



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Gocio Elementary School**

3450 GOCIO RD

Sarasota, FL 34235

941-361-6405

[www.sarasotacountyschools.net/gocio](http://www.sarasotacountyschools.net/gocio)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 86%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 75%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> A
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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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

Gocio Elementary School

##### Principal

Pamela Buchanan

##### School Advisory Council chair

Robert Kanotz

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

Name	Title
Pamela Buchanan	Principal
Mary Rozelle	Assistant Principal
Robert Kanotz	Kindergarten Leader
Tamara Ellis	First Grade Leader
Angela Smithson	Second Grade Leader
Kelli Hradek	Third Grade Leader
Julie Harrell	Fourth Grade Leader
Amy Baldwin	Fifth Grade Leader
Dawn Burns	Specials Team Leader
Sarah Swasey	Support Team Leader

#### District-Level Information

##### District

Sarasota

##### Superintendent

Mrs. Lori White

##### Date of school board approval of SIP

11/19/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

The School Advisory Council is composed of the principal and a balanced number of teachers, parents, and other business and community citizens who are representative of the ethnic/ racial and socioeconomic community served by the school.

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

The SAC meets monthly to advise the principal on various school operations, including budget, academic programs, parent involvement activities, positive behavior support and more. The SAC also review the school-wide assessment data to determine the academic needs of the students.

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

The SAC meets monthly to discuss and provide guidance for school activities including Title I and Parent Involvement activities. The SAC also reviews/revises school policies and procedures.

**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**

We will continue to recruit parents from varying ethnicities.

**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:**

**Pamela Buchanan**

Principal

Years as Administrator: 14

Years at Current School: 3

**Credentials**

Ed.D. Educational Leadership; Ed.S. in Ed.Leadership; M.Ed. in Elementary Education;  
ESOL Certified, Elementary Ed. 1- 6, School Principalship, K-12 Reading K-12

**Performance Record**

In Palm Beach County moved school from C to A and met AYP criteria at a Title I school. In Sarasota County, maintained an A school for five consecutive years. Englewood Elem. Principal 2009-2010 Grade: A,

Reading Mastery:

89%, Math mastery: 81%,

Science Mastery: 78%. Writing

Mastery: 89%, AYP:

97%, we did not

make AYP in math.

Gocio Elem. 2010-11, maintained an A rating. Percentage meeting High Standards: Reading 72%, Math 77%, Writing 97%, Science 58%, Did not make AYP. 2011-12, Grade B, Reading Proficiency 53%, Reading Learning Gains 66%, Lowest 25% making learning gains 71%, Math Proficiency 50%, Math Learning Gains 60%, Lowest 25% making learning gains 59%, Science Proficiency 55%, Writing Proficiency 84%. 2012-13, Grade C; Reading Proficiency 47%, Reading Learning Gains 56%, Math Proficiency 39%, Math Learning Gains 51%, Science Proficiency 43%



**Mary P. Rozelle**

Asst Principal

Years as Administrator: 9

Years at Current School: 9

**Credentials**

M.A. and B.A.in Education from the University of Florida;  
Educational Leadership certification from the University of South Florida. Certified School Principal (All Levels)Elementary Ed. K-6, ESOL, ESE K-12

**Performance Record**

Assistant Principal at Gocio Elementary from 2004 - 2010. 2009-2010 Grade: A, Reading Mastery: 72%, Math mastery: 77%, Science Mastery: 55%.Writing Mastery: 87%, AYP: 74%, we did not make AYP in reading or math (total pop.).2008-2009: Grade: A, Reading Mastery: 80%, Math mastery: 83%, Science Mastery: 60%.Writing Mastery: 96%, AYP: 97%, SWD did not make AYP in reading. 2007-2008: Grade: A, Reading Mastery 77%, Math Mastery 79%, Science Mastery 45%. Writing Mastery 87%, AYP 97%, Only the Black subgroup did not make AYP in reading. 2012-13, Grade C; Reading Proficiency 47%, Reading Learning Gains 56%, Math Proficiency 39%, Math Learning Gains 51%, Science Proficiency 43%

**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**

51

**# receiving effective rating or higher**

51, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

45, 88%

**# ESOL endorsed**

47, 92%

**# reading endorsed**

6, 12%

**# with advanced degrees**

35, 69%

**# National Board Certified**

0, 0%

**# first-year teachers**

2, 4%

**# with 1-5 years of experience**

6, 12%

**# with 6-14 years of experience**

24, 47%

**# with 15 or more years of experience**

19, 37%

**Education Paraprofessionals****# of paraprofessionals**

11

**# Highly Qualified**

11, 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**

The administration hired staff that were highly qualified and provided recommendations of high levels of performance in their prior schools. We support beginning teachers thru the SCIP Mentoring program. One of our teachers, Julie Collins, is the Lead Mentor. She facilitates meetings and provides

on-going support for the teachers. Each new teacher is assigned a trained SCIP Mentor, who provides support.

### **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**

Provide partnering of new teachers with veteran staff.  
Regular meetings with new teachers following the SCIP mentoring program  
Use of the Teacher Evaluation System

### **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**

The team meets once a week to engage in the following activities: The team will review summative and formative data to identify school, grade, team, and class level academic needs. Individual student information will be reviewed. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions.

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

Pamela Buchanan and Mary Rozelle - Administrative Support  
Tracey Bailey - School Counselor is the Lead Facilitator of the School Wide Support Team and works directly with the Grade Level PSRtI/MTSSS facilitator  
Shannon Dromgool - ESE Liaison is the Lead Facilitator in CARE and participates in student data collection and assists in integrating core instructional/behavioral strategies.  
Kelley Miranda - PSRtI/MTSSS Grade Level Facilitator and assists with team collaboration regarding student progress and data collection for interventions.  
Julie Arone - School Psychologist  
Pedro Melendez - School Social Worker

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

The school-based RTI Leadership Team will employ continuous improvement process to create the SIP as outlined in this document. Input will be gathered from the grade level teams, the SAC and district teams composed of specialists in the areas of instructional need. On a monthly basis, DBLT in collaboration with SBLT will oversee the implementation of the SIP Plan.

#### **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**

The school uses a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics, science and writing is utilized. Further, the school will participate in the FAIR Reading assessment and utilize the Mathematics and Science Benchmark assessments to summarize data for students and review regular writing prompts. The AS400 database is used to document and access information regarding student discipline referrals and suspensions. Classroom behavior charts may be used for individuals with an FBA/BIP to obtain data daily. The PBS Owl Feathers are distributed to individual students exhibiting positive behaviors that are considered to be "above and beyond expectations."

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

At the beginning of the year an overview of Rtl was given to teachers. Ongoing training will continue through collaborative meetings as well as professional development trainings with the grade level PSRtl/MTSSS facilitators. Grade Level PSRtl/MTSSS facilitators also meet individually with teachers to assist in the development of appropriate scientific, researched-based interventions. Additionally, parents are kept aware of the system through SAC, Newsletters, and parent conferences.

**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:** 21,720

We offer a homework assistance and enrichment program through the 21st Century for grades 3-5.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Formative and summative data is collected and monitored throughout the year.

**Who is responsible for monitoring implementation of this strategy?**

School Administration and the Program Manager

**Literacy Leadership Team (LLT)**

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

Name	Title
Pamela Buchanan	Principal

<b>Name</b>	<b>Title</b>
Mary Rozelle	Assistant Principal
Jamie Ward	Reading Teacher
Heidi Kocur	Kindergarten Teacher
Alex Korneyeva	Kindergarten Teacher
Tiffany Schaub	1st Grade Teacher
Angela Smithson	2nd Grade Teacher
Sarah Williams	2nd Grade Teacher
Tymesha Williams	3rd Grade Teacher
Sandy Billingsley	4th Grade Teacher
Karen Erikzon	5th Grade Teacher
Carolyn Spangler	ESE Teacher
Yaritza Cedeno	ESOL Paraprofessional
Elizabeth Martin	Speech Language Pathologist

### **How the school-based LLT functions**

The team meets regularly to discuss the implementation of literacy best practices in the school. Additionally, reading events and celebrations are planned and discussed.

### **Major initiatives of the LLT**

We will implement the new Reading Series and Common Core. The team will plan reading events and celebrations and investigate reading intervention programs.

## **Every Teacher Contributes to Reading Instruction**

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

All grade levels have a 120 minute ELA block. We also have support services for our ESOL and ESE students. Our schedule allows for 30 minutes of Intervention time for students for more reading support. All third grade students that scored a level 1 on FCAT 2.0, receive additional differentiated reading instruction each day.

## **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**

Our school implements a summer screening process to identify student readiness. Gocio also presents a Kindergarten Round-Up for incoming kindergarten 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	61%	47%	No	65%
American Indian				
Asian				
Black/African American	58%	31%	No	62%
Hispanic	53%	45%	No	57%
White	73%	61%	No	75%
English language learners	47%	19%	No	52%
Students with disabilities	42%		No	48%
Economically disadvantaged	58%	43%	No	62%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	98	26%	30%
Students scoring at or above Achievement Level 4	76	21%	24%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	208	56%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	46	50%	54%

**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)	113	48%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	56	24%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	64	27%	63%

**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	79	59%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

**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	58%	39%	No	63%
American Indian				
Asian				
Black/African American	45%	25%	No	51%
Hispanic	55%	38%	No	60%
White	71%	52%	No	74%
English language learners	46%	17%	No	51%
Students with disabilities	39%		No	45%
Economically disadvantaged	55%	36%	No	60%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	98	27%	30%
Students scoring at or above Achievement Level 4	47	13%	18%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	189	51%	55%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	51	55%	59%

**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	34	26%	30%
Students scoring at or above Achievement Level 4	24	19%	23%

**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)	7		9
Participation in STEM-related experiences provided for students	769	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	151	24%	20%
Students retained, pursuant to s. 1008.25, F.S.	37	5%	4%
Students who are not proficient in reading by third grade	17	16%	14%
Students who receive two or more behavior referrals	79	13%	11%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	54	9%	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**

To provide more opportunities for families to attend school wide functions

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase parental involvement	237	34%	38%

## Goals Summary

- G1.** By the year 2014, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.
- G2.** By the year 2014, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.
- G3.** By the year 2014, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.
- G4.** By the year 2014, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.
- G5.** By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay.
- G6.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).

## Goals Detail

**G1.** By the year 2014, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

### Targets Supported

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

### Resources Available to Support the Goal

- Reading Wonders Professional Development, Collaborative Planning and Curriculum Nights

### Targeted Barriers to Achieving the Goal

- Classroom teachers are often focused on remediation

## Plan to Monitor Progress Toward the Goal

Progress Monitoring throughout the year

### Person or Persons Responsible

Administration, teachers

### Target Dates or Schedule:

On-going

### Evidence of Completion:

State and district assessments

**G2.** By the year 2014, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

### Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, 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

- enVision Math program, Professional Development

### Targeted Barriers to Achieving the Goal

- Wide range of ability levels in classroom; Due to the migration of our families, many students arrive on campus working below grade level

## Plan to Monitor Progress Toward the Goal

Quarterly Progress Monitoring meetings

### Person or Persons Responsible

Teachers, administration

### Target Dates or Schedule:

On-going

### Evidence of Completion:

Progress Monitoring data

**G3.** By the year 2014, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

### Targets Supported

### Resources Available to Support the Goal

- Rocket Math Fluency Program

### Targeted Barriers to Achieving the Goal

- Wide range of ability levels in classroom

## Plan to Monitor Progress Toward the Goal

Effectiveness of fluency program

### Person or Persons Responsible

Administration, classroom teachers, math resource teacher

### Target Dates or Schedule:

On-going

### Evidence of Completion:

Fluency data, progress monitoring data

**G4.** By the year 2014, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

### Targets Supported

- Math (Elementary and Middle School, 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

- enVision Math program, Rocket Math Fluency program, SuccessMaker

### Targeted Barriers to Achieving the Goal

- Wide range of ability levels in classrooms

## Plan to Monitor Progress Toward the Goal

Differentiate instruction focus

### Person or Persons Responsible

Classroom teachers, administration

### Target Dates or Schedule:

On-going

### Evidence of Completion:

Progress Monitoring data, lesson plans, observations

**G5.** By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Collaborative Planning, Professional development, District Writing Prompts

### Targeted Barriers to Achieving the Goal

- Lack of a consistent writing program among grade levels

## Plan to Monitor Progress Toward the Goal

State and district writing assessments

### Person or Persons Responsible

Administration

### Target Dates or Schedule:

On-going

### Evidence of Completion:

Increase of number of students scoring 3.5 or higher on the FCAT writing assessment

**G6.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4.5).

### Targets Supported

- Science
- Science - Elementary School

### Resources Available to Support the Goal

- Science on the Specials wheel; Fusion Science K-5; Science Fair; Grade 5 departmentalization; Professional development

### Targeted Barriers to Achieving the Goal

- Consistent science instruction across grade levels

## Plan to Monitor Progress Toward the Goal

Program assessments

### Person or Persons Responsible

Administration, classroom teachers

### Target Dates or Schedule:

On-going

### Evidence of Completion:

State and district assessments; Write Score - Science data; lesson plans and teacher observations

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** By the year 2014, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

**G1.B1** Classroom teachers are often focused on remediation

**G1.B1.S1** On-going professional development to address the new reading series

#### Action Step 1

On-going monitoring of data and lesson plans

##### Person or Persons Responsible

Administration, teachers

##### Target Dates or Schedule

On-going throughout the year

##### Evidence of Completion

Lesson plans, classroom observations, progress monitoring data

#### Action Step 2

On-going monitoring of remediation and intervention strategies

##### Person or Persons Responsible

Administration, teachers

##### Target Dates or Schedule

On-going throughout the year

##### Evidence of Completion

Progress Monitoring data

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

Progress Monitoring meetings; Book study, "Failure is Not an Option" by A.M.Blankstein

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going throughout the year

**Evidence of Completion**

State and district assessments

### Plan to Monitor Effectiveness of G1.B1.S1

Student assessment data results

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Student assessment data

**Evidence of Completion**

Final assessment results

### G1.B1.S2 Scheduling to implement remediation strategies

**Action Step 1**

On-going monitoring

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Progress Monitoring

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

Progress Monitoring, Classroom Walk-thrus

### Person or Persons Responsible

Administration

### Target Dates or Schedule

On-going throughout the year

### Evidence of Completion

Student assessment data results

## Plan to Monitor Effectiveness of G1.B1.S2

District Benchmark assessments

### Person or Persons Responsible

Administration

### Target Dates or Schedule

On-going

### Evidence of Completion

TES observations, assessment results

## G1.B1.S3 Use of text complexity and higher order questioning

### Action Step 1

Fidelity to Reading Wonders

### Person or Persons Responsible

Teachers, Administration

### Target Dates or Schedule

On-going throughout the year

### Evidence of Completion

Lesson Plans, observations, progress monitoring data



## Action Step 2

Reading Wonders implementation

### Person or Persons Responsible

Classroom teachers

### Target Dates or Schedule

Daily throughout the year

### Evidence of Completion

Lesson Plans, Observations

### Facilitator:

Veronica Harty, Suzanne Naiman

### Participants:

Classroom teachers

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

Progress Monitoring

### Person or Persons Responsible

Administration, teachers

### Target Dates or Schedule

On-going throughout the year

### Evidence of Completion

Review of data

## Plan to Monitor Effectiveness of G1.B1.S3

Monitor data

### Person or Persons Responsible

Administration

### Target Dates or Schedule

On-going throughout the year

### Evidence of Completion

Progress monitoring data

## G1.B1.S4 Differentiated instruction during ELA block

### Action Step 1

Differentiated ELA instruction

#### Person or Persons Responsible

Classroom teachers, Administration

#### Target Dates or Schedule

On-going throughout the year

#### Evidence of Completion

Lesson plans, teacher observations

## Plan to Monitor Fidelity of Implementation of G1.B1.S4

Differentiated instruction focus

#### Person or Persons Responsible

Classroom teachers, administration

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Lesson plans, teacher observations

## Plan to Monitor Effectiveness of G1.B1.S4

Differentiated instruction focus

#### Person or Persons Responsible

Teachers, Administration

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Lesson plans, teacher observations

**G2.** By the year 2014, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

**G2.B1** Wide range of ability levels in classroom; Due to the migration of our families, many students arrive on campus working below grade level

**G2.B1.S1** On-going Professional Development and teacher collaborations

**Action Step 1**

Collaborative planning and teacher workshops

**Person or Persons Responsible**

Classroom teachers, administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Lesson plans, teacher observations, progress monitoring data

**Facilitator:**

Angie Su, Ph.D

**Participants:**

Classroom teachers, Grades 3-5

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

Implementation of research-based math strategies

**Person or Persons Responsible**

Classroom teachers, administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Lesson plans, teacher observations

## Plan to Monitor Effectiveness of G2.B1.S1

Progress Monitoring data

### Person or Persons Responsible

Teachers, administration

### Target Dates or Schedule

On-going

### Evidence of Completion

Benchmark tests, FCAT data, formative assessments

**G3.** By the year 2014, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

## G3.B1 Wide range of ability levels in classroom

### G3.B1.S1 Rocket Math Fluency Program implementation

#### Action Step 1

Rocket Math Fluency Program

#### Person or Persons Responsible

Classroom Teachers

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Progress Monitoring data

#### Facilitator:

Mike Dutkiewicz

#### Participants:

Classroom teachers/Support Staff

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

Monitoring of fluency program

**Person or Persons Responsible**

Classroom teachers, administration, math resource teacher

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Fluency data

### Plan to Monitor Effectiveness of G3.B1.S1

Rocket Math Fluency program

**Person or Persons Responsible**

Classroom teachers, administration, math resource teacher

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Fluency data

**G4.** By the year 2014, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

#### **G4.B1** Wide range of ability levels in classrooms

##### **G4.B1.S1** Differentiated instruction; SuccessMaker participation

**Action Step 1**

Differentiated instruction

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Lesson plans, teacher observation

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

Differentiated instruction focus

**Person or Persons Responsible**

Classroom teachers, administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Lesson plans, teacher observation

### Plan to Monitor Effectiveness of G4.B1.S1

Differentiated instruction focus

**Person or Persons Responsible**

Classroom teachers, administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Lesson plans, teacher observations, progress monitoring data

**G5.** By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

**G5.B1** Lack of a consistent writing program among grade levels

**G5.B1.S1** Implementation of Common Core; Cross curricular writing

**Action Step 1**

Cross curricular writing; Professional development

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Writing prompts, teacher collaboration

**Facilitator:**

District

**Participants:**

4th Grade teachers

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

Monitor writing strategies

**Person or Persons Responsible**

Administration, teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Writing assessments, lesson plans, teacher observations

## Plan to Monitor Effectiveness of G5.B1.S1

Writing prompt assessments

### Person or Persons Responsible

Administration, Classroom teachers

### Target Dates or Schedule

On-going

### Evidence of Completion

Writing assessments

**G6.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4.5).

## G6.B1 Consistent science instruction across grade levels

### G6.B1.S1 Integration of Science into ELA block

#### Action Step 1

Team collaboration on Science integration; Science on the Specials wheel; Science committee recommendations

#### Person or Persons Responsible

Classroom teachers, Administration

#### Target Dates or Schedule

On-going

#### Evidence of Completion

Benchmark assessments, lesson plans, teacher observations

#### Facilitator:

Brad Porinchak

#### Participants:

5th Grade Science Teachers



### **Plan to Monitor Fidelity of Implementation of G6.B1.S1**

School - based Science Assessment; Progress Monitoring

**Person or Persons Responsible**

Classroom teachers, administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Assessment data

### **Plan to Monitor Effectiveness of G6.B1.S1**

Progress monitoring data

**Person or Persons Responsible**

Administration, teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

State and district assessments, lesson plans, teacher observation

## Coordination and Integration

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

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

Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, mathematics and science. The district coordinates with Title II in ensuring staff development needs are provided and with Title IV 21st Century Community Learning Centers grants to provide after school programs. The district supports a Migrant Identifier/Recruiter who provides referral services and support to migrant students and families. The ID&R person coordinates with the Title I and other programs to ensure student and family needs are met. The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.

Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. Training is provided to make all teachers highly qualified. Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district. Homeless education case managers provide resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students. The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided. Nutrition Programs, Housing Programs, Head Start, Adult Education, Career and Technical Education, and Job Training do not apply.

## 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 year 2014, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

**G1.B1** Classroom teachers are often focused on remediation

**G1.B1.S3** Use of text complexity and higher order questioning

### **PD Opportunity 1**

Reading Wonders implementation

#### **Facilitator**

Veronica Harty, Suzanne Naiman

#### **Participants**

Classroom teachers

#### **Target Dates or Schedule**

Daily throughout the year

#### **Evidence of Completion**

Lesson Plans, Observations

**G2.** By the year 2014, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

**G2.B1** Wide range of ability levels in classroom; Due to the migration of our families, many students arrive on campus working below grade level

**G2.B1.S1** On-going Professional Development and teacher collaborations

**PD Opportunity 1**

Collaborative planning and teacher workshops

**Facilitator**

Angie Su, Ph.D

**Participants**

Classroom teachers, Grades 3-5

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Lesson plans, teacher observations, progress monitoring data

**G3.** By the year 2014, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

**G3.B1** Wide range of ability levels in classroom

**G3.B1.S1** Rocket Math Fluency Program implementation

**PD Opportunity 1**

Rocket Math Fluency Program

**Facilitator**

Mike Dutkiewicz

**Participants**

Classroom teachers/Support Staff

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Progress Monitoring data

**G5.** By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

**G5.B1** Lack of a consistent writing program among grade levels

**G5.B1.S1** Implementation of Common Core; Cross curricular writing

**PD Opportunity 1**

Cross curricular writing; Professional development

**Facilitator**

District

**Participants**

4th Grade teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Writing prompts, teacher collaboration

**G6.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4.5).

**G6.B1** Consistent science instruction across grade levels

**G6.B1.S1** Integration of Science into ELA block

**PD Opportunity 1**

Team collaboration on Science integration; Science on the Specials wheel; Science committee recommendations

**Facilitator**

Brad Porinchak

**Participants**

5th Grade Science Teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Benchmark assessments, lesson plans, teacher observations

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
Title I	\$0	\$0	\$0
School Based	\$0	\$0	\$0
District	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

### Budget Details

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

**G1.** By the year 2014, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

**G1.B1** Classroom teachers are often focused on remediation

**G1.B1.S3** Use of text complexity and higher order questioning

#### **Action Step 2**

Reading Wonders implementation

#### **Resource Type**

Evidence-Based Program

#### **Resource**

Text Complexity, Close Reading, Fluency, Comprehension strategies

#### **Funding Source**

District

#### **Amount Needed**

\$0

**G2.** By the year 2014, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

**G2.B1** Wide range of ability levels in classroom; Due to the migration of our families, many students arrive on campus working below grade level

**G2.B1.S1** On-going Professional Development and teacher collaborations

**Action Step 1**

Collaborative planning and teacher workshops

**Resource Type**

Professional Development

**Resource**

Project MIND - Math Is Not Difficult

**Funding Source**

Title I

**Amount Needed**

\$0

**G3.** By the year 2014, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

**G3.B1** Wide range of ability levels in classroom

**G3.B1.S1** Rocket Math Fluency Program implementation

**Action Step 1**

Rocket Math Fluency Program

**Resource Type**

Evidence-Based Program

**Resource**

Math Fluency

**Funding Source**

School Based

**Amount Needed**

\$0

**G5.** By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

**G5.B1** Lack of a consistent writing program among grade levels

**G5.B1.S1** Implementation of Common Core; Cross curricular writing

**Action Step 1**

Cross curricular writing; Professional development

**Resource Type**

Evidence-Based Program

**Resource**

Writing strategies

**Funding Source**

Title I

**Amount Needed**

\$0

**G6.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4.5).

**G6.B1** Consistent science instruction across grade levels

**G6.B1.S1** Integration of Science into ELA block

**Action Step 1**

Team collaboration on Science integration; Science on the Specials wheel; Science committee recommendations

**Resource Type**

Evidence-Based Program

**Resource**

Creating Science School-based assessments

**Funding Source**

Title I

**Amount Needed**

\$0