



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Alta Vista Elementary School

1050 S EUCLID AVE

Sarasota, FL 34237

941-361-6400

www.sarasotacountyschools.net/av

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 93%
Alternative/ESE Center No	Charter School No	Minority Rate 76%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Alta Vista Elementary School

Principal

Barbara Shirley

School Advisory Council chair

Jeri Bunnell

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

Name	Title
Dr. Barbara Shirley	Principal
Dehea Smith	Assistant Principal
Andrea Jackson	Teacher
Lisa Silva	Teacher
Beth Wilson	Teacher
Debi Hickey	Teacher
Kristi Hugglestone	Teacher
Dr. Pamala Walter	Teacher
Amy Mazner	Teacher
Joy Bailey	Guidance Counselor
Tamara Marken	Teacher

District-Level Information

District

Sarasota

Superintendent

Lori White

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The School Advisory Council is to assist in the preparation and evaluation of the school improvement plan.

Activities of the SAC for the upcoming school year

SAC meets regularly to discuss and provide guidance regarding all school activities including Title I activities and Parent Involvement activities as well as addressing other school needs.

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

Purchase teacher and student incentives (amount to be determined when funds are received).

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Barbara Shirley

Principal

Years as Administrator: 11

Years at Current School: 6

Credentials

BA- Elementary Education and Special Education from Westfield State College; MA in Learning Disabilities from The University of Tulsa; EdD in Educational Leadership from Nova Southeastern University; Principal Certification-State of Florida

Performance Record

Principal of Alta Vista ES in
2012-2013:

Grade: A, 63% Satisfactory or Higher in Reading, 63% Satisfactory or Higher in Math, 65% Satisfactory or Higher in Writing, 56% Satisfactory or Higher in Science, 77 Reading Points for Gains, 75 Math Points for Gains, Reading Gains for Lowest 25% = 79, Math Gains for Lowest 25% = 79

2011-2012:

Grade: A, 61% Satisfactory or Higher in Reading, 62% Satisfactory or Higher in Math, 84% Satisfactory or Higher in Writing, 57% Satisfactory or Higher in Science, 79 Reading Points for Gains, 85 Math Points for Gains, Reading Gains for Lowest 25% = 75, Math Gains for Lowest 25% = 87

2010-2011:

Grade: A, 78% Meeting High Standards in Reading, 72% Meeting High Standards in Math, 86% Meeting High Standards in Writing, 48% Meeting High Standards in Science. 68.7% made Learning Gains in

Reading, 60.9% made Learning Gains in Math; 63% of Lowest Quartile made Learning Gains in Reading, 65% of Lowest Quartile made Learning Gains in Math AYP: Black, Economically Disadvantaged and SWD did not make AYP in Reading; No Subgroup made AYP in Math

2009-2010:

Grade: A, Reading Mastery 73%; Math Mastery: 71% Science Mastery: 55%; Writing Mastery: 94% improved performance by 1%, AYP: 85% of criteria met; BLACK did not make AYP in Reading or Math, Economically Disadvantaged, ELL and SWD did not make AYP in Math.

2008-2009:

Grade: A, Reading Mastery: 75%, Math Mastery: 72%, Science Mastery: 26%. AYP: 95%, ELL and HISPANIC did not make AYP in Math.

2007-2008:

Grade: A, Reading Mastery 66%, Math Mastery 65%, Science Mastery 36%. AYP 92%, SWD did not make AYP in Reading, BLACK and SWD did not make AYP in Math

Dehea Smith

Asst Principal

Years as Administrator: 6

Years at Current School: 6

Credentials

BA-Elementary Education and MA-Elementary Education from University of Kentucky; Education Leadership Certification from University of South Florida

Performance Record

Assistant Principal of Alta Vista ES in 2012-2013

Grade: A, 63% Satisfactory or Higher in Reading, 63% Satisfactory or Higher in Math, 65% Satisfactory or Higher in Writing, 56% Satisfactory or Higher in Science, 77 Reading Points for Gains, 75 Math Points for Gains, Reading Gains for Lowest 25% = 79, Math Gains for Lowest 25% = 79

2011-2012

Grade: A, 61% Satisfactory or Higher in Reading, 62% Satisfactory or Higher in Math, 84% Satisfactory or Higher in Writing, 57% Satisfactory or Higher in Science, 79 Reading Points for Gains, 85 Math Points for Gains, Reading Gains for Lowest 25% = 75, Math Gains for Lowest 25% = 87

2010-2011:

Grade: A, 78% Meeting High Standards in Reading, 72% Meeting High Standards in Math, 86% Meeting High Standards in Writing, 48% Meeting High Standards in Science; 68.7% made Learning Gains in

Reading, 60.9% made Learning Gains in Math; 63% of Lowest Quartile made Learning Gains in Reading, 65% of Lowest Quartile made Learning Gains in Math AYP: Black, Economically Disadvantaged

and SWD did not make AYP in Reading; No Subgroup made AYP in Math

2009-2010:

Grade: A, Reading Mastery 73%; Math Mastery: 71% Science Mastery: 55%; Writing Mastery: 94% improved performance by 1%, AYP: 85% of criteria met; BLACK did not make AYP in Reading or Math, Economically Disadvantaged, ELL and SWD did not make AYP in Math.

2008-2009:

Grade: A, Reading Mastery: 75%, Math Mastery: 72%, Science Mastery: 26%. AYP: 95%, ELL and HISPANIC did not make AYP in Math.

2007-2008:

Grade: A, Reading Mastery 66%, Math Mastery 65%, Science Mastery 36%. AYP 92%, SWD did not make AYP in Reading, BLACK and SWD did not make AYP in Math

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

47

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

40, 85%

ESOL endorsed

26, 55%

reading endorsed

3, 6%

with advanced degrees

36, 77%

National Board Certified

1, 2%

first-year teachers

2, 4%

with 1-5 years of experience

17, 36%

with 6-14 years of experience

16, 34%

with 15 or more years of experience

14, 30%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

8, 100%

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

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

We have regular meetings with new teachers, partner new teachers with veteran staff and provide mentors for new teachers. New teachers also participate in weekly professional learning community meetings with their grade level peers. One of our classroom teachers serves as the Lead Mentor, facilitating meetings and providing on-going support for the new hires. Each new hire is assigned a trained Sarasota County Induction Program (SCIP) Mentor who is an experienced teacher on campus. These mentors provide weekly support for each new hire.

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

The mentor and mentee meet weekly, both, in their professional learning community and with each other to discuss school culture, procedures, routines, student progress monitoring, curriculum and instructional strategies. Our mentees are paired with a trained SCIP mentor who is teaching in the same grade level or within the same field (i.e. ESE is matched with a teacher in the field of ESE, Music is matched with someone in that department etc.).

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

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

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

The school-based MTSS Leadership Team devised a training for all of the teachers during the first two weeks of school in August to review the MTSS process. During the school year, the MTSS Leadership Team meets with teachers during PLC meetings and provides follow-up training through-out the school year as needed.

Time is provided for the MTSS team to meet on a weekly basis. Members of the team collaborate and meet with individual teachers as well as the entire grade level to discuss students needing extra support. An MTSS progress spreadsheet is maintained on Sharepoint to facilitate conversations about students in need of extra support. As teachers move their students into Tier 3, they attend the weekly MTSS meeting to discuss their interventions and are able to seek further guidance in order to best meet the needs of their students.

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

The school-based MTSS Leadership Team will employ a continuous improvement process to create the SIP as outlined in this document. Input will be gathered from the grade level teams, the SAC and district teams composed of specialists in the areas of instructional need.

The school based MTSS team is comprised of general education personnel that facilitate MTSS as a related but distinct process from the CARE (Children At-Risk in Education) eligibility determination process. At Alta Vista Elementary School the MTSS Leadership Team is composed of:

Principal, Dr. Barbara Shirley: Provides support by fielding questions in regards to MTSS, provides the resources, support, and PD needed for implementation and leads in the MTSS process

Assistant Principal, Ms. Dehea Smith: Provides support by fielding questions in regards to MTSS, provides the resources, support, and PD needed for implementation and leads in the MTSS process

Select General Education Teachers: Barbara Rannigan, Tamara Marken, Lisa Silva, Beth Wilson, Debi Hickey and Kristi Hugglestone provide information about the process to their teams and all stake holders, help monitor student progress related to tier interventions, collaborate with teams to build problem solving at all levels.

Exceptional Student Education (ESE) Teachers: Kurt Cummings, Pam Walter and Elizabeth Harner and the English Speakers of Other Languages (ESOL) Liaison, Evangeline Fotos, provide information to support teachers in their implementation, partners in instruction

Guidance Counselor:

Joy Bailey advise teachers, support the leadership and ownership in the MTSS process.

Home School Liaison:

Dawn Clements, along with part-time contract Social Workers, Aimee Villemure and Yesenia Reta, support leadership and ownership in the MTSS process. They serve as a liaison between home and school to

facilitate communication in the process.

Speech Language Pathologist:

Mary Zahner and part-time Pathologist Karen Keison advise teachers, support the leadership and ownership in the MTSS process.

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

Students receiving extra services are identified at each grade level and monitored via a grade level chart that is kept on a school-wide accessible data base. Students are discussed at the grade level monthly as well as at the MTSS meetings. When teachers need to intensify their interventions, they come to the MTSS meeting and discuss the student of concern. MTSS monitors students in the RTI process through a database that is housed on line and accessible to all key players.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The school uses a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated subgroup data by reading, mathematics, science and writing is utilized. Further, the school will participate in the FAIR Reading assessment and utilize the data from the math curriculum (EnVision), along with county-wide benchmark tests and the Science curriculum (Fusion) assessments to summarize data for students at Tier 2, and 3.

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

The school-based MTSS Leadership Team devised a training for all of the teachers during the first two weeks of school in August to review the MTSS process. During the school year, the MTSS Leadership Team meets with teachers during PLC meetings and provides follow-up training through-out the school year as needed. Furthermore, teachers review the MTSS process with families during parent-teacher conferencing held twice a year. CARE meetings are also used to review the process with parents.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 22,815

Our 21st Century Tutorial program provides an extended day of instruction for our third, fourth and fifth grade students Monday through Friday from 3:30 to 5:45.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

We have 2 sets of data that we collect: We utilize Project Based Learning. We have an academic and enrichment theme every 9 weeks. Each theme requires that we give a pre and post test. We collect school data for each student. For 4th and 5th we can use either FCAT scores, DSS scores or FAIR. For 2nd and 3rd - we will be using fall FAIR and compare to spring FAIR. We will also collect data for math, writing and science instruction. Students meet for 2 hours daily. We are in session from Sept. 3 - May 30th, totalling 169 days.

Who is responsible for monitoring implementation of this strategy?

The program manager and school-based administration

Strategy: Before or After School Program**Minutes added to school year:** 22,815

Our second grade after school tutorial program provides an extended day of instruction in Reading, Math, Science and Writing Monday through Friday from 3:30 to 5:30.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

We have 2 sets of data that we collect: We utilize Project Based Learning. We have an academic and enrichment theme every 9 weeks. Each theme requires that we give a pre and post test. We collect school data for each student. For 2nd we will be using fall FAIR and compare to spring FAIR. We will also collect data for math, writing and science instruction. Students meet for 2 hours daily. We are in session from Sept. 3 - May 30th, totalling 169 days

Who is responsible for monitoring implementation of this strategy?

Administration and Program Coordinators

Strategy: Summer Program**Minutes added to school year:** 8,100

Our Eagle Academy program is a seven week program for our incoming Kindergarten students, as well as our incoming first grade students. They attend school from 8:30-1:30 Monday through Thursday attending classes in English Language Arts and math.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data is collected on a regular basis and stored in a database that all critical personnel can access. This data is analyzed in a multitude of ways to determine effectiveness (i.e. peer to peer, by ethnicity, over time comparing prior year's Eagle Academy students with the current year).

Who is responsible for monitoring implementation of this strategy?

The program coordinator and the school administrators

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Barbara Shirley	Principal
Ms. Dehea Smith	Assistant Principal
Ms. Barbara Rannigan	Reading Resource Teacher
Ms. Andrea Jackson	Classroom Teacher
Ms. Tamara Marken	Classroom Teacher
Ms. Lisa Silva	Classroom Teacher
Ms. Beth Wilson	Classroom Teacher
Ms. Debi Hickey	Classroom Teacher
Ms. Kristi Hugglestone	Classroom Teacher
Dr. Pam Walter	ESE Resource Teacher
Ms. Amy Mazner	Special Area Teacher

How the school-based LLT functions

The Literacy Leadership Team meets monthly to review literacy activities that we are doing as a school. We review school data and made recommendations for areas of weaknesses. We discuss school events that would promote literacy, ie African American Read In, The Book Buddy Program books drives, author visits, etc.

Major initiatives of the LLT

The major initiatives of the LLT this year will include increasing parent involvement for our Reading Curriculum nights.

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

We have established a 120 minute reading block for all grade levels. Furthermore, our resource, ESOL and contract teachers all push into classrooms to extend the reading support that all students are receiving. All of our staff members have been trained in Common Core as well as the new reading curriculum, Reading Wonders. This will allow us to build reading supported activities across the curriculum.

Two "Highly Qualified" teachers will be contracted to provide intensive individualized and small group reading instruction in targeted skill-focused areas. In an effort to increase achievement levels in reading in all subgroup populations, students in grades 3 – 5 will receive intensive differentiated instruction in reading based on (1) FCAT Reading Level 1 and 2 (2012-2013 FCAT scores); (2) Lowest 25% of students who did not achieve Reading proficiency based on FAIR reading data (3) Progress Monitoring Assessments - Students who do not achieve proficiency scores or do not make adequate progress throughout the year

(4) Teacher Referral Identified Reading Curriculum materials integrating Reading Wonders will be used with targeted students in intensive individualized and small group instruction. Resource materials will be selected based on student performance on progress monitoring assessments.

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

Each Spring we conduct a Kindergarten Round-up inviting prospective Kindergarten students and their families to more easily transition into Kindergarten. We offer a seven week program in the summer for all of our entering Kindergarten students to assist in the transition between preschool and Kindergarten.

College and Career Readiness

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

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

NA

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

NA

Strategies for improving student readiness for the public postsecondary level

NA

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	62%	No	69%
American Indian				
Asian				
Black/African American	57%	44%	No	61%
Hispanic	64%	79%	No	1%
White	77%	73%	No	79%
English language learners	52%	39%	No	57%
Students with disabilities	53%	31%	No	58%
Economically disadvantaged	63%	61%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	102	37%	41%
Students scoring at or above Achievement Level 4	67	24%	35%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	212	77%	79%
Students in lowest 25% making learning gains (FCAT 2.0)	54	79%	83%

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)	59	44%	48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	49	36%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	42	31%	40%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	64	65%	69%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	63%	Yes	62%
American Indian				
Asian				
Black/African American	47%	44%	No	52%
Hispanic	58%	68%	Yes	63%
White	69%	63%	No	72%
English language learners	49%	54%	Yes	54%
Students with disabilities	51%	47%	No	56%
Economically disadvantaged	56%	62%	Yes	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	36%	40%
Students scoring at or above Achievement Level 4	71	26%	35%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	206	75%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	54	79%	83%

Middle School Acceleration

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

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%		No	62%
American Indian				
Asian				
Black/African American	47%		No	52%
Hispanic	58%		No	63%
White	69%		No	72%
English language learners	49%		No	54%
Students with disabilities	51%		No	56%
Economically disadvantaged	56%		No	60%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Algebra I End-of-Course (EOC) Assessment

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

Geometry End-of-Course (EOC) Assessment

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

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	29%	35%
Students scoring at or above Achievement Level 4	19	24%	35%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

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

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			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

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

Area 7: Social Studies**U.S. History End-of-Course (EOC) Assessment**

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

Civics End-of-Course (EOC) Assessment

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	103	21%	20%
Students retained, pursuant to s. 1008.25, F.S.	8	8%	7%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals	27	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	50	10%	10%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

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

Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; ESOL Services ESOL Nights Parent Training; AV Eagle Academy Parent University –Adult education programs; English Classes for Parents/Adults; Parent Teacher Conferences Meetings to discuss student progress; Family/School Festival Connects families to students to school; Book Fair and Family Cookout; and Science Fair.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Eagle Academy - Parent University (K and 1st grade parents)	109	67%	75%
Parent Teacher Conferences	565	100%	100%
ESOL Parent Night (for ESOL parents)	110	80%	85%

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

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

- G1.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency across Levels 3 & 4 or 2 point increase for groups over 70% proficient.
- G2.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. It will be a minimum of a 2 point percentage increase for groups above 70%.
- G3.** By the year 2014, there will be a minimum of a four percentage point increase in the number of student demonstrating a learning gain in the lowest quartile.
- G4.** By the year 2014, there will be a minimum of a two percentage point increase when less than 70% of students are currently demonstrating proficiency. There will be a minimum of a one percentage point increase if 70% or more are at proficiency.
- G5.** By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a two percentage point increase for all student groups at or above 75%.
- G6.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and a 2 percentage point increase for groups above 70% proficient with no group under 35%.
- G7.** By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
- G8.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across levels 3, 4 and 5). No proficiency target will be less than 35% .

Goals Detail

G1. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency across Levels 3 & 4 or 2 point increase for groups over 70% proficient.

Targets Supported

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

Resources Available to Support the Goal

- Personnel and curriculum materials, staff expertise

Targeted Barriers to Achieving the Goal

- Wide variety of ability levels in any given classroom.

Plan to Monitor Progress Toward the Goal

School-wide Progress Monitoring Data Spreadsheets

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Progress Monitoring Data Spreadsheets maintained on School-wide accessible Sharepoint intranet site.

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. It will be a minimum of a 2 point percentage increase for groups above 70%.

Targets Supported

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

Resources Available to Support the Goal

- Support Personnel, Curriculum Materials, Contract Resource Teachers

Targeted Barriers to Achieving the Goal

- New reading curriculum (Reading Wonders) is at a higher text complexity level

Plan to Monitor Progress Toward the Goal

Progress toward Learning Gain goal

Person or Persons Responsible

Administration, Classroom Teachers, Support Staff

Target Dates or Schedule:

On-going

Evidence of Completion:

Progress Monitoring Spreadsheet Data and FCAT Data (when available)

G3. By the year 2014, there will be a minimum of a four percentage point increase in the number of student demonstrating a learning gain in the lowest quartile.

Targets Supported

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

Resources Available to Support the Goal

- Support Personnel, Materials

Targeted Barriers to Achieving the Goal

- Wide variety of proficiency levels in classrooms

Plan to Monitor Progress Toward the Goal

Focused Differentiated Instruction

Person or Persons Responsible

Administration, Classroom Teachers and Resource Teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Progress Monitoring Spreadsheets, Teacher Observation, Data Chats

G4. By the year 2014, there will be a minimum of a two percentage point increase when less than 70% of students are currently demonstrating proficiency. There will be a minimum of a one percentage point increase if 70% or more are at proficiency.

Targets Supported

Resources Available to Support the Goal

- Support Personnel and Curriculum Materials

Targeted Barriers to Achieving the Goal

- Limited vocabulary and word analysis skills

Plan to Monitor Progress Toward the Goal

Monitor progress of Alternate Assessment students

Person or Persons Responsible

Administration, Classroom Teachers, Support Staff

Target Dates or Schedule:

On-going

Evidence of Completion:

Progress Monitoring Spreadsheet Data Chats, Team Leader/PLC minutes

G5. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a two percentage point increase for all student groups at or above 75%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Response to Literature

Targeted Barriers to Achieving the Goal

- Inconsistent programs among grade levels

Plan to Monitor Progress Toward the Goal

Implementation of Response to Literature

Person or Persons Responsible

Administration, Response to Literature Teacher Trainers, Team Leaders, Classroom teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Lesson plans, classroom observations, student work, PLC/Team Leader minutes

G6. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and a 2 percentage point increase for groups above 70% proficient with no group under 35%.

Targets Supported

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

Resources Available to Support the Goal

- Support Staff and curriculum resources

Targeted Barriers to Achieving the Goal

- Wide variety of ability levels in any given classroom.

Plan to Monitor Progress Toward the Goal

Monitoring progress towards Math goal

Person or Persons Responsible

Administration, Classroom Teachers, Support Staff

Target Dates or Schedule:

On-going

Evidence of Completion:

Progress Monitoring Spreadsheet Data Chats, Team Leader/PLC minutes, FCAT scores (when available)

G7. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

Targets Supported

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

Resources Available to Support the Goal

- Support Personnel and Curriculum Materials

Targeted Barriers to Achieving the Goal

- Understanding multi-step problems

Plan to Monitor Progress Toward the Goal

Monitoring progress toward the goal

Person or Persons Responsible

Administration, Classroom teachers, Team Leaders, Support Staff

Target Dates or Schedule:

on-going

Evidence of Completion:

Progress Monitoring Spreadsheet Data Chats, Team Leader/PLC minutes

G8. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across levels 3, 4 and 5). No proficiency target will be less than 35% .

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Support Staff, STEAM Lab, curriculum materials

Targeted Barriers to Achieving the Goal

- Lack of background knowledge and vocabulary
- Limited time for hands on experiments with scientific method

Plan to Monitor Progress Toward the Goal

Monitoring progress toward goal

Person or Persons Responsible

Administration, Classroom Teachers, Support Staff

Target Dates or Schedule:

On-going

Evidence of Completion:

Progress Monitoring Spreadsheet Data Chats, FCAT (when available)

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency across Levels 3 & 4 or 2 point increase for groups over 70% proficient.

G1.B1 Wide variety of ability levels in any given classroom.

G1.B1.S1 Using trained resource teachers to pull students to focus on specific instructional objectives to meet individual needs on a regular basis.

Action Step 1

Resource Teacher scheduling

Person or Persons Responsible

Administration and Reading Resource Teacher

Target Dates or Schedule

August and September

Evidence of Completion

Schedule

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

Effectiveness of Resource Teachers

Person or Persons Responsible

Administration, Classroom Teachers, Reading Resource Teacher, Team Leaders

Target Dates or Schedule

PLC meetings, weekly Team Leader Meetings and On-going observation

Evidence of Completion

Minutes from meetings and Observations

Plan to Monitor Effectiveness of G1.B1.S1

Resource Teachers

Person or Persons Responsible

Administration, Classroom teachers, Team Leaders, Reading Resource teacher

Target Dates or Schedule

On-going

Evidence of Completion

Feedback from teachers, Team Leader minutes, observation

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. It will be a minimum of a 2 point percentage increase for groups above 70%.

G2.B1 New reading curriculum (Reading Wonders) is at a higher text complexity level

G2.B1.S1 Training in the new reading curriculum, Reading Wonders in order to increase the use of text complexity and higher order questioning strategies across academic areas in all grade levels.

Action Step 1

Training in the new reading curriculum, Reading Wonders and classroom observation of implementation

Person or Persons Responsible

Administration, Classroom Teachers, Support Staff and Reading Wonders Staff

Target Dates or Schedule

August and throughout the school year

Evidence of Completion

Training Sign in, Classroom Observations, Team Leader minutes

Facilitator:

Reading Wonders Staff

Participants:

All instructional staff

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

Monitoring implementation of fidelity to Reading Wonders curriculum

Person or Persons Responsible

Administration, Classroom Teachers, Resource Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Observation, Student Work Samples, Team Leader/PLC minutes

Plan to Monitor Effectiveness of G2.B1.S1

Monitoring implementation of Reading Wonders should result in an increase of Text Complexity across academic areas and all grade levels

Person or Persons Responsible

Administration, Classroom teachers, Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

Progress Monitoring Spreadsheet and Data Chats, Team Leader and PLC minutes

G3. By the year 2014, there will be a minimum of a four percentage point increase in the number of student demonstrating a learning gain in the lowest quartile.

G3.B1 Wide variety of proficiency levels in classrooms

G3.B1.S1 Focused differentiated instruction during academic blocks, especially reading and math.

Action Step 1

Focused Differentiated Instruction

Person or Persons Responsible

Classroom Teachers, Resource Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Progress Monitoring Spreadsheet

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

Focused differentiated instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Walk-through Observations

Plan to Monitor Effectiveness of G3.B1.S1

Focused differentiated instruction

Person or Persons Responsible

Administration, Team Leaders, Classroom Teachers

Target Dates or Schedule

On-going, discussions during PLC meetings and Team Leader Meetings

Evidence of Completion

Progress Monitoring Spreadsheet data

G4. By the year 2014, there will be a minimum of a two percentage point increase when less than 70% of students are currently demonstrating proficiency. There will be a minimum of a one percentage point increase if 70% or more are at proficiency.

G4.B1 Limited vocabulary and word analysis skills

G4.B1.S1 Fidelity to the new Reading Wonders curriculum

Action Step 1

Maintaining fidelity to the new Reading Wonders curriculum

Person or Persons Responsible

Administration, Classroom Teachers, Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

Observation, Lesson Plans, Team Leader/PLC minutes

Facilitator:

Reading Wonders Facilitator

Participants:

Instructional Staff

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

Fidelity to the Reading Wonders curriculum

Person or Persons Responsible

Administration, Classroom Teachers, Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

Observation, Lesson Plans, Team Leader/PLC minutes

Plan to Monitor Effectiveness of G4.B1.S1

Maintaining fidelity to the new Reading Wonders curriculum

Person or Persons Responsible

Administration, Classroom Teachers, Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

Progress Monitoring Spreadsheet Data Chats

G5. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a two percentage point increase for all student groups at or above 75%.

G5.B1 Inconsistent programs among grade levels

G5.B1.S1 All staff will be trained in Response to Literature. On-going PLC meetings and professional development will be provided to ensure implementation of the program across all grade levels.

Action Step 1

Purchase of Response to Literature materials and staff training

Person or Persons Responsible

Administration and support staff

Target Dates or Schedule

Early summer and then throughout the school year

Evidence of Completion

Materials delivered to teachers at training

Facilitator:

Thinking Map Teacher Trainers

Participants:

Instructional Staff

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

Implementation of Response to Literature across the grade levels

Person or Persons Responsible

Administration, Classroom teachers, Team Leaders

Target Dates or Schedule

On-going, Team Leader Meetings, PLC meetings

Evidence of Completion

Observation, Minutes from meetings

Plan to Monitor Effectiveness of G5.B1.S1

Implementation of Response to Literature

Person or Persons Responsible

Administration, Response to Literature Teacher Trainers, Team Leaders, Classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Observation of lessons, PLC minutes, Team Leader Minutes

G6. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and a 2 percentage point increase for groups above 70% proficient with no group under 35%.

G6.B1 Wide variety of ability levels in any given classroom.

G6.B1.S1 Using trained resource teachers to pull students to focus on specific instructional objectives to meet individual needs on a regular basis.

Action Step 1

Contract Resource teachers need to be hired and trained

Person or Persons Responsible

Administration and Support Staff

Target Dates or Schedule

Start of School year (August)

Evidence of Completion

Hired contract resource teachers

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

Training of Contract Resource Teachers

Person or Persons Responsible

Administration, Support Staff and Classroom Teachers

Target Dates or Schedule

On-going, beginning of school year

Evidence of Completion

Training schedule and Observation

Plan to Monitor Effectiveness of G6.B1.S1

Contract Resource Teacher training and effectiveness

Person or Persons Responsible

Administration, Support Staff and Classroom teachers

Target Dates or Schedule

On-going

Evidence of Completion

Observation, Progress Monitoring Spreadsheet Data Analysis, Classroom Teacher feedback

G7. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G7.B1 Understanding multi-step problems

G7.B1.S1 Enhance teaching of strategies to dissect multiple step word problems

Action Step 1

Enhancing teaching of strategies to dissect multiple step word problems

Person or Persons Responsible

Administration, Team Leaders, Support Staff

Target Dates or Schedule

PLC meetings on-going

Evidence of Completion

PLC minutes and Team Leader minutes

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

Monitoring fidelity of strategies

Person or Persons Responsible

Administration, Classroom Teachers, Team Leaders

Target Dates or Schedule

On-going

Evidence of Completion

PLC/Team Leader Minutes; Classroom observations

Plan to Monitor Effectiveness of G7.B1.S1

Effectiveness of strategy

Person or Persons Responsible

Administration, Classroom Teachers, Team Leaders

Target Dates or Schedule

On-going

Evidence of Completion

Progress Monitoring Spreadsheet Data Chats, Team Leader/PLC minutes

G8. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across levels 3, 4 and 5). No proficiency target will be less than 35% .

G8.B1 Lack of background knowledge and vocabulary

G8.B1.S1 Incorporate Science topics into daily reading assignments including Science Leveled Readers.

Action Step 1

Incorporation of Science topics into daily reading assignments

Person or Persons Responsible

Classroom Teachers and Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

Classroom observation, review of lesson plans

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

Monitoring fidelity of implementation

Person or Persons Responsible

Administration, Classroom Teachers, Team Leaders and Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

Observation and Lesson Plans, Team Leader/PLC minutes

Plan to Monitor Effectiveness of G8.B1.S1

Monitoring effectiveness of strategy

Person or Persons Responsible

Administration, Classroom Teachers, Team Leaders and Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

Progress Monitoring Spreadsheet Data Chats, Team Leader/PLC minutes

G8.B2 Limited time for hands on experiments with scientific method

G8.B2.S1 Creation of STEAM lab for 3, 4 and 5th grade students

Action Step 1

Creation of STEAM lab for 3rd, 4th and 5th grade students

Person or Persons Responsible

Administration, Support Staff

Target Dates or Schedule

On-going

Evidence of Completion

Creation of lab and rotation schedule

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

Monitoring fidelity of implementation

Person or Persons Responsible

Administration, STEAM instructor, Classroom Teachers, Team Leader

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Observation, Team Leader/PLC minutes

Plan to Monitor Effectiveness of G8.B2.S1

Effectiveness of STEAM lab

Person or Persons Responsible

Administration, Classroom Teachers, STEAM instructor, Students

Target Dates or Schedule

on-going

Evidence of Completion

Feedback from students, Progress Monitoring Spreadsheet Data Chats, Observation

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 is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The district coordinates with Title II in ensuring staff development needs are provided and with Title IV 21st Century Community Learning Centers grants to provide after school programs.

The district supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The ID& R person coordinates with the Title I and other programs to ensure student and family needs are met.

The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.

Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. Training is provided to make all teachers highly qualified.

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

District receives funds for programs that prevent the use of alcohol, tobacco and other drugs and violence. Programs such as Second Step and Community of Caring support prevention of substance abuse and violence in around the school as well as promote character education. Law enforcement and Juvenile Justice are also program components. These programs foster a safe, drug-free learning environment that supports student achievement.

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students.

The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided.

Nutrition Programs, Housing Programs, Head Start, Adult Education, Career and Technical Education, and Job Training do not apply.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. It will be a minimum of a 2 point percentage increase for groups above 70%.

G2.B1 New reading curriculum (Reading Wonders) is at a higher text complexity level

G2.B1.S1 Training in the new reading curriculum, Reading Wonders in order to increase the use of text complexity and higher order questioning strategies across academic areas in all grade levels.

PD Opportunity 1

Training in the new reading curriculum, Reading Wonders and classroom observation of implementation

Facilitator

Reading Wonders Staff

Participants

All instructional staff

Target Dates or Schedule

August and throughout the school year

Evidence of Completion

Training Sign in, Classroom Observations, Team Leader minutes

G4. By the year 2014, there will be a minimum of a two percentage point increase when less than 70% of students are currently demonstrating proficiency. There will be a minimum of a one percentage point increase if 70% or more are at proficiency.

G4.B1 Limited vocabulary and word analysis skills

G4.B1.S1 Fidelity to the new Reading Wonders curriculum

PD Opportunity 1

Maintaining fidelity to the new Reading Wonders curriculum

Facilitator

Reading Wonders Facilitator

Participants

Instructional Staff

Target Dates or Schedule

On-going

Evidence of Completion

Observation, Lesson Plans, Team Leader/PLC minutes

G5. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a two percentage point increase for all student groups at or above 75%.

G5.B1 Inconsistent programs among grade levels

G5.B1.S1 All staff will be trained in Response to Literature. On-going PLC meetings and professional development will be provided to ensure implementation of the program across all grade levels.

PD Opportunity 1

Purchase of Response to Literature materials and staff training

Facilitator

Thinking Map Teacher Trainers

Participants

Instructional Staff

Target Dates or Schedule

Early summer and then throughout the school year

Evidence of Completion

Materials delivered to teachers at training

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	By the year 2014, there will be a minimum of a two percentage point increase when less than 70% of students are currently demonstrating proficiency. There will be a minimum of a one percentage point increase if 70% or more are at proficiency.	\$9,700
G5.	By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a two percentage point increase for all student groups at or above 75%.	\$8,600
G6.	By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and a 2 percentage point increase for groups above 70% proficient with no group under 35%.	\$93,000
G8.	By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across levels 3, 4 and 5). No proficiency target will be less than 35% .	\$27,000
Total		\$138,300

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I		\$138,300
District		\$0
Total		\$138,300

Budget Details

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

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. It will be a minimum of a 2 point percentage increase for groups above 70%.

G2.B1 New reading curriculum (Reading Wonders) is at a higher text complexity level

G2.B1.S1 Training in the new reading curriculum, Reading Wonders in order to increase the use of text complexity and higher order questioning strategies across academic areas in all grade levels.

Action Step 1

Training in the new reading curriculum, Reading Wonders and classroom observation of implementation

Resource Type

Evidence-Based Program

Resource

District Run Workshops

Funding Source

District

Amount Needed

\$0

G4. By the year 2014, there will be a minimum of a two percentage point increase when less than 70% of students are currently demonstrating proficiency. There will be a minimum of a one percentage point increase if 70% or more are at proficiency.

G4.B1 Limited vocabulary and word analysis skills

G4.B1.S1 Fidelity to the new Reading Wonders curriculum

Action Step 1

Maintaining fidelity to the new Reading Wonders curriculum

Resource Type

Evidence-Based Program

Resource

Reading Wonders Facilitator

Funding Source

Title I

Amount Needed

\$9,700

G5. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a two percentage point increase for all student groups at or above 75%.

G5.B1 Inconsistent programs among grade levels

G5.B1.S1 All staff will be trained in Response to Literature. On-going PLC meetings and professional development will be provided to ensure implementation of the program across all grade levels.

Action Step 1

Purchase of Response to Literature materials and staff training

Resource Type

Evidence-Based Program

Resource

Response to Literature materials

Funding Source

Title I

Amount Needed

\$8,600

G6. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and a 2 percentage point increase for groups above 70% proficient with no group under 35%.

G6.B1 Wide variety of ability levels in any given classroom.

G6.B1.S1 Using trained resource teachers to pull students to focus on specific instructional objectives to meet individual needs on a regular basis.

Action Step 1

Contract Resource teachers need to be hired and trained

Resource Type

Evidence-Based Program

Resource

Personnel

Funding Source

Title I

Amount Needed

\$93,000

G8. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across levels 3, 4 and 5). No proficiency target will be less than 35% .

G8.B2 Limited time for hands on experiments with scientific method

G8.B2.S1 Creation of STEAM lab for 3, 4 and 5th grade students

Action Step 1

Creation of STEAM lab for 3rd, 4th and 5th grade students

Resource Type

Evidence-Based Program

Resource

Personnel

Funding Source

Title I

Amount Needed

\$27,000