



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

J. Allen Axson Elementary School

4763 SUTTON PARK CT

Jacksonville, FL 32224

904-992-3600

<http://www.duvalschools.org/jaa>

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
14%

Alternative/ESE Center
No

Charter School
No

Minority Rate
45%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

2009-10
A

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

J. Allen Axson Elem School

Principal

Cecilia Robinson-Vanhoy

School Advisory Council chair

Phil Kaplan

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

Name

Title

Cecilia Robinson-Vanhoy

Principal

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

01/07/2014

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

Phil Kaplan SAC Chair/Parent/Caucasian
 Susan Payne SAC Secretary/Parent/Caucasian
 Cecilia Robinson-Vanhoy /Principal/Caucasian
 Beth Jenkins/School Guidance Counselor/Caucasian
 Heather Dubuisson/Teacher/Caucasian
 Leslie Redd/Parent/African American
 Tina Phillips/Parent/African American
 Karen Gaskill/Parent/Caucasian

Involvement of the SAC in the development of the SIP

During the summer members were emailed school performance data to have an opportunity to see how our students were performing. Our first scheduled meeting was Friday, September 27th. During our first scheduled meeting members engaged in dialogue and contributed to the School Improvement Plan.

Activities of the SAC for the upcoming school year

SAC will meet regularly during the school year. During our monthly meetings members are kept abreast of current performance data. Each month I share information related to overall school performance. The

Mid-Year Stakeholder Meeting is in January, when I have a state of the school address. I also share at that time how our safety nets are working and what other kinds of support we are offering to students and teachers to enhance performance. During this SAC meeting the team will update/add suggestions for implementation leading up to state testing in April.

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

The funds will be utilized for after school tutoring in Math/Reading. We are also considering a writing camp after school and/or adjusting the students learning schedule during the day to make sure our 4th grade students will have extra support to make sure they are writing at a 3.5 or higher level.

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

NA

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:

Cecilia Robinson-Vanhoy

Principal

Years as Administrator: 9

Years at Current School: 2

Credentials

Certification
 Elementary Ed. 1-6
 Emotionally Handicapped K-12
 Gifted Education K-12
 Educational Leadership(all levels)
 Principal: All Levels
 Degrees
 BA in Education
 M.Ed in Elementary Education
 Ed.S in Educational Leadership
 Montessori Credentialed
 Age: 3-6, 6-9, 9-12

Performance Record

School Performance Data from the last five years.
 All students learn through individualized work plans using the Montessori Method of instruction. The data for the last five years shows that J. Allen Axson continues to perform effectively. The principal has been in place for two years. Although the overall grade has dropped this year by six points gains were made in several areas over last year.
 Increased Math Gains: 9 pts., BQ Math Gains: 12 pts. The school maintained performance levels in Math: 71, Science:66, and drops in Reading:3pts., Writing: 22 pts, Reading Gains: 1 pt, BQ Reading Gains: 1pt.
 2012-2013
 R-81% , M-71%, W-71%, S-66%
 RG-76%, MG-74%, BQRLG-76%,BQMLG-69%
 School Grade: 584-A
 2011-2012
 R-84% , M-71%, W-93%, S-66%
 RG-77%, MG-65%, BQRLG-77%,BQMLG-57%
 School Grade: 590-A
 2010-2011
 R-93% , M-87%, W-82%, S-75%
 RG-74%, MG-73%, BQRLG-74%,BQMLG-68%
 AYP-100% School Grade: 626-A
 2009-2010
 R-93% , M-85%, W-92%, S-78%
 RG-68%, MG-68%, BQRLG-70%,BQMLG-57%
 AYP-97% School Grade: 609-A
 2008-2009
 R-92% , M-82%, W-91%, S-64%
 RG-75%, MG-74%, BQRLG-87%,BQMLG-80%
 AYP-100% School Grade: 645-A

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**NA**

Part-time / District-based

Years as Coach: 0

Years at Current School: 0

Areas

[none selected]

Credentials

NA

Performance Record

NA

Classroom Teachers**# of classroom teachers**

47

receiving effective rating or higher

47, 100%

Highly Qualified Teachers

94%

certified in-field

47, 100%

ESOL endorsed

15, 32%

reading endorsed

1, 2%

with advanced degrees

28, 60%

National Board Certified

0, 0%

first-year teachers

3, 6%

with 1-5 years of experience

10, 21%

with 6-14 years of experience

20, 43%

with 15 or more years of experience

14, 30%

Education Paraprofessionals

of paraprofessionals

30

Highly Qualified

30, 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

New teachers are paired up with mentors to support them in their first year of teaching. New teachers are also expected to participate in the MINT Program. Debbie Keyser is the MINT Coordinator at Axson. As the coordinator she works with the district contact to meet regularly with MINT Teachers to help them complete MINT documentation as well as on-going professional development. She sends out email updates to make sure that 1st year teachers stay connected to each other and the work necessary for successful completion of the program. She also send regular email notifying them of PD opportunities and/or creating training opportunities at Axson.

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 are paired up with mentors to offer on-going support. Debbie Keyser is the MINT Coordinator at Axson. As the coordinator she works with the district contact to meet regularly with MINT Teachers to help them complete MINT documentation facilitates on-going professional development. She sends out email updates to make sure that 1st year teachers stay connected to each other and the work necessary for successful completion of the program.

Mentor Mentee Rational for pairing

Shannon Lightcap Ashley Watkins Experienced Montessori Trained Teacher

Allison Bear Heather Dubuisson Experienced Montessori Trained Teacher

Catherine Wiegert Chrissy O'Reilly Job Share partner, teaches same subject/gifted

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

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

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

The school based RTI Team meets once a month to review screening data and progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding CGA assessments, at moderate risk, or high risk for not meeting grade level standards. Those students who

potentially need intervention are, then referred to grade level teams. Based on the above information, the grade level team will problem solve, share effective practices, suggest interventions, and evaluate intervention implementation and results.

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

The school's MTSS Members are:

Cecilia Robinson-Vanhoy, Principal

Kathy Bear, RTI Facilitator

Julie Williams, Primary(Prek-K teacher) Lead Teacher

Kristen Humphries, Lower Elementary (1-3) Lead Teacher

Erika Williams, Upper Elementary (4-5) Lead Teacher

Lori Reasonover, Lower Elementary Teacher

Beth Jenkins, School Counselor

Allison Barat, ESE Lead Teacher

Each member is responsible to support and monitor RTI processes. Kathy Bear the RTI Facilitator reports on-going progress to the principal . The team leaders assist the RTI Facilitator and Principal to support the implementation of the MTSS goals and the SIP.

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

The RTI Facilitator and Principal meet monthly to to discuss and develop strategies to meet the needs of low, moderate and high risk students based on the current assessment data. The members of the team meet to devise a plan of action and set an implementation timeline based on student accommodations and current assessments.

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 source used : 2012-2013 FCAT Data and implementation of CGA (pre/post), Quarterly CGA. IOWA, DAR and I Ready Assessments.

Beth Jenkins, School Guidance Counselor monitors attendance data and reports to principal monthly or as needed.

Cecilia Robinson-Vanhoy, Principal monitors behavior through referrals, meetings with the RTI Facilitator and teachers.

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

Team members will be responsible to facilitate staff and parent training.

Staff training will take place during Early Dismissal Professional Learning Communities once a month.

Parent training will be facilitated by Principal, School Counselor, RTI Facilitator and teachers before, during and after school events, activities and meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 40,500

Students will work in academic studioS(core academic subjects) for 45 minutes a day, five days a week during extended day time. Students get to work on homework and get one on one tutoring as needed. In addition, students are getting enrichment (well rounded education) in art, language and physical education activities.

Strategy Purpose(s)

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

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

The data is collected through individually administered district assessments

Who is responsible for monitoring implementation of this strategy?

Administrator and extended day director

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

Name	Title
Cecilia Robinson-Vanhoy	Principal
Kathy Bear	Instructional Support
Beth Jenkins	School Guidance Counselor
Julie Williams	Prek-K-Lead Teacher
Kristen Humphries	1-3 Lead Teacher
Erika Williams	4-5 Lead Teacher
Allison Barat	ESE Lead Teacher
Lori Reasonover	Teacher/Extended Day Director

How the school-based LLT functions

Lead Teachers and instructional support personnel meet regularly to analyze data by teams' (Early Dismissal PLC time once a month and common planning time during resources) to determine areas of strength and weakness. The team leaders, principal and instructional support develop strategic plans to implement that will address areas of concern and enrich areas of strength.

Major initiatives of the LLT

- 1.The team leaders will collaboratively work with teachers to blend the Montessori method and common core standards.
2. Teachers will engage students with high interest lessons covering multiple standards.(blending standards/grade level/Montessori Method).

3. Utilizing fiction and non-fiction text to build more engaged readers and developing students in writing.
4. Writing with authentic literature will be a means to develop and build comprehension skills in students.

Every Teacher Contributes to Reading Instruction

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

1. All teachers engage in collaborative planning to develop engaging lessons that build comprehension skills and strategies.
2. All teachers are encouraged to use a variety of resources and tools to develop high interest lessons.
3. All teachers use Accelerated Reader (PTA purchased) to build comprehension skills.
4. All teachers are given professional development opportunities during Early Dismissal.
5. Lori Reasonover is our ELA 3-5 representative and will attend coaches' training to bring back information.

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

1. Magnet School Tours: November 2014 until School Choice Expo.
 2. Pre-K registration May 2014
 3. Meet & Greet, Friday , August 16th from 10-12
Students and families meet the teacher before the start of school
 4. Parent Training: One a quarter, first one is scheduled for October 3rd, 6-7 p.m.
 5. FIKRS, IOWA, CGA's and DAR in January
 6. Weekly Parent Communication from the Principal highlighting tips/tools that help Kindergarten students transition from Prek-K.
 7. Primary Open House: September 12th from 5:15-6:00 p.m.
- Parent Training Night: Montessori Overview/Video/Q&A Session, Thursday, October 3rd from 6-7 p.m.

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

NA

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

NA

Strategies for improving student readiness for the public postsecondary level

NA

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	88%	81%	No	89%
American Indian				
Asian	88%	91%	No	90%
Black/African American	69%	72%	No	72%
Hispanic	81%	0%	No	83%
White	94%	87%	No	95%
English language learners				
Students with disabilities	63%	57%	Yes	67%
Economically disadvantaged	63%	71%	Yes	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	81%	89%
Students scoring at or above Achievement Level 4	176	72%	89%

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)	31	76%	88%
Students in lowest 25% making learning gains (FCAT 2.0)	34	76%	88%

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)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

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	68	71%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		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	75%	71%	No	78%
American Indian				
Asian	83%	83%	No	84%
Black/African American	53%	53%	No	58%
Hispanic	81%	0%	No	83%
White	82%	82%	Yes	84%
English language learners				
Students with disabilities	49%	49%	Yes	54%
Economically disadvantaged	45%	45%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	71%	78%
Students scoring at or above Achievement Level 4	71	71%	78%

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	125	74%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	130	69%	78%

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	33	46%	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	<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)	25		25
Participation in STEM-related experiences provided for students	500	95%	95%

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	15	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	10	2%	1%
Students who are not proficient in reading by third grade	12	83%	89%
Students who receive two or more behavior referrals	6	1%	1%
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

1. Increase level of documented parent involvement.
2. Have at least 4 parent training events this school year.
3. Complete and distribute "Parent Handbook" developed in partnership with SAC and SDM Leadership Team.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Track parent participation at school-wide events	400	85%%	90%%
Track parent participation at parent training events: Oct 3, Dec 3, Feb 11, the last meeting TBA	30	25%	50%%

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

School Guidance Counselor will work in classrooms, lunch bunch groups and individually to develop skill and strategies to address students regarding school safety, relationship building and bullying.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
School Counselor will work with students to develop skills and strategies to recognize and cope with bullying behaviors.	545	100%	100%

Goals Summary

- G1.** To increase our FCAT Science mean scores in the Nature of Science.
- G2.** Teachers and Instructional support personnel will analyze quarterly assessment data to ensure Asian, Black, Hispanic, White and Students with Disabilities sub groups are making growth towards AMO targets for the 2013-2014.

Goals Detail

G1. To increase our FCAT Science mean scores in the Nature of Science.

Targets Supported

Resources Available to Support the Goal

- An Axson teacher has been identified to attend monthly District Science Coaches meetings and bring information back to classroom teachers to share during Early Dismissal and Professional Learning Communities. Teachers will use Montessori materials and district provided materials to enhance science instruction.

Targeted Barriers to Achieving the Goal

- The biggest barrier is time. Upper Elementary (4/5) teachers have multiple grades and preps.

Plan to Monitor Progress Toward the Goal

Principal will monitor that professional development during Early Dismissal and PLC time has been implemented.

Person or Persons Responsible

Principal

Target Dates or Schedule:

During formal and informal classroom observations.

Evidence of Completion:

Principal Classroom Observations

G2. Teachers and Instructional support personnel will analyze quarterly assessment data to ensure Asian, Black, Hispanic, White and Students with Disabilities sub groups are making growth towards AMO targets for the 2013-2014.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Instructional support person has been hired to facilitate small groups in math. Reflex Math is a district provided web based tool students can use at home and in school.

Targeted Barriers to Achieving the Goal

- Small Asian population will mean that if one test item is missed then this sub group has the potential to miss its target.

Plan to Monitor Progress Toward the Goal

Use district provided assessment results to determine success towards learning of common core state standards.

Person or Persons Responsible

Principal, School Guidance Counselor. Magnet Lead Teacher and Classroom Teachers.

Target Dates or Schedule:

On-going quarterly assessments

Evidence of Completion:

Assessment scores and IEP Goals

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase our FCAT Science mean scores in the Nature of Science.

G1.B1 The biggest barrier is time. Upper Elementary (4/5) teachers have multiple grades and preps.

G1.B1.S1 Will use Mr. Schwartz(Axson's Science Coach) to provide PD during Early Dismissal and PLC time.

Action Step 1

Mr. Schwartz will review Science CGA results with Upper Elementary teachers during weekly PLC meeting and or Early Dismissal Professional Development.

Person or Persons Responsible

Mr. Schwartz (Axson Science Coach)

Target Dates or Schedule

January 8/Early Dismissal January 22/Professional Learning Community Time

Evidence of Completion

Agenda, Minutes and other shared materials coach and principal determine appropriate for training dates.

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

Monitor January Early Dismissal and PLC time.

Person or Persons Responsible

Principal and Science Coach

Target Dates or Schedule

January 8/22

Evidence of Completion

Minutes, Agendas

Plan to Monitor Effectiveness of G1.B1.S1

Professional Development provided during Early Dismissal and PLC time.

Person or Persons Responsible

Principal/Science Coach

Target Dates or Schedule

January 8/22

Evidence of Completion

Classroom observations and walk throughs

G2. Teachers and Instructional support personnel will analyze quarterly assessment data to ensure Asian, Black, Hispanic, White and Students with Disabilities sub groups are making growth towards AMO targets for the 2013-2014.

G2.B1 Small Asian population will mean that if one test item is missed then this sub group has the potential to miss its target.

G2.B1.S1 Classroom teachers and instructional support will work with students targeted area of need during classroom instructional time.

Action Step 1

Teachers will analyze quarterly classroom assessment data to determine instructional goals of AMO students meeting grade level standards and SIP targets.

Person or Persons Responsible

Administrator, Instructional Support

Target Dates or Schedule

On-Going

Evidence of Completion

Quarterly Assessment Data

Facilitator:

Administrator, Instructional Support and Teacher Coaches will work with grade level chairs on data analysis to determine goals to meet AMO targets.

Participants:

Grade Level Team Leaders and Classroom Teachers

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

Classroom Teacher will be given weekly PLC time to analyze students data towards meeting goals.

Person or Persons Responsible

Administrator, Instructional Support

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher PLC Groups will submit weekly agendas, minutes or email updates on PLC work to Ms. Vanhoy

Plan to Monitor Effectiveness of G2.B1.S1

Building administrator will do regular building walk-troughs to determine fidelity and effectiveness of strategy.

Person or Persons Responsible

Administrator

Target Dates or Schedule

Informal and formal observations

Evidence of Completion

Scripting logs during informal and formal observation cycles

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

School Improvement dollars will be utilized to pay teachers for after school tutoring for extended day students and for students not in extended day. Teachers will identify students based on current reading or math data, group accordingly, and offer tutoring opportunities.

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.

G2. Teachers and Instructional support personnel will analyze quarterly assessment data to ensure Asian, Black, Hispanic, White and Students with Disabilities sub groups are making growth towards AMO targets for the 2013-2014.

G2.B1 Small Asian population will mean that if one test item is missed then this sub group has the potential to miss its target.

G2.B1.S1 Classroom teachers and instructional support will work with students targeted area of need during classroom instructional time.

PD Opportunity 1

Teachers will analyze quarterly classroom assessment data to determine instructional goals of AMO students meeting grade level standards and SIP targets.

Facilitator

Administrator, Instructional Support and Teacher Coaches will work with grade level chairs on data analysis to determine goals to meet AMO targets.

Participants

Grade Level Team Leaders and Classroom Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Quarterly Assessment Data

Appendix 2: Budget to Support School Improvement Goals