeper understanding of concepts.

G3.B1.S1 -Teachers will implement Common Core standards with fidelity. -Teachers will incorporate manipulative and hands on activities to build concrete understanding of math concepts. -Teachers will incorporate direct instruction to build knowledge of vocabulary terms.

PD Opportunity 1

Utilize Go Math effectively and with fidelity

Facilitator

Go Math Consultants Jennifer Westergom MCC Representatives

Participants

All teachers

Target Dates or Schedule

Daily/On going

Evidence of Completion

Go Math Assessments Performance Matters SM6

PD Opportunity 2

Grade level teams review the results of common assessment data (i.e. Performance Matters) and plan together weekly.

Facilitator

Jennifer Westergom MCC Representatives

Participants

All Teachers

Target Dates or Schedule

-Weekly

Evidence of Completion

-Performance Matters -SM6 -Go Math Assessments

G4. Park Elementary will increase the percentage of students at or above grade level in Science to 40%.

G4.B1 Lack of real world science experience, prior knowledge and comprehension of non fiction text.

G4.B1.S1 -Implementation of STEM days -Increase the availability of non fiction text -Exposure to real world, hands on science -After school tutoring

PD Opportunity 1

Grade Level team meets weekly to discuss instructional strategies

Facilitator

Cathy Hardesty Science Connection Representative

Participants

All teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Performance Matters Pearson assignments and assessments Tutoring pre and post tests

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Park Elementary will increase the percentage of students at or above grade level in Reading to 63%.	\$65,755
G3.	Park Elementary will increase the percentage of students at or above grade level in Math to 78%.	\$52,264
G4.	Park Elementary will increase the percentage of students at or above grade level in Science to 40%.	\$8,442
Total		\$126,461

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Evidence-Based Materials	Total
Title I	\$6,015	\$0	\$0	\$6,015
Textbook Allocations	\$0	\$63,177	\$49,686	\$112,863
PTO/Operating Budget	\$0	\$0	\$7,583	\$7,583
Total	\$6,015	\$63,177	\$57,269	\$126,461

Budget Details

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

G1. Park Elementary will increase the percentage of students at or above grade level in Reading to 63%.

G1.B1 Students not having necessary reading skills to be successful on grade level materials. Students not responding to strategic interventions.

G1.B1.S1 Teachers using data to drive instruction. Identifying areas of weaknesses and instructing students in these areas. Collaboration within grade level for best practices in Reading instruction. Analyzing student progress to make instructional decisions. Teachers will use strategies from the core curriculum - Tier II and III components to strengthen student achievement.

Action Step 1

After school Tutoring

Resource Type

Personnel

Resource

Highly Qualified teachers will tutor students in Reading

Funding Source

Title I

Amount Needed

\$2,578

Action Step 2

Utilize Pearson Reading Street curriculum effectively and with fidelity.

Resource Type

Evidence-Based Program

Resource

Pearson Reading Street

Funding Source

Textbook Allocations

Amount Needed

\$63,177

G3. Park Elementary will increase the percentage of students at or above grade level in Math to 78%.

G3.B1 -Students need concrete understanding of Common Core standards. -Students need the necessary prerequisite skills in order to be successful at grade level materials. -Students lack mathematical vocabulary and deeper understanding of concepts.

G3.B1.S1 -Teachers will implement Common Core standards with fidelity. -Teachers will incorporate manipulative and hands on activities to build concrete understanding of math concepts. -Teachers will incorporate direct instruction to build knowledge of vocabulary terms.

Action Step 1

After school tutoring

Resource Type

Personnel

Resource

Highly qualified teachers will tutor students in Math

Funding Source

Title I

Amount Needed

\$2,578

Action Step 2

Utilize Go Math effectively and with fidelity

Resource Type

Evidence-Based Materials

Resource

Go Math curriculum materials

Funding Source

Textbook Allocations

Amount Needed

\$49,686

G4. Park Elementary will increase the percentage of students at or above grade level in Science to 40%.

G4.B1 Lack of real world science experience, prior knowledge and comprehension of non fiction text.

G4.B1.S1 -Implementation of STEM days -Increase the availability of non fiction text -Exposure to real world, hands on science -After school tutoring

Action Step 1

After school tutoring

Resource Type

Personnel

Resource

Highly Qualified teachers will tutor students in Science

Funding Source

Title I

Amount Needed

\$859

Action Step 2

Non fiction books for classroom libraries

Resource Type

Evidence-Based Materials

Resource

Non fiction books for classroom libraries

Funding Source

PTO/Operating Budget

Amount Needed

\$7,583