2013-2014 SCHOOL IMPROVEMENT PLAN

Aloma Elementary
2949 SCARLET RD
Winter Park, FL 32792
407-672-3100

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	66%

Alternative/ESE Center	Charter School	Minority Rate
No	No	64%

School Grades History

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

SIP Authority and Template

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

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

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

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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
Aloma Elementary

Principal
Drew A. Hawkins

School Advisory Council chair
Rosanna Rodriguez

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

Name	Title
Drew A. Hawkins	Principal
Kristy McCoy Calegan	Resource Teacher, Reading
Nicole Engler	Staffing Specialist
Luz Moya	Resource Teacher, CCT

District-Level Information

District
Orange

Superintendent
Dr. Barbara M Jenkins

Date of school board approval of SIP
1/28/2014

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 majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The School Advisory Council meets monthly to monitor the progress of the goals of the School Improvement Plan. The SAC Chair attends the district training for SAC to help in the development of the school improvement plan.

Activities of the SAC for the upcoming school year

Our School Advisory Council meetings will be held on the first Tuesday of every month in the morning at 8:00 a.m. on the following dates: September 3, October 1, November 5, December 3, January 7, February 4, March 4, April 1, and May 6.

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

The school improvement allocation for the Budget year 2013-2014 was $0.00.

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

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

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

Administrators

# of administrators
1

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

Administrator Information:

Drew A. Hawkins		
Principal	Years as Administrator: 15	Years at Current School: 4

Credentials	PhD/ School Principal Elementary Education Early Childhood Education
Performance Record	ALOMA ELEMENTARY 2012-2013 Grade B % High Standards in Reading/Math/Writing/Science 68/66/45/52 % Learning Gains in Reading/Math 61/44 % Lowest 25% Learning Gains in Reading/Math 56/25 2011-12 Grade A % High Standards in Reading/Math/Writing/Science 75/73/70/60 % Learning Gains in Reading/Math 72/77 % Lowest 25% Learning Gains in Reading/Math 61/71 2010-11 Grade A % High Standards in Reading/Math/Writing/Science 86/80/88/52 % Learning Gains in Reading/Math 68/65 % Lowest 25% Learning Gains in Reading/Math 73/73 2009-10 Grade C % High Standards in Reading/Math/Writing/Science 83/85/77/65 % Learning Gains in Reading/Math 67/54 % Lowest 25% Learning Gains in Reading/Math 48/45 2008-09 Grade B % High Standards in Reading/Math/Writing/Science 87/91/88/67 % Learning Gains in Reading/Math 74/61 % Lowest 25% Learning Gains in Reading/Math 73/47 LITTLE RIVER ELEMENTARY 2007-08 Grade B % High Standards in Reading/Math/Writing/Science 71/67/86/24 % Learning Gains in Reading/Math 64/60 % Lowest 25% Learning Gains in Reading/Math 67/60 2006-07 Grade B % High Standards in Reading/Math/Writing/Science 61/60/88/21 % Learning Gains in Reading/Math 64/66 % Lowest 25% Learning Gains in Reading/Math 61/77 2005-06 Grade C % High Standards in Reading/Math/Writing 69/58/81 % Learning Gains in Reading/Math 57/60 % Lowest 25% Learning Gains in Reading 53 2004-05

Grade B
% High Standards in Reading/Math/Writing 65/58/88
% Learning Gains in Reading/Math 65/64
% Lowest 25% Learning Gains in Reading 45
2003-04
Grade B
% High Standards in Reading/Math/Writing 64/48/93
% Learning Gains in Reading/Math 65/61
% Lowest 25% Learning Gains in Reading 71
2002-03
Grade A
% High Standards in Reading/Math/Writing 58/49/90
% Learning Gains in Reading/Math 74/66
% Lowest 25% Learning Gains in Reading 77
WATERFORD ELEMENTARY
2001-02
Grade A
% High Standards in Reading/Math/Writing 82/78/89
% Learning Gains in Reading/Math 74/83
% Lowest 25% Learning Gains in Reading 74
2000-01
Grade A
% Level 3 and Above FCAT Reading/Math/Writing 80/69/98
1999-00
Grade A
% Level 3 and Above FCAT Reading/Math/Writing 74/70/97
1998-99
Grade C

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Kristy McCoy Calegan		
Full-time / School-based	Years as Coach: 10	Years at Current School: 1

Areas	Reading/Literacy
Credentials	B.S. Elementary Ed M.Ed. Ed Leadership K-12 Elementary Education 1-6, Educational Leadership K-12
Performance Record	ALOMA ELEMENTARY 2012-2013 Grade B % High Standards in Reading/Math/Writing/Science 68/66/45/52 % Learning Gains in Reading/Math 61/44 % Lowest 25% Learning Gains in Reading/Math 56/25 LITTLE RIVER ELEMENTARY 2011-12 Grade B % High Standards in Reading/Math/Writing/Science 56/57/82/42 % Learning Gains in Reading/Math 71/64 % Lowest 25% Learning Gains in Reading/Math 76/47 2010-11 Grade A % High Standards in Reading/Math/Writing/Science 72/76/92/52 % Learning Gains in Reading/Math 64/75 % Lowest 25% Learning Gains in Reading/Math 59/73 2009-10 Grade B % High Standards in Reading/Math/Writing/Science 69/63/88/34 % Learning Gains in Reading/Math 66/60 % Lowest 25% Learning Gains in Reading/Math 60/60 2008-09 Grade C % High Standards in Reading/Math/Writing/Science 68/64/89/27 % Learning Gains in Reading/Math 55/60 % Lowest 25% Learning Gains in Reading/Math 58/59 2007-08 Grade B % High Standards in Reading/Math/Writing/Science 71/67/86/24 % Learning Gains in Reading/Math 64/60 % Lowest 25% Learning Gains in Reading/Math 67/60 2006-07 Grade B % High Standards in Reading/Math/Writing/Science 61/60/88/21 % Learning Gains in Reading/Math 64/66 % Lowest 25% Learning Gains in Reading/Math 61/77 2005-06 Grade C % High Standards in Reading/Math/Writing 69/58/81 % Learning Gains in Reading/Math 57/60 % Lowest 25% Learning Gains in Reading 53 2004-05

Grade B
% High Standards in Reading/Math/Writing 65/58/88
% Learning Gains in Reading/Math 65/64
% Lowest 25% Learning Gains in Reading 45
2003-04
Grade B
% High Standards in Reading/Math/Writing 64/48/93
% Learning Gains in Reading/Math 65/61
% Lowest 25% Learning Gains in Reading 71
2002-03
Grade A
% High Standards in Reading/Math/Writing 58/49/90
% Learning Gains in Reading/Math 74/66
% Lowest 25% Learning Gains in Reading 77
2001-02
Grade C
% High Standards in Reading/Math/Writing 50/43/56
% Learning Gains in Reading/Math 57/68
% Lowest 25% Learning Gains in Reading 57
2000-01
Grade C
1999-00
Grade C
1998-99
Grade C

Classroom Teachers

# of classroom teachers
37

 # receiving effective rating or higher
100, 270%

 # Highly Qualified Teachers
100%

 # certified in-field
100, 270%

 # ESOL endorsed
24, 65%

 # reading endorsed
4, 11%

 # with advanced degrees
17, 46%

 # National Board Certified
1, 3%

first-year teachers
1, 3%

with 1-5 years of experience
4, 11%

with 6-14 years of experience
18, 49%

with 15 or more years of experience
15, 41%

Education Paraprofessionals

of paraprofessionals
3

Highly Qualified
3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above
0

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

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

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

1. Advertise Position/Review Applicant Information School Secretary/Principal
2. Contact References Principal
3. Team/Individual Interviews of Candidates Principal/Leadership Team/Team Members
4. Provide Training and Support to New Hires Principal/Leadership Team/Team Members

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

Ms. Jackson and Ms. Gardner work together on the same grade level. Ms. Jackson is a veteran teacher, with experience at different grade levels that can be used to help Ms. Gardner learn.

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 Leadership Team supports MTSS support around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets bi-monthly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Principal: Dr. Drew A. Hawkins - Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; 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.
Exceptional Student Education (ESE) Teacher: Nicole Engler - Participates in student data collection; integrates core instructional activities/materials into Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching.
Instructional Coach(es) Reading/Math/Writing/Science: Kristy McCoy Calegan - Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
School Psychologist: Michelle Perry - Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Speech Language Pathologist: Lisa Thomas - Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.
Student Services Personnel: Teena Turner - Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The Leadership Team meets bi-monthly to review universal screening data to link to instructional decisions. The team reviews progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team also collaborates regularly, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills.

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

READING
Voyager Passport (Provides word study, fluency, comprehension, vocabulary, writing, listening, and speaking; differentiation for diversity and English language learners; integrated progress monitoring, reteaching procedures, correction support, online data management; online reading practice through Ticket to Read interactive, rewards-based learning) (Grades 1-5)
• Journeys Screening (Grades 2-5)
• Journeys Diagnostic (Grade 1)
• Fluency (Kindergarten – Letter Naming Fluency)
• Oral Reading Fluency-Journeys ORF Passage (Grades 1-5)
• STAR Reading Comprehension Test (Grades 2-5)
• Journeys Lesson Assessments (Grades K-5)
• AIMS Web Screening and Progress Monitoring – Reading Comprehension (Grade 3-5)
• Performance Matters Reading Benchmark Assessments (Grades 3-5)
• Write Score Reading (Grades 3-5)
• Kindergarten
Fluency – Letter-Naming Fluency
Journeys Lesson Assessments
• 1st Grade
Voyager Passport
Journeys Diagnostic
Oral Reading Fluency-Journeys ORF Passage
Journeys Lesson Assessments
• 2nd Grade
Voyager Passport
Journeys Screening
Oral Reading Fluency-Journeys ORF Passage
STAR Reading Comprehension Test
Journeys Lesson Assessments
• 3rd Grade
Voyager Passport
Journeys Screening
Oral Reading Fluency-Journeys ORF Passage
STAR Reading Comprehension Test
Journeys Lesson Assessments
AIMS Web Screening and Progress Monitoring – Reading Comprehension
Performance Matters Reading Benchmark Assessments
Write Score Reading
• 4th Grade
Voyager Passport
Journeys Screening
Oral Reading Fluency-Journeys ORF Passage
STAR Reading Comprehension Test
Journeys Lesson Assessments
AIMS Web Screening and Progress Monitoring – Reading Comprehension
Performance Matters Reading Benchmark Assessments
Write Score Reading
• 5th Grade
Voyager Passport
Journeys Screening

Oral Reading Fluency-Journeys ORF Passage
STAR Reading Comprehension Test
Journeys Lesson Assessments
AIMS Web Screening and Progress Monitoring – Reading Comprehension
Performance Matters Reading Benchmark Assessments
Write Score Reading
MATH
• Restructure 45 minute intervention/enrichment/ESE block time for every grade level to include math intervention weekly using resources from the Go Math! Program. (Grades 1-3)
• Skill grouping for math instruction (Grades 4-5)
• Restructured schedule to allow uninterrupted math block (Grades 2-5)
• Restructure instructional staff to maximize interventions for students in the following categories: low tier, low average, average, and high.
• Go Math Cumulative Assessment for all students (Grades K-5)
• Go Math Unit Tests (Grades K-5)
• AIMS Web Screening and Progress Monitoring – Math Skills (Grades 3-5)
• Performance Matters Math Benchmark Assessments (Grades 3-5)
• Kindergarten
Go Math Cumulative Assessment
Go Math Unit Tests
• 1st Grade
Go Math Cumulative Assessment
Go Math Unit Tests
• 2nd Grade
Go Math Cumulative Assessment
Go Math Unit Tests
• 3rd Grade
Go Math Cumulative Assessment
Go Math Unit Tests
AIMS Web Screening and Progress Monitoring – Math Skills
Performance Matters Math Benchmark Assessments
• 4th Grade
Go Math Cumulative Assessment
Go Math Unit Tests
AIMS Web Screening and Progress Monitoring – Math Skills
Performance Matters Math Benchmark Assessments
• 5th Grade
Go Math Cumulative Assessment
Go Math Unit Tests
AIMS Web Screening and Progress Monitoring – Math Skills
Performance Matters Math Benchmark Assessments
WRITING
• Increase the frequency of Write Score assessments to progress monitor writing.
• Write Score Expository Tests (Grade 4)
• Write Score Narrative Tests (Grade 4)
• Meet with teams to discuss Write Score data
• Make instructional changes based on results of data
• Small group instruction reteaching
• Revised schedule to ensure writing every day
• Media specialist will provide coaching and modeling within fourth grade classrooms:
Adcock
Cheatwood
Ketterman

Kniel
• Speech/language therapist will provide coaching and modeling for language with writing.
• Orange Writes (Grade 4)
SCIENCE
• Restructure schedule to provide co-teaching intervention by gifted teacher for science on a rotational basis for grade 5.
• Science Beginning of the year Assessment (Grades K-4)
• Science Benchmark Assessments (Grade 5)
LOWEST 25% READING
• Additional ESE teacher hired with certification in ESE and Elementary Ed (Grades K-6), to provide ESE services needed by students
• Restructure instructional staff to maximize interventions for students in the following categories: low tier, low average, average, and high.
• Fluency (Grades 1-5 Oral Reading Fluency) – Journeys ORF passage
• STAR Reading Comprehension Test (Grades 2-5)
• OPM (Grades K-5)
• Performance Matters Reading Benchmark Assessments (Grades 3-5)
• AIMS Web Progress Monitoring (Grades 3-5)
• Journeys Lesson Assessments (Grades K-5)
• Write Score Reading (Grades 3-5)
• Kindergarten
Journeys Lesson Assessments
• 1st Grade
Oral Reading Fluency-Journeys ORF passage
Journeys Lesson Assessments
• 2nd Grade
Oral Reading Fluency-Journeys ORF Passage
STAR Reading Comprehension
Journeys Lesson Assessments
• 3rd Grade
Oral Reading Fluency-Journeys ORF Passage
STAR Reading Comprehension
Performance Matters Reading Benchmark Assessments
AIMS Web Progress Monitoring
Journeys Lesson Assessments
Write Score Reading
• 4th Grade
Oral Reading Fluency-Journeys ORF Passage
STAR Reading Comprehension
Performance Matters Reading Benchmark Assessments
AIMS Web Progress Monitoring
Journeys Lesson Assessments
Write Score Reading
• 5th Grade
Oral Reading Fluency-Journeys ORF Passage
STAR Reading Comprehension
Performance Matters Reading Benchmark Assessments
AIMS Web Progress Monitoring
Journeys Lesson Assessments
Write Score Reading
LOWEST 25% MATH
• Additional ESE teacher hired with certification in ESE and Elementary Ed (Grades K-6), to provide ESE services needed by students

• Restructure instructional staff to maximize interventions for students in the following categories: low tier, low average, average, and high.
• Go Math Cumulative Assessment for all students (Grades K-5)
• Go Math Level 1's and 2's Prerequisite (Grades 2-5)
• Go Math Unit Tests (Grades K-5)
• Performance Matters Math Benchmark Assessments (Grades 3-5)
• AIMS Web (Grades 3-5)
• Kindergarten
Go Math Cumulative Assessment
Go Math Unit Tests
• 1st Grade
Go Math Cumulative Assessment
Go Math Unit Tests
• 2nd Grade
Go Math Cumulative Assessment
Go Math Level 1's and 2's Prerequisite
Go Math Unit Tests
• 3rd Grade
Go Math Cumulative Assessment
Go Math Level 1's and 2's Prerequisite
Go Math Unit Tests
Performance Matters Math Benchmark Assessments
AIMS Web
• 4th Grade
Go Math Cumulative Assessment
Go Math Level 1's and 2's Prerequisite
Go Math Unit Tests
Performance Matters Math Benchmark Assessments
AIMS Web
• 5th Grade
Go Math Cumulative Assessment
Go Math Level 1's and 2's Prerequisite
Go Math Unit Tests
Performance Matters Math Benchmark Assessments
AIMS Web
BEHAVIOR
Continue using Expect Success program, while beginning implementation of CHAMPS program across grade levels throughout the school.

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

We discuss student progress in bi-monthly data meetings. Teachers that need additional training are provided training in house through our CRT/Instructional Coach and/or Staffing Specialist, and also attend training through SignMeUp training provided by OCPS. MTSS processes are explained in regular monthly SAC meetings.

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:

After school tutoring planned for Tuesday and Thursday afternoons for students determined to be performing below grade level in reading and math.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected through progress monitoring and discussed at bi-monthly data meetings.

Who is responsible for monitoring implementation of this strategy?

The principal and leadership team are responsible for monitoring the effectiveness of the extended learning strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Drew A. Hawkins	Principal
Kristy McCoy Calegan	CRT/Reading Coach/Instructional Coach
Luz Moya	Resource Teacher/CCT
Nicole Engler	Staffing Specialist
Ellen Mask	Media Specialist
Barbara Ery	Varying Exceptionalities Teacher
Sonya Green	Varying Exceptionalities Teacher
Lisa Thomas	Speech/Language Therapist
Karen Profitt	School Secretary/Bookkeeper
Belky Jusino-Jimenez	Registrar

How the school-based LLT functions

The school-based Literacy Leadership Team meets monthly to discuss progress based on student data. The team supports teachers through data analysis and instruction based on data. Professional development is also discussed and planned as data indicates the need for development.

Major initiatives of the LLT

The major initiative is to provide support to promote literacy in reading, math, writing, and science.

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 PreK teacher collaborates with the Kindergarten team and with the Headstart team to help students transition from PreK into Kindergarten. The school conducts a Meet the Teacher day. Parents and students have an opportunity to visit their classroom to get information and preparation for entering kindergarten.

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	73%	68%	No	75%
American Indian				
Asian	68%	75%	Yes	71%
Black/African American	63%	56%	No	67%
Hispanic	63%	63%	Yes	66%
White	86%	72%	No	87%
English language learners	56%	48%	No	60%
Students with disabilities	38%	25%	No	45%
Economically disadvantaged	69%	60%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	24%	27%
Students scoring at or above Achievement Level 4	119	46%	49%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	91	61%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	20	56%	59%

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)	43	50%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	19	22%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	20	23%	26%

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	33	48%	51%
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	69%	66%	No	72%
American Indian				
Asian	77%	83%	Yes	79%
Black/African American	60%	52%	No	64%
Hispanic	60%	56%	No	64%
White	79%	72%	No	81%
English language learners	58%	52%	No	63%
Students with disabilities	38%	25%	No	45%
Economically disadvantaged	63%	56%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	29%	32%
Students scoring at or above Achievement Level 4	92	35%	39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	67	44%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		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	37%	50%
Students scoring at or above Achievement Level 4	10	11%	20%

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)	15		18
Participation in STEM-related experiences provided for students	316	62%	65%

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	47	10%	5%
Students retained, pursuant to s. 1008.25, F.S.	7	1%	1%
Students who are not proficient in reading by third grade	23	28%	25%
Students who receive two or more behavior referrals	17	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	2%	1%

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

Involvement of parents has been found to have a positive effect on student achievement. Increased parent involvement as measured by increased volunteer hours will be compared with higher student achievement as measured with FCAT scores.
• Provide planners to all parents to increase communication with the parents and classroom teachers.

• Provide Home & School Connection parent involvement newsletter.
• Utilize Connect Orange Voicemail and email system to increase communication with parents.
• Classroom teachers implement Room Mom or Room Person to engage parents to become involved with school activities.
• In June 2013, 145 volunteers donated a total of 3,802 hours as indicated on the OCPS Volunteer database. This represents 14.5% out of 1,000 possible parents.
• In June 2014, the number of volunteers will increase by 10% and the number of volunteer hours will increase by 5% as indicated on the OCPS Volunteer database.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase number of volunteers by 10%	145	15%	20%

Goals Summary

G1.   Intense Focus on Student Achievement

Goals Detail

G1. Intense Focus on Student Achievement

Targets Supported

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

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

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- Parental Involvement

- EWS

- EWS - Elementary School

- Additional Targets

Resources Available to Support the Goal

- Core Curriculum Materials: Journeys Reading Series Intervention Materials: • Voyager Passport (Provides word study, fluency, comprehension, vocabulary, writing, listening, and speaking; differentiation for diversity and English language learners; integrated progress monitoring, reteaching procedures, correction support, online data management; online reading practice through Ticket to Read interactive, rewards-based learning) (Grades 1-5) • Journeys Screening (Grades 2-5) • Journeys Diagnostic (Grade 1) • Fluency (Kindergarten – Letter Naming Fluency) • Oral Reading Fluency-Journeys ORF Passage (Grades 1-5) • STAR Reading Comprehension Test (Grades 2-5) • Journeys Lesson Assessments (Grades K-5) • AIMS Web Screening and Progress Monitoring – Reading Comprehension (Grade 3-5) • Performance Matters Reading Benchmark Assessments (Grades 3-5) • Write Score Reading (Grades 3-5)

- Core Curriculum: Go Math Interventions: • Go Math Cumulative Assessment for all students (Grades K-5) • Go Math Unit Tests (Grades K-5) • AIMS Web Screening and Progress Monitoring – Math Skills (Grades 3-5) • Performance Matters Math Benchmark Assessments (Grades 3-5)

Targeted Barriers to Achieving the Goal

- Time needed to make new resources routine

Plan to Monitor Progress Toward the Goal

Leadership Team will meet weekly from September 2013 through June 2014 to discuss progress of implementation. Aim charts will be made to determine is student growth is on track to show 20% gains in reading and math, and 25% gains in math for the lowest 25%.

Person or Persons Responsible

Principal, CRT, Staffing Specialist, CCT

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Progress monitor showing 20% growth in reading scores by April 2014 as compared to last year's FCAT data. Progress monitor showing 20% growth in math scores by April 2014 as compared to last year's FCAT data. Progress monitor showing 25% growth in math scores for students who are in the lowest 25% category as compared to last year's FCAT data.

Action Plan for Improvement

Problem Solving Key

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

G1. Intense Focus on Student Achievement

G1.B1 Time needed to make new resources routine

G1.B1.S1 Implement new core curriculum and interventions/enrichment resources; Limit interruptions to common planning time; Restructure PLC's

Action Step 1

Kindergarten teachers conduct home visits in August; Kindergarten team will assess students in August prior to school starting to determine readiness and placement.

Person or Persons Responsible

Kindergarten Teachers

Target Dates or Schedule

August 2013

Evidence of Completion

Data from FLKRS indicating readiness for kindergarten

Action Step 2

Progress monitor disciplinary data to provide input and assistance with disciplinary responses

Person or Persons Responsible

Principal, CRT, Staffing Specialist, CCT, School Psychologist, Instructional Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Monitor data on EDW to determine if decreases occur with disciplinary issues

Action Step 3

Revise parent education flyer Education Pays-Make Every Day Important! and distribute to all parents; Promote school attendance and participation in school activities and functions using the Connect Orange messaging system.

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Data from Connect Orange School Messenger site

Action Step 4

Teachers will teach students how to self-assess writing based on state rubrics; Students will integrate writing into other curricular areas on a daily basis.

Person or Persons Responsible

Instructional Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

At least 65% of 4th grade students will show a writing score of 4.0 as measured with Write Score writing data.

Action Step 5

Utilize county specified essentials labs and STEM activities; Use Science Fusion to support science benchmark instruction

Person or Persons Responsible

Instructional Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitor showing 20% growth in science scores by April 2014 as compared to last year's FCAT data.

Action Step 6

Use arts integrated activities to enhance instruction and student achievement.

Person or Persons Responsible

Instructional personnel, special area instructional personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitor showing 20% growth in science scores by April 2014 as compared to last year's FCAT data.

Action Step 7

Provide planners to all students. Monitor organizational skills of students and communication with the parents.

Person or Persons Responsible

Principal

Target Dates or Schedule

August 2013, then ongoing for new students

Evidence of Completion

Increase percentage of parents responding in planners on a daily basis.

Action Step 8

Decrease disproportionate classification in special education

Person or Persons Responsible

Principal, CRT, Staffing Specialist, CCT, School Psychologist, Instructional Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Use EDW to determine percentage of students classified in special education programs.

Action Step 9

Increase college and career awareness using strategies within the Destination College program

Person or Persons Responsible

Principal, CRT, Staffing Specialist, CCT, Instructional Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' self-tracking data sheets monitored to show growth in individual achievement. Student notebooks showing use and improvement in note-taking strategies.

Action Step 10

Maintain high fine arts enrollment percentage

Person or Persons Responsible

Principal, CRT, Staffing Specialist, CCT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student schedules in SMS showing participation in fine arts classes. Monitor students enrolled in strings classes, chorus classes, and Orff classes.

Action Step 11

Using Marzano strategies and strategies from "Teaching Like a Champion", decrease the achievement gap for each identified subgroup by 10% by June 2016

Person or Persons Responsible

Principal, CRT, Staffing Specialist, CCT, School Psychologist, Instructional Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Using EDW to monitor, decrease the achievement gap for each identified subgroup by 5% from August 2013 to June 2014.

Action Step 12

Increase by 20% students who become fluent in math operations

Person or Persons Responsible

Principal, CRT, Staffing Specialist, CCT, School Psychologist, Instructional Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitor using GoMath common assessments, unit/chapter tests, and intervention pieces to increase fluency in math operations.

Action Step 13

Increase by 20% students who read on grade level by age 9.

Person or Persons Responsible

Principal, CRT, Staffing Specialist, CCT, School Psychologist, Instructional Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitoring using FAIR data, FLKRS data, CELLA data, Journeys common assessment data, Journeys unit/chapter test data, Write Score Reading data.

Action Step 14

For the PreK students attending Aloma, increase to 80% the percentage of students taking the Battelle Inventory Test percentage scores for those who will enter Kindergarten the following year.

Person or Persons Responsible

Principal, CRT, Staffing Specialist, CCT, Instructional Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Battelle Inventory Test data

Action Step 15

Restructure schedule to provide co-teaching intervention by gifted teacher for science on a rotational basis for grade 5; Science Beginning of the year Assessment (Grades K-4); Science Benchmark Assessments (Grade 5)

Person or Persons Responsible

Principal, CRT, Staffing Specialist, CCT, Instructional Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitor using science data to show 20% increase in student achievement in science as compared with FCAT science data from 2013.

Action Step 16

Increase the frequency of Write Score assessments to progress monitor writing; Write Score Expository Tests (Grade 4); Write Score Narrative Tests (Grade 4); Meet with teams to discuss Write Score data; Make instructional changes based on results of data; Small group instruction reteaching; Revised schedule to ensure writing every day; Media specialist will provide coaching and modeling within fourth grade classrooms; Speech/language therapist will provide coaching and modeling for language with writing; Orange Writes (Grade 4)

Person or Persons Responsible

Principal, CRT, Staffing Specialist, CCT, Instructional Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

At least 65% of 4th grade students will show a writing score of 4.0 as measured with Write Score writing data.

Action Step 17

• Restructure 45 minute intervention/enrichment/ESE block time for every grade level to include math intervention weekly using resources from the Go Math! Program. (Grades 1-3) • Skill grouping for math instruction (Grades 4-5) • Restructured schedule to allow uninterrupted math block (Grades 2-5) • Restructure instructional staff to maximize interventions for students in the following categories: low tier, low average, average, and high.

Person or Persons Responsible

Principal, CRT, Staffing Specialist, CCT

Target Dates or Schedule

September/October 2013

Evidence of Completion

Revised master schedule/restructured intervention groups

Action Step 18

Implement interventions/enrichment: Go Math Cumulative Assessment for all students (Grades K-5); Go Math Unit Tests (Grades K-5); Performance Matters Math Benchmark Assessments (Grades 3-5)

Person or Persons Responsible

Principal, CRT, Staffing Specialist, CCT, Instructional Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitor showing 20% growth in math scores by April 2014 as compared to last year's FCAT data. Progress monitor showing 25% growth in math scores for students who are in the lowest 25% category as compared to last year's FCAT data.

Action Step 19

Implement Core Curriculum: Go Math Implement interventions/enrichment: Go Math Cumulative Assessment for all students (Grades K-5); Go Math Unit Tests (Grades K-5); Performance Matters Math Benchmark

Person or Persons Responsible

Principal, CRT, Staffing Specialist, CCT, Instructional Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitor showing 20% growth in math scores by April 2014 as compared to last year's FCAT data. Progress monitor showing 25% growth in math scores for students who are in the lowest 25% category as compared to last year's FCAT data.

Action Step 20

Progress monitor all students with data meetings bi-monthly through December, then weekly from January-April 2014

Person or Persons Responsible

Principal, CRT, Staffing Specialist, CCT, School Psychologist, Instructional personnel

Target Dates or Schedule

Bi-monthly through December, then weekly from January-April 2014

Evidence of Completion

Sign in sheets for data meetings; Data showing growth in student achievement

Action Step 21

Use new lesson plan template format to promote planning for rigor for all students.

Person or Persons Responsible

Instructional personnel in grade level teams

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans uploaded to Sharepoint site

Action Step 22

Conduct Book Study: Teach Like a Champion: Setting High Academic Expectations – Techniques 1-5, 39; Planning that Ensures Academic Achievement – Techniques 6-11; Structuring and Delivering Your Lessons – Techniques 12-21; Engaging Students in Your Lesson – Techniques 22-27; Creating a Strong Classroom Culture – Techniques 28-35; Building and Maintaining High Behavioral Expectations – Techniques 36-42; Building Character and Trust – Techniques 43-49;

Person or Persons Responsible

Principal, CRT, Staffing Specialist, CCT

Target Dates or Schedule

Ongoing

Evidence of Completion

Pre-test will be given at the beginning of the book study and post-test will be given at the end of the book study, and comparisons in scores will be conducted to determine if learning has taken place, and then correlate scores with classroom growth to determine student growth.

Action Step 23

Implement Core Curriculum: Journeys Implement interventions: Voyager Passport (Grades 1-5): Journeys Screening (Grades 2-5) ; Journeys Diagnostic (Grade 1); Fluency (Kindergarten – Letter Naming Fluency); Oral Reading Fluency-Journeys ORF Passage (Grades 1-5); STAR Reading Comprehension Test (Grades 2-5); Journeys Lesson Assessments (Grades K-5); Performance Matters Reading Benchmark Assessments (Grades 3-5); Write Score Reading (Grades 3-5)

Person or Persons Responsible

Principal, CRT, Staffing Specialist, CCT, Instructional Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitor showing 20% growth in reading scores by April 2014 as compared to last year's FCAT data.

Action Step 24

Provide professional development to teachers for new Marzano design questions 3, 4, and 9

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

September/October 2013

Evidence of Completion

Data showing growth of student achievement/Sign in sheets for training Progress monitor showing 20% growth in reading scores by April 2014 as compared to last year's FCAT data. Progress monitor showing 20% growth in math scores by April 2014 as compared to last year's FCAT data. Progress monitor showing 25% growth in math scores for students who are in the lowest 25% category as compared to last year's FCAT data.

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

Leadership Team will meet weekly from September 2013 through April 2014 to discuss progress of implementation. Data sheets will be reviewed to determine growth.

Person or Persons Responsible

Principal, CRT, Staffing Specialist, CCT

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitor showing 20% growth in reading scores by April 2014 as compared to last year's FCAT data. Progress monitor showing 20% growth in math scores by April 2014 as compared to last year's FCAT data. Progress monitor showing 25% growth in math scores for students who are in the lowest 25% category as compared to last year's FCAT data.

Plan to Monitor Effectiveness of G1.B1.S1

Leadership Team will meet weekly from September 2013 through June 2014 to discuss progress of implementation. Aim charts will be made to determine is student growth is on track to show 20% gains in reading and math, and 25% gains in math for the lowest 25%.

Person or Persons Responsible

Principal, CRT, Staffing Specialist, CCT

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitor showing 20% growth in reading scores by April 2014 as compared to last year's FCAT data. Progress monitor showing 20% growth in math scores by April 2014 as compared to last year's FCAT data. Progress monitor showing 25% growth in math scores for students who are in the lowest 25% category as compared to last year's FCAT data.

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

Headstart housed at Aloma coordinates with our PreK teacher and with our Kindergarten teachers to discuss readiness for PreK and for Kindergarten. SAI (Supplemental Academic Instruction)/Targeted Assistance funds are used to fund our Resource Reading, Teacher position. Title II funds will be used to provide teachers with the opportunity to meet as PLCs to work on the strategies within Design Questions 3 and 4 in the Marzano Framework for Teachers. The teachers will increase their understanding of these strategies and plan incorporating them into daily lessons.

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