



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Central Avenue Elementary School

500 W COLUMBIA AVE

Kissimmee, FL 34741

407-343-7330

www.osceola.k12.fl.us

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
100%

Alternative/ESE Center
No

Charter School
No

Minority Rate
92%

School Grades History

2013-14
D

2012-13
C

2011-12
C

2010-11
B

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Part III: Coordination and Integration	21
Appendix 1: Professional Development Plan to Support Goals	22
Appendix 2: Budget to Support Goals	0

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	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Central Avenue Elementary Schl

Principal

Trenisha Davis Simmons

School Advisory Council chair

Julio Rosario

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

Name	Title
Trenisha Davis Simmons	Principal
Jennifer Perez	Assistant Principal
Sharon Matthews	Literacy Coach
Sarah McKenney	Math/Science Coach
Daphney Snead	Title I Teacher
Liz Blanco	Learning Resource Teacher

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

Pending

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

Julio Rosario-Chair
 Patricia Pareja-Secretary
 Brandy Allen-Treasurer

Involvement of the SAC in the development of the SIP

SAC provided feedback on the 2012-2013 school improvement plan at the June 2013 meeting. The 2013-2014 school improvement plan will be presented at the October 2014 meeting for members to review, provide feedback and approve if all are in agreement.

Activities of the SAC for the upcoming school year

During the meetings information will be presented on extended learning opportunities and academic initiatives. The meetings will consist of hands-on access to technology based resources available to students and demonstrations of technology used in classrooms.

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

Funds will be used to support initiatives to increase student achievement that cannot be funded through another source. This area will be updated at request are brought to SAC.

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:

Trenisha Davis Simmons

Principal

Years as Administrator: 9

Years at Current School: 2

Credentials

BS Elementary Education, MS Education Leadership, ESOL Endorsement, School Principal

Performance Record

Central Ave Elementary
2012-13 Grade=C
Chestnut Elementary School for Science and Engineering
2011-12 Grade=B
2010-11 Grade=B, AYP 90%
2009-10 Grade=B, AYP 72%
2008-09 Grade=A, AYP 92%
2007-08 Grade=A, AYP 72%
2006-07 Grade=C, AYP 100%
2005-06 Grade=D, AYP 72%

Jennifer Ritchey Perez

Asst Principal

Years as Administrator: 9

Years at Current School: 3

Credentials

Elementary Education, School Principal

Performance Record

Central Ave Elementary School
 2012-13 Grade=C
 2011-12 Grade=C
 2010-11 Grade=B
 Flora Ridge Elementary School
 2009-10 Grade=D, AYP=No
 2008-09 Grade=C, AYP=Yes
 Narcoossee Community School
 2007-08=Grade A, AYP=No
 Celebration School
 2006-07=Grade A, AYP=Yes
 2005-06=Grade A, AYP=Yes

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Sharon Matthews**

Full-time / District-based

Years as Coach: 3

Years at Current School: 7

Areas

Reading/Literacy

Credentials

BS Criminal Justice
 MS Early Childhood
 Reading Endorsement

Performance Record

Central Ave Elementary
 2012-13 Grade=C
 2011-12 Grade=C
 2010-11 Grade=B, AYP No
 2009-10 Grade=D, AYP No
 2008-09 Grade=B, AYP No
 2007-08 Grade=C, AYP NO

Classroom Teachers**# of classroom teachers**

51

receiving effective rating or higher

39, 76%

Highly Qualified Teachers

98%

certified in-field

51, 100%

ESOL endorsed

36, 71%

reading endorsed

4, 8%

with advanced degrees

16, 31%

National Board Certified

3, 6%

first-year teachers

3, 6%

with 1-5 years of experience

19, 37%

with 6-14 years of experience

12, 24%

with 15 or more years of experience

17, 33%

Education Paraprofessionals

of paraprofessionals

18

Highly Qualified

18, 100%

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

The following strategies will be used to recruit and retain highly qualified teachers: Osceola School District online application system, mentoring program, Professional Learning Communities, curriculum professional development, Lesson Study, teacher appreciation and recognition programs, and secret cougar encouragement program.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

First year teachers and teachers new to Central are paired with a veteran teacher to provide curriculum and school based support. Teachers continue to receive the support of their mentor through their third year of teaching. The mentee and mentor are to meet at least one time per month. Additional meetings can take place as needed to support the mentee. Monthly New Cougar meetings are held with the reading coach to review District and school procedures (i.e. FTE, Progress Monitoring Plan, end of year procedures, etc.). The rationale for pairing is based on the experience of the mentor.

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

Central Avenue Elementary Multi-Tiered System of Support Team meets every Wednesday for two hours. Prior to the meeting an agenda is sent via email to each member by the MTSS Coach. School wide data is review four times per year to identify the lowest quartile. Once the students are selected the team decides upon the best resources to meet the academic needs of each student. The team reviews progress monitoring data on each student monthly to ascertain if the student is making academic and/or behavior gains. Teachers are given an update monthly on the progress of their students. Professional development is provided by the leadership team to address Tier 1 instruction. The reading coach and Title teacher provide professional development on small group/differentiated instruction. Title 1 funds are used to provide professional development opportunities on resources to use to meet the needs of students being serviced through MTSS.

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

Principal: Provides a vision for the problem solving process, ensures compliance with MTSS procedures, ensures fidelity of instruction, participates on MTSS committee, monitors results of Tier 1, 2 and 3 data, monitors results of assessments, ensures professional development is provided to support the implementation of MTSS and communicates the MTSS process to parents and business partners.

Assistant Principal: Participates on MTSS committee, monitors results of Tier 1, 2 and 3 data, monitors results of assessments, and provides support to teachers in the implementation of academic and behavior interventions

MTSS Coach: Provides a meeting calendar for the school year, ensures that all documents are prepared prior to the meeting, collects data results, facilitates the movement through the MTSS process, charts data to be shared with MTSS committee

School Psychologist: Participates as a member of the MTSS committee, performs diagnostic testing, assists in data analysis,

Bilingual School Psychologist: Participates as a member of the MTSS committee, performs diagnostic testing on ELL students, assists in data analysis,

Instructional coaches/Title Teacher: Participates as a member of the MTSS committee, assigns interventions to groups, supports Tier 1 classroom interventions, makes modifications to unsuccessful interventions, collects data, participates in the design of professional development opportunities to be provided to instructional staff and provides support for assessments and progress monitoring

Dean: Participates as a member of the MTSS committee, collects and shares discipline data, provides mentors for students on behavior plans

Guidance Counselor: Participates as a member of the MTSS committee, assists in the development of behavior plans, assists teachers in the implementation of behavior plans,

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

All members of the leadership team are also members of the MTSS committee to ensure fidelity is the services provided to the students. The leadership team reviews data and conducts classroom walkthroughs during small group instruction and iii.

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

Baseline data: STAR, FLKRS, Behavior Charts

Progress Monitoring: STAR, Behavior Charts, DRA, District Assessments

Mid Year: STAR, Behavior Charts, DRA, District Assessments

End of Year: STAR, Behavior Charts, DRA, District Assessments, FCAT

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

Professional development on MTSS will be provided during monthly faculty meetings, during informational meetings and during PLCs for faculty and staff members. Similar sessions will be provided at SAC meetings and family informational/fun nights throughout the school year to increase parents understanding of the MTSS process.

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:** 11,440

Teachers will provide students with additional instruction before/during/after school. The additional instruction will be provided for students in grades K-5 by teachers and paraprofessionals. Instruction will be provided through small group and computer based instruction.

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?

STAR Renaissance and program based assessments will be used to monitor student improvement and program effectiveness. Program based assessments will be collected every two weeks. The students will be given the STAR Renaissance assessment monthly to monitor overall improvement.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal

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

Name	Title
Sharon Matthews	Literacy Coach
Katherine Williams	Kindergarten Teacher
Britni McLaughlin	First Grade Teacher
Jennifer Rojas	Second Grade Teacher
Celeste Santiago	Third Grade Teacher
Cynthia Rieder	Fourth Grade Teacher
Amanda Seabolt	Fifth Grade Teacher
Leeann Talbot	ESE Resource Teacher
Rachel Rutherford	Music Teacher
Daphney Snead	Title 1 Teacher
Trenisha Simmons	Principal
Jennifer Perez	Assistant Principal

How the school-based LLT functions

The Literacy Leadership Team functions as a vertical PLC Team to promote literacy throughout the school. The LLT is chaired by the literacy coach and meets on a monthly basis. Each grade level and department is represented on the team. The representative shares the data discussed by the team with their grade level team. The representative also share literacy needs with the LLT so that the team can problem solve the instructional concerns or needs of a particular grade level or group of students. The

LLT reviews the SIP yearly and makes SIP suggestions for the upcoming year. The LLT sponsors a family learning event to promote an understanding of the literacy standards and strategies parents can use at home to promote literacy achievement.

Major initiatives of the LLT

1. Analyze STAR reading and FCAT data
2. Provide literacy professional development
3. Host family literacy events
4. Literacy incentive programs

Every Teacher Contributes to Reading Instruction

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

Teachers are provided professional development on how to understand and use literacy data to support instruction. Teachers use the data to organize students into small groups to focus on specific areas of need during centers and iii. Teachers share the data with parents to foster a home-school connection so that everyone is working towards the goal of academic improvement.

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

Central Avenue Elementary provides off campus pre-Kindergarten at Chambers Park. The Chambers Park area is zoned for Central Avenue Elementary School however a percentage of the students attending are not zoned for Central based on their residency. Our Pre-Kindergarten families are invited to all of our family involvement events. In addition, a summer orientation is offered to our Pre-Kindergarten families and the students are eligible for our summer 21st Century program which lasts 20 days during the summer preceding the year that students will begin kindergarten. The parent liaison makes contact with local daycares to host visitations to familiarize the students with the school.

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

A Career Day is sponsored so that students dress in attire related to their future career endeavor. On this day various business persons speak to classes and/or are stationed around the school to share their career with students. The school also implements a college day where all staff members wear a shirt that represents the college they attended. In addition, fifth grade students take a Saturday trip to the University of South Florida in February to attend their Engineering Day.

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

N/A

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	41%	No	53%
American Indian				
Asian				
Black/African American	41%	28%	No	47%
Hispanic	43%	39%	No	49%
White	78%	67%	No	81%
English language learners	39%	35%	No	45%
Students with disabilities	23%	7%	No	30%
Economically disadvantaged	48%	41%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	134	38%	50%
Students scoring at or above Achievement Level 4	55	14%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	101	56%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		63%	70%

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)	71	36%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	19	10%	20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	6%	15%

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	47	42%	55%
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	47%	40%	No	52%
American Indian				
Asian				
Black/African American	38%	26%	No	44%
Hispanic	46%	36%	No	51%
White	60%	63%	Yes	64%
English language learners	39%	35%	No	45%
Students with disabilities	25%	17%	No	33%
Economically disadvantaged	47%	40%	No	52%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	85	47%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		65%	75%

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	51	46%	60%
Students scoring at or above Achievement Level 4	25	23%	40%

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 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	8%	5%
Students retained, pursuant to s. 1008.25, F.S.	32	5%	5%
Students who are not proficient in reading by third grade	83	71%	40%
Students who receive two or more behavior referrals	58	8%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	32	4%	4%

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

Based on established criteria we will earn the Golden School Award and 5 Star Award for Volunteerism and Community Involvement. There will be an average of 7 community members and parents to attend SAC meetings. The number of parents on the PTO will increase by 5 parents/guardians. The school will implement a 21st Century parent advisory board to foster a better understanding of the 21st Century afterschool program. The Board will assist in the transition to project based learning activities during 21st Century time periods.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Kindergarten Orientation (2 Sessions)	57	58%	60%
Annual Title I Parent Meeting (2 Sessions)	159	23%	25%
Math Family Night "Camp In"	85	12%	25%
Literacy Family Night "Cook Up A Good Book"	87	12%	25%
Science Family Night - CSI	85	12%	25%
21st Century "Lights On"	125	83%	90%
Wellness Fair	65	9%	25%
Reading Palooza Literacy Night	79	11%	25%
Student/Parent Open House	450	64%	75%
Read Across America/Dr. Suess Family Night	79	11%	25%

Goals Summary

- G1.** On the 2014 FCAT 2.0 Reading Assessment, students in grades 3-5 scoring level 3 and above will increase to 50%
- G2.** On the 2014 FCAT 2.0 Math Assessment, students in grades 3-5 scoring level 3 and above will increase to 50%

Goals Detail

G1. On the 2014 FCAT 2.0 Reading Assessment, students in grades 3-5 scoring level 3 and above will increase to 50%

Targets Supported

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

Resources Available to Support the Goal

- Professional Development provided by literacy coach
- Vertical Articulation
-

Targeted Barriers to Achieving the Goal

- Higher order questioning of low expectancy students

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. On the 2014 FCAT 2.0 Math Assessment, students in grades 3-5 scoring level 3 and above will increase to 50%

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

- Vertical planning to include the review of data (adopted textbook assessments and STAR)
- Kagan Structures
- Thinking Maps
- Math professional development (Math Solutions, Math Coach sessions, District Math resource specialist)

Targeted Barriers to Achieving the Goal

- Teacher knowledge of the mathematical practices
- Questioning of low expectancy students
- Students lack math prerequisites

Plan to Monitor Progress Toward the Goal

STAR, FCAT, Compass

Person or Persons Responsible

Principal, Assistant Principal and Math Coach

Target Dates or Schedule:

Monthly

Evidence of Completion:

Students scoring level 3 on FCAT, continuous gains on STAR and Compass reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2014 FCAT 2.0 Reading Assessment, students in grades 3-5 scoring level 3 and above will increase to 50%

G1.B3 Higher order questioning of low expectancy students

G1.B3.S1 Administration and academic coaches will model and monitor the questioning techniques used with all students

Action Step 1

Professional Development

Person or Persons Responsible

Admin/Academic Coaches

Target Dates or Schedule

Informational meetings, Reading PLC, Grade level PLV

Evidence of Completion

PLC notes

Facilitator:

Participants:

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

Walkthroughs

Person or Persons Responsible

Admin/Academic Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthrough notes

Plan to Monitor Effectiveness of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

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

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

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as but not limited to clothing, shoes, transportation and school physicals.

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. On the 2014 FCAT 2.0 Reading Assessment, students in grades 3-5 scoring level 3 and above will increase to 50%

G1.B3 Higher order questioning of low expectancy students

G1.B3.S1 Administration and academic coaches will model and monitor the questioning techniques used with all students

PD Opportunity 1

Professional Development

Facilitator

Participants

Target Dates or Schedule

Informational meetings, Reading PLC, Grade level PLV

Evidence of Completion

PLC notes