
2013-2014 SCHOOL IMPROVEMENT PLAN

Fern Creek Elementary
1121 N FERNCREEK AVE
Orlando, FL 32803
407-897-6410

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 100%
Alternative/ESE Center No	Charter School No	Minority Rate 76%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	13
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Part III: Coordination and Integration	31
Appendix 1: Professional Development Plan to Support Goals	32
Appendix 2: Budget to Support Goals	35

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
Prevent	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Fern Creek Elementary

Principal

Patrick Galatowitsch

School Advisory Council chair

Christine Welch

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

Name	Title
Shanita Highland	Dean
Jacqueline Swinderman	Curriculum Resource Teacher
Keri Hefferin	Staffing Specialist
Jeanne Romo	Community Coordinator
Leonard Conner	Resource Teacher
Peggy Donovan	School Psychologist
Kelly Duckworth	Media Specialist
Patrick Galatowitsch	Principal

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 SAC is comprised of parents, teachers, the principal and community members. Members review school information and make recommendations about school decisions. The SAC utilizes state and district goals to help drive decisions and recommendations. In addition, the SAC Chair is responsible for developing agenda items, guiding discussions and facilitating the election of Officers. The SAC also has a Secretary who is responsible for documenting meeting minutes and disseminating to all members, as well as keeping attendance records.

Involvement of the SAC in the development of the SIP

Members of the SAC participated in the development of the School Improvement Plan. A draft was emailed prior to the SAC meeting. Discussion about the SIP was conducted during the SAC meeting and recommendations for any needed changes or additions were noted.

Activities of the SAC for the upcoming school year

The SAC is responsible for creating and implementing various programs to assist with school-wide improvements and student achievement. Additionally, the SAC monitors the implementation of SIP goals and strategies. This school year the SAC will focus on increasing parental involvement in a variety of ways. For example, varying the modes of communication to families and creating resource materials for parents to utilize during school conferences. The SAC will be developing questions for all parents to ask during teacher/parent conferences.

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

Materials to create parent resources will be funded by school improvement funds totaling \$1000.

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:

Patrick Galatowitsch

Principal

Years as Administrator: 24

Years at Current School: 5

Credentials

Ed.D, Ed.S., M.A., B.S. School Principal K-12

Performance RecordPrincipal of Fern Creek Elementary School
2009-2012

2012-2013 Grade: C

Reading Mastery 66%

Math Mastery 56%

Writing Mastery 45%

Science Mastery 27%

Reading Gains Lowest 25% 59%

Math Gains Lowest 25% 50%

2011-2012 Grade:B

Reading Mastery 62%

Math Mastery 58%

Writing Mastery 84%

Science Mastery 50%

Reading Gains Lowest 25% 69%

Math Gains Lowest 25% 54%

2010-2011 Grade: A

Reading Mastery 81%

Math Mastery 79%

Writing Mastery 91%

Science Mastery 70%

Reading Gains 70%

Reading Gains Lowest 25% 66%

Math Gains 64%

Math Gains Lowest 25% 53%

Did not make AYP

2009-2010 Grade: A

Reading Mastery 69%

Math Mastery 79%

Writing Mastery 94%

Science Mastery 52%

Did not make AYP

Instructional Coaches**# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

n/a		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	[none selected]	
Credentials	n/a	
Performance Record	n/a	

Classroom Teachers

of classroom teachers

26

receiving effective rating or higher

26, 100%

Highly Qualified Teachers

92%

certified in-field

23, 88%

ESOL endorsed

19, 73%

reading endorsed

7, 27%

with advanced degrees

10, 38%

National Board Certified

1, 4%

first-year teachers

4, 15%

with 1-5 years of experience

10, 38%

with 6-14 years of experience

6, 23%

with 15 or more years of experience

6, 23%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

6

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

Fern Creek provides support from the leadership team to help retain high quality teachers, including curriculum support from Jacqueline Swinderman, Curriculum Resource Teacher, positive behavior support from Shanita Highland, Dean, and Exceptional Student Education compliance through Keri Hefferin, Staffing Specialist. Teachers are also supported via grade level team Professional Learning Communities on a weekly basis to share best practices in delivering instruction through the Marzano model, as well as sharing data to make appropriate instructional decisions. In addition, Fern Creek has extensive community partnerships, facilitated by Jeanne Romo, which enhance the teaching and learning experience afforded to students. Fern Creek also has a non-profit organization, The Fern Creek Foundation, which directly supports student and teacher needs in a variety of ways.

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

Fern Creek pairs new teachers with experienced teachers in order to facilitate understanding of the school culture, implementation of district expectations for student learning, and the development of quality and meaningful lessons. In addition, mentor teachers are readily available for mentee questions on a regular basis. Pairings are enacted based on similar grade level teaching assignment. The overall goal of the mentoring program is to empower new teachers with the tools necessary to ensure student achievement.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Data is reviewed weekly during grade level PLC time and during leadership team meetings to ensure effectiveness of core instruction. MTSS procedures are clearly defined to all staff members during pre-planning staff meetings. Keri Hefferin, Staffing Specialist, is the MTSS coordinator and facilitates all MTSS academic and behavior meetings for student concerns. Interventions are developed during MTSS meetings, intervention curriculum materials are adjusted according to student need, and staff schedules are adjusted if necessary to accommodate student intervention group needs.

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

Each member of the leadership team is responsible for leading a grade level PLC. In addition, each member of the leadership team attends all MTSS meetings scheduled with their assigned grade level. The leadership team members also monitor for implementation with fidelity of the SIP goals and strategies by observing classroom lessons, coaching teachers, problem-solving during grade level PLC time and monitoring lesson plans.

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

The leadership team members monitor implementation with fidelity of the SIP by observing classroom lessons, coaching teachers, problem-solving during PLC time and monitoring lesson plans uploaded to SharePoint.

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 sources used to access and analyze data includes FAIR, Benchmark testing, DRA, common assessments, curriculum based measurements and collected progress monitoring. Attendance and behavior is monitored through SMS, teacher observation and collected data.

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

Weekly emails are sent to staff with best practices in implementing MTSS practices. The leadership team attends MTSS updates as required by the district. In addition, during the problem-solving portion of each grade level PLC, the leadership team member supports teachers with current information on the MTSS process and answers any questions. Parents are given information on the MTSS process in easy to understand language during parent conferences and EPT's. The MTSS coordinator is also available for both staff and parents to assist with questions.

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:** 1,800

After school tutoring is provided for ten weeks throughout the school year prior to FCAT for selected students in the lowest 30% in grades 3-5 in reading and math. Students meet two times per week for 1.5 hours each session with certified teachers. Various learning programs are used in the tutoring program.

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 teacher assessments, Benchmark reading and math assessments, and STAR reading and math assessments. Collected data is then discussed by the leadership team and grade level Professional Learning Communities to determine if progress has been made or if adjustments to assigned tutoring group need to be made to support student achievement.

Who is responsible for monitoring implementation of this strategy?

Shanita Highland, Dean, is responsible for coordinating and implementing the after school tutoring program.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Jackie Swinderman	CRT
Kelly Duckworth	Media Specialist
Rekha Vasisht	Kindergarten Teacher
Ashley Kurowsky	First Grade Teacher
Heidi Stephens	Second Grade Teacher
Kayla Watson	Third Grade Teacher
Joy Saslov	Fourth Grade Teacher
Kathy Gorman	Fifth Grade Teacher
Patrick Galatowitsch	Principal

How the school-based LLT functions

The LLT meets the second Friday of each month. The LLT plans and implements literacy initiatives at the school. The team also discusses literacy concerns from grade level PLC meetings.

Major initiatives of the LLT

Family Literacy Night

Implementing the Journeys Reading Core Program

Providing support for classroom teachers on ELA Common Core State Standards

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

Fern Creek invites local Head Start programs to tour the Kindergarten classrooms and receive a school tour in order to familiarize preschool students with an elementary school setting.

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%	66%	No	75%
American Indian				
Asian				
Black/African American	59%	43%	No	63%
Hispanic	68%	66%	No	72%
White	88%	90%	Yes	89%
English language learners	61%	56%	No	65%
Students with disabilities	50%	26%	No	55%
Economically disadvantaged	71%	61%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	31%	34%
Students scoring at or above Achievement Level 4	22	25%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	55	61%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	17	59%	62%

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)	21	64%	67%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		24%

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	47	45%	48%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	70%	56%	No	73%
American Indian				
Asian				
Black/African American	58%	37%	No	62%
Hispanic	71%	53%	No	74%
White	83%	82%	No	84%
English language learners	71%	53%	No	74%
Students with disabilities	33%	24%	No	40%
Economically disadvantaged	68%	55%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	27%	30%
Students scoring at or above Achievement Level 4	39	29%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	45	50%	53%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	45	50%	53%

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	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

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)	4		5
Participation in STEM-related experiences provided for students	350	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	94	23%	15%
Students retained, pursuant to s. 1008.25, F.S.	22	6%	3%
Students who are not proficient in reading by third grade	14	29%	26%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

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

Fern Creek involves parents utilizing the SAC, several family nights throughout the school year, monthly school-wide assemblies, PTA organization, report card conference nights, free annual carnival and off-site outreach programs.

In addition, Fern Creek has a formal Parental Involvement Plan in place through the Title I department. FLDOE will also provide a link to the Parental Involvement Plan for Fern Creek.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parental Involvement activities	10	n/a%	12%
Increase Parent feedback for school-wide decisions	2	n/a%	4%

Area 10: Additional Targets**Additional targets for the school**

n/a

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
n/a	n/a	n/a%	n/a%

Goals Summary

- G1.** Improve students' ability to accurately analyze and solve mathematical problems.
- G2.** Increase the percentage of students who are reading proficiently.

Goals Detail

G1. Improve students' ability to accurately analyze and solve mathematical problems.

Targets Supported

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

Resources Available to Support the Goal

- Highly qualified teachers
- Tutors
- Number Talks strategy curriculum
- Go Math curriculum
- Bank of high quality non-routine word problems

Targeted Barriers to Achieving the Goal

- Insufficient time to include, and teacher unfamiliarity with, daily 'number talks' and a problem of the day in math instruction.
- Teachers do not have access to a comprehensive bank of non-routine word problems

Plan to Monitor Progress Toward the Goal

Progress toward the goal of improving student's ability to analyze and solve mathematical problems will be determined by analyzing student growth on Performance Matters Benchmark and mini-assessments in grades 3-5. In grades K-2 rubrics will be used in the students' problem solving notebooks and teachers will track rubric scores to determine student growth. In addition student scores on Curriculum Based Measures will be graphed.

Person or Persons Responsible

The Leadership Team and classroom teachers will analyze data collected to determine student growth in problem solving.

Target Dates or Schedule:

Progress using the Performance Matters Benchmark and mini-assessments will be analyzed as it becomes available. Student growth as demonstrated by problem-solving rubrics will be monitored monthly. Curriculum Based Measures of number fluency and computation strategies will be monitored monthly..

Evidence of Completion:

Student data from Performance Matters assessments, student graphs of curriculum based measure probes (focused on number sense and computation strategies) and rubrics from student problem solving notebooks will be analyzed to determine student growth in mathematical problem solving. The spring 2014 FCAT 2.0 data will also be analyzed when it becomes available.

G2. Increase the percentage of students who are reading proficiently.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Highly proficient teachers
- tutors
- Grade Level Support Teachers (GLSTs)
- Voyager Passport and Reading Plus
- 95% Group Multi-Syllable Word Routines
- Extended Media Hours

Targeted Barriers to Achieving the Goal

- Lack of fidelity of daily systematic phonics and vocabulary instruction due to insufficient teacher training

Plan to Monitor Progress Toward the Goal

To determine student growth on reading proficiency FAIR data for grades K-5 will be analyzed after administrations in the fall, winter, and spring and Performance Matters Reading Benchmark data for grades 3-5 will be analyzed after administrations in the fall and winter. FCAT 2.0 data will be analyzed in the spring to determine growth in the number of 3-5th grade students reading proficiently.

Person or Persons Responsible

Leadership team and grade level teachers

Target Dates or Schedule:

As data becomes available in the fall of 2013 and in the spring of 2014.

Evidence of Completion:

Leadership team agendas and notes and grade level PLC agendas and notes.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Improve students' ability to accurately analyze and solve mathematical problems.

G1.B1 Insufficient time to include, and teacher unfamiliarity with, daily 'number talks' and a problem of the day in math instruction.

G1.B1.S1 Teachers will restructure the math block to include a daily number talk and problem of the day.

Action Step 1

Teachers will restructure the instructional focus during the math block to include a daily 'number talk' and problem of the day.

Person or Persons Responsible

Classroom teachers in grades K-5 will begin the math block with a daily 'numbers talk' and introduce or review the concept(s) being taught with a daily word problem.

Target Dates or Schedule

Teachers will restructure the math block, after receiving training, in November 2013.

Evidence of Completion

Teachers lesson plans and observation records from GLSTs will document the implementation of daily number talks and problem of the day in the math block.

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

Inclusion of a daily 'number talks' and problem of the day during the math block in grades K-5.

Person or Persons Responsible

GLSTs will monitor the implementation of number talks and problem of the day in the math block.

Target Dates or Schedule

GLSTs will review teacher lesson plans and observe math instruction bi-weekly.

Evidence of Completion

GLSTs will keep a log of classroom observations and lesson plan reviews.

Plan to Monitor Effectiveness of G1.B1.S1

Incorporating daily 'number talks' and problem of the day into the math block.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

G1.B1.S2 Teachers will receive training and a teacher guide for the Number Talks strategy and teachers will receive training in word problem solving strategies.

Action Step 1

Teacher training, and on-going support, in the Number Talks strategy and a teacher guide for Number Talks will be provided to classroom teachers.

Person or Persons Responsible

CRT, GLSTs, District Support Teachers will provide training and on-going support. .

Target Dates or Schedule

Training: October/November 2013; on-going support as needed in weekly PLCs.

Evidence of Completion

Agendas and sign-in sheets from training(s) and PLC meeting notes.

Facilitator:

Jackie Swinderman - CRT

Participants:

Classroom Teachers

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

Teacher training on Number Talks and word problem solving strategies.

Person or Persons Responsible

Training will be provided by CRT, GLSTs and district support staff as available.

Target Dates or Schedule

Training will be provided in November 2013 and support will be on-going as needed.

Evidence of Completion

Training sign-in sheets and PLC notes.

Plan to Monitor Effectiveness of G1.B1.S2

Implementation of number talks, which involves daily mental math and computation strategy practice, will be monitored through grade appropriate Curriculum Based Measure (CBM) probes.

Person or Persons Responsible

Classroom teachers will administer the CBM probes.

Target Dates or Schedule

The probes will be administered monthly and the results will be graphed by students and/or teachers.

Evidence of Completion

CBM probe scores will be recorded on graphs.

G1.B1.S3 Teachers will introduce (or practice) the math concept(s) being taught through a word problem so there is daily modeling of strategies to solve problems. Teachers will provide a minimum of one non-routine word problem to students weekly for 'you do' or individual problem solving practice. Word problem notebooks will be kept by students.

Action Step 1

1. Teachers will be trained in problem solving strategies and strategies for modeling problem solving with students. 2. Teachers will begin math concept instruction with a word problem of the day to model varied problem solving strategies. 3. Teachers will provide a minimum of one word problem per week for students to solve independently.

Person or Persons Responsible

1. CRT, GLSTs, and District Support staff will provide training and on-going support to teachers in PLCs. 2. Classroom teachers will begin math instruction with a word problem of the day. 3. Classroom teachers will provide students with word problems.

Target Dates or Schedule

1. Training will occur in October/November 2013. 2. Teachers will begin math instruction using a word problem of the day in November 2013. 3. Word problems will be provided to students weekly.

Evidence of Completion

1. Training agenda(s) and sign-in sheets. 2. Teacher lesson plans. 3. Student word problem notebook and problem-solving rubrics.

Facilitator:

Jackie Swinderman-CRT

Participants:

Classroom Teachers

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

1. Teachers beginning the math block with a daily word problem will be monitored by classroom observations and a review of teacher lesson plans. 2. Teachers providing students with one or more weekly word problem to be solved individually will be monitored by reviewing the students' math notebooks.

Person or Persons Responsible

1. GLTS will observed math instruction and review lesson plans. 2. GLSTs and classroom teachers will review selected students' math notebooks.

Target Dates or Schedule

1. Classroom observations and lesson plan reviews will take place bi-weekly. 2. Review of selected student's math notebooks will occur monthly at PLC meeting.

Evidence of Completion

1. Classroom observation and lesson plan review logs will be maintained by GLSTs. 2. Grade level PLC notes will document the review of student math notebooks.

Plan to Monitor Effectiveness of G1.B1.S3

The effectiveness of daily modeling of word problem solving strategies and student application of those strategies on weekly 'you solve' word problems will be monitored by scoring student word problems using an appropriate grade level rubric.

Person or Persons Responsible

Classroom teachers will score student word problems using a grade level rubric.

Target Dates or Schedule

Selected problems will be scored bi-weekly.

Evidence of Completion

Student problem solving notebooks will be reviewed at grade level PLCs.

G1.B2 Teachers do not have access to a comprehensive bank of non-routine word problems

G1.B2.S1 Develop a bank of word problems, that contains a variety of non-routine problems differentiated by grade levels, available to teachers.

Action Step 1

A bank of word problems will be developed that contains a variety of non-routine problems differentiated by grade level.

Person or Persons Responsible

GLSTs and District Support Staff

Target Dates or Schedule

GLSTs will begin collecting and posting the problems in SharePoint for teachers to access in October 2013.

Evidence of Completion

A bank of word problems on SharePoint.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

A variety of word problems will be gathered, reviewed and added to a bank of problems by GLSTs for teachers to access. The bank of problems will be housed on SharePoint

Person or Persons Responsible

The CRT, Jackie Swinderman, will monitor the development of the bank of problems.

Target Dates or Schedule

The addition of problems to the math bank will be monitored montly.

Evidence of Completion

A bank of word problem available to teachers on SharePoint.

Plan to Monitor Effectiveness of G1.B2.S1

A bank of word problems will be available for teachers to use to provide weekly word problems to their students. Teachers can provide feedback to their GLSTs regarding the usefulness of the word problem bank.

Person or Persons Responsible

Classroom teachers who access the problem bank will provide feedback to their GLST.

Target Dates or Schedule

Feedback can be provided weekly at the grade level PLC meeting.

Evidence of Completion

PLC notes will document teacher feedback on the problem bank.

G2. Increase the percentage of students who are reading proficiently.

G2.B1 Lack of fidelity of daily systematic phonics and vocabulary instruction due to insufficient teacher training

G2.B1.S1 Teachers will be provided training in the 95% Group Phonics Routine Cards (K-5) implement daily phonics instruction using the appropriate grade level routine cards.

Action Step 1

Provide teacher training and on-going support on research based phonics instruction using the Blueprint for Intervention Phonics and Multi-syllable Routine Cards.

Person or Persons Responsible

CRT and GLSTs will provide the training and on-going support to teachers.

Target Dates or Schedule

1. Initial training will be provided in October 2013 and support will be provided as needed throughout the school year.

Evidence of Completion

1. Agenda and training sign-in sheets; PLC agendas and notes

Facilitator:

Jackie Swinderman- CRT

Participants:

Classroom Teachers

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

Monitor the implementation of research based grade appropriate strategies for daily phonics instruction by observing classroom instruction and by reviewing lesson plans.

Person or Persons Responsible

Jackie Swinderman and Grade Level Support Teachers

Target Dates or Schedule

On a bi-weekly basis, GLSTs will review teacher lesson plans and observe instruction in classrooms .

Evidence of Completion

GLSTs will keep an observation log and lesson plan review log.

Plan to Monitor Effectiveness of G2.B1.S1

Phonics Instruction - Appropriate sections of the CORE Phonics Survey will be administered and student progress will be analyzed.

Person or Persons Responsible

Classroom teachers, tutors, or GLSTs will administer the CORE Phonics Survey.

Target Dates or Schedule

Monthly

Evidence of Completion

Graphs of students' scores on the monthly CORE Phonics Survey.

G2.B1.S2 Teachers will be trained in using Marzano's Framework for Direct Vocabulary Instruction.

Action Step 1

Teachers will receive training on Marzano's Framework for Direct Vocabulary Instruction and on-going support in its implementation.

Person or Persons Responsible

CRT and Grade Level Support Teachers

Target Dates or Schedule

Training will occur in October 2013 and support will occur on as as needed basis throughout the school year.

Evidence of Completion

Training agenda and sign-in sheets; PLC agendas and notes

Facilitator:

Jackie Swinderman-CRT

Participants:

Classroom Teachers

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

Monitor the implementation of research based grade appropriate strategies for daily vocabulary instruction by observing classroom instruction and by reviewing lesson plans.

Person or Persons Responsible

GLSTS

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Observation and Lesson Plan Review logs.

Plan to Monitor Effectiveness of G2.B1.S2

Instruction in vocabulary using Marzano's Framework will be monitored using vocabulary rubrics that will be used to assess entries in the student vocabulary notebook.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student vocabulary notebooks and rubrics.

G2.B1.S3 Classroom teachers will implement daily phonics and vocabulary instruction using research based strategies.

Action Step 1

Classroom teachers will implement daily phonics and vocabulary instruction.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

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

Implementation of daily phonics and vocabulary instruction by classroom teachers

Person or Persons Responsible

GLSTs

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom observations and lesson plan reviews

Plan to Monitor Effectiveness of G2.B1.S3

Teachers will monitor effectiveness of phonics instruction by administering the appropriate sections of the CORE Phonics Survey. Teachers will monitor the effectiveness of vocabulary instruction by tracking student progress on rubrics used to assess entries in student vocabulary notebooks.

Person or Persons Responsible

Classroom teachers and GLSTs

Target Dates or Schedule

Monthly

Evidence of Completion

PLC notes, copies of the CORE Phonics Surveys administered, and graphed scores on vocabulary rubrics.

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 funds are utilized to purchase personnel, purchase equipment for students, provide student learning materials and provide transportation for families to school events. Title I funds are also used to pay for certified teachers for an after school tutoring program. In addition, Title II federal funding is utilized to provide professional development for staff in a reading and math program, along with purchasing the needed curriculum materials to implement the reading and math programs.

SAI funding is utilized to pay for an hourly certified tutor. Fern Creek supports families who are homeless by providing transportation to and from school, providing school supplies, funds for field trips.

Breakfast and lunch are provided free to all students through the Universal meal program. Fern Creek receives federal funding to provide fresh fruits and vegetables to students three times a week to promote healthy eating habits.

Lakeside services provides a full time counselor to selected students in need of the services. Another mental health provider is KinderKonsulting. Fern Creek has a large mentoring program maintained by the Fern Creek Foundation and utilizing community members to assist struggling students. Fern Creek implements character education and bullying prevention via monthly school assemblies, morning announcements., in class lessons and posters around campus.

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. Improve students' ability to accurately analyze and solve mathematical problems.

G1.B1 Insufficient time to include, and teacher unfamiliarity with, daily 'number talks' and a problem of the day in math instruction.

G1.B1.S2 Teachers will receive training and a teacher guide for the Number Talks strategy and teachers will receive training in word problem solving strategies.

PD Opportunity 1

Teacher training, and on-going support, in the Number Talks strategy and a teacher guide for Number Talks will be provided to classroom teachers.

Facilitator

Jackie Swinderman - CRT

Participants

Classroom Teachers

Target Dates or Schedule

Training: October/November 2013; on-going support as needed in weekly PLCs.

Evidence of Completion

Agendas and sign-in sheets from training(s) and PLC meeting notes.

G1.B1.S3 Teachers will introduce (or practice) the math concept(s) being taught through a word problem so there is daily modeling of strategies to solve problems. Teachers will provide a minimum of one non-routine word problem to students weekly for 'you do' or individual problem solving practice. Word problem notebooks will be kept by students.

PD Opportunity 1

1. Teachers will be trained in problem solving strategies and strategies for modeling problem solving with students. 2. Teachers will begin math concept instruction with a word problem of the day to model varied problem solving strategies. 3. Teachers will provide a minimum of one word problem per week for students to solve independently.

Facilitator

Jackie Swinderman-CRT

Participants

Classroom Teachers

Target Dates or Schedule

1. Training will occur in October/November 2013. 2. Teachers will begin math instruction using a word problem of the day in November 2013. 3. Word problems will be provided to students weekly.

Evidence of Completion

1. Training agenda(s) and sign-in sheets. 2. Teacher lesson plans. 3. Student word problem notebook and problem-solving rubrics.

G2. Increase the percentage of students who are reading proficiently.

G2.B1 Lack of fidelity of daily systematic phonics and vocabulary instruction due to insufficient teacher training

G2.B1.S1 Teachers will be provided training in the 95% Group Phonics Routine Cards (K-5) implement daily phonics instruction using the appropriate grade level routine cards.

PD Opportunity 1

Provide teacher training and on-going support on research based phonics instruction using the Blueprint for Intervention Phonics and Multi-syllable Routine Cards.

Facilitator

Jackie Swinderman- CRT

Participants

Classroom Teachers

Target Dates or Schedule

1. Initial training will be provided in October 2013 and support will be provided as needed throughout the school year.

Evidence of Completion

1. Agenda and training sign-in sheets; PLC agendas and notes

G2.B1.S2 Teachers will be trained in using Marzano's Framework for Direct Vocabulary Instruction.

PD Opportunity 1

Teachers will receive training on Marzano's Framework for Direct Vocabulary Instruction and on-going support in its implementation.

Facilitator

Jackie Swinderman-CRT

Participants

Classroom Teachers

Target Dates or Schedule

Training will occur in October 2013 and support will occur on as as needed basis throughout the school year.

Evidence of Completion

Training agenda and sign-in sheets; PLC agendas and notes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Improve students' ability to accurately analyze and solve mathematical problems.	\$2,300
G2.	Increase the percentage of students who are reading proficiently.	\$420
Total		\$2,720

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	\$0	\$0
general school funds	\$420	\$420
Title II funds	\$2,300	\$2,300
Total	\$2,720	\$2,720

Budget Details

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

G1. Improve students' ability to accurately analyze and solve mathematical problems.

G1.B1 Insufficient time to include, and teacher unfamiliarity with, daily 'number talks' and a problem of the day in math instruction.

G1.B1.S2 Teachers will receive training and a teacher guide for the Number Talks strategy and teachers will receive training in word problem solving strategies.

Action Step 1

Teacher training, and on-going support, in the Number Talks strategy and a teacher guide for Number Talks will be provided to classroom teachers.

Resource Type

Evidence-Based Program

Resource

Number Talks books

Funding Source

Title II funds

Amount Needed

\$2,300

G1.B1.S3 Teachers will introduce (or practice) the math concept(s) being taught through a word problem so there is daily modeling of strategies to solve problems. Teachers will provide a minimum of one non-routine word problem to students weekly for 'you do' or individual problem solving practice. Word problem notebooks will be kept by students.

Action Step 1

1. Teachers will be trained in problem solving strategies and strategies for modeling problem solving with students. 2. Teachers will begin math concept instruction with a word problem of the day to model varied problem solving strategies. 3. Teachers will provide a minimum of one word problem per week for students to solve independently.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2. Increase the percentage of students who are reading proficiently.

G2.B1 Lack of fidelity of daily systematic phonics and vocabulary instruction due to insufficient teacher training

G2.B1.S1 Teachers will be provided training in the 95% Group Phonics Routine Cards (K-5) implement daily phonics instruction using the appropriate grade level routine cards.

Action Step 1

Provide teacher training and on-going support on research based phonics instruction using the Blueprint for Intervention Phonics and Multi-syllable Routine Cards.

Resource Type

Evidence-Based Program

Resource

vocabulary from reading series, Journeys, and daily phonics routine cards

Funding Source

general school funds

Amount Needed

\$420

G2.B1.S2 Teachers will be trained in using Marzano's Framework for Direct Vocabulary Instruction.

Action Step 1

Teachers will receive training on Marzano's Framework for Direct Vocabulary Instruction and on-going support in its implementation.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed