2013-2014 SCHOOL IMPROVEMENT PLAN

Janie Howard Wilson School
306 FLORIDA AVE
Lake Wales, FL 33853
863-678-4211
http://lwcharterschools.com/janiehoward

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	62%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	Yes	65%

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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
Janie Howard Wilson School

Principal
Barbara Jones

School Advisory Council chair
Bert Goddard

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

Name	Title
April	Barnhardt
Nicole	McClain
Elizabeh	Anderson
Laurncille	Anderson

District-Level Information

District
Polk

Superintendent
Dr. Kathryn Leroy

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

SAC membership includes community member, teachers, parents, and JHW staff. The meetings are led by the SAC chair and school administrators.

Involvement of the SAC in the development of the SIP

The SAC is involved in helping to target academic goals, parental involvement goals, and targets for the school year. The SAC approves the final product of the SIP and visit the plan throughout the year to make sure focus is still on the selected goals.

Activities of the SAC for the upcoming school year

The SAC committee will be involved in developing the SIP, Parental Involvement Plan, participating in financial decisions, school based decisions, and implementing strategies to improve school effectiveness.

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

The school improvement funds will be used to help increase community stakeholder relationships. There is also money allocated to help reach our targeted goals in reading, math, science. SEE BUDGET WORKSHEET IN ATTACHMENTS.

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:

Barbara Jones

Principal	Years as Administrator: 19	Years at Current School: 1
Credentials	BS in Communicative Disorders: Florida A&M University; -Masters in Counselor Education: University of South Florida; -ED.S in Educational Leadership: Nova Southeastern University; --Doctoral Program Educational Leadership/Curriculum and Instruction: University of Phoenix;	
Performance Record	Jewett School of the Arts 2004-05: School Grade-B; Lowest 25% leaning reading gains (59%) -Jewett School of the Arts 2005-06: School Grade-A; Lowest 25% learning reading gains (72%) -Jewett School of the Arts 2006-07: School Grade-A; Lowest 25% learning reading gains (67%), AYP -Jewett School of the Arts 2007-08: School Grade A; Lowest 25% learning reading gains (63%), AYP -Hillcrest Elementary 2011-12: School Grade-B - Janie Howard Wilson Elementary 2012-13: School Grade-C Lowest 25% learning reading gains (72%)	

April Barnhardt		
Asst Principal	Years as Administrator: 1	Years at Current School: 10
Credentials	Ed. Specialist Degree Nova Southeastern University Masters Degree Curriculum and Instruction: The University of Mississippi Bachelors Degree in Education: The University of Mississippi Certification: ESOL, K-12 Elementary Ed., English 6-12, and Ed. Leadership All Levels.	
Performance Record		

Instructional Coaches

# of instructional coaches
2

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

Instructional Coach Information:

Elizabeth Anderson		
Full-time / School-based	Years as Coach: 2	Years at Current School:
Areas	Reading/Literacy	
Credentials	BA in English Language Arts, Minor Elementary Education; Grand Valley State University MA in Reading; University of Central Florida	
Performance Record		

Nicole McClain		
Full-time / School-based	Years as Coach: 1	Years at Current School: 8
Areas	Mathematics, Science	
Credentials	BA Geology: Florida Atlantic University Certification: Elementary Ed. K-6	
Performance Record		

Classroom Teachers

# of classroom teachers
32

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
32, 100%

 # ESOL endorsed
23, 72%

 # reading endorsed
1, 3%

 # with advanced degrees
9, 28%

 # National Board Certified
1, 3%

 # first-year teachers
5, 16%

 # with 1-5 years of experience
7, 22%

 # with 6-14 years of experience
19, 59%

 # with 15 or more years of experience
6, 19%

Education Paraprofessionals

# of paraprofessionals
9

 # Highly Qualified
5, 56%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # 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

1. Encourage teachers to take interns from local colleges: Principal, Assistant Principal, Reading Resource Teacher, Other Teachers at School
2. Increased technology in classrooms: Technology Committee, Principal, Assistant Principal,Other Teachers Who Are Proficient in Technology
3. Advantages of being at a charter school: Principal, Assistant Principal, Teachers, and Other Staff
4. Implementing positive programs and updated research based materials: All Staff

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

Our charter system has a TIPS training for new teachers where they meet once a month. Janie Howard Wilson provides each new teacher a mentor teacher which they meet with on a weekly basis and our new teachers are required to attend monthly PLCs.

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

As a result of data collection, Janie Howard Wilson has developed school-wide targets and supports for academic and social behaviors at the Tier 1 level. All students receive 90 minutes of reading instruction and 60 minutes of math instruction, as well as science and writing instruction. School-wide Positive Behavior Supports are our Tier 1 core instruction. Tier 2 interventions for academics are delivered through evidence-based small group instruction within the classroom. Check-in/Check-out procedures and small group/individual social skills instruction are used as Tier 2 interventions for behavioral support. Tier 3 interventions are based on the academic and behavior needs of the student and include specialized individual instruction targeting on specific skills. The Problem Solving team meets, at a minimum of once a month to review data and goals/objectives. The Leadership Team meets with grade levels monthly for planning and the sharing information.

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

The leadership team consists of the principal, assistant principal, literacy specialist, math specialist, and the school counselor. The principal and assistant will provide leadership and lead monthly grade level meetings.

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

Classroom observations conducted using formal and informal observations. Monthly meetings with grade levels to review progress and adjust goals and interventions. Lesson plan and data reviews.

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

Data sources for academics will include assessments from FCAT, SAT10, Acaletics, Discovery, BME assessments for reading, math, science, and writing. Classroom data will include vocabulary reviews, comprehension assessments, and chapter reviews. Tier 2 and 3 information will utilize data from checkpoint reviews, checklists, and teacher made assessments.
School wide PBS data will be collected from Genesis. Components will include OSS, ISS, attendance, and areas/times with the most referrals. Classroom data will come from our school wide daily charts (Star Charts) and Request for Parent Support (RPS) collected by teachers. Tier 2 data reviews will be conducted using Check-in/Check-out sheets. Tier 3 data will be tracked and analyzed through the collection of daily student charts.
Classroom walk throughs will be conducted.

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

Preplanning faculty meetings, data day, early release and professional development days will be utilized to build a better understanding of MTSS. The leadership team has created and supports a professional learning community, provides staff development, and assists in progress monitoring. Monthly grade level meetings with the leadership team to discuss data and effective strategies. Teachers conduct at least two parent conferences throughout the year.
Parents will be informed through family nights, teacher conferences, and SAC and PTO meetings. Problem solving team meetings include parent invitations to review student progress.

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: 3,600

Core Academic Tutoring Sessions
First through fifth grade students will attend two –ninety minute after school tutorial sessions in the areas of Reading, Writing, and Mathematics. The after school small group tutorial sessions will focus on skills identified by the student's pretest results. The pre/post tests will be administered before and after tutorial sessions. Highly qualified teachers will instruct students using research –based strategies and resources. Tutors will design a student learning success plan (SLSP) that specifically addresses the student's academic needs based on pretest data. This plan will be developed with the child's subject area teacher and parent. The SLSP will be reviewed and signed by the child's parent.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Core Academic Tutoring Sessions
Pre and post tests will be administered to each student who participates in the core academic tutoring sessions. The pre and post test data will be analyzed and dis-aggregated to determine the effectiveness of the strategies used for instruction and student skill mastery.

Who is responsible for monitoring implementation of this strategy?

Principal , Assistant Principal, and Resource Teachers

Strategy: Before or After School Program

Minutes added to school year: 3,600

Enrichment Activities That Contribute to a Well-Rounded Education
Third through fifth grade students will be required to complete homework assignments in the first thirty minutes time period. Highly qualified teachers will monitor and assist students with homework assignments. The remaining sixty minutes will focus on the specific club enrichment activities. Enrichment club instructors will utilize research based instructional strategies and resources which facilitate hands-on and project-based experiences that contribute to a well rounded education.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Student satisfaction survey and evaluation rubrics for completed projects based on enrichment club activities will be reviewed and analyzed. Data from this information will be used to determine the effectiveness of the instructional strategies used in the specific club enrichment areas.

Who is responsible for monitoring implementation of this strategy?

Student satisfaction survey and evaluation rubrics for completed projects based on enrichment club activities will be reviewed and analyzed. Data from this information will be used to determine the effectiveness of the instructional strategies used in the specific club enrichment areas.

Literacy Leadership Team (LLT)

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

Name	Title
Barbara Jones	Principal
April Barnhardt	Assistant Principal
Elizabeth Anderson	Reading Resource Teacher
Nicole McClain	Math Resource Teacher
Nichole Perrett	Primary Teacher
Charlotte Weis	Intermediate Teacher
Epfania Martinez	ELL Teacher
Laurncille Anderson	Guidance Counselor
Sierra Gibbs	ESE Teacher

How the school-based LLT functions

Literacy leadership team consists of a small representation of the school staff who come together to assess the school's needs, establish goals and priorities for literacy, and develop a professional development agenda to meet their goals. The leadership literacy team members also serve as liaisons to the rest of the staff, bringing messages and information to grade-level teams, as well as to other school committees, such as parent groups. This team meets every other month to review school improvement goals and other school issues

Major initiatives of the LLT

The major initiatives:
• Provide staff input and support for the Implementation of Common Core Curriculum
• Provide staff input and support for the Implementation of new teacher evaluation program
• Support and evaluate the effectiveness of the school's literacy curriculum, analyze assessment data to establish needs, and form professional learning communities

Every Teacher Contributes to Reading Instruction

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

Every teacher will participate in English and Language Arts (ELA) professional development in research based strategies and data analysis where they will gain knowledge on how to improve reading success within the content areas. The school will facilitate this development through monthly Professional Learning Communities (PLCs). All teachers will also be provided with historical reading data as well as benchmark assessment data so that they will be able to support and adapt their instruction to better support the reading improvement of every student.

Preschool Transition

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

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

Janie Howard Wilson provides opportunities for families of future KG students to attend workshops at the school throughout the year. We also have KG week during the summer which helps upcoming students and their parents transition from Pre-K into Elementary school. During the school year we continue this transition with our K-Support class which works with students who are lacking in Kindergarten readiness. This K-Support program also aims to give parents the tools for academic support of their students.

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	55%	37%	No	60%
American Indian				
Asian				
Black/African American	48%	28%	No	53%
Hispanic	50%	45%	No	55%
White	63%	38%	No	67%
English language learners	21%	19%	No	29%
Students with disabilities	40%	19%	No	46%
Economically disadvantaged	54%	34%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	22%	25%
Students scoring at or above Achievement Level 4	37	15%	18%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			
Students in lowest 25% making learning gains (FCAT 2.0)		72%	75%

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)	21	37%	40%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	26%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	26%	30%

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	35	40%	43%
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	62%	43%	No	66%
American Indian				
Asian				
Black/African American	56%	40%	No	60%
Hispanic	58%	45%	No	63%
White	66%	45%	No	69%
English language learners	52%	32%	No	57%
Students with disabilities	43%	26%	No	49%
Economically disadvantaged	61%	42%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	28%	31%
Students scoring at or above Achievement Level 4	41	16%	19%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		39%	42%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	14%	17%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		13%

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	12	14%	17%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		13%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		8
Participation in STEM-related experiences provided for students	5	100%	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	77	15%	12%
Students retained, pursuant to s. 1008.25, F.S.	9	11%	8%
Students who are not proficient in reading by third grade	46	58%	55%
Students who receive two or more behavior referrals	89	17%	14%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	62	12%	9%

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 would like to increase parent involvement at Janie Howard Wilson by providing multiple opportunities for parents to access JHW teachers and staff. Staff members will work closely with SAC and PTO volunteers to create engaging educational programs for parents and students.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Back to School/Title I Night	160	30%	35%
Reading Night	150	29%	35%

Goals Summary

G1. By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Reading and 4.0 on FCAT Writes, will increase by 3% as measured by School Grade report.

G2. By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Math will increase by 3% as measured by School Grade report

G3. By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Science will increase by 3% as measured by School Grade report.

G4. By the end of the school year, the lowest quartile students and students with varying exceptionalities will make learning gains on the FCAT 2.0 in all tested subject areas with and increase of 3% as measured by School Grade report.

G5. Increase parental involvement in order to promote awareness on an academic and social level.

Goals Detail

G1. By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Reading and 4.0 on FCAT Writes, will increase by 3% as measured by School Grade report.

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

Resources Available to Support the Goal
- Research Based Reading Strategies
- Content area texts at student reading levels -science and social studies.
- Magazine resources and online resources to encourage engagement.
- Reading logs/ Book-It in all classrooms to encourage reading at home

Targeted Barriers to Achieving the Goal
- Lack of engagement with text.
- Interventions do not address specific student needs.
- Instructional time lost/misused during literacy block

Plan to Monitor Progress Toward the Goal

Discovery Assessment

Person or Persons Responsible
Teachers

Target Dates or Schedule:
August 2013, November 2013, March 2014

Evidence of Completion:
Proficiency as set by Discovery Education

G2. By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Math will increase by 3% as measured by School Grade report

Targets Supported
- Math (Elementary and Middle School, 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 series

- Acaletics

- Benchmarks of the months through school wide curriculum.

Targeted Barriers to Achieving the Goal
- A large amount of students in our school are borderline achievement level 3's which will make it hard to give extra support to all of these students.

- Struggling with mastery of foundational math skills and providing time for explicit and pervasive math vocabulary instruction.

Plan to Monitor Progress Toward the Goal

Acaletics

Person or Persons Responsible
Teachers

Target Dates or Schedule:
August 2013, December 2103, January 2014, March 2014

Evidence of Completion:
Acaletics Comprehensive Pre/Post Assessment, Acaletics Midterm Assessment

G3. By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Science will increase by 3% as measured by School Grade report.

Targets Supported
- Science
- Science - Elementary School
- STEM

Resources Available to Support the Goal
- Edu Smart
- Science Boot Camp

Targeted Barriers to Achieving the Goal
- Not having background knowledge in science.
- Not having basic skills in reading and math.
- Lack of support staff

Plan to Monitor Progress Toward the Goal

Discovery Science Assessment

Person or Persons Responsible
Teachers, Math Resource Teacher

Target Dates or Schedule:
August 2013, November 2013, March 2014

Evidence of Completion:
Proficiency as set by Discovery Education

G4. By the end of the school year, the lowest quartile students and students with varying exceptionalities will make learning gains on the FCAT 2.0 in all tested subject areas with and increase of 3% as measured by School Grade report.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Curriculum moving fast and students struggling to keep up.
- Not having academic support outside of school.

Plan to Monitor Progress Toward the Goal

Discovery Assessments

Person or Persons Responsible
Teachers, Resource Teachers, Administration

Target Dates or Schedule:
August 2013, November 2013, March 2014

Evidence of Completion:
Proficiency as set by Discovery Education

G5. Increase parental involvement in order to promote awareness on an academic and social level.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Parent participation limited because of work schedules as well as their lack of transportation.
- Parents may lack the knowledge that the students need to acquire to be successful.

Plan to Monitor Progress Toward the Goal

Conferencing

Person or Persons Responsible
Title I Facilitator

Target Dates or Schedule:
All Year

Evidence of Completion:
Parent Surveys

Action Plan for Improvement

Problem Solving Key

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

G1. By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Reading and 4.0 on FCAT Writes, will increase by 3% as measured by School Grade report.

G1.B1 Lack of engagement with text.

G1.B1.S1 Use of content area texts at student reading levels -science and social studies.

Action Step 1

Scholastic Weekly News, Studies Weekly, iStation

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach , and Media Specialists

Target Dates or Schedule

All year

Evidence of Completion

On-going progress monitoring. Data analysis of Discovery Assessments Team meetings with administration to determine effectiveness of strategies.

Facilitator:

Elizabeth Anderson

Participants:

Teachers

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

Students will engage in subject area text in various formats, including magazine and newspaper articles as well as online resources

Person or Persons Responsible

Teachers, Reading Resource Teacher

Target Dates or Schedule

All year

Evidence of Completion

Weekly student reading logs Classroom visits

Plan to Monitor Effectiveness of G1.B1.S1

Student reading logs

Person or Persons Responsible

Teachers, Reading resource teacher

Target Dates or Schedule

All year

Evidence of Completion

Student data files

G1.B2 Interventions do not address specific student needs.

G1.B2.S1 Teacher led small group intervention using Voyager Passport

Action Step 1

Use of Voyager Passport

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

All year

Evidence of Completion

Bi-monthly checkpoints to assess student progress

Facilitator:

Elizabeth Anderson

Participants:

Classroom teachers

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

Monthly progress monitoring meetings

Person or Persons Responsible

Elizabeth Anderson

Target Dates or Schedule

All year

Evidence of Completion

Student data, classroom visits

Plan to Monitor Effectiveness of G1.B2.S1

Voyager Passport Checkpoints

Person or Persons Responsible

Classroom Teachers, Reading Resource teacher

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Monthly Data meetings

G1.B3 Instructional time lost/misused during literacy block

G1.B3.S1 Protected literacy block

Action Step 1

Protected ELA block

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Kindergarten: 120 minutes 1st Grade: 135 minutes 2nd Grade: 130 minutes 3rd Grade: 150 minutes 4th Grade: 170 minutes 5th Grade: 160 minutes

Evidence of Completion

School Schedule

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Protected ELA block, specified in the master schedule

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

All year

Evidence of Completion

Daily Schedule

Plan to Monitor Effectiveness of G1.B3.S1

Discovery Assessment

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013, November 2013, March 2014

Evidence of Completion

Proficiency as set by Discovery Education

G2. By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Math will increase by 3% as measured by School Grade report

G2.B1 A large amount of students in our school are borderline achievement level 3's which will make it hard to give extra support to all of these students.

G2.B1.S1 Implementing Acaletics with fidelity.

Action Step 1

Acaletics

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

All Year

Evidence of Completion

Acaletics Comprehensive Pre/Post Assessment

Facilitator:

Nicole McClain

Participants:

Teachers

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

Acaletics Math Club

Person or Persons Responsible

Nicole McClain, Barbara Jones, April Barnhardt

Target Dates or Schedule

All year

Evidence of Completion

Acaletics Comprehensive Pre/Post Assessment

Plan to Monitor Effectiveness of G2.B1.S1

Acaletics Math Club

Person or Persons Responsible

Nicole McClain, Barbara Jones, April Barnhardt

Target Dates or Schedule

All Year

Evidence of Completion

Final Acaletics Comprehensive Pre/Post Assessment

G2.B2 Struggling with mastery of foundational math skills and providing time for explicit and pervasive math vocabulary instruction.

G2.B2.S1 Daily reinforcement of fractional concepts & decoding of word problems

Action Step 1

Daily exposure and scaffolding of decoding word problems

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

All Year

Evidence of Completion

Teacher Lesson Plans

Facilitator:

Nicole McClain

Participants:

Teachers

Action Step 2

Daily discussion and exposure to fractions

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

All Year

Evidence of Completion

Teacher Lesson Plans

Facilitator:

Nicole McClain

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Fractional Concepts & Word Problem Decoding

Person or Persons Responsible

Teachers, Math Resource Teacher, Administration

Target Dates or Schedule

All Year

Evidence of Completion

Mid-Month Benchmark Checkpoint, Monthly Benchmark Assessments

Plan to Monitor Effectiveness of G2.B2.S1

Fractional Concepts & Word Problem Decoding

Person or Persons Responsible

Teachers, Math Resource Teacher, Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Mid-Month Benchmark Check, Monthly Benchmark Assessments

G2.B2.S2 Homogeneous grouping for math, which will provide small class sizes and allow time to focus on those fundamental skills.

Action Step 1

Homogeneous grouping

Person or Persons Responsible

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Class Lists

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Homogeneous Grouping

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

All Year

Evidence of Completion

Class Lists

Plan to Monitor Effectiveness of G2.B2.S2

Homogeneous Grouping

Person or Persons Responsible

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Class Lists, Benchmark Assessments, Acaletics Comprehensive Pre/Post Assessment

G3. By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Science will increase by 3% as measured by School Grade report.

G3.B1 Not having background knowledge in science.

G3.B1.S1 Utilize Edu Smart and Brain Pop to increase content knowledge

Action Step 1

Edu Smart & Brain Pop

Person or Persons Responsible

Classroom Teachers and Science Lab teacher

Target Dates or Schedule

All Year

Evidence of Completion

Teacher Lesson Plans

Facilitator:

Molly Garrett, Nicole McClain

Participants:

Teachers

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

Edu Smart & Brain Pop

Person or Persons Responsible

Math Resource teacher, Administration

Target Dates or Schedule

All Year

Evidence of Completion

Teacher Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S1

Edu Smart & Brain Pop

Person or Persons Responsible

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Discovery Assessment

G3.B2 Not having basic skills in reading and math.

G3.B2.S1 Reading in the content area

Action Step 1

Reading in the Content area

Person or Persons Responsible

Classroom Teachers, Science Lab teacher

Target Dates or Schedule

All Year

Evidence of Completion

Teacher Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Reading in the Content area

Person or Persons Responsible

Reading Resource Teacher, Administration

Target Dates or Schedule

All Year

Evidence of Completion

Teacher Lesson Plans

Plan to Monitor Effectiveness of G3.B2.S1

Discovery Science Assessment

Person or Persons Responsible

Classroom teachers, Science Lab teacher, Math resource teacher, Reading resource teacher

Target Dates or Schedule

August 2013, November 2013, March 2014

Evidence of Completion

Proficiency as set by Discovery Education

G3.B3 Lack of support staff

G3.B3.S1 Hire more support staff

Action Step 1

Support staff to assist in interventions

Person or Persons Responsible

Para professionals

Target Dates or Schedule

All Year

Evidence of Completion

Staff List

Facilitator:

Elizabeth Anderson

Participants:

New Staff

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Support Staff

Person or Persons Responsible

Adminirtration

Target Dates or Schedule

All Year

Evidence of Completion

Lesson Plans, scheduling

Plan to Monitor Effectiveness of G3.B3.S1

Support Staff

Person or Persons Responsible

Administration

Target Dates or Schedule

All Year

Evidence of Completion

Discovery Assessments

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. By the end of the school year, the lowest quartile students and students with varying exceptionalities will make learning gains on the FCAT 2.0 in all tested subject areas with and increase of 3% as measured by School Grade report.

G4.B1 Curriculum moving fast and students struggling to keep up.

G4.B1.S1 Homogeneous grouping

Action Step 1

Homogeneous grouping

Person or Persons Responsible

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Class Lists

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

Homogeneous Grouping

Person or Persons Responsible

Administration, Resource Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Class Lists

Plan to Monitor Effectiveness of G4.B1.S1

Homogeneous Grouping

Person or Persons Responsible

Teacher

Target Dates or Schedule

All Year

Evidence of Completion

Class Lists

G4.B1.S2 Small group intervention

Action Step 1

Voyager Passport

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Bi-monthly checkpoints

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Voyager Passport

Person or Persons Responsible

Elizabeth Anderson

Target Dates or Schedule

Monthly

Evidence of Completion

Bi-monthly checkpoint data

Plan to Monitor Effectiveness of G4.B1.S2

Voyager Passport

Person or Persons Responsible

Classroom Teachers, Reading resource teacher

Target Dates or Schedule

All Year

Evidence of Completion

Bi-monthly checkpoints, monthly data meetings

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Differentiated Instructions Techniques

Person or Persons Responsible

Resource teachers, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher Lesson Plans, classroom walk throughs

Plan to Monitor Effectiveness of G4.B1.S3

Using a variety of differentiated instruction techniques, including, but not limited to, small group instruction, leveled texts, flexible seating, alternative assignments, use of graphic organizers, etc.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Teacher Lesson Plans

G5. Increase parental involvement in order to promote awareness on an academic and social level.

G5.B1 Parent participation limited because of work schedules as well as their lack of transportation.

G5.B1.S1 Conferencing with parents through different modes of delivery methods (phone, face-to-face conferences at different hours, home visits).

Action Step 1

Conferencing

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

All Year

Evidence of Completion

Title I Conference Logs

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

Conferencing

Person or Persons Responsible

Title I Facilitator, Administration

Target Dates or Schedule

All Year

Evidence of Completion

Title I Conference Logs

Plan to Monitor Effectiveness of G5.B1.S1

Parent Surveys

Person or Persons Responsible

Title I Facilitator

Target Dates or Schedule

After Conferences

Evidence of Completion

Parent Surveys

G5.B2 Parents may lack the knowledge that the students need to acquire to be successful.

G5.B2.S1 Offering multiple parent nights as well as sending home letters that addresses student issues.

Action Step 1

Parent Involvement Nights

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

August 2013, November 2013, February 2104, April 2014

Evidence of Completion

Family Night Agendas

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

Parent Involvement Nights

Person or Persons Responsible

Title I Facilitator

Target Dates or Schedule

August 2013, November 2013, February 2014, April 2014

Evidence of Completion

Family Night Agendas, Title I paperwork

Plan to Monitor Effectiveness of G5.B2.S1

Parent Involvement Nights

Person or Persons Responsible

Title I Facilitator

Target Dates or Schedule

August 2013, November 2013, February 2014, April 2014

Evidence of Completion

Parent Surveys, Parent Participation

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

All federal, state, and local funds, services, and programs will be integrated in the school in various ways.
• Salaries for academic support personnel such as reading, science, math resource teachers and academic support paraprofessionals
• Purchase instructional materials to support reading, science, writing, and math instruction.
• Purchase instructional materials to assist with small group intensive instruction for struggling students.
• Provide instructional materials and supplies for afterschool tutorial programs
• Provide resources for professional development
• Provide access to progress monitoring technology that enable teachers to disaggregate progress-monitoring data and communicate this information to students and parents. This data will also assist teachers with making data driven instructional decisions to address student skill mastery.

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. By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Reading and 4.0 on FCAT Writes, will increase by 3% as measured by School Grade report.

G1.B1 Lack of engagement with text.

G1.B1.S1 Use of content area texts at student reading levels -science and social studies.

PD Opportunity 1

Scholastic Weekly News, Studies Weekly, iStation

Facilitator

Elizabeth Anderson

Participants

Teachers

Target Dates or Schedule

All year

Evidence of Completion

On-going progress monitoring. Data analysis of Discovery Assessments Team meetings with administration to determine effectiveness of strategies.

G1.B2 Interventions do not address specific student needs.

G1.B2.S1 Teacher led small group intervention using Voyager Passport

PD Opportunity 1

Use of Voyager Passport

Facilitator

Elizabeth Anderson

Participants

Classroom teachers

Target Dates or Schedule

All year

Evidence of Completion

Bi-monthly checkpoints to assess student progress

G2. By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Math will increase by 3% as measured by School Grade report

G2.B1 A large amount of students in our school are borderline achievement level 3's which will make it hard to give extra support to all of these students.

G2.B1.S1 Implementing Acaletics with fidelity.

PD Opportunity 1

Acaletics

Facilitator

Nicole McClain

Participants

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Acaletics Comprehensive Pre/Post Assessment

G2.B2 Struggling with mastery of foundational math skills and providing time for explicit and pervasive math vocabulary instruction.

G2.B2.S1 Daily reinforcement of fractional concepts & decoding of word problems

PD Opportunity 1

Daily exposure and scaffolding of decoding word problems

Facilitator

Nicole McClain

Participants

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Teacher Lesson Plans

PD Opportunity 2

Daily discussion and exposure to fractions

Facilitator

Nicole McClain

Participants

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Teacher Lesson Plans

G3. By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Science will increase by 3% as measured by School Grade report.

G3.B1 Not having background knowledge in science.

G3.B1.S1 Utilize Edu Smart and Brain Pop to increase content knowledge

PD Opportunity 1

Edu Smart & Brain Pop

Facilitator

Molly Garrett, Nicole McClain

Participants

Teachers

Target Dates or Schedule

All Year

Evidence of Completion

Teacher Lesson Plans

G3.B3 Lack of support staff

G3.B3.S1 Hire more support staff

PD Opportunity 1

Support staff to assist in interventions

Facilitator

Elizabeth Anderson

Participants

New Staff

Target Dates or Schedule

All Year

Evidence of Completion

Staff List

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Reading and 4.0 on FCAT Writes, will increase by 3% as measured by School Grade report.	$8,946
G2.	By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Math will increase by 3% as measured by School Grade report	$36,500
G3.	By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Science will increase by 3% as measured by School Grade report.	$212,049
	Total	$257,495

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Personnel	Total
Curriculum 5100	$8,946	$0	$0	$8,946
Title I	$0	$36,500	$212,049	$248,549
Total	$8,946	$36,500	$212,049	$257,495

Budget Details

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

G1. By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Reading and 4.0 on FCAT Writes, will increase by 3% as measured by School Grade report.

G1.B2 Interventions do not address specific student needs.

G1.B2.S1 Teacher led small group intervention using Voyager Passport

Action Step 1

Use of Voyager Passport

Resource Type

Evidence-Based Program

Resource

Voyager Passport

Funding Source

Curriculum 5100

Amount Needed

$8,946

G2. By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Math will increase by 3% as measured by School Grade report

G2.B1 A large amount of students in our school are borderline achievement level 3's which will make it hard to give extra support to all of these students.

G2.B1.S1 Implementing Acaletics with fidelity.

Action Step 1

Acaletics

Resource Type

Professional Development

Resource

Acaletics

Funding Source

Title I

Amount Needed

$36,500

G3. By the end of the school year, students scoring Achievement Level 3 on the FCAT 2.0 in Science will increase by 3% as measured by School Grade report.

G3.B3 Lack of support staff

G3.B3.S1 Hire more support staff

Action Step 1

Support staff to assist in interventions

Resource Type

Personnel

Resource

Academic paras will work in classrooms during intervention time and help with small group instruction; Resource staff will help support instruction through leading PLC's, modeling lessons, and teaching.

Funding Source

Title I

Amount Needed

$212,049