2013-2014 SCHOOL IMPROVEMENT PLAN

Nocatee Elementary School
4846 SW SHORES AVE
Nocatee, FL 34268
863-494-4511
http://nes.desotoschools.com/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	89%

Alternative/ESE Center	Charter School	Minority Rate
No	No	45%

School Grades History

2013-14	2012-13	2011-12	2010-11
F	D	C	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.

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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 3 or more	4	Jim Browder

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

Current School Status

School Information

School-Level Information

School
Nocatee Elementary School

Principal
Daniel Dubbert

School Advisory Council chair
Connie Yost

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

Name	Title
Daniel L. Dubbert	Principal
Karen Denison	Assistant Prinicpal
Mary Ann Luciano	Academic Coach
Jonathan Burnworth	Guidance Counselor
Arnel Ambuan	ESOL Teacher

District-Level Information

District
Desoto

Superintendent
Dr. Karyn Gary

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

Connie Yost-Chairperson
Daniel Dubbert-Principal
School Site Teachers
School Site Personnel
Community members
Parents

Involvement of the SAC in the development of the SIP

The school advisory council will meet monthly. The SAC will review and monitor progress of SIP goals, approve funding, and promote parent and community involvement.

Activities of the SAC for the upcoming school year

The SAC will continue to monitor school improvement and provide guidance and resources for school projects and activities. SAC will continue monthly meetings, approval of purchases for school, and discussion of school.programs.

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

School improvement funds are awarded upon special request by school personnel. Funds will be only used for projects that directly impact students

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
Not In Compliance

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

We will develop strategies for the recruitment of members to create a more equitable ethnic balance on our SAC. Current strategies include establishing a more convenient time of day for the meetings and aligning other parent involvement opportunities with the SAC meeting. i.e. Boosters organization.

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:

Daniel Dubbert		
Principal	Years as Administrator: 17	Years at Current School: 1
Credentials	Masters Degree in Education Ashland University, Ohio. Principal's certificate. BS in Education, Bowling Green State University, Ohio. Endorsed in ESOL, Biology 9-12, General Science 6-12, Physical Education k-12, Health Education k-12.	

Performance Record

Karen Denison		
Asst Principal	Years as Administrator: 5	Years at Current School: 16
Credentials	Master's Degree in Educational Leadership University of South Florida Bachelor's Degree in Elementary Education University of South Florida	
Performance Record	Nocatee Elementary School (Title I) 12-13, grade D, did not make AYP, __ %of lowest 25% made reading learning gains, __% of lowest 25% made math learning gains.	

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mary Ann Luciano		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3

Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS
Credentials	B.S. In Elementary Education, University of South Florida, Masters in Reading Education k-12, ESOL endorsement, ESE k-12 certification, Reading k-12 certification
Performance Record	Nocatee Elementary School (Title I) 12-13, grade D, did not make AYP, __ %of lowest 25% made reading learning gains, __% of lowest 25% made math learning gains.

Classroom Teachers

# of classroom teachers

41

 # receiving effective rating or higher

36, 88%

 # Highly Qualified Teachers

93%

 # certified in-field

38, 93%

 # ESOL endorsed

32, 78%

 # reading endorsed

7, 17%

 # with advanced degrees

12, 29%

 # National Board Certified

1, 2%

 # first-year teachers

3, 7%

 # with 1-5 years of experience

7, 17%

 # with 6-14 years of experience

14, 34%

 # with 15 or more years of experience

17, 41%

Education Paraprofessionals

# of paraprofessionals

15

 # Highly Qualified

13, 87%

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

The Director of Human Resources and Assistant Superintendent will coordiante interviews with administrators and make the final decision on all new staff hired. Interviews are held at the school site. Every attempt is made to secure highly-qualified teachers in our high-need academic areas. Mentors are provided for each new teacher to support them. The district also supports them through professional development. We have made it our goal to actively promote a sense of collegiality and positive reinforcement among our teaching staff. Teachers are encouraged to actively take part in the development of our school's strategic plan. Teachers are provided leadership opportunities to grow professionally as they request or demonstrate readiness.

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

New hires are matched with a grade level equivalent experienced teacher as a mentor. Mentors meet with new hires weekly or more frequently if necessary to give guidance and support. Mentors discusss lesson planning, student activities, scheduling, assessment schedules, and other aspects of daily activities.

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

Principal and/or Assistant Principal: Provide a common vision for use of data-based decision making; ensures that the team is implementing the district RtI plan and documentation,
ensures adequate professional development to support RtI implementation, and communicates with stakeholders about school-based RtI activities.
Guidance Counselor: Participates in collection and analysis of data, facilitates development of intervention plans, monitors RtI documentation, and coordinates RtI program
evaluation.
Instructional Coach: Provides guidance on K-12 reading plan and district curriculum maps, facilitates and supports data collection and analysis in all content areas, and provides
professional development regarding data-based instructional planning.
ESE teacher: Participates in data collection, integrates core instruction into Tier 3 instruction, collaborates with general education teachers, and assists team with implementation of
district RtI plan.
As needed: ESOL teacher, Staffing Specialist, School Psychologist.The RtI team meets regularly to facilitate and support implementation of the district RtI plan, including arranging for any needed professional development. When appropriate, the team wil lsupport Professional learning Communities in collecting and analyzing student data and planning appropriate classroom instruction and intervention. The team will also review the effectiveness of Tier II and Tier III instruction for individual students and for the school as a whole.

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

The role of the school-based team is to review data, plan interventions, and evaluate the status of implementation and staff developmetn regarding RtI, assist teachers in using and analyizing data, support teachers in providing interventions, and involve parents in the RtI process. Members of the RtI leadership team facilitate faculty work sessions and school-goals and professional development plans.

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

PMRN will be the data management system for reading data from the FAIR. Performance Matters will be used to provide data in an analyzed format for math and science progress
monitoring. Gradebook and Genesis will be used for other housing and accessing other data, such as state assessment scores, attendance and discipline, and current academic
performance in the classroom. The district will review processes for more efficient and effective systems of collecting, organizing, and monitoring RtI related data.

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

PMRN will be the data management system for reading data from the FAIR. Performance Matters will be used to provide data in an analyzed format for math and science progress
monitoring. Gradebook and Genesis will be used for other housing and accessing other data, such as state assessment scores, attendance and discipline, and current academic
performance in the classroom. The district will review processes for more efficient and effective systems of collecting, organizing, and monitoring RtI related data.

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

School based leadership team will meet with teachers to discuss RtI candidates and assist with collecting and analyzing student data as well as planning appropriate classroom instruction and intervention strategies.

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: Extended Day for All Students

Minutes added to school year: 10,800

Highly qualified teachers use the following strategies:Small group instruction, technology assisted programs, direct instruction, project-based learning.

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?

Data is collected and analyzed through a monthly STAR Reading assessment. Teachers also use formative assessments and meet with regular classroom teachers to discuss students daily successes and needs.

Who is responsible for monitoring implementation of this strategy?

Administration and the Academic Coach

Literacy Leadership Team (LLT)

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

Name	Title
Karen Denison	Assistant Principal
Mary Ann Luciano	Academic Coach
Joy Buschner	Media Specialist
Louella Murphy	Fourth Grade Teacher
Aida Schomburg	Migrant Advocate
Jenny Bussard	Kindergarten Teacher
Carolyn Wallace	First Grade Teacher
Sarah Jurewicz	Third Grade Teacher
Kara Clow	Third Grade Teacher
Nancy Jones	Fifth Grade Teacher

How the school-based LLT functions

The LLT meets regularly to discuss literacy needs and to propose and oversee implementation of strategies designed to meet these needs.

Major initiatives of the LLT

During the 2013-14 school year, the LLT will work to further implement the DeSoto Read to Succeed Plan, which is designed to increase and support independent-level
reading in the classroom. One major focus this year will be continuing to support individual student conferences during independent reading and to increase the effectiveness of this
strategy. The LLT will plan for improved Renaissance/Accelerated Reader Enterprise usage by students and teachers.
In addition, we will move toward the infusion of complex text both in reading and in discussions at all grade levels within the recommended guidelines which is in compliance with
the CCSS training provided by the FLDOE.

Every Teacher Contributes to Reading Instruction

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

NES devotes thirty minutes of dedicated reading intervention time four days per week school-wide. The support for students will include classroom teachers, paraprofessionals, ESE, ESOL, Migrant teachers and other
support personnel as needed. The type of support will be determined by the grade level PLC and other support personnel based on student data. The intervention strategies applied will be differentiated to meet the needs of students. This will include enrichment activities for high performing students.

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

FLKRS assessments are conducted and the data is collected and used to inform and develop instruction.

College and Career Readiness

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

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

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

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	28%	No	60%
American Indian				
Asian				
Black/African American	28%	4%	No	36%
Hispanic	53%	51%	No	58%
White	65%	44%	No	69%
English language learners	51%	31%	No	56%
Students with disabilities	32%	6%	No	39%
Economically disadvantaged	53%	28%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	21%	36%
Students scoring at or above Achievement Level 4	43	11%	31%

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)	78	35%	40%
Students in lowest 25% making learning gains (FCAT 2.0)	22	65%	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)	95	43%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	67	31%	41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	52	24%	34%

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	28	28%	45%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		30%

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	56%		No	60%
American Indian				
Asian				
Black/African American	32%	33%	Yes	39%
Hispanic	56%	35%	No	60%
White	60%	25%	No	64%
English language learners	56%	40%	No	60%
Students with disabilities	28%	25%	No	36%
Economically disadvantaged	53%	35%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	25%	40%
Students scoring at or above Achievement Level 4	32	10%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		20%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	87	27%	40%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	172	54%	60%

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	21	22%	35%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		20%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		20%

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)	7		8
Participation in STEM-related experiences provided for students	560	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	97	17%	12%
Students retained, pursuant to s. 1008.25, F.S.	17	3%	2%
Students who are not proficient in reading by third grade	69	12%	10%
Students who receive two or more behavior referrals	81	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	68	12%	10%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Monthly meetings will be held by school-based parent involvement specialist with each grade level receiving two opportunities for the school year. These meetings will include: Reading and Math make and take activities, Bilingual instruction will be provided, Course descriptions and curriculum will be discussed and parent feedback is encouraged. The Leader In Me philosophy and program has been implemented through school-wide initiatives involving students, teachers and parents. A science family night was sponsored by SAC with Orlando Science Center. Parents also participate in holiday projects with students, such as math-based Valentine box creation.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent attendance at monthly SAC and Boosters meetings	88	10%	15%
Leader In Me Initiatives	265	25%	30%
Science Night with Orlando Science Center	53	9%	14%
Holiday projects with parents	37	40%	45%

Goals Summary

G1.   Parental education using student-driven data chats and parent nights, students will engage in reading grade level text across content areas at home to enhance regular instruction at school with the goal to increase FCAT reading proficiency 35%.

Goals Detail

G1. Parental education using student-driven data chats and parent nights, students will engage in reading grade level text across content areas at home to enhance regular instruction at school with the goal to increase FCAT reading proficiency 35%.

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

- Highly qualified teachers

- CCSS-aligned materials

- Extended Day Program allowing additional time for concentrated, intensive reading instruction

- Implementation of Leader In Me student data notebooks motivates student to improve through recognition of their own data.

Targeted Barriers to Achieving the Goal

- Due to lack of parental support, i.e. discipline and attendance issues, the intensive reading instruction needed is not always received consistently by students due to the above mentioned issues.

- Parental understanding of the implications of the Extended Day Program in the area of student improvement and achievement.

Plan to Monitor Progress Toward the Goal

Formal and informal observations

Person or Persons Responsible

Daniel L. Dubbert, Karen J. Denison and Mary Ann Luciano

Target Dates or Schedule:

Periodically throughout the year

Evidence of Completion:

Observation 360 data and Student Data.

Action Plan for Improvement

Problem Solving Key

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

G1. Parental education using student-driven data chats and parent nights, students will engage in reading grade level text across content areas at home to enhance regular instruction at school with the goal to increase FCAT reading proficiency 35%.

G1.B3 Due to lack of parental support, i.e. discipline and attendance issues, the intensive reading instruction needed is not always received consistently by students due to the above mentioned issues.

G1.B3.S1 Parent meetings will be regularly scheduled (SAC, parent involvement) providing parents an opportunity for progress updates on the Extended Day Program, as well as a question and answer opportunity.

Action Step 1

Informal, welcoming eduactional meetings on the school campus such as the student driven data chats and information on how to work with children at home in reading.

Person or Persons Responsible

Daniel L. Dubbert Karen J. Denison

Target Dates or Schedule

Monthly and or quarterly based on need

Evidence of Completion

Sign -in sheets

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Questions be effectively answered and explained.

Person or Persons Responsible

Daniel L. Dubbert

Target Dates or Schedule

Periodically throughout the year.

Evidence of Completion

Sign in sheets

Plan to Monitor Effectiveness of G1.B3.S1

Parent attendance

Person or Persons Responsible

Daniel L. Dubbert

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Sign in sheets and improved attendance at meetings.

G1.B4 Parental understanding of the implications of the Extended Day Program in the area of student improvement and achievement.

G1.B4.S1 Parents will be encouraged to attend meetings via the school website, notes and phone calls to the home, as well as informal face to face discussions.

Action Step 1

Thoughtful answers to parent inquiries

Person or Persons Responsible

Daniel L. Dubbert Karen J. Denison Mary Ann Luciano

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Improved parent attendance. Growth in monthly student data.

Action Step 2

Parent meeting to review data - attendance, Performance Matters, FAIR, STAR

Person or Persons Responsible

parents

Target Dates or Schedule

February 2014

Evidence of Completion

Parent sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Through the question and answer periods at meetings

Person or Persons Responsible

Daniel L. Dubbert

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Positive feedback from parents

Plan to Monitor Effectiveness of G1.B4.S1

Through sign-in sheets

Person or Persons Responsible

Daniel L. Dubbert

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Improved parental understanding and support

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

Extended Day Program - 3rd, 4th and 5th grade students scoring a Level 1-4 on Reading FCAT are receiving intensive remediation by highly qualified teachers 5 days a week for 60 minutes per day.
Backpack Program - 70 students across the school receive a backpack of assorted food and snacks for the children in the family for the weekends.
Fresh Fruit and Vegetable Program - Students receive a snack of a fresh fruit or vegetable, 3 days per week along with an informational announcement regarding the health benefits.
Free Breakfast and Lunch Grant - All students in the District of DeSoto County are receiving free breakfast and lunch this year.
Leader In Me Initiative - As part of our school improvement plan, the Leader In Me has been implemented to inspire student achievement.

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.