2013-2014 SCHOOL IMPROVEMENT PLAN

Mckeel Elementary Academy

411 FLORIDA AVE N
Lakeland, FL 33801
863-499-1287
http://www.mckeelelementary.com/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	14%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	27%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Mckeel Elementary Academy

Principal
Michele Spurgeon

School Advisory Council chair

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

Name	Title
Judy Chisholm	Kindergarten Team Leader
Kathy Gilbertsen	1st Grade Team Leader
Joette Burse	2nd Grade Team Leader
Brittani O'Connor	3rd Grade Team Leader
Charla Stephenson	4th Grade Team Leader
Michelle Poppell	5th Grade Teacher
Lisa Hancock	6th Grade Teacher
Angela Massung	ESE Facilitator
Kelly Seeber	Assistant Principal
Michele Spurgeon	Principal
Cassandra Castro	Technology/Gifted Teacher

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

Involvement of the SAC in the development of the SIP

Activities of the SAC for the upcoming school year

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
Not 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:

Michele Spurgeon

Principal	Years as Administrator: 7	Years at Current School: 7

Credentials	BS Elementary Education MS Educational Leadership Certified: Grades 1-6, Grades K-6, ESOL Endorsed, Educational Leadership
Performance Record	2012 2013 School Grade A A Rdg Mastery 88% 82% Rdg Lrng Gains 73% 73% Rdg Lwst 25% 73% 73% Math Mastery 79% 71% Math Lrng Gains 67% 63% Math Lowest 25% 67% 63% Writing 88% 65% Science 65% 56%

Kelly Seeber		
Asst Principal	Years as Administrator: 3	Years at Current School: 9
Credentials	BS Elementary Education MS Educational Leadership Certified: Age 3-grade 3 Grades 1-6 ESOL Endorsed Educational Leadership	
Performance Record	2012 2013 School Grade A A Rdg Mastery 88% 82% Rdg Lrng Gains 73% 73% Rdg Lwst 25% 73% 73% Math Mastery 79% 71% Math Lrng Gains 67% 63% Math Lowest 25% 67% 63% Writing 88% 65% Science 65% 56%	

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

26

 # receiving effective rating or higher

0%

 # Highly Qualified Teachers

100%

 # certified in-field

25, 96%

 # ESOL endorsed

21, 81%

 # reading endorsed
1, 4%

 # with advanced degrees
8, 31%

 # National Board Certified
1, 4%

 # first-year teachers
1, 4%

 # with 1-5 years of experience
8, 31%

 # with 6-14 years of experience
12, 46%

 # with 15 or more years of experience
5, 19%

Education Paraprofessionals

# of paraprofessionals
6

 # Highly Qualified
6, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

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

Strategies used to recruit: Post on school websites, Post on Teacher-to-Teacher website, Notify local career placement with various area colleges
Strategies used to retain staff: Ask teachers to participate in development or implementation of significant changes to the school, Open door policies with management, Teacher buy in, Team development, End-of-Month Celebrations to recognize staff for their hard work, Quarterly Gatherings (Fat Friday's)

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

Teachers who are new to teaching or new to our school are paired with the Team Leader from their grade level. Team Leaders are selected because they have experience in the grade level and content area. They also possess leadership qualities. The Team Leaders are responsible for communicating the school expectations, procedures, and policies to the new 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

Data-based problem solving for the implementation and monitoring of the SIP and MTSS structures begins in grade-level Professional Learning Communities. Current classroom data is reviewed to address the effectiveness of the core instruction and to determine which students are in need of interventions. A need for additional support is documented and provided to the School-based Leadership team. The role of the school-based Leadership Team in the development and implementation of the school improvement plan is to assess the alignment of school practices with student performance goals and having students meeting or exceeding grade level expectations. Data is reviewed and analyzed and an action plan is put in place for students not academically or behaviorally performing successfully.

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

Principal/Assistant Principal - Provides a common vision for the use of data-based, decision-making and ensures that the school-based team is implementing the intervention process accordingly. Participates in student data collection, and collaborates with general education teachers, and ESE teachers about the appropriate
interventions available at the school site. Assists teachers in communicating the type and frequency of instruction and interventions provided to students through parent/teacher/student conferences.
Technology Specialist: Facilitates and supports data collection activities; assists in data
analysis; provides professional development and technical assistance to teachers regarding data based instructional planning.
ESE Facilitator - ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. Facilitates and supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
School Psychologist - Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides assistance for problem-solving activities including data collection, data analysis, and intervention planning.
Grade Level Team Leaders-Share data between grade level teams and the MTSS team. Propose students who are in need of an intervention plan and coordinate setting up meetings for individual students.

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

The Team helps set clear expectations for instruction keeping in mind the need for rigor, relevance, and relationship in all teaching. The team utilizes monthly meetings and data collection activities to monitor the fidelity of the school's MTSS and SIP. The team analyzes all data and all students in the intervention process to ensure the students are being provided interventions and progress monitoring is being implemented with fidelity.

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 from the following sources and management systems are used to monitor the effectiveness of core and supplemental supports: Discovery, FCAT, Think Central, Jupiter Ed, Canvas, Individual Reading Inventories, FLKRS

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

Professional Development will be provided at the summer preplanning session to assist with staff understanding of MTSS. Throughout the school year professional development will be provided on accessing and understanding the data that is generated.

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: 960

Students are offered intervention in either reading or math content areas for eight weeks after school usually during the second nine weeks. Both online learning websites and a variety of hands on teacher resources are used.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The after school tutoring program is offered to the lowest 25% population based on previous standardized and Discovery testing scores. Pre and post tests are completed in order to track progress of students during the program. Informal assessments are also completed during tutoring discussion.

Who is responsible for monitoring implementation of this strategy?

Classroom teachers who are involved in the program are responsible for implementing this intervention strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Judy Chisholm	Kindergarten Team Leader
Kathy Gilbertsen	First Grade Team Leader

Name	Title
Joette Burse	Second Grade Team Leader
Brittani O'Connor	Third Grade Team Leader
Charla Stephenson	Fourth Grade Team Leader
Michelle Poppell	Fifth Grade Team Leader
Lisa Hancock	Sixth Grade Team Leader
Michele Spurgeon	Principal
Kelly Seeber	Assistant Principal
Angela Massung	ESE Facilitator
Cassandra Castro	Technology/Gifted Teacher

How the school-based LLT functions

The LLT will meet monthly to discuss the language arts curriculum and the implementation of that curriculum. The LLT members will serve as liaisons to the rest of the staff, bringing information to grade level teams, as well as holding training throughout the year.

Major initiatives of the LLT

Provide professional development for staff
Align curriculum with Common Core Standards (grades 2-6)
Ensure assessments are administered ongoing and data is used to plan quality differentiated instruction
Implementation of non-fiction reading strategies

Every Teacher Contributes to Reading Instruction

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

Teachers are implementing the Primary Comprehension Toolkit by Stephanie Harvey and Anne Goudvis in order to ensure that all students obtain the basic foundations for reading comprehension. Our sixth grade team integrates reading instruction into all other content areas, particularly in science and social studies with the weekly current events. Individual student needs are met in small groups settings where teachers work with students on specific reading skills and strategies on their instruction level. Students are given support and the content of the reading is broken down into smaller manageable portions.

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

The administration and leadership team at McKeel Elementary Academy pride itself in providing a smooth and proficient transition for incoming Kindergarten students and families. The annual Kindergarten Round-up
event is one in which a variety of staff members help organize, and parents and students are given the opportunity to meet teachers, tour the school, and are given pertinent information and resources to better help their child successfully transition into the Kindergarten classroom.
Furthermore, kindergarten teachers meet with each child during the spring or summer prior to school starting in the fall, using a Pre-Kindergarten Screener, in order to evaluate the child's current academic levels and status. Following this evaluation process, teachers then communicate the student's progress

with their parents, and provide specific and precise strategies for any areas requiring additional preparation which would give aide in the success of this crucial transition.

College and Career Readiness

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

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

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

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	82%	No	84%
American Indian				
Asian				
Black/African American	75%	63%	No	78%
Hispanic	92%	87%	No	93%
White	81%	82%	Yes	83%
English language learners				
Students with disabilities				
Economically disadvantaged	66%	66%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	28%	30%
Students scoring at or above Achievement Level 4	98	53%	55%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		73%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		73%	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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	44	65%	67%
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	87%	71%	No	88%
American Indian				
Asian				
Black/African American	67%	42%	No	70%
Hispanic	88%	73%	No	89%
White	88%	73%	No	90%
English language learners				
Students with disabilities				
Economically disadvantaged	76%	58%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	31%	33%
Students scoring at or above Achievement Level 4	74	40%	42%

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			

Learning Gains

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

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	17	26%	28%
Students scoring at or above Achievement Level 4	20	31%	33%

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			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	9	3%	3%
Students retained, pursuant to s. 1008.25, F.S.	1	0%	0%
Students who are not proficient in reading by third grade	1	0%	0%
Students who receive two or more behavior referrals	8	2%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

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

Parents will participate in school events (grade level parent nights, open house, spring family night) during the 2013-2014 school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental involvement		65%	70%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase student ability to use scientific knowledge in order to apply science situations to real life examples.

G2. Increase student ability to elaborate in writing.

G3. Provide specific strategies for word problems in order to justify answers.

G4. Staff will utilize comprehension instructional strategies with fidelity.

Goals Detail

G1. Increase student ability to use scientific knowledge in order to apply science situations to real life examples.

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Below is a list of current science resources used: Science A-Z texts, FCAT Explorer online simulations and content practice, FCAT Focus texts and assessments, and hands-on lab investigations

Targeted Barriers to Achieving the Goal

- Lack of background knowledge in order to relate one scientific situation to another.

Plan to Monitor Progress Toward the Goal

Monitoring progress of plan to build background knowledge of struggling students in science.

Person or Persons Responsible
Classroom teacher and ESE facilitator

Target Dates or Schedule:
First semester and quarterly progress meetings with ESE facilitator if needed

Evidence of Completion:
Documentation in teacher lesson plans, FCAT focus assessment scores, and graphs/charts used to monitor progress with ESE facilitator.

G2. Increase student ability to elaborate in writing.

Targets Supported
- Writing

Resources Available to Support the Goal
- Melissa Forney Writing

Targeted Barriers to Achieving the Goal
- Some students are only able to write basic sentences.

Plan to Monitor Progress Toward the Goal

Check student responses

Person or Persons Responsible
Teachers

Target Dates or Schedule:
As needed

Evidence of Completion:
Student written responses

G3. Provide specific strategies for word problems in order to justify answers.

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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- Think Central
- IXL
- FCAT Explorer
- FCAT Focus

Targeted Barriers to Achieving the Goal
- Deficiency in math fact knowledge
- Unable to break down and decode the multi step problems

Plan to Monitor Progress Toward the Goal

Progress monitoring of multi-step word problems

Person or Persons Responsible
teachers/students

Target Dates or Schedule:
Daily

Evidence of Completion:
Daily practice problems and students scoring 80% on chapter quizzes/tests to show mastery

G4. Staff will utilize comprehension instructional strategies with fidelity.

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

Resources Available to Support the Goal
- Primary Comprehension Toolkit

- Read for Real

- Zoom In

- FCAT Focus

- FCAT Explorer

- Elements of Reading Comprehension

- RAZ Kids

Targeted Barriers to Achieving the Goal
- Attendance

- Lack of Parental Involvement and support

- New Reading Curriculum- Primary Comprehension Toolkit

Plan to Monitor Progress Toward the Goal

Quarterly reports monitored for improvement in attaining the attendance goal.

Person or Persons Responsible
Administration,classroom teachers

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Quarterly reports

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student ability to use scientific knowledge in order to apply science situations to real life examples.

G1.B1 Lack of background knowledge in order to relate one scientific situation to another.

G1.B1.S1 Develop a plan to fill academic gaps from lower grade levels prior to students arriving in upper elementary years to offer background knowledge and familiarity to scientific terms used in lab situations.

Action Step 1

Develop a plan to eliminate academic gaps in science background knowledge prior to students arriving in upper elementary grades.

Person or Persons Responsible

Certified Teachers

Target Dates or Schedule

Once pretests are completed to identify the gaps, the plan should begin during the first semester.

Evidence of Completion

Utilize progress monitoring through documentation in teacher lesson plans of intervention provided and assessment through FCAT focus to identify if struggling students can apply scientific knowledge to real world examples.

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

Monitor plan development for building scientific background knowledge in real world situations.

Person or Persons Responsible

Classroom teacher and ESE facilitator

Target Dates or Schedule

Quarterly after first semester plan is complete

Evidence of Completion

Progress monitoring through FCAT focus assessments, teacher documentation on lesson plans of intervention, and meetings with ESE facilitator to show progress through charts and graphs.

Plan to Monitor Effectiveness of G1.B1.S1

Progress monitoring for struggling student in science who lack background knowledge for application of real world situations.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Pretest/informal assessments in first nine weeks and progress monitoring during first semester

Evidence of Completion

FCAT focus assessment scores and documentation on teacher lesson plans of intervention

G2. Increase student ability to elaborate in writing.

G2.B1 Some students are only able to write basic sentences.

G2.B1.S1 Writing enrichment is provided for some students.

Action Step 1

Small writing enrichment groups

Person or Persons Responsible

Ms. Backes

Target Dates or Schedule

Once a week

Evidence of Completion

Lesson plans

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

Check lesson plans

Person or Persons Responsible

LLT, Administration

Target Dates or Schedule

As needed

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G2.B1.S1

Check student work

Person or Persons Responsible

Teachers

Target Dates or Schedule

As needed

Evidence of Completion

Student written responses

G2.B1.S2 Teachers use Melissa Forney materials to increase student vocabulary.

Action Step 1

Utilize Melissa Forney writing resources

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student written responses

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Review lesson plans

Person or Persons Responsible

LLT, Administration

Target Dates or Schedule

As needed

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G2.B1.S2

Check for student understanding

Person or Persons Responsible

Teachers

Target Dates or Schedule

As needed

Evidence of Completion

Student written assessments and teacher observation

G2.B1.S3 Teachers model writing detailed sentences and paragraphs.

Action Step 1

Model writing detailed sentences and paragraphs

Person or Persons Responsible

Teachers

Target Dates or Schedule

As needed

Evidence of Completion

Observation and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Check lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

As needed

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G2.B1.S3

Check students written responses

Person or Persons Responsible

Teachers

Target Dates or Schedule

As needed

Evidence of Completion

Student written responses

G2.B1.S4 Students write elaborated responses across the content areas.

Action Step 1

Write across the content areas

Person or Persons Responsible

Students

Target Dates or Schedule

As needed

Evidence of Completion

Student written responses

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

As needed

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G2.B1.S4

Check student written responses

Person or Persons Responsible

Teachers

Target Dates or Schedule

As needed

Evidence of Completion

Student written responses

G3. Provide specific strategies for word problems in order to justify answers.

G3.B1 Deficiency in math fact knowledge

G3.B1.S1 Students will be tested weekly on grade level appropriate math facts.

Action Step 1

Students will be tested weekly on grade level appropriate math facts.

Person or Persons Responsible

Students

Target Dates or Schedule

Weekly

Evidence of Completion

Students will earn a score of 85% or higher to demonstrate mastery.

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

Documented in lesson plans

Person or Persons Responsible

Teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Excel spreadsheet documenting student scores

Plan to Monitor Effectiveness of G3.B1.S1

Math facts scores are approving based on grade level appropriateness

Person or Persons Responsible

Students/Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Excel spreadsheet of student math facts scores

G3.B2 Unable to break down and decode the multi step problems

G3.B2.S1 Teachers will provide students with step by step process.

Action Step 1

Students will learn how to break multi-step problems into small chunks in order to solve

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily during problem solving practice of math lessons

Evidence of Completion

Variety of strategies documented in lesson plans and small group activities for struggling students

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

Step by step problem solving strategies will be documented in teacher lesson plans

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Informal assessment scores, teacher lesson plans, and formal assessment scores

Plan to Monitor Effectiveness of G3.B2.S1

Making progress by accurately solving multi-step word problems

Person or Persons Responsible

Teachers/Students

Target Dates or Schedule

Daily

Evidence of Completion

Daily practice problems and students scoring 80% on chapter quizzes/tests to show mastery

G4. Staff will utilize comprehension instructional strategies with fidelity.

G4.B1 Attendance

G4.B1.S1 Initiate various attendance incentives in order to promote student attendance.

Action Step 1

Reward system for attendance

Person or Persons Responsible

Classroom students, administration, students

Target Dates or Schedule

Quarterly

Evidence of Completion

Reward days planned school wide

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

Incorporate into the Student Handbook

Person or Persons Responsible

Classroom Teacher, Administration, students

Target Dates or Schedule

Quarterly

Evidence of Completion

Reward days planned school wide

Plan to Monitor Effectiveness of G4.B1.S1

Utilize attendance reports for each quarter to monitor progress in meeting attendance goal.

Person or Persons Responsible

Administration, classroom teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Reports pulled quarterly

G4.B2 Lack of Parental Involvement and support

G4.B2.S1 Staff members will conference with parents of each student who struggle to meet reading performance standards.

Action Step 1

Conference

Person or Persons Responsible

Staff members, parents, and students

Target Dates or Schedule

As needed

Evidence of Completion

Anecdotal records

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Conference logs

Person or Persons Responsible

LLT, classroom teachers, administration

Target Dates or Schedule

As needed

Evidence of Completion

Anecdotal records

Plan to Monitor Effectiveness of G4.B2.S1

Progress monitoring

Person or Persons Responsible

Classroom teacher, LLT, administration

Target Dates or Schedule

As needed

Evidence of Completion

Observations

G4.B3 New Reading Curriculum- Primary Comprehension Toolkit

G4.B3.S1 Provide Professional development and training will be provided for teachers to adequately instruct students utilizing the new Reading Comprehension Toolkit.

Action Step 1

Professional Development

Person or Persons Responsible

Curriculum Specialist Tara Dunsford

Target Dates or Schedule

After school Training

Evidence of Completion

Training for all instructional staff members

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Professional Development training

Person or Persons Responsible

Administration, classroom teachers, curriculum specialists

Target Dates or Schedule

First semester

Evidence of Completion

Ongoing meetings with teams, administration, and curriculum specialists to monitor implementation of new curriculum. Follow up trainings as teacher needs arise.

Plan to Monitor Effectiveness of G4.B3.S1

Utilize teacher anecdotal records to monitor student improvement.

Person or Persons Responsible

Classroom teacher, administration, curriculum specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Student gains in achievement in classroom reading activities.

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

Federal, state, and local funds are used to enhance the school through resources, professional development, and other areas to meet the needs of students.

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.

Appendix 2: Budget to Support School Improvement Goals