2013-2014 SCHOOL IMPROVEMENT PLAN

W. R. Tolar K 8 School

14757 NW COUNTY ROAD 12
Bristol, FL 32321
850-643-2426
wrtolar.com

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	Yes	38%

Alternative/ESE Center	Charter School	Minority Rate
No	No	31%

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

W. R. Tolar K 8 School

Principal

Craig Shuler

School Advisory Council chair

Beckie Brown

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

Name	Title
Lara Deason	K-2 Instructional Dean
Brenda Green	3-5 Instructional Dean
Craig Shuler	Principal
Bess Revell	Guidance Counselor
Heather Clark	Guidance Counselor
Lynn Guthrie	Technology Coordinator
Danielle Summerrs	Kg Lead Teacher
Robyn Conyers	1st grade Lead Teacher
Hannah Gingerich	2nd grade Lead Teacher
Misty Sizemore	3rd grade Lead Teacher
Monica Reeves	4th grade Lead Teacher
Sky Scott	5th grade Lead Teacher
Gerald Tranquille	6th grade Lead Teacher
Samantha Newsome	7th grade Lead Teacher
Nancy Dillmore	8th grade Lead Teacher

District-Level Information

District

Liberty

Superintendent

Mr. Tony Anderson

Date of school board approval of SIP

10/7/2013

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

W.R. Tolar is served by a District Advisory Council and it serves as our SAC. The majority of the DAC members are not employed by the school district and they are representative of the diverse ethnic, racial, and economic community served by the school.The DAC is made up of administrators, parents, teachers, students, businesses and community leaders. On this Council we have Craig Shuler Tolar Principal, teacher Janessa Edwards, parent P.J. Wheetley, and student Kaylee Wheetley from our school.

Involvement of the SAC in the development of the SIP

The members of the DAC meet Quarterly to advise, plan, set goals, and develop strategies for our school and to help develop our SIP. Feedback and advice are given to help us make our goals. Adjustments are made to the plan as needed.

Activities of the SAC for the upcoming school year

W. R. Tolar will continue working with our DAC in order to improve our school and adjust our SIP as needed. At our meetings advise and feedback is taken into consideration, discussed, and reviewed by the DAC before a decision is made and changes implemented.

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

State, federal and local funds are coordinated to support school improvement efforts. These funds include FEFP, Reading Allocation, Title I, Title II, Title VI, and IDEA. The amount of funds allocated for each activity is reflected in the budget.

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:

Craig Shuler		
Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	BA-UWF MS in Ed.-FSU Specialist in Ed-FSU Certified in Educational Leadership Program-FSU
Performance Record	none to date 1st year as an administrator

Asst Principal	Years as Administrator:	Years at Current School:
Credentials		
Performance Record		

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lara Deason		
Part-time / District-based	Years as Coach: 10	Years at Current School: 4

Areas	Reading/Literacy, Data, RtI/MTSS
Credentials	M. Ed Leadership BS Elem Ed Reading Endorsement
Performance Record	2012-13 School Grade C 2011-12 School Grade B 2010-11 School Grade A 2009-10 School Grade C

Brenda Green		
Part-time / District-based	Years as Coach: 5	Years at Current School: 19

Areas	Reading/Literacy, Data, RtI/MTSS
Credentials	BS Elementary Education MS Elementary Education Reading Endorsement
Performance Record	2012-13 School Grade C 2011-12 School Grade B 2010-11 School Grade A 2009-10 School Grade C

Classroom Teachers

# of classroom teachers

40

 # receiving effective rating or higher

0, 0%

 # Highly Qualified Teachers

85%

 # certified in-field

38, 95%

 # ESOL endorsed

9, 23%

 # reading endorsed

11, 28%

 # with advanced degrees

14, 35%

 # National Board Certified

0, 0%

 # first-year teachers

2, 5%

 # with 1-5 years of experience

14, 35%

 # with 6-14 years of experience

16, 40%

 # with 15 or more years of experience

8, 20%

Education Paraprofessionals

# of paraprofessionals
9

 # Highly Qualified
9, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
5

 # 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

Advertisement of positions are made via the local media as well as through PAEC (Panhandle Area Education Consortium). All applicants progress through a committee-based screening program to ensure they are the most highly qualified possible. Jill Davis is in charge of our Beginning Teacher Program. She mentors beginning teachers, assist them, and provides them with 1st year activities that help them become an effective teacher. Also, she assists in providing evaluations on these new teachers and provides feedback and suggestions to help them improve.

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

Jill Davis, former teacher and administrator, conducts a beginning teacher program running from one to three years depending upon each "new" teacher's personal background/education. Formal observations, informal walkthroughs, and meetings are held on a regular basis with each candidate to address areas of strength and concern. Each new teacher receives individualized assistance and feedback.

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 MTSS Leadership Team collaborates with the School Leadership Team and grade level teams to maintain an active problem-solving process. The main functions of the MRSS Leadership Team are to meet with the referring classroom teacher, help design intervention programs for the school, as well as for individual students, and monitor student progress.
At the beginning of the school year classroom teachers review previous year's data during pre-planning and create three tiered model for progress monitoring/intervention planning. Students performance is tracked by individual classroom teacher and RtI/MTSS meetings are held at least once monthly with dean/principal, guidance counselor, teacher, and other appropriate interventionist (i.e. language

therapist, behavior specialist, inclusion teacher, etc.)
Universal screening data will be reviewed at least three times per school year to identify at-risk students.
Each teacher will meet monthly with the MTSS Leadership Team to review progress monitoring data.
Grade level teams will meet biweekly throughout the school year to review student data and
interventions. Teachers will be provided with extended time to meet with the team. Each teacher will
keep a binder of information that includes data for every at-risk student in their class. The binder will
include student identifying data, parent contact documentation, summaries of contacts with resource
providers, interventions utilized, progress monitoring plans, and progress monitoring data. Students who
fail to show adequate response to interventions will be referred to the MTSS Leadership Team.
The MTSS Leadership Team has a variety of progress monitoring methods. Our efforts include
consensus building, increasing infrastructure, monitoring interventions for fidelity, and practicing new
processes/skills to ensure continual progress.

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

Leadership team members are the grade level chair. In weekly meetings, lead teachers direct
discussions related to effectiveness of interventions, plan strategies, and update data charts. All
teachers are responsible for being familiar and implementing the strategies and resources outlined in
SIP. The MTSS Leadership Team takes an active role in the development and implementation of the SIP.
The problem-solving process utilized by the MTSS team is essential to both problem identification and
implementation of effective solution focused interventions necessary for school improvement. The MTSS
Leadership Team has identified a variety of concerns across all tiers, which included not only the
academic needs but the social/emotional needs of students. To address the needs of students at W. R.
Tolar School, the MTSS Leadership Team has recommended intervention strategies which include but
are not limited to improvement of behavioral interventions across all tiers, increased focus on core
instructional fidelity, increased individual student progress monitoring, and increased assessment guided
instruction using individual student progress monitoring data.

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

The MTSS problem solving process at W. R. Tolar School uses a three tier Response to Intervention (
academic and behavior) to help determine what works best for student learning and behavior. The
problem solving process is intended to help maximize every student's success. Each tier applies
increasingly intense intervention and instruction to students. The MTSS Leadership Team collaborates
with the School Leadership Team and grade level teams to maintain an active problem-solving process.
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consensus building, increasing infrastructure, monitoring interventions for fidelity, and practicing new
processes/skills to ensure continual progress.
Students who fail to exhibit adequate response to interventions will be referred to the MTSS Team to

facilitate efforts through a variety of methods. In addition to collaborating with other school based teams, the team will engage win program evaluation activities, consensus building, increasing infrastructure, monitoring interventions for fidelity, and practicing new process/skills to ensure continual progress.

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

Baseline data: FCAT, PMRN, Performance Matters Science, STAR Reading, STAR Math, Liberty Writes
Progress Monitoring: Classworks, STAR Reading, STAR Math, Liberty Writes, Performance Matters Science
Each grade level uses a progress monitoring data spreadsheet which includes specific data elements. The teachers complete the spreadsheet for their class as new data becomes available. The MTSS Leadership Team uses the data spreadsheet to determine the effectiveness of school-wide programs (tier 1) and also to make determinations about individual students (tier 2 & 3).
Behavior: FOCUS and RTI-B are used to track behavior information and allows anecdotal data to be added. These products provide easy to read report options to determine location, time, offense, and interventions used.
Parents can view behavioral referrals in FOCUS on-line.

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

Meaningful and effective parent/family involvement is critical to student progress. Parent involvement during the identification, planning, and monitoring phases are vital to successful student progress. Parents are invited and encouraged to take an active role in the MTSS process. Parents are invited to join regular meetings by the guidance counselor so they can be a part of all decisions regarding adjustments to interventions and other related changes to their child's curriculum.
Professional Development provided includes Character Counts, Kagan, and PBS. Additional professional development will be provided during faculty meetings and team meeting throughout the school year.

Literacy Leadership Team (LLT)

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

Name	Title
Craig Shuler	Principal
Brenda Green	Dean 5-8
Lynn Hobby	4th Grade Teacher
Jina Willis	Middle School Teacher
Pat Holcomb	Middle School Teacher
Lara Deason	Dean K-2

How the school-based LLT functions

Regularly schedule meetings (once a month on Wednesdays) are held to discuss literacy issues and to brainstorm ideas/solutions. The team member support others on their grade level teams with implementation of school and district-wide literacy initiatives utilizing high-yield, research based strategies. All subject area teachers embed reading & writing strategies and practices in their curriculum. team members also serve on district wide committees on issues related to literacy.

Major initiatives of the LLT

Help implement and monitor the use of reading assessments such as STAR Reading, FAIR, Classworks, READ 180, and provide support to individual teachers who need assistance. Ensure that Monitored Independent Reading (MIR) is taking place in all reading classes following the policies and procedures outlined in the District MIR manual. Focus on the inclusion of more nonfiction books being read at all grade levels. Maintain current literacy events/initiatives (ie Family Reading Nights, Dr. Suess's birthday celebration, AR celebrations)

Every Teacher Contributes to Reading Instruction

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

Due to the change to Common Core Standards our instructional practices have also shifted. This included more intergration between subject and reading in each area. Our school teachers are encouraging students to read more non-fiction, and our content area have received professional development on incorporating more reading and writing strategies into Science and Social Studies. In addition, our math teachers are using more rigorous text in classes and through reading strategies are help students understand key words to understand how to break apart word problems.
All teachers address reading and vocabulary building strategies through a cross-curricular foundation by incorporating text-to-self, text-to-text, and text-to-world connections. Administration regularly conducts classroom walk throughs in all content classes to observe embedded literacy strategies. In addition, each grade level uses Accelerated Reader to monitor and encourage reading readiness.

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

Appropriate school personnel participate in a step entry program for introducing early childhood participants into the primary arena. Great care is taken to create a welcoming, small/secure atmosphere for students. At approximately the third week of school, all students have been fully integrated. In addition, annual articulation meetings are held between necessary staff of each program. Appropriate information is exchanged including accommodations, health issues, etc.
Pre-K/Kindergarten Transition Plan
Recommendations will be made to the coordinator regarding individual student's behavior, academics, placement, special needs, ect.
Early Childhood Coordinator and/or Pre-K teachers will meet with Kindergarten teachers and/or guidance counselor to discuss issues regarding advancing students. Students are placed in classes with input from teachers and Pre-K coordinator. Students who enroll in kindergarten from programs outside the district or school system are invited to join on the day of Kindergarten Orientation. Students from LEAC are brought to the orientation by their teachers.This is a 1-2 hour meeting where students are assigned to a kindergarten teacher who gives them a tour of the campus and has a simulated lesson/activity with incoming kindergarten students.

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

Middle school students are offered courses in AVID, Microsoft Academy, Algebra I, and Band. These courses focus on job skills and prepare students for future higher-level courses they may enroll in during high school or college. 8th grade students complete career plans with input from the high school guidance counselor to help them begin thinking about college and career planning. Targeted students participate in Trio with a Chipola College representative. The Trio group focuses on setting goals designed to guide students toward college. The group targets students who will be first generation college graduates in their families.

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

Students are assigned to challenging course schedules based on data from assessment scores. Guidance Counselors, Teachers, Students, and Parents review student data and goals throughout the year to ensure students are successful.

Strategies for improving student readiness for the public postsecondary level

Middle school students who qualify for credit recovery are enrolled in Odysseyware. This program ensures students are caught up and can continue their postsecondary education on track with their peers. Seventh grade students are also able to enroll in Algebra I in eighth grade, which allows those students to begin high school with earned high school credit. All seventh and eighth grade students are also enrolled in Microsoft Academy in which they earn Microsoft Certifications in Microsoft Word, PowerPoint, Outlook, and Excel.

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	63%	53%	No	67%
American Indian				
Asian				
Black/African American	44%	35%	No	50%
Hispanic	65%	46%	No	69%
White	67%	57%	No	70%
English language learners	41%	0%	No	47%
Students with disabilities	37%	37%	Yes	43%
Economically disadvantaged	58%	49%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	183	48%	55%
Students scoring at or above Achievement Level 4	127	33%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		30%
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)	162	51%	55%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		15%

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]*		80%
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]*		35%
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]*		35%

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	124	91%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	84	61%	65%

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	55%	53%	No	60%
American Indian				
Asian				
Black/African American	31%	35%	Yes	38%
Hispanic	53%	46%	No	58%
White	59%	57%	No	63%
English language learners	41%		No	47%
Students with disabilities	36%	37%	Yes	42%
Economically disadvantaged	50%	49%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	191	53%	55%
Students scoring at or above Achievement Level 4	54	15%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		30%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	119	40%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	14	19%	23%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	20	34%	35%
Middle school performance on high school EOC and industry certifications	13	65%	75%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	12	60%	70%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		25%

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	31	52%	55%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	42%	50%
Students scoring at or above Achievement Level 4	10	16%	20%

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]*		100%

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)			
Participation in STEM-related experiences provided for students			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	78	66%	100%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	14	67%	75%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	57	73%	100%
Passing rate (%) for students who take CTE industry certification exams		84%	100%
CTE program concentrators	49	61%	65%
CTE teachers holding appropriate industry certifications	1	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	97	23%	20%
Students retained, pursuant to s. 1008.25, F.S.	46	10%	8%
Students who are not proficient in reading by third grade	29	48%	40%
Students who receive two or more behavior referrals	70	15%	65%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	32	7%	5%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	42	20%	15%
Students who fail a mathematics course	7	3%	0%
Students who fail an English Language Arts course	4	1%	0%
Students who fail two or more courses in any subject	6	3%	0%
Students who receive two or more behavior referrals	45	21%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	36	17%	10%

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

Increase parental/custodian involvement through various programs such as Open House, Family Reading Night, Family Math Night, Donuts for Dads, Muffins for Moms, Goodies for Grandparents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Improve our parental involvement by 20%	100	16%	36%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase the percentage of students in the lowest 25% making learning gains by 5% over the 2013 FCAT Math Assessment.

G2. Increase the percentage of students achieving learning gains by 5% on the 2014 FCAT Math Assessment.

G3. Increase the number of students achieving a level 4 or above by 5% in Math over the 2013 performance levels as assessed by the FCAT.

G4. Increase the number of students achieving proficiency by 5% in Math over 2013 performance levels as assessed by the FCAT.

G5. Increase the percentage of students in the lowest 25% making learning gains by 3% over the 2013 FCAT Reading Assessment.

G6. Increase the number of students achieving proficiency by 3% in Reading over 2013 performance levels as assessed by the FCAT.

G7. Increase the number of students achieving a level 4 or above by 3% in Reading over the 2013 performance levels as assessed by the FCAT.

G8. Increase the number of students achieving learning gains by 3% on the 2014 FCAT Reading Assessment.

Goals Detail

G1. Increase the percentage of students in the lowest 25% making learning gains by 5% over the 2013 FCAT Math Assessment.

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)

- Algebra 1 EOC

Resources Available to Support the Goal

- Professional Development

- Computer Software

- Common Core Standards

Targeted Barriers to Achieving the Goal

- Implementation of Common Core Standards in some grades while continuing to use NGSSS in other grades.

- Implementation of computer programs designed to maximize student achievement and measure progress.

- Facilitating higher order thinking skills and abilities to solve complex problems.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Increase the percentage of students achieving learning gains by 5% on the 2014 FCAT Math Assessment.

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)

- Algebra 1 EOC

Resources Available to Support the Goal

- Professional Development

- Computer Software

- Common Core Standards

Targeted Barriers to Achieving the Goal

- Implementation of Common Core Standards in some grades while continuing to use NGSSS in other grades.

- Implementation of computer programs designed to maximize student achievement and measure progress.

- Facilitating higher order thinking skills and abilities to solve complex problems.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. Increase the number of students achieving a level 4 or above by 5% in Math over the 2013 performance levels as assessed by the FCAT.

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)

- Algebra 1 EOC

Resources Available to Support the Goal

- Professional Development

- Computer Software

- Common Core Standards

Targeted Barriers to Achieving the Goal

- Implementation of Common Core Standards in some grades while continuing to use NGSSS in other grades.

- Implementation of computer programs designed to maximize student achievement and measure progress.

- Facilitating higher order thinking skills and abilities to solve complex problems.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. Increase the number of students achieving proficiency by 5% in Math over 2013 performance levels as assessed by the FCAT.

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)

- Algebra 1 EOC

Resources Available to Support the Goal

- Professional Development

- Computer Software

- Common Core Standards

Targeted Barriers to Achieving the Goal

- Implementation of Common Core Standards in some grades while continuing to use NGSSS in other grades.

- Implementation of computer programs designed to maximize student achievement and measure progress.

- Facilitating higher order thinking skills and abilities to solve complex problems.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. Increase the percentage of students in the lowest 25% making learning gains by 3% over the 2013 FCAT Reading Assessment.

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

Resources Available to Support the Goal
- Provide Professional Development
- Computer Software and Computer Labs
- Teacher Questioning
- Classroom Exemplars

Targeted Barriers to Achieving the Goal
- Teachers are not comfortable with the transition to Common Core Standards in Reading.
- Implementation of computer programs being done with fidelity, and have enough lab time to accommodate teachers' needs.
- Students' ability to use reading strategies in a variety of grade-level texts.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G6. Increase the number of students achieving proficiency by 3% in Reading over 2013 performance levels as assessed by the FCAT.

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

Resources Available to Support the Goal
- Provide Professional Development
- Computer Software and Computer Labs
- Teacher Questioning
- Classroom Exemplars

Targeted Barriers to Achieving the Goal
- Teachers are not comfortable with the transition to the Common Core Standards in Reading.
- Implementation of computer programs being done with fidelity, and having enough lab time to accommodate teacher's needs.
- Students' ability to use reading strategies in a variety of grade-level texts.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G7. Increase the number of students achieving a level 4 or above by 3% in Reading over the 2013 performance levels as assessed by the FCAT.

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

Resources Available to Support the Goal
- Provide Professional Development
- Computer Software and Computer Labs
- Teacher Questioning
- Classroom Exemplars

Targeted Barriers to Achieving the Goal
- Teachers are not comfortable with the transition to the Common Core Standards in Reading.
- Implementation of computer programs being done with fidelity, and have enough lab time to accommodate teachers' needs.
- Students' ability to use reading strategies in a variety of grade-level texts.

Plan to Monitor Progress Toward the Goal

Data Days

Person or Persons Responsible
All instructional staff

Target Dates or Schedule:
One day per grading period

Evidence of Completion:
Accomplished team and individual tasks

G8. Increase the number of students achieving learning gains by 3% on the 2014 FCAT Reading Assessment.

Targets Supported

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

Resources Available to Support the Goal

- Provide Professional Development

- Computer Software and Computer Labs

- Teacher Questioning

- Classroom Exemplars

Targeted Barriers to Achieving the Goal

- Teachers are not comfortable with the transition to the Common Core Standards in Reading.

- Implementation of computer programs being done with fidelity, and have enough lab time to accommodate teachers' needs.

- Students' ability to use reading strategies in a variety of grade-level texts.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

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

G1. Increase the percentage of students in the lowest 25% making learning gains by 5% over the 2013 FCAT Math Assessment.

G1.B1 Implementation of Common Core Standards in some grades while continuing to use NGSSS in other grades.

G1.B1.S1 Provide ongoing Professional Development with a Math Consultant to give teachers support they need during transition to Common Core for all grade levels.

Action Step 1

A Math Consultant hired by the District Office will provide professional development to teachers during the transition to Common Core Standards.

Person or Persons Responsible

Principal, Deans, and Professional Development Coordinators.

Target Dates or Schedule

As needed throughout the 2013-2014 school year.

Evidence of Completion

Classroom walk-throughs, STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

Facilitator:

Participants:

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

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G1.B1.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G1.B2 Implementation of computer programs designed to maximize student achievement and measure progress.

G1.B2.S1 Provide Professional Development on Classworks and FCAT Explorer. Utilize Classworks program 30 minutes per week in Math.

Action Step 1

Provide Professional Development on Math computer software. Provide weekly lab time.

Person or Persons Responsible

Principal, Deans, Guidance Counselors, Classroom Teachers, Tech Coordinator

Target Dates or Schedule

As needed throughout the 2013-2014 school year.

Evidence of Completion

STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

Facilitator:

Participants:

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

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G1.B2.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G1.B3 Facilitating higher order thinking skills and abilities to solve complex problems.

G1.B3.S1 Utilize higher order questioning in daily math lessons requiring students to solve complex problems.

Action Step 1

During classroom walk-throughs, observers will focus on the types of questions being asked and the quality of student responses. Periodic testing and data analysis of Classworks, simulated FCAT tests, and STAR Math.

Person or Persons Responsible

Principals, Deans, Classroom Teachers

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Classroom walk-throughs, STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G1.B3.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G2. Increase the percentage of students achieving learning gains by 5% on the 2014 FCAT Math Assessment.

G2.B1 Implementation of Common Core Standards in some grades while continuing to use NGSSS in other grades.

G2.B1.S1 Provide ongoing Professional Development with a Math Consultant to give teachers support they need during transition to Common Core to all grade levels.

Action Step 1

A Math Consultant hired by the District Office will provide professional development to teachers during the transition to Common Core Standards.

Person or Persons Responsible

Principals, Deans, and Professional Development Coordinator

Target Dates or Schedule

As needed throughout the 2013-2014 school year

Evidence of Completion

Classroom walk-throughs, STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

Facilitator:

Participants:

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

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G2.B1.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G2.B2 Implementation of computer programs designed to maximize student achievement and measure progress.

G2.B2.S1 Provide Professional Development on Classworks and FCAT Explorer. Utilize Classworks program 30 minutes per week in Math.

Action Step 1

Provide Professional Development on Math computer software. Provide 30 minutes of lab time.

Person or Persons Responsible

Principals, Deans, Guidance Counselors, Classroom Teachers, Tech Coordinator

Target Dates or Schedule

As needed throughout the 2013-2014 school year

Evidence of Completion

Classroom walk-throughs, STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

Facilitator:

Participants:

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

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G2.B2.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G2.B3 Facilitating higher order thinking skills and abilities to solve complex problems.

G2.B3.S1 Utilize higher order thinking questions in daily math lessons requiring students to solve complex problems.

Action Step 1

During classroom walk-throughs, observers will focus on the types of questions being asked and the quality of student responses. Periodic testing and data analysis of Classworks, simulated FCAT tests, and STAR Math.

Person or Persons Responsible

Principals, Deans, Classroom Teachers

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Classroom walk-throughs, STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G2.B3.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G3. Increase the number of students achieving a level 4 or above by 5% in Math over the 2013 performance levels as assessed by the FCAT.

G3.B1 Implementation of Common Core Standards in some grades while continuing to use NGSSS in other grades.

G3.B1.S1 Provide ongoing Professional Development with a Math Consultant to give teachers support they need during transition to Common Core to all grade levels.

Action Step 1

A Math Consultant hired by the District Office will provide professional development to teachers during the transition to Common Core Standards.

Person or Persons Responsible

Principals, Deans, and Professional Development Coordinator

Target Dates or Schedule

As needed throughout the 2013-2014 school year

Evidence of Completion

Classroom walk-throughs, STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

Facilitator:

Participants:

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

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G3.B1.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G3.B2 Implementation of computer programs designed to maximize student achievement and measure progress.

G3.B2.S1 Provide Professional Development on Classworks and FCAT Explorer. Utilize Classworks program 30 minutes per week in Math.

Action Step 1

Provide Professional Development on Math computer software. Provide 30 minutes of lab time.

Person or Persons Responsible

Principals, Deans, Guidance Counselors, Classroom Teachers, Tech Coordinator

Target Dates or Schedule

As needed throughout the 2013-2014 school year

Evidence of Completion

Classroom walk-throughs, STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

Facilitator:

Participants:

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

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G3.B2.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G3.B3 Facilitating higher order thinking skills and abilities to solve complex problems.

G3.B3.S1 Utilize higher order thinking questions in daily math lessons requiring students to solve complex problems

Action Step 1

During classroom walk-throughs, observers will focus on the types of questions being asked and the quality of student responses. Periodic testing and data analysis of Classworks, simulated FCAT tests, and STAR Math.

Person or Persons Responsible

Principals, Deans, Classroom Teachers

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Classroom walk-throughs, STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G3.B3.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G4. Increase the number of students achieving proficiency by 5% in Math over 2013 performance levels as assessed by the FCAT.

G4.B1 Implementation of Common Core Standards in some grades while continuing to use NGSSS in other grades.

G4.B1.S1 Provide ongoing Professional Development with a Math Consultant to give teachers support they need during transition to Common Core to all grade levels.

Action Step 1

A Math Consultant hired by the District Office will provide professional development to teachers during the transition to Common Core Standards.

Person or Persons Responsible

Principals, Deans, and Professional Development Coordinator

Target Dates or Schedule

As needed throughout the 2013-2014 school year

Evidence of Completion

Classroom walk-throughs, STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

Facilitator:

Participants:

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

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G4.B1.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G4.B2 Implementation of computer programs designed to maximize student achievement and measure progress.

G4.B2.S1 Provide Professional Development on Classworks and FCAT Explorer. Utilize Classworks program 30 minutes per week in Math.

Action Step 1

Provide Professional Development on Math computer software. Provide 30 minutes of lab time.

Person or Persons Responsible

Principals, Deans, Guidance Counselors, Classroom Teachers, Tech Coordinator

Target Dates or Schedule

As needed throughout the 2013-2014 school year

Evidence of Completion

Classroom walk-throughs, STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G4.B2.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G4.B3 Facilitating higher order thinking skills and abilities to solve complex problems.

G4.B3.S1 Utilize higher order thinking questions in daily math lessons requiring students to solve complex problems

Action Step 1

During classroom walk-throughs, observers will focus on the types of questions being asked and the quality of student responses. Periodic testing and data analysis of Classworks, simulated FCAT tests, and STAR Math.

Person or Persons Responsible

Principals, Deans, Classroom Teachers

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Classroom walk-throughs, STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly

Plan to Monitor Effectiveness of G4.B3.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G5. Increase the percentage of students in the lowest 25% making learning gains by 3% over the 2013 FCAT Reading Assessment.

G5.B1 Teachers are not comfortable with the transition to Common Core Standards in Reading.

G5.B1.S1 Professional Development on Common Core Standards and Implementation.

Action Step 1

During classroom walk-throughs, the observers will focus on the standards being taught. Periodic testing and data analysis of FAIR, Classworks, and STAR results. Periodic review of lesson plans.

Person or Persons Responsible

Pincipal, Deans, and District Professional Development Coordinator

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Walk-through data and lesson plans.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G5.B1.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G5.B2 Implementation of computer programs being done with fidelity, and have enough lab time to accommodate teachers' needs.

G5.B2.S1 Provide Professional Development on Classworks, RenLearn, and FCAT Exploere as needed. Utilize Classworks program 30 minutes per week in Reading.

Action Step 1

Professional development on computer software to be used.

Person or Persons Responsible

Principal, Deans, Guidance Counselors, Classroom Teachers, and Tech Coordinator

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Review of computer program report.

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G5.B2.S1

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G5.B3 Students' ability to use reading strategies in a variety of grade-level texts.

G5.B3.S1 Include higher order questioning in lessons to be used for discussion of text meaning and interpretation.

Action Step 1

During classroom walk-throughs observers will focus on the types of questions being asked and quality of student responses. Periodic testing and data analysis of FAIR, Classworks, and STAR. Reviewed Monitored Independent Reading Policies and Procedures.

Person or Persons Responsible

Principal, Deans, Classroom Teachers

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Classroom walk-throughs, AR reports

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G5.B3.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G6. Increase the number of students achieving proficiency by 3% in Reading over 2013 performance levels as assessed by the FCAT.

G6.B1 Teachers are not comfortable with the transition to the Common Core Standards in Reading.

G6.B1.S1 Professional Development on Common Core Standards and Implementation.

Action Step 1

During classroom walk-throughs, the observers will focus on standards being taught. Periodic testing and data analysis of FAIR, Classworks, and STAR results. Periodic review of lesson plans.

Person or Persons Responsible

Principal, Deans, and District Professional Development Coordinator.

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Walk-through data and lesson plans.

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G6.B1.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G6.B2 Implementation of computer programs being done with fidelity, and having enough lab time to accommodate teacher's needs.

G6.B2.S1 Provide Professional Development on Classworks, RenLearn, and FCAT Explorer as needed. Utilize Classworks program 30 minutes per week in reading.

Action Step 1

Professional development on computer software to be used.

Person or Persons Responsible

Principal, Guidance Counselors, Deans, Classroom Teachers, and Tech Coordinator.

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Review of computer program reports.

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G6.B2.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G6.B3 Students' ability to use reading strategies in a variety of grade-level texts.

G6.B3.S1 Include higher order questioning in lessons to be used for discussion of text meaning and interpretation.

Action Step 1

During classroom walk-throughs, observers will focus on the types of questions being asked and quality of student responses. Periodic testing and data analysis of FAIR, Classworks, and STAR. Reviewed Monitored Independent Reading Policies and Procedures.

Person or Persons Responsible

Principal, Dean, Classroom Teachers.

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Classroom walk-throughs, STAR reports, AR logs, Classworks data, and FCAT Results.

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G6.B3.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G7. Increase the number of students achieving a level 4 or above by 3% in Reading over the 2013 performance levels as assessed by the FCAT.

G7.B1 Teachers are not comfortable with the transition to the Common Core Standards in Reading.

G7.B1.S1 Professional Development on Common Core Standards and Implementation.

Action Step 1

During classroom walk-throughs, observers will focus on the types of questions being asked and quality of student responses. Periodic testing and data analysis of FAIR, Classworks, and STAR. Reviewed Monitored Independent Reading Policies and Procedures.

Person or Persons Responsible

Principal, Deans, and District Professional Development Coordinator

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Walk-through data and lesson plans.

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G7.B1.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G7.B2 Implementation of computer programs being done with fidelity, and have enough lab time to accommodate teachers' needs.

G7.B2.S1 Provide Professional Development on Classworks, RenLearn, and FCAT Explorer as needed. Utilize Classworks program 30 minutes per week in reading.

Action Step 1

Professional development on computer software to be used.

Person or Persons Responsible

Principal, Guidance Counselor, Deans, Classroom Teachers, and Tech Coordinator.

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Review of computer program reports.

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G7.B2.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G7.B3 Students' ability to use reading strategies in a variety of grade-level texts.

G7.B3.S1 Include higher order questioning in lessons to be used for discussion of text meaning and interpretation.

Action Step 1

During classroom walk-throughs, observers will focus on the types of questions being asked and quality of student responses. Periodic testing and data analysis of FAIR, Classworks, and STAR. Reviewed Monitored Independent Reading Policies and Procedures.

Person or Persons Responsible

Principal, Deans, Classroom Teachers

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Classroom walk-throughs, STAR reports, AR logs, Classworks data, and FCAT Results.

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G7.B3.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G8. Increase the number of students achieving learning gains by 3% on the 2014 FCAT Reading Assessment.

G8.B1 Teachers are not comfortable with the transition to the Common Core Standards in Reading.

G8.B1.S1 Professional Development on Common Core Standards and Implementation.

Action Step 1

During classroom walk-throughs, observers will focus on standards being taught. Periodic testing and data analysis of FAIR, Classworks, and STAR results. Periodic review of lesson plans.

Person or Persons Responsible

Principal, Deans, and District Professional Development Coordinator

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Walk-through data and lesson plans

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G8.B1.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G8.B2 Implementation of computer programs being done with fidelity, and have enough lab time to accommodate teachers' needs.

G8.B2.S1 Provide Professional Development on Classworks, RenLearn, and FCAT Explorer as needed. Utilize Classworks program 30 minutes per week in reading.

Action Step 1

Professional development on computer software to be used.

Person or Persons Responsible

Principal, Guidance Counselors, Deans, Classroom Teachers, and Tech Coordinator.

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Review of computer program needs.

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G8.B2.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

G8.B3 Students' ability to use reading strategies in a variety of grade-level texts.

G8.B3.S1 Include higher order questioning in lessons to be used for discussion of text meaning and interpretation.

Action Step 1

During classroom walk-throughs, observers will focus on the types of questions being asked and quality of student responses. Periodic testing and data analysis of FAIR, Classworks, and STAR. Reviewed Monitored Independent Reading Policies and Procedures.

Person or Persons Responsible

Principal, Deans, Classroom Teachers

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Classroom walk-throughs, STAR reports, AR logs, Classworks data, and FCAT Results.

Plan to Monitor Fidelity of Implementation of G8.B3.S1

Lesson plans, curriculum guides and pacing charts will reviewed by Principal and Deans to ensure classroom teachers are adhering to guides to provide instruction.

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans, Curriculum Guides, Classroom walk-throughs.

Plan to Monitor Effectiveness of G8.B3.S1

Progress monitoring

Person or Persons Responsible

Principal, Deans, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in achievement as measured by progress monitoring data.

Coordination and Integration

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

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

Title I, Part A
The services provided by the Liberty County School District under Title I, Part A are integrated and coordinated with other funding sources in the district to ensure that the needs of disadvantaged children and youth are met. Based on the review of students achievement data and identified needs Title I, Part A provides funds to support instructional positions to increase the academic achievement of disadvantaged students. In addition, funds are used to supplement instructional materials in the areas of reading and math, to purchase supplemental computer based software and instructional materials to differentiate instruction. Title I, Part A coordinates with Title II to provide on-going in-service and professional development to assist teachers and staff in core academic subject areas. Planning meetings were held to examine the needs of the District based on the needs of disadvantaged children and youth. Areas of deficiencies included: Reading, Math, Science, and Writing. Professional development activities were planned to address these needs utilizing research based professional development activities. Research based in-service activities supported by Title I, Part A include: professional development in the area of the Florida Continuous Improvement Model; implementation of Common Core standards in reading, math, and science; new writing standards, curriculum development/alignment; positive behavior support; monitored independent reading; computer based instruction/remediation; and support for leadership teams to engage in the analysis and disaggregation of school data.
Through the coordinated use of funds from Title I, Part A and the School Improvement Initiative grant (1003a) parent involvement opportunities are provided to support activities identified in the Parent Involvement Plan. These activities include, but are not limited to, Family Reading Nights, Family Math Nights, parent information nights, and other activities designed to increase parent involvement and student achievement.
Title I, Part A funds are set aside to support teachers to become highly qualified. These funds also provide incentives for teachers who increase their effectiveness by successfully meeting the requirements for the Reading Endorsement and CAR-PD. This funding source provides reimbursement for teachers to add subject areas to their teaching certificate which leads to Highly Qualified status.
Title I, Part C Migrant
Migrant Liaison provides services and support to students and parents to ensure student needs are met.
Title I, Part D
The District receives funds to support services which are coordinated with District Drop-out Prevention programs. The District allocates funds to provide counseling and transition services for students returning to the District from DJJ facilities.
Title II
Planning meetings were held to identify the needs for professional development based on students achievement data. Areas of deficiencies included; reading, math, science, and writing. Title II, Title I, IDEA and other programs coordinate to provide research based professional development activities in the areas of curriculum development/alignment, differentiated instruction, monitored independent reading, leadership teams, and other areas as needs are identified.
Title X Homeless
District provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Violence Prevention Programs
Character Education is incorporated into curriculum. The school participates in Red Ribbon Week.
Supplemental Academic Instruction (SAI)
The SAI allocation is used to support guidance and data entry positions. The Guidance Counselor supports teachers and student instruction through the coordination and Response to Intervention, assistance with

curriculum alignment, data disaggregation, and facilitation of the progress monitoring assessments and printing of reports.

Nutrition Program

The District has a wellness plan to address the nutrition needs of all students in the district.

Career and Technical Education

8th Grade Career Course

Head Start

Our district has both Even Start and Head Start Programs. There is collaboration within these programs and our other school programs (many of which have Title I funding). At monthly principal meetings the Title programs are reviewed and the implementation is monitored through these meetings. Principals and district staff use collaboration between the programs in meeting the needs of the students and to close the achievement gap.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase the percentage of students in the lowest 25% making learning gains by 5% over the 2013 FCAT Math Assessment.

G1.B1 Implementation of Common Core Standards in some grades while continuing to use NGSSS in other grades.

G1.B1.S1 Provide ongoing Professional Development with a Math Consultant to give teachers support they need during transition to Common Core for all grade levels.

PD Opportunity 1

A Math Consultant hired by the District Office will provide professional development to teachers during the transition to Common Core Standards.

Facilitator

Participants

Target Dates or Schedule

As needed throughout the 2013-2014 school year.

Evidence of Completion

Classroom walk-throughs, STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

G1.B2 Implementation of computer programs designed to maximize student achievement and measure progress.

G1.B2.S1 Provide Professional Development on Classworks and FCAT Explorer. Utilize Classworks program 30 minutes per week in Math.

PD Opportunity 1

Provide Professional Development on Math computer software. Provide weekly lab time.

Facilitator

Participants

Target Dates or Schedule

As needed throughout the 2013-2014 school year.

Evidence of Completion

STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

G1.B3 Facilitating higher order thinking skills and abilities to solve complex problems.

G1.B3.S1 Utilize higher order questioning in daily math lessons requiring students to solve complex problems.

PD Opportunity 1

During classroom walk-throughs, observers will focus on the types of questions being asked and the quality of student responses. Periodic testing and data analysis of Classworks, simulated FCAT tests, and STAR Math.

Facilitator

Participants

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Classroom walk-throughs, STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

G2. Increase the percentage of students achieving learning gains by 5% on the 2014 FCAT Math Assessment.

G2.B1 Implementation of Common Core Standards in some grades while continuing to use NGSSS in other grades.

G2.B1.S1 Provide ongoing Professional Development with a Math Consultant to give teachers support they need during transition to Common Core to all grade levels.

PD Opportunity 1

A Math Consultant hired by the District Office will provide professional development to teachers during the transition to Common Core Standards.

Facilitator

Participants

Target Dates or Schedule

As needed throughout the 2013-2014 school year

Evidence of Completion

Classroom walk-throughs, STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

G2.B2 Implementation of computer programs designed to maximize student achievement and measure progress.

G2.B2.S1 Provide Professional Development on Classworks and FCAT Explorer. Utilize Classworks program 30 minutes per week in Math.

PD Opportunity 1

Provide Professional Development on Math computer software. Provide 30 minutes of lab time.

Facilitator

Participants

Target Dates or Schedule

As needed throughout the 2013-2014 school year

Evidence of Completion

Classroom walk-throughs, STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

G3. Increase the number of students achieving a level 4 or above by 5% in Math over the 2013 performance levels as assessed by the FCAT.

G3.B1 Implementation of Common Core Standards in some grades while continuing to use NGSSS in other grades.

G3.B1.S1 Provide ongoing Professional Development with a Math Consultant to give teachers support they need during transition to Common Core to all grade levels.

PD Opportunity 1

A Math Consultant hired by the District Office will provide professional development to teachers during the transition to Common Core Standards.

Facilitator

Participants

Target Dates or Schedule

As needed throughout the 2013-2014 school year

Evidence of Completion

Classroom walk-throughs, STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

G3.B2 Implementation of computer programs designed to maximize student achievement and measure progress.

G3.B2.S1 Provide Professional Development on Classworks and FCAT Explorer. Utilize Classworks program 30 minutes per week in Math.

PD Opportunity 1

Provide Professional Development on Math computer software. Provide 30 minutes of lab time.

Facilitator

Participants

Target Dates or Schedule

As needed throughout the 2013-2014 school year

Evidence of Completion

Classroom walk-throughs, STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

G4. Increase the number of students achieving proficiency by 5% in Math over 2013 performance levels as assessed by the FCAT.

G4.B1 Implementation of Common Core Standards in some grades while continuing to use NGSSS in other grades.

G4.B1.S1 Provide ongoing Professional Development with a Math Consultant to give teachers support they need during transition to Common Core to all grade levels.

PD Opportunity 1

A Math Consultant hired by the District Office will provide professional development to teachers during the transition to Common Core Standards.

Facilitator

Participants

Target Dates or Schedule

As needed throughout the 2013-2014 school year

Evidence of Completion

Classroom walk-throughs, STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

G4.B2 Implementation of computer programs designed to maximize student achievement and measure progress.

G4.B2.S1 Provide Professional Development on Classworks and FCAT Explorer. Utilize Classworks program 30 minutes per week in Math.

PD Opportunity 1

Provide Professional Development on Math computer software. Provide 30 minutes of lab time.

Facilitator

Participants

Target Dates or Schedule

As needed throughout the 2013-2014 school year

Evidence of Completion

Classroom walk-throughs, STAR Math Assessments, Classworks data, simulated FCAT tests, and 2014 FCAT Assessment results.

G6. Increase the number of students achieving proficiency by 3% in Reading over 2013 performance levels as assessed by the FCAT.

G6.B1 Teachers are not comfortable with the transition to the Common Core Standards in Reading.

G6.B1.S1 Professional Development on Common Core Standards and Implementation.

PD Opportunity 1

During classroom walk-throughs, the observers will focus on standards being taught. Periodic testing and data analysis of FAIR, Classworks, and STAR results. Periodic review of lesson plans.

Facilitator

Participants

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Walk-through data and lesson plans.

G6.B2 Implementation of computer programs being done with fidelity, and having enough lab time to accommodate teacher's needs.

G6.B2.S1 Provide Professional Development on Classworks, RenLearn, and FCAT Explorer as needed. Utilize Classworks program 30 minutes per week in reading.

PD Opportunity 1

Professional development on computer software to be used.

Facilitator

Participants

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Review of computer program reports.

G6.B3 Students' ability to use reading strategies in a variety of grade-level texts.

G6.B3.S1 Include higher order questioning in lessons to be used for discussion of text meaning and interpretation.

PD Opportunity 1

During classroom walk-throughs, observers will focus on the types of questions being asked and quality of student responses. Periodic testing and data analysis of FAIR, Classworks, and STAR. Reviewed Monitored Independent Reading Policies and Procedures.

Facilitator

Participants

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Classroom walk-throughs, STAR reports, AR logs, Classworks data, and FCAT Results.

G7. Increase the number of students achieving a level 4 or above by 3% in Reading over the 2013 performance levels as assessed by the FCAT.

G7.B1 Teachers are not comfortable with the transition to the Common Core Standards in Reading.

G7.B1.S1 Professional Development on Common Core Standards and Implementation.

PD Opportunity 1

During classroom walk-throughs, observers will focus on the types of questions being asked and quality of student responses. Periodic testing and data analysis of FAIR, Classworks, and STAR. Reviewed Monitored Independent Reading Policies and Procedures.

Facilitator

Participants

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Walk-through data and lesson plans.

G7.B2 Implementation of computer programs being done with fidelity, and have enough lab time to accommodate teachers' needs.

G7.B2.S1 Provide Professional Development on Classworks, RenLearn, and FCAT Explorer as needed. Utilize Classworks program 30 minutes per week in reading.

PD Opportunity 1

Professional development on computer software to be used.

Facilitator

Participants

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Review of computer program reports.

G8. Increase the number of students achieving learning gains by 3% on the 2014 FCAT Reading Assessment.

G8.B1 Teachers are not comfortable with the transition to the Common Core Standards in Reading.

G8.B1.S1 Professional Development on Common Core Standards and Implementation.

PD Opportunity 1

During classroom walk-throughs, observers will focus on standards being taught. Periodic testing and data analysis of FAIR, Classworks, and STAR results. Periodic review of lesson plans.

Facilitator

Participants

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Walk-through data and lesson plans

G8.B2 Implementation of computer programs being done with fidelity, and have enough lab time to accommodate teachers' needs.

G8.B2.S1 Provide Professional Development on Classworks, RenLearn, and FCAT Explorer as needed. Utilize Classworks program 30 minutes per week in reading.

PD Opportunity 1

Professional development on computer software to be used.

Facilitator

Participants

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Review of computer program needs.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the percentage of students in the lowest 25% making learning gains by 5% over the 2013 FCAT Math Assessment.	$6,000
G6.	Increase the number of students achieving proficiency by 3% in Reading over 2013 performance levels as assessed by the FCAT.	$10
	Total	$6,010

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Professional Development	Total
Title I and Reading Allocation	$10	$0	$10
Title I, Title VI	$0	$4,000	$4,000
IDEA	$2,000	$0	$2,000
Total	$2,010	$4,000	$6,010

Budget Details

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

G1. Increase the percentage of students in the lowest 25% making learning gains by 5% over the 2013 FCAT Math Assessment.

G1.B1 Implementation of Common Core Standards in some grades while continuing to use NGSSS in other grades.

G1.B1.S1 Provide ongoing Professional Development with a Math Consultant to give teachers support they need during transition to Common Core for all grade levels.

Action Step 1

A Math Consultant hired by the District Office will provide professional development to teachers during the transition to Common Core Standards.

Resource Type

Professional Development

Resource

Math consultant - Linda Walker

Funding Source

Title I, Title VI

Amount Needed

$4,000

G1.B2 Implementation of computer programs designed to maximize student achievement and measure progress.

G1.B2.S1 Provide Professional Development on Classworks and FCAT Explorer. Utilize Classworks program 30 minutes per week in Math.

Action Step 1

Provide Professional Development on Math computer software. Provide weekly lab time.

Resource Type

Technology

Resource

STAR Math

Funding Source

IDEA

Amount Needed

$2,000

G6. Increase the number of students achieving proficiency by 3% in Reading over 2013 performance levels as assessed by the FCAT.

G6.B2 Implementation of computer programs being done with fidelity, and having enough lab time to accommodate teacher's needs.

G6.B2.S1 Provide Professional Development on Classworks, RenLearn, and FCAT Explorer as needed. Utilize Classworks program 30 minutes per week in reading.

Action Step 1

Professional development on computer software to be used.

Resource Type

Technology

Resource

RenLearn

Funding Source

Title I and Reading Allocation

Amount Needed

$10