



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

James M. Anderson Elementary School

815 SE 351 HWY BLDG 1

Cross City, FL 32628

352-498-1333

<http://dixieschools.dixie.k12.fl.us/aes/default.htm>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 100%
Alternative/ESE Center No	Charter School No	Minority Rate 20%

School Grades History

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

James M. Anderson Elementary School

Principal

Michael Thomas

School Advisory Council chair

Jaime NesSmith

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

Name	Title
Michael Thomas	Principal
Kristen McCaskill	Asst. Principal
Karen Cooper	Reading Coach
Anna Allen	Kindergarten Teacher
Tracy Locke	1st Grade Teacher
Suzanne Raker	2nd Grade Teacher
Jill Thomas	3rd Grade Teacher
Aimee St. Laurent	4th Grade Teacher
April Kight	5th Grade Teacher
John Krienbihl	Guidance Counselor

District-Level Information

District

Dixie

Superintendent

Mr. Mark A Rains

Date of school board approval of SIP

10/8/2013

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

Parent Members:

Beckham, Billie Jo

Bryan, Tammy (Chair)

Butler, Lola

Hurst, Michelle

NesSmith, Jaime (Vice-Chair)

Osteen, Casey
Snedeker, Candy
Staff Members:
Forehand, Carol Anne
Kight, April
McCaskill, Kristen (Asst. Principal)
Palmer, Beth Ann
Thomas, Mike (Principal)
Wright, BoKaye (Recording Secretary)
Community Member:
Baumer, Beverly

The membership is made up of seven parents and six staff members (two teachers, two para-professionals and two administrators).

Involvement of the SAC in the development of the SIP

Our SAC committee works closely with the faculty and staff of Anderson Elem. School and performance data is available to them. The SAC chair has been an integral part of the writing of this SIP--especially section I.B.

Activities of the SAC for the upcoming school year

The activities of SAC (for the current school year) will be decided next week at the first SAC meeting of the year. Throughout the year, during SAC meetings, the committee will be involved with the evaluation of the SIP.

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

Due to the fact that the SAC committee's first meeting of the year will occur next week, no activities have been planned as of this time.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Michael Thomas		
Principal	Years as Administrator: 9	Years at Current School: 9
Credentials	Educational Leadership; K-12 Special Education	
Performance Record	09-10-Very effective, School grade: C 10-11-Outstanding, School grade: A 11-12-School grade: B 12-13-School grade: C	

Kristen McCaskill		
Asst Principal	Years as Administrator: 3	Years at Current School: 11
Credentials	Elementary Education, Educational Leadership	
Performance Record	09-10-Very effective, School grade: C 10-11-Outstanding, School grade: A 11-12-School grade: B 12-13-School grade: C	

Instructional Coaches

of instructional coaches
1

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

Instructional Coach Information:

Karen Cooper		
Full-time / School-based	Years as Coach: 11	Years at Current School: 36
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	BA in Elementary Education, Reading endorsed	
Performance Record	10-11-School grade: A; Made AYP 11-12-School grade: B 12-13-School grade: C	

Classroom Teachers

of classroom teachers
29

receiving effective rating or higher
18, 62%

Highly Qualified Teachers

100%

certified in-field

29, 100%

ESOL endorsed

12, 41%

reading endorsed

5, 17%

with advanced degrees

9, 31%

National Board Certified

0, 0%

first-year teachers

1, 3%

with 1-5 years of experience

3, 10%

with 6-14 years of experience

10, 34%

with 15 or more years of experience

15, 52%

Education Paraprofessionals

of paraprofessionals

16

Highly Qualified

16, 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

Our principal, Mike Thomas is responsible for teacher recruitment. Some of the strategies he uses includes attending job fairs, advertising in the Gainesville Sun, staying connected to other districts and lets them know our needs, etc.

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

First year teachers and teachers new to a teaching position, were strategically placed in the same grade level with at least one experienced teacher. They meet on a regular basis for guidance and support.

Teachers of reading, math and science in grades 4 and 5 have also been paired with an administrator, reading coach, or district level leader for additional support.

Opportunities are also provided for these teachers to observe in other classrooms in our school and at our sister school, Old Town Elementary School.

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

Implementation

Using FAIR data, Discovery Education assessment data and teacher input, students are placed in tiers for instruction.

Tier 1 student needs are met by the classroom teacher during the initial instruction period.

In addition to the initial instruction the Tier 2 student needs are met with an additional block of time to meet their individual needs. This is also provided by the regular classroom teacher using the assessment data that FAIR and Discovery Ed provide.

In addition to the Tier 1 and Tier 2 instruction provided, our Tier 3 student needs are met by a third block of time for instruction. This is provided by one of the following: classroom teacher; reading coach; P.E. coach; assistant principal; or guidance counselor.

Monitoring

Every four weeks our Tier 2 and 3 students are reassessed. At this time the grade level team meets and makes decisions about new placements for these students depending on their progress the previous four weeks. This cycle is repeated every four weeks.

Three times a year our school-wide MTSS/RTI team meets and makes data-based decisions on student movement up or down within the tiers.

Funding for all instruction is provided out of district and Title 1 funds.

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

Principal-Administrative guidance as needed; to stay abreast of student needs (Mike Thomas)

Assistant Principal-Same as the Principal (Kristen McCaskill)

Classroom Teachers-Gives the team guidance on individual student needs

Guidance Counselor-Keeps the Leadership Team on task and keeps us focused on correct team procedures; provides individual student data as needed; helps with the MTSS/RTI documentation process (John Kreinbihl)

Reading Coach-Provides leadership for the team; helps teachers make decisions on student placement within tiers; provides all assessment data for the meeting; record-keeping; ensures all Tier 2 and 3 data is accurately documented (Karen Cooper)

District Level Admin-Ensures the MTSS/RTI process is being done accurately; Trouble-shoots/problem solves needs (Faith Hill, Denee Hurst)

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

Three times a year our school-based leadership team meets and makes data-based decisions on student movement up or down within the tiers. School and district administrators are in attendance to monitor fidelity.

All MTSS/RTI student data is stored on Skyward, our information system, and is closely monitored by the reading coach. School and district administrators also have access to the data.

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

We use FAIR assessment data (PMRN) and Discovery Ed. assessment data (Discovery Ed. website). FAIR is used for Reading and Discovery Education is used for Reading, Math and Science.

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

FAIR and Discovery Ed. parent reports are sent home quarterly with the students. These reports include current student data. Parents are notified by letter when a student is being moved into Tier 2 or 3 and may then contact the teacher to set up a conference to discuss the student's needs.

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: 342

To increase the instruction time in core academic subjects for students with the greatest needs.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

SAT 10 and FCAT will provide the data showing the effectiveness of this strategy.

Who is responsible for monitoring implementation of this strategy?

Frances Bray, Title 1 Director

Strategy: Summer Program

Minutes added to school year: 576

To increase the instruction time in core academic subjects for students who scored a Level 1 on FCAT in 3rd Grade.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The SAT 10 will provide the data showing the effectiveness of this program.

Who is responsible for monitoring implementation of this strategy?

Michael Thomas, Principal

Literacy Leadership Team (LLT)

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

Name	Title
Michael Thomas	Principal
Kristen McCaskill	Asst. Principal
Karen Cooper	Reading Coach
Carol Forehand	3rd Grade Teacher
Tracy Locke	1st Grade Teacher
Chasity Lord	5th Grade Reading Teacher

How the school-based LLT functions

This team meets as needed with a minimum of two meetings a year. The purpose of this committee is to be sure the literacy needs of the school are being met.

Major initiatives of the LLT

Our major focus for this school year is teaching with rigor. This includes inservices on the Comprehension Instructional Sequence (CIS), a teacher book study on 'Rigor Made Easy', and CCSS and text complexity. These inservices/book study include: text complexity, close reading, scaffolding, text-dependent questioning, supporting answers from the text and providing writing opportunities to support comprehension.

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 incoming Kindergarten students come from several different Preschool programs within our community. In late spring we invite them to bring their students to visit our campus. During this visit they get to walk through our Kindergarten classrooms and we then give them a screening assessment to determine readiness for Kindergarten. The children end their visit with a trip to the playground.

Kindergarten registration is ongoing throughout the summer for the parents convenience. They can come to the school Monday through Thursday between 7:30 and 4:00.

Our Kindergarten parents and students attended a 'Meet the Teacher' night on August 15th, the week before school started. The students had received a postcard from their teacher earlier in the week telling them how excited their new teacher was to meet them.

Parent involvement activities occur one evening each month during the school year. Parents and children attend together and engage in meaningful learning experiences provided by the teachers. Parents are also invited to participate during the school year in various activities that occur during the regular school day. Special parent lunches, programs, etc.

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	62%	49%	No	66%
American Indian				
Asian				
Black/African American	37%	26%	No	43%
Hispanic				
White	68%	58%	No	72%
English language learners				
Students with disabilities	38%	25%	No	44%
Economically disadvantaged	57%	52%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	33%	50%
Students scoring at or above Achievement Level 4	45	22%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	138	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	32	48%	60%

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	31	50%	60%
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	66%	51%	No	69%
American Indian				
Asian				
Black/African American	51%	0%	No	56%
Hispanic				
White	69%	60%	No	72%
English language learners				
Students with disabilities	58%	33%	No	62%
Economically disadvantaged	63%	54%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	40%	60%
Students scoring at or above Achievement Level 4	51	25%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	70	34%	51%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	65	31%	51%

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	14	23%	52%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		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)	1		2
Participation in STEM-related experiences provided for students	100	20%	50%

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	130	28%	15%
Students retained, pursuant to s. 1008.25, F.S.	37	7%	5%
Students who are not proficient in reading by third grade	28	35%	25%
Students who receive two or more behavior referrals	21	5%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	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

Please see our 2012-2013 Parental Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase students' comprehension of rigorous text through the use of reading for meaning strategies.
- G2.** Increase student learning through the decrease of truancy and tardiness.
- G3.** The percent of Bottom Quartile students achieving learning gains in reading will increase to 60%.

Goals Detail

G1. Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Professional Development opportunities
- Use of the CIS (Comprehension Instructional Sequence)
- Administrative expectations
- Curriculum resources
- Teacher video-recording of rigorous lessons

Targeted Barriers to Achieving the Goal

- Rigorous instruction is not a priority for some teachers.

Plan to Monitor Progress Toward the Goal

Satisfactory progress toward goal: Teachers will meet with the Reading Coach or Administrator and discuss successes and determine what helped them meet this goal. (This information will be shared with teachers who have not shown progress and need extra assistance.) Unsatisfactory progress toward goal: Teachers will meet with the Reading Coach or Administrator and brainstorm reasons that are hindering success. Strategies used by the teachers who are showing successful progress will be shared.

Person or Persons Responsible

Reading Coach and Administrators

Target Dates or Schedule:

Three times during the school year

Evidence of Completion:

Discovery Ed. assessment data will be sufficient for teachers who are progressing satisfactorily. Teachers whose progress is not sufficient will be monitored every four weeks using the FAIR toolkit assessments.

G2. Increase student learning through the decrease of truancy and tardiness.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Writing
- Science - Elementary School
- Parental Involvement

Resources Available to Support the Goal

- Guidance Counselor
- Principal
- Sheriff's Dept. Resource Officer
- Parent Contact

Targeted Barriers to Achieving the Goal

- Communication between school and home

Plan to Monitor Progress Toward the Goal

Attendance reports will be monitored to see if attendance increases and tardies decrease. Successful implementation will produce more students attending school and learning.

Person or Persons Responsible

John Kreinbihl, Guidance Counselor

Target Dates or Schedule:

At least once every nine weeks

Evidence of Completion:

Attendance reports

G3. The percent of Bottom Quartile students achieving learning gains in reading will increase to 60%.

Targets Supported

Resources Available to Support the Goal

- A para-professional to assist the teacher
- Reduce size class to 11-13 students
- Teachers will be highly qualified

Targeted Barriers to Achieving the Goal

- Lack of parental support

Plan to Monitor Progress Toward the Goal

The administration and the Reading Coach will meet and discuss the DE and FAIR assessment scores

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule:

Quarterly

Evidence of Completion:

FCAT results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

G1.B1 Rigorous instruction is not a priority for some teachers.

G1.B1.S1 Teachers will participate in a book study on the book, Rigor Made Easy.

Action Step 1

Book Study on 'Rigor Made Easy'

Person or Persons Responsible

Led by the Reading Coach and Assistant Principal; All grades 2-5 teachers will attend.

Target Dates or Schedule

One chapter each Wednesday afternoon until the book is complete. It will last approximately 7 weeks beginning in August.

Evidence of Completion

Teachers will practice rigorous strategies provided by the book and share their successes at the book study sessions. During the final book study session, the teachers will decide on a plan on how to use what was learned throughout the remainder of the school year.

Facilitator:

Reading Coach and Assistant Principal

Participants:

All 2-5 grade teachers.

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

Book study leaders will monitor participation during book study sessions looking for participation and use of strategies presented in the book.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

During book sessions and during classroom walk-throughs.

Evidence of Completion

Professional Development sign in sheets Walk-through forms

Plan to Monitor Effectiveness of G1.B1.S1

For ongoing progress monitoring, Discovery Education assessment data will be used to check for effectiveness. Successful implementation will produce higher Reading, Math and Science scores since Discovery Ed. assessments correlate to FCAT. Our ultimate check for effectiveness will be an increase in FCAT scores. Poor or questionable implementation will not increase students' comprehension. If we see a lack of results, classroom walk-throughs will occur to try to determine what strategies need to be implemented.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Data will be collected and evaluated three times a year.

Evidence of Completion

A rise in FCAT scores.

G1.B1.S2 Teachers will practice using strategies with their students which will increase rigor.

Action Step 1

Teachers will use more rigorous strategies and questioning techniques provided at a CIS inservice.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

During Reading, Math and Science lessons

Evidence of Completion

A rise in DE assessment scores; A rise in FAIR scores; A rise in FCAT scores

Facilitator:

NEFEC

Participants:

All K-5 classroom teachers

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

Administrators and Reading Coach will collect video recordings of teachers practicing the CIS (Comprehension Instructional Sequence)

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

The video must be complete before the Thanksgiving break.

Evidence of Completion

Video recordings

Plan to Monitor Effectiveness of G1.B1.S2

Grade level teams will meet and watch the videos. Discussion would follow on how to increase effectiveness.

Person or Persons Responsible

All K-5 teachers

Target Dates or Schedule

Grade level teams will meet in early November.

Evidence of Completion

Sign in roster of team meetings

G1.B1.S3 Administration/Reading Coach will do classroom walkthroughs looking for rigorous strategies by the teachers.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Increase student learning through the decrease of truancy and tardiness.

G2.B2 Communication between school and home

G2.B2.S1 Parents will be notified by letter that students will be rewarded with special activities quarterly for good attendance.

Action Step 1

Our administrators will organize special activities for students who arrive on time and have good attendance. Three absences or five tardies will exclude you from these activities.

Person or Persons Responsible

Mike Thomas, Principal and Kristen McCaskill, Assistant Principal

Target Dates or Schedule

At the end of each nine weeks grading period.

Evidence of Completion

Students participation in these activities.

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

Principals will ensure activities occur because they are responsible for doing it

Person or Persons Responsible

Michael Thomas and Kristen McCaskill

Target Dates or Schedule

At the end of each nine weeks

Evidence of Completion

Students participate in special activities

Plan to Monitor Effectiveness of G2.B2.S1

Attendance reports will be watched

Person or Persons Responsible

John Kreinbihl, Guidance Counselor

Target Dates or Schedule

Every nine weeks

Evidence of Completion

Attendance reports

G3. The percent of Bottom Quartile students achieving learning gains in reading will increase to 60%.

G3.B2 Lack of parental support

G3.B2.S1 Using a daily planner the teacher will stay in constant contact with the parents

Action Step 1

Planners will be purchased at the beginning of the school year for classroom use

Person or Persons Responsible

Administrators will purchase the planners and the classroom teachers will use them

Target Dates or Schedule

At the beginning of the school year

Evidence of Completion

Students will have planners with communication between parent and teacher

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

Administrators will note the use of planners during classroom walkthroughs.

Person or Persons Responsible

Administrators

Target Dates or Schedule

During the school day

Evidence of Completion

Teachers will see administrators in their classroom

Plan to Monitor Effectiveness of G3.B2.S1

Discovery Ed. assessment and FAIR assessment will be monitored

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Three times a year

Evidence of Completion

An increase in Discovery Ed. and Fair assessment scores.

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

Our town, Cross City, is in a rural part of our state. We are also on the Gulf coast. Agriculture, fishing, and the timber industry support many families in our community. Our school is carefully and thoughtfully trying to meet the needs of our students through these federal, state and local programs.

Frances Bray, our Title 1 coordinator is our district contact person for Title 1 and most of these other programs. She makes sure the needs of these students are met so that they can participate in our academic programs on an equal basis with our other students. Extra para-pros have been hired to assist some of these subgroup students, extra materials are provided, etc.

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. Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

G1.B1 Rigorous instruction is not a priority for some teachers.

G1.B1.S1 Teachers will participate in a book study on the book, Rigor Made Easy.

PD Opportunity 1

Book Study on 'Rigor Made Easy'

Facilitator

Reading Coach and Assistant Principal

Participants

All 2-5 grade teachers.

Target Dates or Schedule

One chapter each Wednesday afternoon until the book is complete. It will last approximately 7 weeks beginning in August.

Evidence of Completion

Teachers will practice rigorous strategies provided by the book and share their successes at the book study sessions. During the final book study session, the teachers will decide on a plan on how to use what was learned throughout the remainder of the school year.

G1.B1.S2 Teachers will practice using strategies with their students which will increase rigor.

PD Opportunity 1

Teachers will use more rigorous strategies and questioning techniques provided at a CIS inservice.

Facilitator

NEFEC

Participants

All K-5 classroom teachers

Target Dates or Schedule

During Reading, Math and Science lessons

Evidence of Completion

A rise in DE assessment scores; A rise in FAIR scores; A rise in FCAT scores

Appendix 2: Budget to Support School Improvement Goals