2013-2014 SCHOOL IMPROVEMENT PLAN

Chaires Elementary School
4774 CHAIRES CROSSROADS
Tallahassee, FL 32317
850-488-5977

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	55%

Alternative/ESE Center	Charter School	Minority Rate
No	No	44%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	B	A	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
Chaires Elementary School

Principal
Michelle Prescott

School Advisory Council chair
Katherine Bradley

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

Name	Title
Michele Prescott	Principal
Joanne McBrearty	Asst. Principal
Kesher Paul	Pre-K Chair
Jackie Bist	Kindergaten Chair
Christine Turner	First Grade Teacher
Lee Walker	Second Grade Teacher
Jodie Turner	Third Grade Teacher
Katherine Bradley	Fifth Grade Teacher
Linda Fasthoff	Technology Coordinator
Debbiw Mayewski	ESE Teacher

District-Level Information

District
Leon

Superintendent
Mr. Jackie Pons

Date of school board approval of SIP
11/19/2013

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

Michele Prescott - Principal, Stephanie Chewning - Parent/DAC Representative, Nicole Horne - Teacher, Jackie Bist - Teacher, Kesher Paul - Teacher, Gina Nelson - Parent, Dorthea Jones - Parent, Kristi Blake - Parent, Leasie Stephens - Paraprofessional, Meagan O'Brian - Parent

Involvement of the SAC in the development of the SIP

The purpose of our SAC is to review prior performance data, problem solve in an effort to increase student achievement and finally determine appropriate goals for each area.

Activities of the SAC for the upcoming school year

Chaires Elementary SAC will meet at least four times this year. These meetings are announced at least two weeks in advance and they are held in the Conference room and open to the public. At our first meeting we will review, make corrections and give final approval to the SIP. Once mid-year data is received we will meet to discuss progress of our goals and specific strategies that need to be adjusted. SAC continuously looks at ways to improve student achievement as well as over all function of the school.

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

Any funds received for the 2013-2014 school year will be used for High Touch High Tech sessions for all classes.

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:

Michelle Prescott		
Principal	Years as Administrator: 9	Years at Current School: 5

Credentials	M.S. Educational Leadership B.S. Elementary Education Florida Certificate in School Principal, Elementary Education, Varying Exceptionalities, ESOL
Performance Record	2008/2009 – Chaires Elementary – School Grade "A" AYP/N, 25%/Y 2009/2010 – Chaires Elementary - School Grade "A" , AYP/N, 25%/Y 2010-2011 – Chaires Elementary – School Grade "A" – AYP – No 2011-2012 – Chaires Elementary – School Grade "A" – AYP – No 2012-2013 - Chaires Elementary - School Grade "B" - 25% /Y

Joanne McBrearty		
Asst Principal	Years as Administrator: 8	Years at Current School: 6

Credentials	Bachelor of Science in Elementary Education, Masters of Science in Educational Leadership, Certification in the areas of: Elementary Education Grade 1-6, Educational Leadership All levels, School Principal All Levels, National Board Certification Middle Childhood Generalist
Performance Record	2008/2009 – Chaires Elementary – School Grade "A" AYP/N, 25%/Y 2009/2010 – Chaires Elementary - School Grade "A" , AYP/N, 25%/Y 2010-2011 – Chaires Elementary – School Grade "A" – AYP – No 2011-2012 – Chaires Elementary – School Grade "A" – AYP – No 2012-2013 - Chaires Elementary - School Grade "B" - 25% /Y

Instructional Coaches

of instructional coaches
1

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

Instructional Coach Information:

Theresa Hollis		
Part-time / District-based	Years as Coach: 9	Years at Current School: 6
Areas	Reading/Literacy	
Credentials	Masters in Reading Elementary Education K-5 ESOL, Early Childhood	
Performance Record	2008/2009 – Chaires Elementary – School Grade "A" AYP/N, 25%/Y 2009/2010 – Chaires Elementary - School Grade "A" , AYP/N, 25%/Y 2010/2011 – Chaires Elementary – School Grade – "A", AYP No 2011/2012 – Chaires Elementary – School Grade – "A", AYP No 2012/2014 - Chaires Elementary - School Grade - "B", 25%Y	

Classroom Teachers

of classroom teachers
37

 # receiving effective rating or higher
37, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
37, 100%

 # ESOL endorsed
5, 14%

 # reading endorsed
5, 14%

 # with advanced degrees
13, 35%

 # National Board Certified
3, 8%

 # first-year teachers
3, 8%

 # with 1-5 years of experience
4, 11%

 # with 6-14 years of experience
9, 24%

 # with 15 or more years of experience
21, 57%

Education Paraprofessionals

# of paraprofessionals
13

 # Highly Qualified
13, 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

Michele Prescott, principal, will attend Teacher Interview day to interview and recruit prospective teachers. Additionally the PATS Hiring System will be utilized to review and select qualified

candidates. In order to retain highly qualified teachers i Observation will be used to monitor teachers regularly. Reflective feedback and pre/post conferences will be held to discuss strengths and weaknesses as a means for improvement.

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

Veteran teacher, Lee Walker, will be paired with beginning teacher,Joanne Dunphy, for the 2013-2014 school year. Veteran teacher, Debbie Mayewski, will be paired with beginning teacher, Nicole Lawhon, for the 2013-2014 school year. Kathgret Rentz will be teemed with mentor Debbie Karels All mentoring teachers will participate in the Mentoring Teacher program and will meet with the beginning teachers on a regular basis, complete two observations, and provide feedback regularly.

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

Students school-wide are monitored using a variety of data sources.
In grades PreK and K, students are monitored through the Waterford program. In addition, students in K-2 are monitored with AIMS Web Reading data, STAR reading data, and Successmaker data.
Students in grades 3-5 are monitored using AIMS Web Reading data, STAR reading data, Successmaker data, and the Florida Comprehensive Assessment Test.

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

Principal: Provides vision, ensures that the school-based team is implementing RTI, ensures implementation of intervention support, ensures adequate professional development is provided to support RTI and communicates with outside stakeholders regarding school-based RTI.
Select General Education Teachers: One representative from each grade level provides information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.
Select ESE teachers: (Varying exceptionalities, speech, gifted) Provides information about intervention instruction, participates in student data collection, collaborates with general education teachers.
Reading Coach: Participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies.
School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities.
Program Specialist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans.

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

The RTI Leadership team met with the administration and other staff representatives to help develop the SIP. The team also collaborated with the School Advisory Council to obtain input from the council. The team provided data, helped set goals and expectations, and suggested strategies that would ensure attainment of instructional goals.

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

The data source and management system used to access and analyze data is Data Director. This program provides data points from Successmaker, AIMS Web, STAR, FCAT, Waterford, and district assessments.
Behavior is monitored and analyzed through Educators Handbook and reviewed and discussed monthly with the PBS team. This team also analyzed attendance issues.

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

Staff Development for faculty in August. . Reading Coach met with grade levels to set goals for individual students below 30th percentile in reading or math.
Principal meets monthly with grade levels to discuss individual student progress. MTSS team meets weekly with teachers, parents, and administrators to follow-up on specific students needing support.

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: 360

Students participate in the before and after school Master's Club where they work on additional sessions in Success Maker. Students complete at least one extra session per day in Reading and/or Math.

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?

Teachers pull SuccesMaker data daily to monitor students progress towards their individual goals.

Who is responsible for monitoring implementation of this strategy?

Teachers, Administrators, and the MTSS and RtI Leadership Team

Literacy Leadership Team (LLT)

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

Name	Title
Teresa Hollis	Reading Coach
Michele Prescott	Principal
Joanne McBrearty	Assistant Principal
Kathgret Rentz	Guidance Counselor
Ranae Meehan	School Psychologist
Linda Fasthoff	Technology
Laurel Bryant	Staffing Specialist
Karen Dietrich	Media Specialist
Debbie Karels	Speech Teacher

How the school-based LLT functions

The LLT team meets monthly to monitor School Improvement Plan and resolve all issues that pertain to student achievement is Reading. The LLT also monitors students needing remediation and develops individual plans for each child.

Major initiatives of the LLT

Develop and provide appropriate differentiated curriculum for Tier I, Tier II and Tier III students. Maintain a schedule that is flexible and allows for remediation groups without missing core curriculum.

Every Teacher Contributes to Reading Instruction

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

Our Reading Coach provides professional development on Reading instruction for our teachers and paraprofessionals. Teachers infuse effective, research based strategies from Marzano's Framework of Teaching in all lessons. Grade levels meet monthly for progress monitoring data chats where strategies are discussed and/or adjusted.

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

Students entering Kindergarten are screened using the statewide Kindergarten readiness assessment. The Kindergarten team holds a Kindergarten parent orientation in the Spring prior to enrollment. Students and parents are taken on a tour of the school and are able to ask questions about the school, curriculum, and activities pertaining to Kindergarten. Open House was held on September 9th and all parents and students were invited to attend.

College and Career Readiness

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

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

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

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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	68%	62%	No	71%
American Indian				
Asian				
Black/African American	48%	49%	Yes	54%
Hispanic	79%	58%	No	81%
White	78%	69%	No	80%
English language learners				
Students with disabilities	46%	31%	No	51%
Economically disadvantaged	48%	53%	Yes	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	25%	26%
Students scoring at or above Achievement Level 4	74	37%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	102	66%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	27	71%	72%

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]*		66%
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]*		66%

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	53	60%	61%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		68%

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	61%	62%	Yes	65%
American Indian				
Asian				
Black/African American	42%	46%	Yes	48%
Hispanic	65%	58%	No	69%
White	72%	73%	Yes	75%
English language learners				
Students with disabilities	44%	33%	No	50%
Economically disadvantaged	41%	49%	Yes	47%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	30%	36%
Students scoring at or above Achievement Level 4	65	32%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		75%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	103	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	24	62%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

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

Geometry End-of-Course (EOC) Assessment

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

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	22	34%	35%
Students scoring at or above Achievement Level 4	14	22%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

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)	5		7
Participation in STEM-related experiences provided for students	75	25%	30%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	30	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	10	2%	1%
Students who are not proficient in reading by third grade	41	10%	8%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	11	2%	2%

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

50% of parents will volunteer or mentor during the 2013-2014 school year at least one hour..

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
50% of parents will volunteer or mentor during the 2013-2014 school year.	179	45%	46%

Goals Summary

G1. 71% of Chaires Elementary students will score a 3 or above on the 2014 Reading FCAT by increasing students' comprehension skills using complex text.

G2. 40% of our students will score a 4 or above on the 2014 Reading FCAT by Increasing student comprehension through reading rigorous text and answering text dependent questions through written response.

G3. 74% of our students will score a 3 or above on the 2014 Math FCAT.

G4. 70% of our students will show adequate Learning gains on the 2014 Math FCAT.

Goals Detail

G1. 71% of Chaires Elementary students will score a 3 or above on the 2014 Reading FCAT by increasing students' comprehension skills using complex text.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal
- Jr. Great Books, Imagine It! reading series, SM5, Accelerated Reader

Targeted Barriers to Achieving the Goal
- Need for additional teacher training in Common Core and Reading Strategies

Plan to Monitor Progress Toward the Goal

Student Progress towards Goals

Person or Persons Responsible
Teachers, Reading Coach, Administrators

Target Dates or Schedule:
September, January, March

Evidence of Completion:
2014 FCAT Results

G2. 40% of our students will score a 4 or above on the 2014 Reading FCAT by Increasing student comprehension through reading rigorous text and answering text dependent questions through written response.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- Programs: Jr. Great Books, Imagine It! Text, Science Text, Leveled Readers, Basal Alignment Project Personnel: Classroom teacher, Learning Advocates, Special Education Teacher, Professional Learning Communities Equipment: Promethean Board

Targeted Barriers to Achieving the Goal

- Teacher Training

Plan to Monitor Progress Toward the Goal

SM5 Data, AIMS Web Data, STAR Data,

Person or Persons Responsible

Teachers, Reading Coach, Administration

Target Dates or Schedule:

Two time a month

Evidence of Completion:

STAR Data, SM5 Data, AIMS Web Data, 2014 FCAT Results

G3. 74% of our students will score a 3 or above on the 2014 Math FCAT.

Targets Supported

Resources Available to Support the Goal

- Go Math, SM5, Remediation Groups

Targeted Barriers to Achieving the Goal

- Need for Tier II and Tier III curriculum and training
- Need for Promethean Board in all classes

Plan to Monitor Progress Toward the Goal

Monthly Progress Monitoring Meetings

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Progress Monitoring Data, SM5 Reports

G4. 70% of our students will show adequate Learning gains on the 2014 Math FCAT.

Targets Supported

Resources Available to Support the Goal
- SM5, Remediation Groups

Targeted Barriers to Achieving the Goal
- Teacher Training needed for Go Math!

Plan to Monitor Progress Toward the Goal

SM5 Data, Go Math Assessments

Person or Persons Responsible
Teachers, Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
SM5 Data, Go Math Assessments, 2014 FCAT

Action Plan for Improvement

Problem Solving Key

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

G1. 71% of Chaires Elementary students will score a 3 or above on the 2014 Reading FCAT by increasing students' comprehension skills using complex text.

G1.B1 Need for additional teacher training in Common Core and Reading Strategies

G1.B1.S1 Professional Learning Communities

Action Step 1

Common Core Training for all Teachers

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

twice a month, from 3-5,

Evidence of Completion

Completion of traing

Facilitator:

Kim Perez

Participants:

All K-5 Teachers

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

Monitor SM5 Reading student data, AIMS data,

Person or Persons Responsible

Classroom Teachers, Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

2 times a month

Evidence of Completion

AIMS Web reports, SM5 Data Reports,

Plan to Monitor Effectiveness of G1.B1.S1

Monitor gains in AIMS Web scores, Monitor gains in SM5, Monitor Gains in STAR Reading

Person or Persons Responsible

Teachers, Reading Coach, Administration

Target Dates or Schedule

Two time a month

Evidence of Completion

SM5 Reports, AIMS Web Data, STAR Data

G1.B1.S2 Junior Great Books Training

Action Step 1

Jr. Great Books Training

Person or Persons Responsible

3-5 Reading teachers

Target Dates or Schedule

September

Evidence of Completion

Completion of Training

Facilitator:

District Facilitator

Participants:

3-5 Reading Teachers

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

Fidelity Checks on Jr. Great Book Lessons

Person or Persons Responsible

Reading Coach, Administration

Target Dates or Schedule

quarterly

Evidence of Completion

Waltk-through Data

Plan to Monitor Effectiveness of G1.B1.S2

Monitor Aims Web Data and adjust remediation group as needed

Person or Persons Responsible

Teachers, Reading Coach, Administration

Target Dates or Schedule

monthly

Evidence of Completion

Progress Monitoring Data

G2. 40% of our students will score a 4 or above on the 2014 Reading FCAT by Increasing student comprehension through reading rigorous text and answering text dependent questions through written response.

G2.B1 Teacher Training

G2.B1.S1 Monthly Professional Learning Communities

Action Step 1

K-2 Professional Learning Communities 3-5 Professional LearningCommunities

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Reflection Logs

Facilitator:

K-2 Lee Walker 3-5 Catherine Bradley

Participants:

K-5 Teachers

Action Step 2

Professional Learning Communities

Person or Persons Responsible

K-2 and 3-5 Learning Advocates

Target Dates or Schedule

Monthly throughout the 13-14 School Year

Evidence of Completion

Reflective logs completed at each meeting

Facilitator:

Lee Walker Catherine Bradley

Participants:

All K-5 Teacher

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

Monitor PLCs monthly

Person or Persons Responsible

Lee Walker Nikki Bradley

Target Dates or Schedule

Monthly

Evidence of Completion

Completed reflection logs

Plan to Monitor Effectiveness of G2.B1.S1

Monitor Student Gains In Reading Comprehension

Person or Persons Responsible

Administration, Reading Coach, Teachers

Target Dates or Schedule

2 times a month

Evidence of Completion

AIMS Webb Data, STAR Data, SM5 Data

G3. 74% of our students will score a 3 or above on the 2014 Math FCAT.

G3.B1 Need for Tier II and Tier III curriculum and training

G3.B1.S1 Implementing Strategic Intervention with fidelity

Action Step 1

K-2 and 3-5 PLC to develop Math Strategies

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Reflection Logs

Facilitator:

K-2 - Lee Walker 3-5 - Catherine Bradley

Participants:

K-5 teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Fidelity Checks for Strategic Intervention for Tier III students

Person or Persons Responsible

Administration

Target Dates or Schedule

quarterly

Evidence of Completion

Walk-through data

Plan to Monitor Effectiveness of G3.B1.S1

Monitor student growth on SM5

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

SM5 Data, Data Director Information, 2014 FCAT

G4. 70% of our students will show adequate Learning gains on the 2014 Math FCAT.

G4.B1 Teacher Training needed for Go Math!

G4.B1.S1 Professional Learning Community

Action Step 1

Professional Learning Community

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Reflection Logs

Facilitator:

K-2 - Lee Walker 3-5 - Catherine Bradley

Participants:

k-5 Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Teachers will demonstrate new strategies in Math Lessons learned in PLC

Person or Persons Responsible

Administration through walk through observations

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from observations

Plan to Monitor Effectiveness of G4.B1.S1

SM5 Data, Go Math Assessments

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

SM5 Data Reports, Data Director Information

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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 II funds will be spent on Professional Development to enhance teacher development and increase student progress towards school goals. SAI funds are allocated by District and go 100% for staffing.

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. 71% of Chaires Elementary students will score a 3 or above on the 2014 Reading FCAT by increasing students' comprehension skills using complex text.

G1.B1 Need for additional teacher training in Common Core and Reading Strategies

G1.B1.S1 Professional Learning Communities

PD Opportunity 1

Common Core Training for all Teachers

Facilitator

Kim Perez

Participants

All K-5 Teachers

Target Dates or Schedule

twice a month, from 3-5,

Evidence of Completion

Completion of traing

G1.B1.S2 Junior Great Books Training

PD Opportunity 1

Jr. Great Books Training

Facilitator

District Facilitator

Participants

3-5 Reading Teachers

Target Dates or Schedule

September

Evidence of Completion

Completion of Training

G2. 40% of our students will score a 4 or above on the 2014 Reading FCAT by Increasing student comprehension through reading rigorous text and answering text dependent questions through written response.

G2.B1 Teacher Training

G2.B1.S1 Monthly Professional Learning Communities

PD Opportunity 1

K-2 Professional Learning Communities 3-5 Professional LearningCommunities

Facilitator

K-2 Lee Walker 3-5 Catherine Bradley

Participants

K-5 Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Reflection Logs

PD Opportunity 2

Professional Learning Communities

Facilitator

Lee Walker Catherine Bradley

Participants

All K-5 Teacher

Target Dates or Schedule

Monthly throughout the 13-14 School Year

Evidence of Completion

Reflective logs completed at each meeting

G3. 74% of our students will score a 3 or above on the 2014 Math FCAT.

G3.B1 Need for Tier II and Tier III curriculum and training

G3.B1.S1 Implementing Strategic Intervention with fidelity

PD Opportunity 1

K-2 and 3-5 PLC to develop Math Strategies

Facilitator

K-2 - Lee Walker 3-5 - Catherine Bradley

Participants

K-5 teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Reflection Logs

G4. 70% of our students will show adequate Learning gains on the 2014 Math FCAT.

G4.B1 Teacher Training needed for Go Math!

G4.B1.S1 Professional Learning Community

PD Opportunity 1

Professional Learning Community

Facilitator

K-2 - Lee Walker 3-5 - Catherine Bradley

Participants

k-5 Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Reflection Logs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	71% of Chaires Elementary students will score a 3 or above on the 2014 Reading FCAT by increasing students' comprehension skills using complex text.	$4,080
G2.	40% of our students will score a 4 or above on the 2014 Reading FCAT by Increasing student comprehension through reading rigorous text and answering text dependent questions through written response.	$3,050
G3.	74% of our students will score a 3 or above on the 2014 Math FCAT.	$3,050
G4.	70% of our students will show adequate Learning gains on the 2014 Math FCAT.	$3,050
	Total	$13,230

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
TEC, Title II	$9,150	$0	$9,150
Titl II	$4,080	$0	$4,080
District	$0	$0	$0
20%	$0	$0	$0
Total	$13,230	$0	$13,230

Budget Details

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

G1. 71% of Chaires Elementary students will score a 3 or above on the 2014 Reading FCAT by increasing students' comprehension skills using complex text.

G1.B1 Need for additional teacher training in Common Core and Reading Strategies

G1.B1.S1 Professional Learning Communities

Action Step 1

Common Core Training for all Teachers

Resource Type

Professional Development

Resource

Common Core Training

Funding Source

Titl II

Amount Needed

$4,080

G1.B1.S2 Junior Great Books Training

Action Step 1

Jr. Great Books Training

Resource Type

Evidence-Based Program

Resource

Jr. Great Books for 3-5 Classrooms

Funding Source

District

Amount Needed

$0

G2. 40% of our students will score a 4 or above on the 2014 Reading FCAT by Increasing student comprehension through reading rigorous text and answering text dependent questions through written response.

G2.B1 Teacher Training

G2.B1.S1 Monthly Professional Learning Communities

Action Step 1

K-2 Professional Learning Communities 3-5 Professional LearningCommunities

Resource Type

Professional Development

Resource

K-2 PLC, 3-5 PLC

Funding Source

TEC, Title II

Amount Needed

$3,050

Action Step 2

Professional Learning Communities

Resource Type

Professional Development

Resource

K-2 PLC 3-5 PLC

Funding Source

20%

Amount Needed

$0

G3. 74% of our students will score a 3 or above on the 2014 Math FCAT.

G3.B1 Need for Tier II and Tier III curriculum and training

G3.B1.S1 Implementing Strategic Intervention with fidelity

Action Step 1

K-2 and 3-5 PLC to develop Math Strategies

Resource Type

Professional Development

Resource

K-2 PLC, 3-5 PLC

Funding Source

TEC, Title II

Amount Needed

$3,050

G4. 70% of our students will show adequate Learning gains on the 2014 Math FCAT.

G4.B1 Teacher Training needed for Go Math!

G4.B1.S1 Professional Learning Community

Action Step 1

Professional Learning Community

Resource Type

Professional Development

Resource

K-2 Learning Communit, 3-5 Learning Community

Funding Source

TEC, Title II

Amount Needed

$3,050