2013-2014 SCHOOL IMPROVEMENT PLAN

Louise S. Mcinnis Elementary School

5175 US HIGHWAY 17
De Leon Springs, FL 32130
386-985-6700
http://myvolusiaschools.org/school/mcinnis/pages/default.aspx

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	92%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	74%

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Louise S. Mcinnis Elem. School

Principal
Alba Perez

School Advisory Council chair
Jim Winburn

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

Name	Title
Jim Winburn	ESOL Resource
Jennifer Campbell	ESOL Resource
Tim MacHardy	TOA
Tammy Geiger	First Grade Chair
Carol Kustodowicz	Kindergarten Chair
Paula Outzen	ESE Resource
Kyle Bryer	Second Grade Chair
Lyn Koplas	Fifth Grade Chair
Elba Dail	Third Grade Chair
Susan Kelleher	Fourth Grade Chair
Alba Perez	Principal

District-Level Information

District
Volusia

Superintendent
Dr. Margaret A Smith

Date of school board approval of SIP
12/10/2013

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 people on this list represent the diverse ethnic, racial, and economic community served by this school. At the present time, Sixty-two percent (62%) of the SAC are parents and community members not employed by the District of Volusia County.
Ada Whites ....Parent

Amauri Cabriada Varona........................Parent
Alba Perez .... Principal
Jennifer Campbell ....Teacher, SAC Co-chair
Jim Winburn ....Teacher, SAC Co-chair
Raquel Palomares ....Parent
Daisy Torres ....Parent
Manuel Flores ....Parent
Iris Colon ....School Support Staff Rep.

Involvement of the SAC in the development of the SIP

The SIP Leadership Team met to review last year's data and to develop the SIP for this year. A draft of the plan was presented at a Faculty Meeting for input. The tentative SIP and the accompanying data were presented to the SAC for discussion and input at the October SAC meeting.

Activities of the SAC for the upcoming school year

SAC will meet monthly at a time convenient for our parents. A District Advisory Council update will be provided at each meeting. Decisions on funds distribution will be made when required. An SIP update will be provided to the SAC at each meeting throughout the year. This update will include data, as needed, which will demonstrate progress towards the goal of the SIP.

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

The funds will be reserved for projects that address the goal of the SIP as presented to the SAC by school personnel.

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:

Alba Perez		
Principal	Years as Administrator: 15	Years at Current School: 10

Credentials	Bachelor of Science Degree in Elementary Education Master's Degree in Educational Leadership Certification in Early Childhood, Elementary Education, and K-12 Educational Leadership
Performance Record	2013 - C School, Reading: All Students - 47%, Lowest 25% - 44%; Reading AMO - 57%; Math: All Students - 47%, Lowest 25% - 57%, Math AMO - 51% 2012 - B School, (48% R/41% M; 72% R/67% M; 63% R/67% M) 2011 - C School, AYP 72% (64% R/54%; 55% R/50% M; 50% R/60% M) 2010 - B School, AYP 74% (64% R/57% M; 69% R/60% M, 58% R/70% M) 2009 - B School, AYP 74% (64% R/59% M; 66% R/ 58% M, 67% R/53% M) 2008 - C School, AYP 79% (67% R/ 61% M; 63% R/67% M; 48% R/81 % M 2007 - B School, AYP 79% (67%R/61% M; 69% R/72% M; 53% %/83% M) 2006 - A School, AYP 97% (77% R/69% M; 72% R/66% M, 58% R/NA M) Based on the Volusia County District evaluation system curently in place, I have been rated either meeting or exceeding the 12 competencies for administrators.

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Sherry Clifton		
Part-time / District-based	Years as Coach: 6	Years at Current School: 25

Areas	Reading/Literacy
Credentials	ESOL, 1-6 Certfication
Performance Record	2013 - C School, Reading: All Students - 47%, Lowest 25% - 44%; Reading AMO - 57%; Math: All Students - 47%, Lowest 25% - 57%, Math AMO - 51% 2012 - B School, (48% R/41% M; 72% R/67% M; 63% R/67% M) 2011 - C School, AYP 72% (64% R/54%; 55% R/50% M; 50% R/ 60% M) 2010 - B School, AYP 74% (64% R/57% M; 69% R/60% M, 58% R/70% M) 2009 - B School, AYP 74% (64% R/59% M; 66% R/ 58% M, 67% R/53% M) 2008 - C School, AYP 79% (67% R/ 61% M; 63% R/67% M; 48% R/81 % M 2007 - B School, AYP 79% (67%R/61% M; 69% R/72% M; 53% %/83% M) 2006 - A School, AYP 97% (77% R/69% M; 72% R/66% M, 58% R/NA M)

Classroom Teachers

# of classroom teachers
36

 # receiving effective rating or higher
36, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
36, 100%

 # ESOL endorsed
26, 72%

 # reading endorsed
6, 17%

 # with advanced degrees
4, 11%

 # National Board Certified
2, 6%

 # first-year teachers
4, 11%

 # with 1-5 years of experience

5, 14%

 # with 6-14 years of experience

12, 33%

 # with 15 or more years of experience

15, 42%

Education Paraprofessionals

# of paraprofessionals

6

 # Highly Qualified

6, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

Teacher Recruitment and Retention Strategies

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

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

1. Provide mentors for new teachers and teachers new to the grade level
2. Schedule peer classroom visitations for new teachers and teachers new to the grade level
3. Plan PLC Activities for collaboration with colleagues
4. Administration participates in District Job Fair

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

Reading and Math Coaches model best practices and coach teachers on the implementation of research based instructional strategies. An Instructional Support TOA works with teachers on reading and math strategies. New teachers are assigned a PAR Teacher who provides feedback and coaching on individual instruction. Administration provides support during conferences with teachers.

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

• McInnis has Professional Learning Communities (PLC) which meet weekly to analyze data and plan for instruction based on student needs. The PLC teams identify intervention programs for implementation

that will provide individualized instruction for students who do not respond to core instruction.
• The Problem Solving Team (PST) meets regularly to monitor individual student needs and suggest new interventions as needed. The team follows up with individual teachers on the effectiveness of the interventions and shares with parents information about the PST meetings.
Resources include: Reading Coach, Math Coach, Intervention Teacher, and intervention programs

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

Principal promotes the RTI model and ensures that the teachers are implementing the problem solving process for those students who do not respond. The PST Chair maintains the information needed on individual students and communicates with teacher and parents. The school psychologist assists the teachers with interpreting data and implementing appropriate targeted interventions for behavior. Reading Coach identifies and analyzes data to support the implementation of effective reading instruction. The Intervention Teacher provides daily instruction to identified students. Guidance Counselor provides assistance with students and parents during the PST process. Grade Chairs collaborate with their teams and analyze data during PLC meetings to monitor student performance.

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

The school based MTSS Leadership Team meets regularly throughout the school year in order to address the academic and behavioral needs that develop, as well as to monitor outcomes of support and interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data from Pinnacle Gradebook, FAIR assessments, DRAs, OPM probes, interim assessments, CELLA, and FCAT provide information regarding reading, math, science and writing. This information is disaggregated by specific groups or individual students. Office discipline data are maintained and monitored by the school site. Tier 2 and 3 supports/interventions for students are maintained in the PST system for review by the team.

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

The school based MTSS team will provide information to teachers and parents. Data-based meetings throughout the year will identify students needing support and will address specific plans for implementation of interventions. Problem solving process will be used as part of the 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: Extended Day for All Students
Minutes added to school year:

McInnis is provided with an extra hour of instruction each day. This is used to increase the amount of time for reading and math instruction.

Strategy Purpose(s)

- Instruction in core academic subjects

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

PLC meetings weekly analyze data to monitor the effectiveness of reading and math instruction. Data meetings throughout the year also are used to monitor the effectiveness of instruction and to identify students needing additional support during Walk to Intervention.

Who is responsible for monitoring implementation of this strategy?

Administration and teachers monitor and analyze data at PLC and Data meetings. At these meetings, adjustments are made to instruction and/or the intervention.

Literacy Leadership Team (LLT)

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

Name	Title
Alba Perez	Principal
Sherry Clifton	Reading Coach
Jim Winburn	ESOL Teacher
Jennifer Campbell	ESOL Teacher
Carol Kustodowicz	Kindergarten Teacher
Tammy Geiger	First Grade Teacher
Kyle Bryer	Second Grade Teacher
Elba Dail	Third Grade Teacher
Susan Kelleher	Fourth Grade Teacher
Lyn Koplas	Fifth Grade Teacher
Elizabeth Wallace	Intervention Teacher
Paula Outzen	ESE Support Facilitator

How the school-based LLT functions

The school based LLT functions as a natural extension of the school's PST. The team meets regularly to review and analyze data to make instructional decisions. Grade level and classroom data are monitored by the team to identify students who are not meeting expectations to provide additional support.

Major initiatives of the LLT

The LLT will implement research based practices based on Common Core to accelerate ELL students on grade level standards.

Every Teacher Contributes to Reading Instruction

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

Preschool Transition

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

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

McInnis has an orientation for incoming Kindergarten students in May. Parents are given information about the Kindergarten program and tour the school.

College and Career Readiness

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

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

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

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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	53%	47%	No	57%
American Indian				
Asian				
Black/African American	63%	63%	Yes	67%
Hispanic	43%	38%	No	49%
White	71%	63%	No	74%
English language learners	33%	32%	No	39%
Students with disabilities	40%	23%	No	46%
Economically disadvantaged	51%	44%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	24%	30%
Students scoring at or above Achievement Level 4	37	21%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		27%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		83%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	79	44%	49%
Students in lowest 25% making learning gains (FCAT 2.0)	18	56%	61%

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)	72	42%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	47	28%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	53	31%	36%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	21	43%	48%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

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	45%	47%	Yes	51%
American Indian				
Asian				
Black/African American	36%	50%	Yes	42%
Hispanic	39%	44%	Yes	45%
White	53%	53%	Yes	58%
English language learners	35%	36%	Yes	42%
Students with disabilities	40%	28%	No	46%
Economically disadvantaged	43%	48%	Yes	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	29%	34%
Students scoring at or above Achievement Level 4	29	16%	17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		49%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		61%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	91	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	35	57%	62%

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	15	22%	27%
Students scoring at or above Achievement Level 4	24	36%	41%

Florida Alternate Assessment (FAA)

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

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		8
Participation in STEM-related experiences provided for students	423	16%	20%

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	21	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	30	9%	8%
Students who are not proficient in reading by third grade	41	67%	65%
Students who receive two or more behavior referrals	35	8%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	47	10%	7%

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

See Title I Parent Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
See Title I Parent Involvement Plan.			

Goals Summary

G1. To Increase the percentage of ELL students reading on grade level.

Goals Detail

G1. To Increase the percentage of ELL students reading on grade level.

Targets Supported

- Writing
- Science - Elementary School
- EWS - Elementary School

Resources Available to Support the Goal

- Academic Coaches
- Title I Funds
- Academic Intervention Teachers
- IST/TOA's
- Intervention Programs
- District Liaison
- Administrative Support
- Professional Development
- Teachers are ESOL endorsed
- ELL Support
- ESE Support Facilitators
- PARS

Targeted Barriers to Achieving the Goal

- Students' lack of global and academic vocabulary

Plan to Monitor Progress Toward the Goal

Walk-throughs, PLC minutes, lesson plans

Person or Persons Responsible
Administration, Coaches, IS-TOA, Grade Chairs, PARS, School Leadership Team

Target Dates or Schedule:
On-going throughout the year, School Leadership Teams will meet quarterly

Evidence of Completion:
Data Notebooks which may include but are not limited to: FAIR, FCAT, Interim Assessments, District Assessments, Formative Assessment, Summative Assessments, ORF, DRA, HF Words, WtI data Lesson Plans

Action Plan for Improvement

Problem Solving Key

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

G1. To Increase the percentage of ELL students reading on grade level.

G1.B1 Students' lack of global and academic vocabulary

G1.B1.S1 Implementation of highly effective research-based vocabulary instruction as approved by the School Leadership Team, including but not limited to programs such as Elements of Reading Vocabulary, Text Talk, Developmental Study Center (Words in Action).

Action Step 1

Implement highly effective research-based vocabulary instruction as approved by the School Leadership Team, including but not limited to programs such as Elements of Reading Vocabulary, Text Talk, Developmental Study Center (Words in Action).

Person or Persons Responsible

All instructional personnel

Target Dates or Schedule

October 2013

Evidence of Completion

District Reading Comprehension Interim Assessments and English Language Arts formatives

Facilitator:

Reading Coach and IS-TOA

Participants:

Any instructional personnel as needed

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

Monitoring of fidelity with all vocabulary programs/instructional practices implemented

Person or Persons Responsible

Administration, School Leadership Team, Coaches, IS-TOA

Target Dates or Schedule

October 2013

Evidence of Completion

On-going throughout the year

Plan to Monitor Effectiveness of G1.B1.S1

Walk-throughs, PLC minutes, lesson plans

Person or Persons Responsible

Administration, Coaches, IS-TOA, Grade Chairs, PARS

Target Dates or Schedule

October 2013

Evidence of Completion

Data Notebooks which may include but are not limited to: FAIR, FCAT, Interim Assessments, District Assessments, Formative Assessment, Summative Assessments, ORF, DRA,HF Words, WtI data Lesson Plans

Coordination and Integration

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

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

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at McInnis Elementary

• Reading and Math Coaches for the purpose of comprehensive staff development
• Family Center Para-professional who facilitates our parent involvement program
• Academic Intervention Teacher to provide interventions for students in need via a push-in model
• Supplemental Tutoring before, during or after school
• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for ongoing staff development as determined by the results of FCAT data
• Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

• Academic Assistance through credit accrual/recovery, tutoring, and summer school
• Translation Services for parent/teacher conferences
• Parental support through parent/kid activity nights and workshops on school success
• Migrant Parent Advisory Council (MPAC)
• Medical Assistance through referrals to outside community agencies
• Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet

performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

• Student Mentoring Program
• Peer Mediation Program
• Crisis Training Program
• Suicide Prevention Program
• Bullying Program

Nutrition Programs

McInnis Elementary offers a variety of nutrition programs including:

• Free and Reduced Meal Plan
• Wellness Policy School Plan
• Nutrition and Wellness classes
• Health classes
• Personal Fitness classes

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

• Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
• Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
• Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
• Coordinating the services being provided by Head Start with services in elementary schools.
• Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

Job Training

McInnis Elementary offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To Increase the percentage of ELL students reading on grade level.

G1.B1 Students' lack of global and academic vocabulary

G1.B1.S1 Implementation of highly effective research-based vocabulary instruction as approved by the School Leadership Team, including but not limited to programs such as Elements of Reading Vocabulary, Text Talk, Developmental Study Center (Words in Action).

PD Opportunity 1

Implement highly effective research-based vocabulary instruction as approved by the School Leadership Team, including but not limited to programs such as Elements of Reading Vocabulary, Text Talk, Developmental Study Center (Words in Action).

Facilitator

Reading Coach and IS-TOA

Participants

Any instructional personnel as needed

Target Dates or Schedule

October 2013

Evidence of Completion

District Reading Comprehension Interim Assessments and English Language Arts formatives

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To Increase the percentage of ELL students reading on grade level.	$4,000
	Total	$4,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
Title I		$4,000	$4,000
Total		$4,000	$4,000

Budget Details

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

G1. To Increase the percentage of ELL students reading on grade level.

G1.B1 Students' lack of global and academic vocabulary

G1.B1.S1 Implementation of highly effective research-based vocabulary instruction as approved by the School Leadership Team, including but not limited to programs such as Elements of Reading Vocabulary, Text Talk, Developmental Study Center (Words in Action).

Action Step 1

Implement highly effective research-based vocabulary instruction as approved by the School Leadership Team, including but not limited to programs such as Elements of Reading Vocabulary, Text Talk, Developmental Study Center (Words in Action).

Resource Type

Evidence-Based Program

Resource

(4) Making Meaning Kits

Funding Source

Title I

Amount Needed

$4,000