



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Sallye B. Mathis Elementary School

3501 WINTON DR
Jacksonville, FL 32208
904-924-3086

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 78%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 D	2012-13 C	2011-12 C	2010-11 D
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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
Focus Year 1	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Sallye B. Mathis Elementary School

Principal

Kathleen Adkins

School Advisory Council chair

Sharon Banks

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

Name	Title
Cristina Gonzalez	Reading Interventionist
Nichelle Smith	Assistant Principal
Christina Washington	Computer Teacher
Cynthia Sanders-Smith	Reading Coach
Sarah Beaman	CSS/ESE Coach
Teri Jennings	School Counselor
Lara Pitocchi	Math/Science Coach

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

School Advisory Council (SAC)

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

Membership of the SAC

Sharon Banks-Chair
 Vernon Green- Parent
 Lucille Baker-Parent
 Angela Maxey-Principal

Involvement of the SAC in the development of the SIP

*Provide input during the completion of the SIP and discuss monthly the effectiveness of strategies being used

Activities of the SAC for the upcoming school year

- *Monthly review of SIP
- *Data analysis
- *Beautification project

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

In the planning process for funds usage

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:

Kathleen Adkins		
Principal	Years as Administrator: 3	Years at Current School: 0
Credentials	<p>Elementary Education (K-6) Educational Leadership (All Levels) Principalship</p>	
Performance Record	<p>2009-2010 B Pickett Reading proficiency was 58%, math proficiency 68%, writing proficiency 97%, and Science proficiency 24%. There are less than ten students in the SWD, Hispanic, ELL, and Indian. Blacks, and Economically Disadvantage students did not make AYP in reading. All other applicable NCLB subgroups made AYP.</p> <p>2010-2011 FCAT Grade:C Pickett Reading Proficiency was 53%, Math proficiency 75%, Writing proficiency 84% And Science 44%</p> <p>White, Black and Economically Disadvantaged students Did not make AYP in reading. White and Economically Disadvantaged students did not make AYP in math.</p> <p>2011-2012: Grade A; School had 92 point gain from the 2010-2011 school year. Proficiency increased in reading and math by 13%, 78% in Writing 3 or higher, 34% proficiency in Science, 80% Learning Gains in Reading, 70% Learning Gains in Math, 95% Bottom 25% Learning Gains in Reading, and 78% Bottom 25% Learning gains in Math</p> <p>2012-2013: Grade B; Proficiency increased in Reading by 4%, in Math by 6%, and Science by 21%. Decreased in Writing by 54% due to the change in Writing scores from a 3.0 to a 3.5. 62% Learning Gains in Reading, 76% Bottom 25% in Reading, 66% Learning Gains in Math, and 81% Bottom 25% in Math</p>	

Nichelle Smith		
Asst Principal	Years as Administrator: 6	Years at Current School: 1
Credentials	<p>Bachelor of Science in Varying Exceptionalities K-12 Master of Arts- Educational Leadership (All Levels)</p>	
Performance Record	<p>Twin Lakes Academy Middle 2012-13 Grade B TLAM 2011-12 Grade B TLAM 2010-2011 Grade A TLAM 2009-2010 Grade A TLAM 2008-2009 Grade A</p>	

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lara Pitocchi

Full-time / School-based	Years as Coach: 8	Years at Current School: 1
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Areas Mathematics, Science

Credentials B.S. Elementary Education/Special Education 1997
M.Ed. Educational Leadership 2011

Performance Record Ortega Elementary Math Coach/Lead Teacher 2005-2007
Justina Road Elementary Math/Science Coach 2007-2012
District Elementary Math Coach 2012-2013
Sallye B. Mathis Math/Science Coach 2013-present

Cynthia Sanders-Smith

Full-time / School-based	Years as Coach: 11	Years at Current School: 2
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Areas Reading/Literacy

Credentials Elementary Education

Performance Record 2011-2012 Sallye B. Mathis Grade C
2010-2011 Justina Road Grade C
2009-2010 Justina Road Grade B
2008-2009 Justina Road Grade D
2007-2008 Kings Trail Grade A

Sarah Beaman

Full-time / School-based	Years as Coach: 2	Years at Current School: 2
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Areas [none selected]

Credentials ESE K-12, Gen Ed. K-6 and Autism endorsement

Performance Record 2012-2013 Sallye B. Mathis Grade C

Classroom Teachers

of classroom teachers

38

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

38, 100%

ESOL endorsed

8, 21%

reading endorsed

3, 8%

with advanced degrees

14, 37%

National Board Certified

0, 0%

first-year teachers

1, 3%

with 1-5 years of experience

17, 45%

with 6-14 years of experience

14, 37%

with 15 or more years of experience

7, 18%

Education Paraprofessionals

of paraprofessionals

14

Highly Qualified

14, 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

1. Regular meetings of new teachers with principal Principal
2. Partnering new teachers with veteran mentors Administration
3. Soliciting referrals from current employees Staff
4. Early Return training Leadership Team Administration
5. Coaching Administration/Coaching team

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

Each novice teacher has been strategically partnered with an instructional coach and provided weekly meetings along with opportunities for modeling and observations.

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

Our school's Professional Development Plan supports continuous learning for all educators that results in increased student achievement and includes evidence of scaffolded RTI professional learning that is results-driven, standards-based, school center, and sustained over time. The RTI Leadership Team establishes protocols for on-going assessment and adjustment of the plan to meet school needs. Leadership/RtI Team will meet weekly to review and analyze data, plan and monitor implementation and effectiveness of intervention strategies, and determine the next steps for professional development to ensure teachers and staff can effectively meet students' academic and behavioral needs.

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

The RTI Leadership Team actively participates in the development of the School Improvement Plan. During Leadership Team Meetings, members analyze and disaggregate data from the FCAT, baseline and Curriculum Guide assessments, IOWA and IReady results in order to develop goals and objectives of the School Improvement Plan. Identified goals are directly correlated and developed based upon the academic needs of our students. During weekly Professional Learning Communities (PLC) and RTI Team meetings, the RTI Leadership Team leads the faculty in the problem solving strategy to further disaggregate data probe for causation and identify next steps, interventions and strategies to achieve the goals and objectives outlined within the School Improvement Plan.

The School Improvement Plan becomes the guiding document for the work of our school. The RTI Leadership Team regularly revises and updates the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RTI to inform instruction and made mid-course adjustments as data are analyzed.

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

Leadership/RtI Team will meet weekly to review and analyze data, plan and monitor implementation and effectiveness of intervention strategies, and determine the next steps for professional development to ensure teachers and staff can effectively meet students' academic and behavioral needs.

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

Data (CGAs, IOWA, IReady, Writing Samples, DAR)

The RTI Team members will meet bi-weekly to analyze, disaggregate data and identify next steps for

strategies and interventions. In addition, teachers will meet during weekly PLC meetings to discuss instructional strategies and develop goals and learning objectives to meet the needs of students.

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

RTI Professional Development includes more than scheduled workshops. In addition to traditional RtI training during the summer, pre-planning, early dismissal, and faculty meetings, RTI learning is job-embedded and occurs during the following:

- Professional learning communities
- Collaborative planning
- Analysis of student work
- Book study
- Lesson study
- Action research

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: 540

Students sign up to remain on campus for an additional 3 hours to complete homework assignments and extra curricular activities.

Strategy Purpose(s)

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

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

The Leadership Team compares the academic and behavioral data to determine the success of students attending Team-up verses non-attendees.

Who is responsible for monitoring implementation of this strategy?

Team-up coordinator and Coaches

Literacy Leadership Team (LLT)

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

Name	Title
Cynthia Sanders-Smith	Reading Coach
Cristina Gonzalez	Reading Interventionist/Writing Specialist
Nichelle Smith	Assistant Principal

Name	Title
Angela Maxey	Principal
Lara Pitocchi	Math/Science Coach
Christina Washington	Computer Teacher

How the school-based LLT functions

The team meets weekly and discusses topical content that focuses on the best practices that make literacy instruction intentional, explicit, effective and rigorous. The reading coach and interventionist work together with teachers to promote best practices in instructional literacy.

Major initiatives of the LLT

The major initiatives of the LLT will be:

- A. To ensure that teachers have an understanding of the instructional focus coming from the district curriculum guides.
- B. To provide professional development through specialized learning communities and modeling which will focus on rigor of instructional delivery at every grade level.

Every Teacher Contributes to Reading Instruction

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

Reading strategies are embedded in all lesson plans, regardless of the subject area.
Vocabulary terms along with the definition are included in the morning announcement

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Students are allowed to participate in the VPK program. Teachers and classroom paras use strategies such a picture cues, daily schedules which mirror a Kindergarten schedule and various modeling of appropriate communication skills.

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

Students are allowed to participate in field studies that relate to their instruction.

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

Real world experiences are incorporated in lesson plans as appropriate

Strategies for improving student readiness for the public postsecondary level

School Counselor teacher classes to incorporate real world experiences and encourage career readiness

Community Leaders volunteer opportunities

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	53%	21%	No	57%
American Indian				
Asian				
Black/African American	53%	21%	No	57%
Hispanic				
White				
English language learners				
Students with disabilities	57%		No	61%
Economically disadvantaged	50%	21%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	21%	31%
Students scoring at or above Achievement Level 4	15	12%	21%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		64%	74%
Students in lowest 25% making learning gains (FCAT 2.0)		68%	78%

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	23	62%	72%
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%	49%	No	62%
American Indian				
Asian				
Black/African American	57%	47%	No	61%
Hispanic				
White				
English language learners				
Students with disabilities	58%	40%	No	63%
Economically disadvantaged	55%	45%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	45%	55%
Students scoring at or above Achievement Level 4	25	20%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	74	59%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	12	51%	61%

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	18	47%	57%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		18%

Florida Alternate Assessment (FAA)

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

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	38		48
Participation in STEM-related experiences provided for students	300	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	48	2%	2%
Students retained, pursuant to s. 1008.25, F.S.	9	1%	1%
Students who are not proficient in reading by third grade	3	6%	3%
Students who receive two or more behavior referrals	26	5%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	2%	1%

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

See Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Safety goal

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Follow the building safety plan		100%	

Goals Summary

- G1.** In 2013-2014, 55% of students in grades 3-5 will achieve mastery on the FCAT Math Assessment
- G2.** In 2014 57% of fifth graders will achieve Level 3 or Above on Science FCAT 2.0.
- G3.** In 2013-2014, on average, 42% of students in grade 3 and 49% in grades 4-5, will achieve mastery on the FCAT Reading test at a level 3.

Goals Detail

G1. In 2013-2014, 55% of students in grades 3-5 will achieve mastery on the FCAT Math Assessment

Targets Supported

Resources Available to Support the Goal

- Curriculum Guide/Curriculum pieces
- Interactive Journals
- Center Rotations

Targeted Barriers to Achieving the Goal

- Teachers lacking content knowledge
- Gradual Release
- Center Rotations built around data

Plan to Monitor Progress Toward the Goal

We will analyze CGA data, teacher made assessments and student work to determine the progress of students and the effectiveness of PD provided.

Person or Persons Responsible

Administration, Coaches, and Teachers

Target Dates or Schedule:

monthly

Evidence of Completion:

Assessment data will be analyzed to show growth from one assessment to another and to determine growth of each benchmark

G2. In 2014 57% of fifth graders will achieve Level 3 or Above on Science FCAT 2.0.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Continue P-SELL implementation with fidelity.

Targeted Barriers to Achieving the Goal

- Gaps in prior knowledge (previously taught benchmarks --> lower grades)

Plan to Monitor Progress Toward the Goal

Classroom Walk Through data, lesson plans, CGA scores

Person or Persons Responsible

Science Coach, teachers, administration

Target Dates or Schedule:

weekly (CGA scores quarterly)

Evidence of Completion:

Coaching Logs, CWT data collection forms, data analysis (CGA data)

G3. In 2013-2014, on average, 42% of students in grade 3 and 49% in grades 4-5, will achieve mastery on the FCAT Reading test at a level 3.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- 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
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Common planning time
- SuccessMaker, FCAT Explorer
- Differentiated professional development plans for teachers
- Flexible groupings for data-driven PLCs

- Curriculum Guide Assessments aligned to FCAT item specifications

Targeted Barriers to Achieving the Goal

- New Curriculum Lesson Guides (new format(s))
- Differentiated Professional Development for novice teachers

Plan to Monitor Progress Toward the Goal

Monitor student performance on CGAs

Person or Persons Responsible

Coaches, Administrators

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Leadership Team Meeting Minutes, Data Chats

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. In 2013-2014, 55% of students in grades 3-5 will achieve mastery on the FCAT Math Assessment

G1.B1 Teachers lacking content knowledge

G1.B1.S1 Provide Professional Development to teachers based around needs and determine the coaching support needed for success

Action Step 1

Provide PD based around the content and how standards and concepts build upon one another; Analyze item specs to determine what is being asked of teachers and students- unpack a benchmark; Target teachers for tiered coaching support to determine how to assist with content knowledge

Person or Persons Responsible

Coaches, teachers, administration

Target Dates or Schedule

bi-weekly

Evidence of Completion

PD agendas, notes, work/lessons produced, classroom walkthroughs, coaching logs

Facilitator:

Math Coach and Math Specialist

Participants:

Math Teachers (K-5)

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

Coaches will follow up with teachers by supporting them through the coaching cycle- modeling, co-teach, observation, feedback/debrief, and planning next lessons

Person or Persons Responsible

Coaches and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans, Coaching Logs, Anecdotal notes, Student work/data

Plan to Monitor Effectiveness of G1.B1.S1

Administration will conduct observations to determine teacher content knowledge and implementation of what has been learned; Administration will also review Coaches Logs to determine effectiveness of Coaching Cycle and next steps

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

CAST Evaluation tool; Coaching Logs-Leadership Team Notes;

G1.B2 Gradual Release

G1.B2.S1 Implement the Gradual Release Model effectively each day

Action Step 1

Provide teachers with PD on the Gradual Release Model and specific examples (models) to follow

Person or Persons Responsible

Coaches

Target Dates or Schedule

bi-weekly

Evidence of Completion

PD agendas, notes, work/lessons produced, classroom walkthroughs, coaching logs

Facilitator:

Math Coach and District Specialist

Participants:

Teachers (K-5)

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

Classroom walkthroughs will be conducted by Coaches to determine next steps and what teachers need based off the Coaching Cycle

Person or Persons Responsible

Coaches

Target Dates or Schedule

weekly

Evidence of Completion

classroom walkthroughs, coaching logs, anecdotal notes

Plan to Monitor Effectiveness of G1.B2.S1

Administration will conduct observations to determine teacher knowledge and implementation of the gradual release model; Administration will also review Coaches Logs to determine effectiveness of Coaching Cycle and next steps

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

CAST Observation Tools and feedback; Coaches Logs-Leadership Team Meetings

G1.B3 Center Rotations built around data

G1.B3.S1 Implementation of effective Center Rotations based around student needs

Action Step 1

Plan for small group instruction using I-Ready Data and CGA data

Person or Persons Responsible

Teachers and Coaches

Target Dates or Schedule

bi-weekly

Evidence of Completion

center rotation chart, student work, student data, differentiation based on assessments/next steps

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

Classroom walkthroughs will be conducted to determine coaching support and next steps; Coaches will plan with teachers and help with needed resources

Person or Persons Responsible

Coaches

Target Dates or Schedule

ongoing

Evidence of Completion

walkthrough notes, anecdotal notes, coaching logs, next steps report to Administration, student work/data

Plan to Monitor Effectiveness of G1.B3.S1

Administration will conduct observations to determine teacher knowledge and implementation of center rotations; Administration will also review Coaches Logs to determine effectiveness of Coaching Cycle and next steps

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

CAST Observation tool/feedback; Coaches Logs-Leadership Team meetings

G2. In 2014 57% of fifth graders will achieve Level 3 or Above on Science FCAT 2.0.

G2.B1 Gaps in prior knowledge (previously taught benchmarks --> lower grades)

G2.B1.S1 Implement data-driven small group instruction in fifth grade science

Action Step 1

Use CGA Data to plan small group focus lessons based on specific benchmarks

Person or Persons Responsible

Teacher, Coach, District Support

Target Dates or Schedule

ongoing, specifically after all CGA data analysis

Evidence of Completion

Student work, teacher made assessment scores, lesson observation notes

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

Daily walkthroughs by administration and coaches, WOW trainings and Data Chats

Person or Persons Responsible

Coaches and Administration

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

student work, assessment data, and observation notes

Plan to Monitor Effectiveness of G2.B1.S1

Analyze CGA data and compare growth to beginning of the year baseline

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Data collection sheets and growth of top 60%

G2.B1.S2 Develop effective and thorough Science lesson plans at all grade levels

Action Step 1

Meet with teachers to ensure that lessons are engaging and interactive

Person or Persons Responsible

Coaches

Target Dates or Schedule

weekly

Evidence of Completion

classroom walkthroughs and coaches logs

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

Coaches will observe lessons and provide resources for teachers to deliver the lesson

Person or Persons Responsible

Coaches and Administration

Target Dates or Schedule

weekly

Evidence of Completion

Coaches Logs, classroom walkthroughs, and student work/data

Plan to Monitor Effectiveness of G2.B1.S2

Classroom walkthroughs will be done by administration to observe engagement (IPI data) and student-content interaction

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Observation notes, IPI data, student work/data

G2.B1.S3 Regularly monitor science instruction at all grade levels

Action Step 1

Classroom Walkthroughs will occur to target coaching support for teachers; observations of science lessons on a regular basis

Person or Persons Responsible

Coaches and Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Observation notes, coaching logs, WOW meeting notes, student data/work, and lesson plans

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

Will have weekly discussions around student performance, lesson delivery, and next steps during WOW meetings

Person or Persons Responsible

Coaches and Administration

Target Dates or Schedule

weekly

Evidence of Completion

meeting notes and student work/data as the talking point for the meeting; also lesson plans

Plan to Monitor Effectiveness of G2.B1.S3

Administration will conduct daily classroom observations looking for specific content being taught and specific implementation of lesson design provided to teachers in WOW meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

daily

Evidence of Completion

observation notes, lesson plans, and student activities/work

G3. In 2013-2014, on average, 42% of students in grade 3 and 49% in grades 4-5, will achieve mastery on the FCAT Reading test at a level 3.

G3.B2 Differentiated Professional Development for novice teachers

G3.B2.S1 Tiered coaching support

Action Step 1

Form flexible groups for PLCs based on most current walkthrough, anecdotal, self-identified, and/or assessment data

Person or Persons Responsible

Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Coaching Logs, Observation

Facilitator:

Reading Coach

Participants:

Specified Teachers

Action Step 2

Gather observational/anecdotal data re:teacher tier

Person or Persons Responsible

Principal, Assistant Principal, Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthrough records/coaching logs

Action Step 3

Continuous job-embedded coach support

Person or Persons Responsible

Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Logs, Walkthrough data

Facilitator:

Reading Coach

Participants:

Specified Teachers

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

Assessment and Observational Data

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Mastery achievement scores, observation of classroom instruction, Data analysis

Plan to Monitor Effectiveness of G3.B2.S1

Observational Data, Assessment data

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Leadership Team Minutes, Coaches' Logs

G3.B2.S2 Vertical articulation/teaming/peer mentoring

Action Step 1

During WOW, teachers will participate in PD by vertical articulation to ensure collaboration between grade levels and content areas.

Person or Persons Responsible

Coaches

Target Dates or Schedule

Bi-weekly

Evidence of Completion

lessons planned, assessments created, WOW agendas/minutes

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Once WOW meetings have occurred, then coaches will go through the coaching cycle with teachers based on needs and what they need help with (implementation of what was learned in WOW)

Person or Persons Responsible

Coaches

Target Dates or Schedule

ongoing

Evidence of Completion

Coaching Log to show where they are in the Coaching Cycle; anecdotal notes; products developed in WOW

Plan to Monitor Effectiveness of G3.B2.S2

Administration will follow up with Coaches to ensure that the coaching cycle is being implemented and that teams are vertically planning/carrying out plans.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Leadership Team Mtgs and Notes

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 1 funds will be used to educate and make parents aware of what is happening in the school such as Literacy Night, Math, Reading and Science FCAT Night
SAI-part-time tutors for Level 1 3rd grade students
Professional Anti-Bullying Speaker

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. In 2013-2014, 55% of students in grades 3-5 will achieve mastery on the FCAT Math Assessment

G1.B1 Teachers lacking content knowledge

G1.B1.S1 Provide Professional Development to teachers based around needs and determine the coaching support needed for success

PD Opportunity 1

Provide PD based around the content and how standards and concepts build upon one another; Analyze item specs to determine what is being asked of teachers and students- unpack a benchmark; Target teachers for tiered coaching support to determine how to assist with content knowledge

Facilitator

Math Coach and Math Specialist

Participants

Math Teachers (K-5)

Target Dates or Schedule

bi-weekly

Evidence of Completion

PD agendas, notes, work/lessons produced, classroom walkthroughs, coaching logs

G1.B2 Gradual Release

G1.B2.S1 Implement the Gradual Release Model effectively each day

PD Opportunity 1

Provide teachers with PD on the Gradual Release Model and specific examples (models) to follow

Facilitator

Math Coach and District Specialist

Participants

Teachers (K-5)

Target Dates or Schedule

bi-weekly

Evidence of Completion

PD agendas, notes, work/lessons produced, classroom walkthroughs, coaching logs

G3. In 2013-2014, on average, 42% of students in grade 3 and 49% in grades 4-5, will achieve mastery on the FCAT Reading test at a level 3.

G3.B2 Differentiated Professional Development for novice teachers

G3.B2.S1 Tiered coaching support

PD Opportunity 1

Form flexible groups for PLCs based on most current walkthrough, anecdotal, self-identified, and/or assessment data

Facilitator

Reading Coach

Participants

Specified Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Coaching Logs, Observation

PD Opportunity 2

Continuous job-embedded coach support

Facilitator

Reading Coach

Participants

Specified Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching Logs, Walkthrough data

Appendix 2: Budget to Support School Improvement Goals