

2013-2014 SCHOOL IMPROVEMENT PLAN

Webster Elementary School
349 S MARKET BLVD
Webster, FL 33597
352-793-2828

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 84%
Alternative/ESE Center No	Charter School No	Minority Rate 34%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Webster Elementary School

Principal

Eileen Goodson

School Advisory Council chair

Tim Walleker

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

Name	Title
Eileen Goodson	Principal
Diana Elysee	Assistant Principal
Kathy Buchanan	ELA Resource
Jennifer Piwowar	Mathematics Resource
Tina Osborne	Kindergarten Representative
Donna Bennett	First Grade Representative
Christina Smith	Second Grade Representative
Meredith Davidson	Third Grade Representative
Darlene Lanham	Fourth Grade Representative
Adam Kedzior	Fifth Grade Representative
Patsy Rogers	Media Specialist
Jennifer Palese	Guidance Counselor
Cindy Nash	Staffing Specialist
Theresa Woodend	ESE Representative

District-Level Information

District

Sumter

Superintendent

Richard A. Shirley

Date of school board approval of SIP

6/18/2013

School Advisory Council (SAC)

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

Membership of the SAC

Tim Walleker, Chairman
Roy Mitchell, Vice Chairman

Involvement of the SAC in the development of the SIP

Throughout the year, SAC members meet 4 times a year to review and discuss student achievement. Data such as FCAT 2.0 results and district-wide assessments are shared with the SAC members. Members collaborate and provide suggestions to address the current student achievement scores. All of the information is gathered from the meetings and summarized in the school improvement plan. Once the plan is completed, the plan is presented to SAC members to review. SAC members add their input or suggested modifications. The SAC then approves the plan.

Activities of the SAC for the upcoming school year

For the upcoming year, SAC Members will assist with the following:
Provide Input for the School Improvement Plan and Academic Growth Plan, Approve School Improvement Plan and Academic Growth Plan, receive updates in regards to student achievement by way of quarterly reports obtained from FOCUS, mini-benchmark assessments, baseline data, mid-year and end of school assessments, various other assessment data and results of 2012 FCAT 2.0 and provide input on ways to improve the school as a whole.

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

SAC funds will be allocated and disbursed upon recommendation of the principal and majority vote of the SAC membership. The amount of funding will be equivalent to \$2,000.

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:

Eileen Goodson		
Principal	Years as Administrator: 7	Years at Current School: 7
Credentials	M.S., Applied Linguistics School Principal K-12, Middle Grades Math, Middle Grades English, PK-12 Library Media, 6-12 Business, 6-12 Economics, ESOL, Middle Grades Endorsement	
Performance Record	2012-2013 Webster Elementary School Principal School Grade – B Proficiency: R-58 M-69, W-60, S-44 Learning Gains: R-66%, M-72% Lowest Quartile: R-71%, M-62% 2011-12 Webster Elementary School Principal School Grade – B Proficiency: R-57%, M-56%, W-84%, S-53% Learning Gains: R-58%, M-70% Lowest Quartile: R-68%, M-67% 2010-11 Webster Elementary School Principal School Grade – A 92% AYP Proficiency: R – 84%, M – 78%, W – 94%, S – 60% Learning Gains: R – 71%, M – 59% Lowest Quartile: R – 57% (yes), M – 58% (yes) 2009-10 Webster Elementary School Principal School Grade – A 95% AYP Proficiency: R – 79%, M – 78%, W – 85%, S – 52% Learning Gains: R – 66%, M – 58% Lowest Quartile: R – 56% (yes), M – 59% (yes) 2008-09 Webster Elementary School Principal School Grade – A 95% AYP Proficiency: R – 82%, M – 85%, W – 88%, S – 55% Learning Gains: R – 66%, M – 73% Lowest Quartile: R – 55% (yes), M – 71% (yes)	

Jennifer Piowar		
Full-time / District-based	Years as Coach: 0	Years at Current School: 7
Areas	Mathematics	
Credentials	Bachelor's Degree with a focus on Geography, Language Arts and Early Childhood	
Performance Record	NA-First year as Mathematics Resource	

Classroom Teachers

# of classroom teachers	42
# receiving effective rating or higher	41, 98%
# Highly Qualified Teachers	93%
# certified in-field	39, 93%
# ESOL endorsed	22, 52%
# reading endorsed	8, 19%
# with advanced degrees	7, 17%
# National Board Certified	0, 0%
# first-year teachers	3, 7%
# with 1-5 years of experience	13, 31%
# with 6-14 years of experience	16, 38%
# with 15 or more years of experience	10, 24%

Education Paraprofessionals

# of paraprofessionals	26
# Highly Qualified	26, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

7

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

Teacher to Teachers and Troops to Teachers are used as a recruiting process. Potential teachers seek positions that are available on the county site and complete an online application. Certification Checks are completed prior to hiring.

Responsible Personnel: Lisa Whitman/Allison Nave

Teacher Mentoring Program/Plan

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

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

The mentee (new teacher) is assigned to a mentor (experienced teacher). Mentor teachers are selected based on teacher experience and understanding of the state standards and district-wide curriculum.

The planned mentoring activities include: Complete Sumter County School District New Teacher Program, utilize guided meetings, peer observations, and monthly checklists of teaching responsibilities.

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

Universal screening (FCAT, SESAT, SAT 10) is conducted by school staff in all core academic areas. This data is used to identify “at-risk” students by comparing an individual student’s performance and progress to that of his peer group. Throughout the MTSS process frequent assessments (Teacher observation, Successmaker data, Weekly Reading and Fluency Test, Sight word evaluations, Discovery Ed. Assessments, etc.) are given to identify small changes in the student’s performance. The MTSS TIPS Team uses this data to identify if changes to interventions or goals are needed.

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

The school-based leadership team meets periodically with general education teachers who have students in the MTSS process, to review intervention implementation, effectiveness, and data collections. The team meets quarterly to review school-wide and class-wide academic and behavioral data. In addition, the team utilizes current data and problem solving techniques to identify needed academic and /or behavioral changes at the classroom and school level.

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

Fidelity refers to the implementation of instruction and interventions as designed, intended, and planned. The case facilitator and teacher or teachers (guidance, speech, and administration if needed) meet to discuss students they have concerns for. The team reviews student data and compare it to that of his or her peers. The needs are identified and the team analyzes the possible causes. A plan is developed that includes: an implementation timeframe; the frequency of the interventions; who will provide the intervention; and a timeframe to evaluate the intervention. It is the responsibility of an administrator to ensure fidelity by monitoring the delivery of instruction. Data is checked by the case facilitator on a bi-weekly basis. The data must be charted or graphed. If performance is below the student's projected aim line, the team will revisit the intervention plan to make appropriate modifications or revisions. If the student is showing progress, the intervention will be continued and student may be placed back into Tier 1 with continued monitoring.

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

5th grade data: FCAT 2.0 Reading, Math, and Science 5th Grade

4th grade data: FCAT 2.0 Reading, Math, and Writing 4th Grade

3rd grade data: FCAT Reading and Math 3rd Grade

1st and 2nd grade: Sat 10 Reading and Math 1st and 2nd Grades

Kindergarten: SESAT Reading and Math Kindergarten, FAIR and ECHOES Beginning of Kindergarten

DEA Reading and Math Benchmark assessment: 1st -5th grade

DEA Reading and Math Mid-Year assessment: K-5th

DEA Reading and Math End of the Year Assessment: K-5th

DEA Science Benchmark, Mid-year and end of the year assessment: 3rd-5th

Additional data:

Successmaker Reading and Math Reports, Weekly Reading and Math Test, Fluency Test, Accelerated Math and Reading Reports, Sight Word List (McGraw Hill and Dr. Fry), Extended Reading Passages, Math Facts in a Flash, etc..

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

Involving parents at all phases is a key aspect to the success of the MTSS program. Parents must be notified of student progress within the MTSS system on a regular basis through conferences with teacher and case facilitator. Support members send home copies of graphs and charts, and contact with parents by phone.

Teachers are involved in every step of the process. Teachers need the support of the case facilitator, administration, and all personnel involved as they strive to give the best instruction possible. Teachers are encouraged to share their opinions and questions by use of a survey and in person. Training in the process is available by the case facilitator, in small groups and on an individualized basis.

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: 3,500

For those children who need to arrive before 7:40 a.m., supervised learning time is available. Children in grades 2-5 work in the computer labs and work in small groups with the math resource teacher and the Successmaker program; younger children have A.R./reading time in the supervised early rooms.

Strategy Purpose(s)

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

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

- The math resource teacher will monitor student results on the computer and utilizes the data to reinforce those skills that needs to be addressed.
- The classroom teacher will review student AR reports and data for student comprehension and to ensure that students are reading books within their reading level
- Results of 2013 Reading FCAT 2.0, FOCUS, and Discovery Education reports will be the evaluative tool

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal, Classroom teacher, Math Resource Teacher

Strategy: Before or After School Program

Minutes added to school year: 7,000

• After-School is available for those students in grades K-5. Emphasis is on English Language Arts, Science, Writing and Math. Differentiated instruction and materials will be provided to meet each child's level of learning. Working in a small group with both a teacher and aide will give each child extra help in mastery of skills. Students will also use technology to support learning needs such as Successmaker, Study Island and Reflex.

Strategy Purpose(s)

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

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

At the end of the after-school program, classroom grades from beginning of the program to the end of the program will be gathered and reviewed by the after-school coordinator at the school level and district level. FCAT 2.0 proficiency results will be gathered and evaluated.

Who is responsible for monitoring implementation of this strategy?

Classroom teachers, after-school teachers, after-school coordinators (school-level and district-level)

Strategy: Summer Program

Minutes added to school year: 6,000

- Summer school will be provided, if funding is available, for those students in grades K-5. Emphasis is on English Language Arts, Science, and Math. Differentiated instruction and materials will be provided to meet each child’s level of learning. Working in a small group with both a teacher and aide will give each child extra help in mastery of skills. Students experience a hands-on learning approach to meet their academic needs during the summer. Students also attend summer trips to enforce science instruction.
- Students use technology to support learning needs such as Successmaker, Study Island and Reflex.

Strategy Purpose(s)

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

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

Resource teachers will assist in creating Discovery Education ELA and mathematics probes in the form of a pre-test and post-test to determine the effectiveness of the program.

Who is responsible for monitoring implementation of this strategy?

Summer school coordinators (school-level and district-level) and principal

Literacy Leadership Team (LLT)

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

Name	Title
Westah Downs	Facilitator, 4th-5th ELA Teacher
Eileen Goodson	Principal
Patsy Rogers	AR Coordinator, Media Specialist
Theresa Woodend	ESE ELA Teacher/Representative
Tina Osborne	Kindergarten ELA Teacher/Representative
Donna Bennett	First Grade ELA Teacher/Representative
Michael Chirino	Second-Third Grade ELA Teacher/Representative
Peggy Furtado	Fifth Grade ELA Teacher/Representative

How the school-based LLT functions

The Literacy Leadership Team meets on a quarterly basis, with Westah Downs acting as facilitator. The LLT meet to discuss district initiatives, Common Standards for ELA, and review, analyze, and disaggregate school data.

Major initiatives of the LLT

The primary function of the team is to disaggregate data of all assessments, such as district assessments, Successmaker, and standardized testing. The team also collaborates on the development and implementation of Literacy Week, along with any other special projects throughout the school year. In addition, the team will focus on implementing Common Core Standards in the classroom and incorporate close reading strategies during reading instruction. The team is also responsible for providing extended reading passages to teachers on campus.

Every Teacher Contributes to Reading Instruction

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

All content area teachers maintain a focus of the skill of the month in their subject area, and post the skill of the month signal words as a reference for students. Content area teachers also focus specifically on how to use nonfiction texts including but not limited to knowing the index, glossary, table of contents, footnotes, headings, etc. All teachers are using an increased amount of complex text within their content area. Reading and writing strategies are taught across the board, with the expectation that students use those strategies. Writing is to be incorporated into all content areas on a daily basis. Students are allowed to read A.R. at given times throughout the day, such as during A.R. time, after tests, in centers, etc.

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

Voluntary Pre-Kindergarten is offered to ensure a smooth transition in to Kindergarten and an early start to learning. Students participate in VPK four full school days per week and are exposed to literature, social skills, mathematics content, and a print rich environment.

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

Webster Elementary incorporates applied and integrated courses for students through looping methods. Students in grades K-5th grade have an ELA block and Math/Science block with 2 different teachers. Traditional kindergarten does not experience a change in teachers but they acquire the same curriculum as the other kindergarten classes. During the ELA block, students are learning to integrate reading, language arts, writing, spelling, and handwriting. Social Studies is also integrated with the reading component. During the math block, students are experiencing hands-on math, reading skills and science as a form of integration. Through these courses, students are able to find the connections between these subject areas.

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 that promote academic, character, and career planning include:

- Utilize business and professional individuals to share their experiences through programs presented throughout the year to demonstrate the transition from school to work.
- Utilize the Accelerated Reader Program to enhance life-long reading skills

- Participate in the county Math Field Day competing with students at the secondary level and 4th and 5th grade attends Science Fair at the high school level
- Continue the Safety Patrol to help students develop leadership roles, assume responsibility, and develop positive self-esteem.
- Character Education allows students to demonstrate characteristics required for leadership.
- Positive Behavior Support (PBS) helps all students throughout the school earn Sunshine Dollars when demonstrating Respect, Role Model, Positive and Safety. Dollars are earned on campus on the school bus.

Webster Elementary teachers plan lessons based on district curriculum maps, state standards, and student needs and learning. During the ELA and math block, teachers incorporate centers to allow differentiated instruction. Teachers provide selections for students to choose as an individualized method for completing an assignment. In addition, to accommodate to the learning styles, teachers utilize visual aids such as the Learning Focused Boards, graphic organizers, and other means that will provide a visual representation for student learning as part of the teaching component. Teachers also integrate technology to enhance learning through use of Discovery Education videos, Brainpop and GoMath technology component. Students are also exposed to technology in a variety of ways. Technology is encompassed through the use of the doc cam and computer time. Teachers also share ideas through learning communities and teacher observation to obtain new ideas. Students in grades 2, 3, and 5 complete an interactive typing course to advance their skills with technology and to learn the basics.

Strategies for improving student readiness for the public postsecondary level

Based on the High School Feedback Report, strategies for life-long learning are implemented in the classroom. Fifth grade students visit the high school science fair for exposure to higher-order thinking projects. In addition, fifth grade students visit the middle school to visit the campus and classrooms, attend a brief orientation to receive an overview of what to expect at the secondary 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

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	28%	30%
Students scoring at or above Achievement Level 4	87	30%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		5%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		85%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	109	66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	12	71%	74%

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)	68	76%	80%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	37	42%	44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	26	29%	31%

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	59	60%	63%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	106	36%	38%
Students scoring at or above Achievement Level 4	96	33%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		52%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	115	72%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	72	62%	65%

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	25	27%	33%
Students scoring at or above Achievement Level 4	17	18%	20%

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)	200		220
Participation in STEM-related experiences provided for students	60	27%	30%

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	13	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	37	5%	4%
Students who are not proficient in reading by third grade	41	38%	36%
Students who receive two or more behavior referrals	28	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	28	4%	3%

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

Our goal is to increase parent involvement in the school setting by 5%. In order to accomplish this goal, various parent activities will be scheduled throughout the school year and at varying times to accommodate to parent schedules. In addition, teachers will schedule parent-teacher conferences to review student behavior and academic needs.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House/Title 1 Meeting	282	39%	41%
AR Night Quarterly	143	19%	20%
Science Night	85	12%	13%
All Pro-Dads	98	14%	15%
PE Night	121	17%	18%

Goals Summary

- G1.** Based on the analysis of the 2013 Reading FCAT 2.0 student achievement data, 58% of tested students in grades 3-5 achieved proficiency. 74% of students in grades 3-5 will achieve proficiency on the 2014 Reading FCAT 2.0.
- G2.** Based on the analysis of the 2013 Math FCAT 2.0 student achievement data, 69% of tested students in grades 3-5 achieved proficiency. 73% of students in grades 3-5 will achieve proficiency on the 2014 Math FCAT 2.0.
- G3.** Based on the analysis of the 2013 Writing FCAT 2.0 student achievement data, 60% of tested students in grades 3-5 achieved proficiency. 63% of students in grades 3-5 will achieve proficiency on the 2014 Writing FCAT 2.0.
- G4.** Based on the analysis of the 2013 Science FCAT 2.0 student achievement data, 44% of tested students in grades 3-5 achieved proficiency. 53% of students in grades 3-5 will achieve proficiency on the 2014 Science FCAT 2.0.
- G5.** 44% (316) of students in grades 2, 3, and 5 at Webster Elementary School will be equipped with typing lessons in the classroom.
- G6.** Parent involvement in school activities will increase by 5% during the school year

Goals Detail

G1. Based on the analysis of the 2013 Reading FCAT 2.0 student achievement data, 58% of tested students in grades 3-5 achieved proficiency. 74% of students in grades 3-5 will achieve proficiency on the 2014 Reading FCAT 2.0.

Targets Supported

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

Resources Available to Support the Goal

- Learning communities: Plan and collaborate with other teachers and develop lesson plans that address student background knowledge weaknesses throughout a lesson
- Reading coach visitation to classrooms and working with students in the bottom quartile
- District involvement and walk-throughs with reading teachers at least 3 times for the year

Targeted Barriers to Achieving the Goal

- Background knowledge and language skills deficit
- Limited Vocabulary knowledge
- Limited parent involvement and limited reading resources at home

Plan to Monitor Progress Toward the Goal

Reading Instruction

Person or Persons Responsible

Principal, Assistant Principal, Reading coach

Target Dates or Schedule:

Periodically throughout the year

Evidence of Completion:

Results of 2014 Reading FCAT 2.0, FOCUS, and Discovery Education reports will be the evaluative tool.

G2. Based on the analysis of the 2013 Math FCAT 2.0 student achievement data, 69% of tested students in grades 3-5 achieved proficiency. 73% of students in grades 3-5 will achieve proficiency on the 2014 Math FCAT 2.0.

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 Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- 45 minutes of Successmaker math twice per week
- Use of the math resource teacher to provide mini-lessons on particular math topics throughout the year
- Plan and collaborate with other teachers and develop lesson plans that seek student background knowledge throughout a lesson
- GoMath textbook kit utilized with instruction

Targeted Barriers to Achieving the Goal

- Math language and vocabulary deficit
- Limited parent involvement and limited math resources at home
- Transition to new standards

Plan to Monitor Progress Toward the Goal

Math instruction

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Minutes for Learning Communities discussions with other math teachers and lesson plans

G3. Based on the analysis of the 2013 Writing FCAT 2.0 student achievement data, 60% of tested students in grades 3-5 achieved proficiency. 63% of students in grades 3-5 will achieve proficiency on the 2014 Writing FCAT 2.0.

Targets Supported

- Writing

Resources Available to Support the Goal

- Core Connecions Training

Targeted Barriers to Achieving the Goal

- Limited organizing and structuring of vocabulary words and writing skills

Plan to Monitor Progress Toward the Goal

Effective implementation of Writing instruction

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Lesson plans and walk-through documentation

G4. Based on the analysis of the 2013 Science FCAT 2.0 student achievement data, 44% of tested students in grades 3-5 achieved proficiency. 53% of students in grades 3-5 will achieve proficiency on the 2014 Science FCAT 2.0.

Targets Supported

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

Resources Available to Support the Goal

- Interactive Science textbooks
- Interactive Journals
- Technology: GIZMO, Brainpop, etc.
- Hands-on Experiments

Targeted Barriers to Achieving the Goal

- Limited real life science experience and limited content exposure

Plan to Monitor Progress Toward the Goal

Science Instruction

Person or Persons Responsible

Teachers, Principal, Assistant Principal

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Lesson plans & walk-throughs

G5. 44% (316) of students in grades 2, 3, and 5 at Webster Elementary School will be equipped with typing lessons in the classroom.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Easy Tech training for teachers

Targeted Barriers to Achieving the Goal

- Limited access to technology resources

Plan to Monitor Progress Toward the Goal

Easy Tech instruction and student engagement

Person or Persons Responsible

Principal & Assistant Principal

Target Dates or Schedule:

Periodically throughout the year

Evidence of Completion:

Classroom walkthroughs will be utilized to determine the effectiveness of this strategy. Additionally, monitoring of lesson plans, grades and the fidelity of teacher instruction of the core reading program will also be utilized.

G6. Parent involvement in school activities will increase by 5% during the school year

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parent Involvement Activities Calendar
- Bilingual Translators for meetings, conferences, and backpack notes home

Targeted Barriers to Achieving the Goal

- Time Conflict of scheduled school events and work, limited transportation and child care
- Language Barrier
- Parent Notification

Plan to Monitor Progress Toward the Goal

Open communication between parents and teachers

Person or Persons Responsible

Principal & Assistant Principal

Target Dates or Schedule:

Periodically throughout the year

Evidence of Completion:

Parent Sign-In sheets at varying activities and parent resource center, request and review parent involvement communication logs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Based on the analysis of the 2013 Reading FCAT 2.0 student achievement data, 58% of tested students in grades 3-5 achieved proficiency. 74% of students in grades 3-5 will achieve proficiency on the 2014 Reading FCAT 2.0.

G1.B1 Background knowledge and language skills deficit

G1.B1.S1 Continuation of uninterrupted, dedicated 90 minute reading block for each student, utilizing the district adopted SBR program, "McGraw Hill Reading Wonders"

Action Step 1

Collaborating and planning with other reading teachers

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Learning communities agendas and minutes of discussions

Facilitator:

Reading Coach

Participants:

Reading teachers

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

Effective use of the reading block for intense and rigorous reading instruction

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Classroom walkthroughs, lesson plans, instruction, and student engagement during the reading period

Plan to Monitor Effectiveness of G1.B1.S1

Effective reading instruction

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Results of 2014 Reading FCAT 2.0, FOCUS, and Discovery Education reports will be the evaluative tool.

G1.B2 Limited Vocabulary knowledge

G1.B2.S1 Continuation of instruction utilizing Learning Focused Strategies: Utilize extended reading passages and comprehension questions as daily reading practice, building in length, emphasis on complex vocabulary, and content progressively.

Action Step 1

Effective reading instruction with the use of LFS Strategies and emphasizing rigorous instruction

Person or Persons Responsible

Reading teachers

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Classroom walkthroughs, lesson plans, instruction, and student engagement during the reading period

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

Effective reading instruction with whole group and small centers focusing on vocabulary instruction

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Lesson plans, FCAT 2.0 Results, Discovery Ed Assessment and classroom data

Plan to Monitor Effectiveness of G1.B2.S1

Effective reading instruction

Person or Persons Responsible

Principal, Assistant Principal, and Reading Coach

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Disaggregation of data from Discovery Education Assessments on a particular skill and FOCUS Assessments, student work displayed, and classroom data

G1.B3 Limited parent involvement and limited reading resources at home

G1.B3.S1 Maintain open communication with parents with regards to the reading curriculum

Action Step 1

Provide parent resource materials through the Home School Parent Liaison and Title I school contact. Provide Accelerated Reader books for students to read in the home from the library. Provide Accelerated Reader nights at the end of every quarter

Person or Persons Responsible

Reading teachers and Title 1 Contact

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

The effectiveness will be evidenced by parent attendance at conferences, communication with teachers; quality of work produced at home and parent participation in various parent nights.

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

Parent-teacher communication and student reading comprehension

Person or Persons Responsible

Principal, Assistant Principal, Reading coach, and Media Specialist

Target Dates or Schedule

Every nine weeks

Evidence of Completion

Review of AR reports with teachers on a bi-weekly basis

Plan to Monitor Effectiveness of G1.B3.S1

Parent-teacher communication and Accelerated Reading

Person or Persons Responsible

Principal, Assistant principal, Reading coach, and Media Specialist

Target Dates or Schedule

Every nine weeks

Evidence of Completion

Sign in sheets at school events and the resource center, Student Accelerated Reader reports, notes in student planner, and student reading grades

G2. Based on the analysis of the 2013 Math FCAT 2.0 student achievement data, 69% of tested students in grades 3-5 achieved proficiency. 73% of students in grades 3-5 will achieve proficiency on the 2014 Math FCAT 2.0.

G2.B1 Math language and vocabulary deficit

G2.B1.S1 Continuation of dedicated 90 minute math block for each student, utilizing the district adopted Go Math textbook

Action Step 1

Effective Math Instruction and implementation of the Common Core, collaborating and planning lessons

Person or Persons Responsible

K-5 grade teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson plans, walk-throughs, Discussion Minutes

Facilitator:

Math Coach

Participants:

K-5 grade teachers

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

Effective Math Instruction, use of differentiated instruction

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson plans, FCAT 2.0 data, Discovery Ed reports

Plan to Monitor Effectiveness of G2.B1.S1

Effective math instruction and student academic achievement in math

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

Walk-throughs and analyzing student data based on state and district assessments

G2.B2 Limited parent involvement and limited math resources at home

G2.B2.S1 Provide parent resource materials through the Home School Parent Liaison, Title I school contact, and classroom teacher

Action Step 1

Provide resources at home for parents to utilize

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Teachers reviewing homework assignments and using these grades to reinforce skills that are not mastered, student grades

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

Math resources for home use and practice of math skills

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

Classroom grades reflecting homework assignments

Plan to Monitor Effectiveness of G2.B2.S1

Homework and providing math resources for home use

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Reviewing of the homework assignments and using homework as a form of reinforcement and intervention if necessary

G2.B3 Transition to new standards

G2.B3.S1 Provide teacher resources and training to assist with the transition

Action Step 1

Transitioning to Common Core State Standards and implementing NGSSS

Person or Persons Responsible

Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Sign-in sheets

Facilitator:

Math Coach

Participants:

Teachers

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

Instruction with the Common Core State Standards

Person or Persons Responsible

Teachers, Math Coach, Principal and Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

Collaboration and Planning throughout the year for the implementation of the Common Core standards, Sign-In Sheets for PLCs

Plan to Monitor Effectiveness of G2.B3.S1

Teaching the Common Core Standards during Math instruction and implementing the mathematical practices

Person or Persons Responsible

Teachers, Principal and Asssistant Principals

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson plans, Learning Communities Minutes and Agendas, Faculty Meeting

G3. Based on the analysis of the 2013 Writing FCAT 2.0 student achievement data, 60% of tested students in grades 3-5 achieved proficiency. 63% of students in grades 3-5 will achieve proficiency on the 2014 Writing FCAT 2.0.

G3.B1 Limited organizing and structuring of vocabulary words and writing skills

G3.B1.S1 Instruction utilizing district mandate "Core Connections" program daily

Action Step 1

Training for writing instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Writing instruction, sign-in sheets, discussions during the training, students sample work

Facilitator:

Core Connection Consultants

Participants:

Teachers

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

Incorporation of the Core Connections program

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson plans and walk-through documentation

Plan to Monitor Effectiveness of G3.B1.S1

Implementation of the Core Connections program

Person or Persons Responsible

Principal and Assistant Principals

Target Dates or Schedule

Throughout the year

Evidence of Completion

Walk-through documentation and lesson plans

G3.B1.S2 Organize a “4th grade Writing Camp” in January in order to bring focused and leveled writing instruction for an extended period of time.

Action Step 1

Developing student vocabulary and organization of skills of writing and processing thoughts to paper

Person or Persons Responsible

Principal, Assistant Principals, and Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson plans, walk-throughs and student sample work on a monthly basis

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Writing Camp to encourage application of writing skills

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

Student scores on FCAT 2.0 Writes

Plan to Monitor Effectiveness of G3.B1.S2

Writing camp and student writing work

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson plans, student samples, and walk-throughs

G3.B1.S3 Continue to emphasize Learning Focused Strategies including but limited to: Incorporate Robust Vocabulary words into daily writing and reading curriculum Instructional emphasis on vocabulary building using Learning Focused Strategies and Skill of the M

Action Step 1

Continual use of LFS Strategies that incorporated writing instruction and vocabulary development with an emphasis on Summarizing Strategies and Writing in response

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Learning Focused Strategies Writing focus

Person or Persons Responsible

Principals and Assistant Principals

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson plans and walk-throughs

Plan to Monitor Effectiveness of G3.B1.S3

Writing instruction using Learning Focused Strategies

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson plans and walk-throughs

G4. Based on the analysis of the 2013 Science FCAT 2.0 student achievement data, 44% of tested students in grades 3-5 achieved proficiency. 53% of students in grades 3-5 will achieve proficiency on the 2014 Science FCAT 2.0.

G4.B1 Limited real life science experience and limited content exposure

G4.B1.S1 Utilization of Science journal to role play the life of a scientist and practice use of the scientific process and focus on vocabulary

Action Step 1

Science Journals

Person or Persons Responsible

Teacher, Principal, & Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

Student work samples, lesson plans, walk-thru documentation

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

Science Journals

Person or Persons Responsible

Science teachers, Principal, & Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson plans, student work, walk-thru documentation

Plan to Monitor Effectiveness of G4.B1.S1

Vocabulary Usage and Journals

Person or Persons Responsible

Science teachers, Principal, & Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

Discovery Education Assessments, results of Science FCAT 2.0 (5th), walk-thru documentation, teacher observation and evaluation of student work produced

G4.B1.S2 Classroom instruction focusing on a specific reading skill each month, building toward mastery of all tested reading skills, but utilizing content area knowledge

Action Step 1

Effective Science Instruction and implementation of the Common Core, collaborating and planning lessons

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Lesson Plans

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

Walk-throughs, Lesson plan documentation, PLC Agendas

Plan to Monitor Effectiveness of G4.B1.S2

Science Instruction

Person or Persons Responsible

Science Teacher, Assistant Principal, Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

Walk-through documentation

G5. 44% (316) of students in grades 2, 3, and 5 at Webster Elementary School will be equipped with typing lessons in the classroom.

G5.B1 Limited access to technology resources

G5.B1.S1 Expose students to technology and its impact for exploring various careers in the science and technology field and provide opportunities for students to learn how to use and provide opportunities for students to learn how to use various forms of technolog

Action Step 1

Easy Tech instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Classroom walkthroughs

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

Easy Tech learning centers

Person or Persons Responsible

Principal, Assistant Principal and Technology Coordinator

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Classroom walkthroughs

Plan to Monitor Effectiveness of G5.B1.S1

Easy tech instruction

Person or Persons Responsible

Principal & Assistant Principal

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Classroom walkthroughs

G6. Parent involvement in school activities will increase by 5% during the school year

G6.B1 Time Conflict of scheduled school events and work, limited transportation and child care

G6.B1.S1 Provide access to activities at varying times of day to accommodate conflicts with work schedules, transportation, and child care

Action Step 1

Faculty Meeting: School~Teacher~Parent~Student Partnership

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013

Evidence of Completion

Faculty meeting with a focus on the importance of parent involvement

Facilitator:

Dr. Diana Elysee

Participants:

Teachers

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

Parent involvement and open communication

Person or Persons Responsible

Principal & Assistant Principal

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Parent Sign-In sheets at varying activities and parent resource center, request and review parent involvement communication logs

Plan to Monitor Effectiveness of G6.B1.S1

Open communication between parents and teachers

Person or Persons Responsible

Principal & Assistant Principals

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Parent Sign-In sheets at varying activities and parent resource center, request and review parent involvement communication logs

G6.B2 Language Barrier

G6.B2.S1 Provide access to Parent Resource Center to all parents, staffed by a bilingual parent liaison
Provide translators at all school events

Action Step 1

Translated documents and communication efforts

Person or Persons Responsible

Teachers & Title 1 Contact

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Review of documents during evaluation process

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

Documentation of translations

Person or Persons Responsible

Translator, Principal and Assistant Principal

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Faculty meeting discussions

Plan to Monitor Effectiveness of G6.B2.S1

Open communication with all parents

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Review of documentation during the evaluation process

G6.B3 Parent Notification

G6.B3.S1 Provide multiple notices home and provide ample amount of time to plan attendance Post on Digital Announcement Board in front of school

Action Step 1

Parent notification with regards to parent activities and other important information

Person or Persons Responsible

Teachers and Office Staff

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Principal and assistant principal will monitor office notifications

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

Parent communication

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Teacher documentation logs and call logs

Plan to Monitor Effectiveness of G6.B3.S1

Parent Notice distribution

Person or Persons Responsible

Clerks, Principal, & Assistant Principal

Target Dates or Schedule

Throughout the year

Evidence of Completion

Parent notices send home, documented on the marquee in front of the school, parent input, sign-in sheets

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

All Title 1 schools in the Sumter County district have schoolwide programs. The Title 1 funds that are distributed to the schools are used to implement comprehensive strategies that address the needs of the students and to improve the educational programs for the entire school population with a direct focus on the most academically at-risk students. In addition, these funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, parent involvement activities, opportunities for data analysis and review, and revision of curriculum.

Title II

Webster Elementary School is allotted Title II funds to be used for teacher training based on the School Improvement Plan goals, teacher Individual Professional Development Plans, district mandates, and surveys, all of which are based on student data and research based strategies. Title II school based funds are used to support the IPDPs of teachers, which correlate to the SIP and district research based initiatives. The oversight of all professional development comes from the district.

Title III

The ESOL (English for Speakers of Other Languages) is coordinated through the district, using district guidelines, district developed forms, and a district ESOL coordinator to facilitate all ESOL meetings. Entrance and exit standards are based on state requirements and county guidelines. Webster Elementary's ESOL program and use of ESOL aides follow county and state guidelines.

Title X- Homeless

All new student registrations include a "Residency Questionnaire" which helps to determine if the student is living under homeless conditions, as per the state definition of homeless. If a student is determined to be living under homeless conditions, the guidance counselor, in coordination with the district homeless contact, work with parents to use district homeless resources to meet student and parent needs, as appropriate.

Violence Prevention Programs

All Webster Elementary students participate in the monthly "Character Connex" program which teaches character education. This program is provided by a local church through a grant by the Division of Juvenile Justice. The district has a no tolerance policy for bullying. Teachers, students and parents are all given training and documents on anti-Bullying. Fifth grade students are provided a survey to complete during the school year. Surveys are reviewed and policies are updated to continue the no tolerance policy for bullying. Webster Elementary also implements a school-wide positive behavior support plan throughout the school year.

Nutrition Programs

Schools participate in the Department of Agriculture's National Lunch Program and are provided the opportunity to receive food service for breakfast and lunch. Students who participate in the afterschool academic enrichment program are also eligible to receive a snack provided through the National Lunch Program.

Head Start

Voluntary Pre-Kindergarten is offered at each of the four elementary schools to ensure a smooth transition in to Kindergarten and an early start to learning. Students participate in VPK four full school days per week and are exposed to literature, social skills, mathematics content, and a print rich environment.

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. Based on the analysis of the 2013 Reading FCAT 2.0 student achievement data, 58% of tested students in grades 3-5 achieved proficiency. 74% of students in grades 3-5 will achieve proficiency on the 2014 Reading FCAT 2.0.

G1.B1 Background knowledge and language skills deficit

G1.B1.S1 Continuation of uninterrupted, dedicated 90 minute reading block for each student, utilizing the district adopted SBR program, "McGraw Hill Reading Wonders"

PD Opportunity 1

Collaborating and planning with other reading teachers

Facilitator

Reading Coach

Participants

Reading teachers

Target Dates or Schedule

Periodically throughout the year

Evidence of Completion

Learning communities agendas and minutes of discussions

G2. Based on the analysis of the 2013 Math FCAT 2.0 student achievement data, 69% of tested students in grades 3-5 achieved proficiency. 73% of students in grades 3-5 will achieve proficiency on the 2014 Math FCAT 2.0.

G2.B1 Math language and vocabulary deficit

G2.B1.S1 Continuation of dedicated 90 minute math block for each student, utilizing the district adopted Go Math textbook

PD Opportunity 1

Effective Math Instruction and implementation of the Common Core, collaborating and planning lessons

Facilitator

Math Coach

Participants

K-5 grade teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson plans, walk-throughs, Discussion Minutes

G2.B3 Transition to new standards

G2.B3.S1 Provide teacher resources and training to assist with the transition

PD Opportunity 1

Transistioning to Common Core State Standards and implementing NGSSS

Facilitator

Math Coach

Participants

Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Sign-in sheets

G3. Based on the analysis of the 2013 Writing FCAT 2.0 student achievement data, 60% of tested students in grades 3-5 achieved proficiency. 63% of students in grades 3-5 will achieve proficiency on the 2014 Writing FCAT 2.0.

G3.B1 Limited organizing and structuring of vocabulary words and writing skills

G3.B1.S1 Instruction utilizing district mandate "Core Connections" program daily

PD Opportunity 1

Training for writing instruction

Facilitator

Core Connection Consultants

Participants

Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Writing instruction, sign-in sheets, discussions during the training, students sample work

G6. Parent involvement in school activities will increase by 5% during the school year

G6.B1 Time Conflict of scheduled school events and work, limited transportation and child care

G6.B1.S1 Provide access to activities at varying times of day to accommodate conflicts with work schedules, transportation, and child care

PD Opportunity 1

Faculty Meeting: School~Teacher~Parent~Student Partnership

Facilitator

Dr. Diana Elysee

Participants

Teachers

Target Dates or Schedule

August 2013

Evidence of Completion

Faculty meeting with a focus on the importance of parent involvement

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Based on the analysis of the 2013 Reading FCAT 2.0 student achievement data, 58% of tested students in grades 3-5 achieved proficiency. 74% of students in grades 3-5 will achieve proficiency on the 2014 Reading FCAT 2.0.	\$1,000
G2.	Based on the analysis of the 2013 Math FCAT 2.0 student achievement data, 69% of tested students in grades 3-5 achieved proficiency. 73% of students in grades 3-5 will achieve proficiency on the 2014 Math FCAT 2.0.	\$900
Total		\$1,900

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Professional Development	\$1,900	\$1,900
Total	\$1,900	\$1,900

Budget Details

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

G1. Based on the analysis of the 2013 Reading FCAT 2.0 student achievement data, 58% of tested students in grades 3-5 achieved proficiency. 74% of students in grades 3-5 will achieve proficiency on the 2014 Reading FCAT 2.0.

G1.B1 Background knowledge and language skills deficit

G1.B1.S1 Continuation of uninterrupted, dedicated 90 minute reading block for each student, utilizing the district adopted SBR program, "McGraw Hill Reading Wonders"

Action Step 1

Collaborating and planning with other reading teachers

Resource Type

Evidence-Based Program

Resource

ELA materials such as textbooks, Skill of the Month posters

Funding Source

Professional Development

Amount Needed

\$1,000

G2. Based on the analysis of the 2013 Math FCAT 2.0 student achievement data, 69% of tested students in grades 3-5 achieved proficiency. 73% of students in grades 3-5 will achieve proficiency on the 2014 Math FCAT 2.0.

G2.B1 Math language and vocabulary deficit

G2.B1.S1 Continuation of dedicated 90 minute math block for each student, utilizing the district adopted Go Math textbook

Action Step 1

Effective Math Instruction and implementation of the Common Core, collaborating and planning lessons

Resource Type

Evidence-Based Program

Resource

Common Core Mathematics Standards

Funding Source

Professional Development

Amount Needed

\$450

G2.B3 Transition to new standards

G2.B3.S1 Provide teacher resources and training to assist with the transition

Action Step 1

Transistioning to Common Core State Standards and implementing NGSSS

Resource Type

Evidence-Based Program

Resource

Common Core Mathematics Standards

Funding Source

Professional Development

Amount Needed

\$450