



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Pelican Elementary School

3525 SW 3RD AVE
Cape Coral, FL 33914
239-549-4966
<http://pel.leeschools.net/>

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
59%

Alternative/ESE Center
No

Charter School
No

Minority Rate
37%

School Grades History

2013-14
B

2012-13
B

2011-12
B

2010-11
A

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

Pelican Elementary School

Principal

Edwin Carter

School Advisory Council chair

Jamie Wheeler

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

Name	Title
Edwin Carter	Principal
Benjamin Ausman	Assistant Principal
Kelley Corlew	Reading Specialist
Kerri McCormick	Resource Teacher
Larissa Tolson	Teacher
Melissa Randazzo	Teacher
Danielle Gallon	Teacher
Nicole White	Teacher
Renee Ritter	Teacher
Mary Jo Vidal	Teacher
Trisha Robinson	Teacher
Allison Daly	Teacher
Nickole Devitt	Teacher
Lisa Burtz	Media Specialist
Katie Gallardo	Teacher
Anne Marie Nicol	School Counselor
Theresa Jack	Teacher
Danielle VonBehren	Teacher
Megan Allain	Resource Teacher

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

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

Jamie Wheeler - Chairperson
Kim Allen - Secretary
Ken Jaros - Community Member
Dave Garratt - Business Member
Janet Altini - DAC Rep
Parents
Classroom Teachers

Involvement of the SAC in the development of the SIP

SAC Members were invited to collaborate in the creation of the School Improvement Plan. During our first SAC meeting, the SIP will be presented and discussed.

Activities of the SAC for the upcoming school year

Approve the School Improvement Plan, approve budget items, speak on behalf of parents regarding student achievement and school policies.

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

The SIP funds will be allocated to pay for substitutes for release time of teachers. This time will be spent in professional development training to ensure a common knowledge base of all teachers. The amount needed will be approximately \$2000.

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:

Edwin Carter

Principal

Years as Administrator: 10

Years at Current School: 1

Credentials

Mr. Carter holds a Bachelor's degree from Florida A&M, and a Master's degree from Nova Southeastern Univeristy. He has been an administrator for 10 years, and has been at Pelican Elementary since the beginning of this school year.

Performance Record

NA

Ben Ausman

Asst Principal

Years as Administrator: 5

Years at Current School: 1

Credentials

Mr. Ausman holds a Bachelor's degree from University of Florida, and a Master's degree from Florida Gulf Coast University. He has been an administrator for 5 years, and has been at Pelican Elementary since the beginning of this school year.

Reading Proficiency 2011-12: 64%

2012-13: 63%

Math Proficiency 2011-12: 70%

2012-13: 74%

Writing Proficiency: 2011-12: 88%

2012-13: 66%

Science Proficiency: 2011-12: 37%

2012-13: 75%

Reading Gains: 2011-12: 67%

2012-13: 69%

Math Gains: 2011-12: 64%

2012-13: 66%

Reading Bottom 25%: 2011-12: 66%

2012-13: 66%

Math Bottom 25%: 2011-12: 53%

2012-13: 66%

Performance Record**Instructional Coaches****# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kelley Corlew

Full-time / School-based

Years as Coach: 8

Years at Current School: 11

Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other

Credentials

BS Elementary Ed. USF 1992
 PK - 6 Certified
 ESOL Endorsed
 Reading Endorsed

Performance Record**Kerri McCormick**

Full-time / School-based

Years as Coach: 1

Years at Current School: 20

Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other

Credentials

BS Elementary Ed USF 1993
 1-6 Certified
 ESOL Endorsed
 Reading Endorsed

Performance Record**Classroom Teachers****# of classroom teachers**

60

receiving effective rating or higher

52, 87%

Highly Qualified Teachers

100%

certified in-field

60, 100%

ESOL endorsed

42, 70%

reading endorsed

10, 17%

with advanced degrees

15, 25%

National Board Certified

0, 0%

first-year teachers

6, 10%

with 1-5 years of experience

11, 18%

with 6-14 years of experience

14, 23%

with 15 or more years of experience

29, 48%

Education Paraprofessionals

of paraprofessionals

15

Highly Qualified

15, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

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

Monthly meetings with teachers to implement new assessments and strategies to ensure student success, professional development aligned with district and school wide goals, partnering new teachers with veteran staff, PLCs will encourage collaboration and a positive school wide culture.

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

Beginning teachers have been paired with a veteran teacher with Clinical Education certification. All teachers, with an emphasis on new teachers, are being offered professional development training throughout the school year to enhance instructional techniques. Peer/APPLES teachers will meet periodically to provide guidance and support.

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

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

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

The MTSS Problem-Solving Team at Pelican Elementary meets at minimum monthly to review student data as it relates to grade level standards. The team continually monitors the progress of all students to identify those in need of more support. The data used is based on district, school and grade level formative/summative assessments. The MTSS leadership team meets to review targeted students

ensuring Tier 2 and 3 strategies are being implemented and are effectively helping students reach set goals. The MTSS coordinator for both academics and behavior follows up with coaches and classroom teachers to review data, and coordinates meeting with all stakeholders. The MTSS leadership team analyzes data, prescribes targeted small group and individual research-based strategies, and provides instructional support for classroom teachers and students.

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

The members of the MTSS Problem Solving Team are as follows:

Edwin Carter - Principal
 Ben Ausman - Assistant Principal
 Anne Marie Nicol - MTSS Chair/Guidance Counselor
 Kelley Corlew - Reading Specialist
 Natasha Gorman - School Psychologist (as needed)
 Tracy Lendino - Speech/Language Pathologist (as needed)
 Classroom Teacher
 Parents

The team reviews schoolwide and grade level data for trends and gaps in student progress as it relates to state targets for student proficiency. Student subgroup data is also reviewed and documented into our school improvement plan. Deficiencies are identified by our SIP team and school-wide interventions are implemented keeping these targets in mind when creating our master schedules, constructing classrooms, and placing faculty and staff. Students who are not proficient and are in danger of falling below standards are "on watch" and provided targeted interventions through small group instruction, utilizing additional resources, during intervention and SMART time per our master schedule.

Teachers assess additional student skill data using an ongoing process of progress monitoring such as STAR, STAR EarlyLit, District Assessments, Formative Assessments, and informal observations. Students who continue to need additional intervention are identified and provided multiple levels of intensive support based on the skill area of need. Additional time and intensity of interventions are provided utilizing available resources. This process is closely monitored by the MTSS team at meetings to collaborate and identify specific strategies/interventions and to continuously monitor struggling students.

MTSS Chair

Meet as needed with classroom teachers with students in the MTSS process to provide support with data collection and instruction as needed.

Facilitates MTSS meetings.

Schedule team meetings.

Invite parents and appropriate school personnel to team meetings.

Maintain EXCEL spreadsheet of students involved in the MTSS process.

Complete necessary documentation to appropriately ensure the MTSS process is facilitated with fidelity to meet the requirements for individual students.

Schedule vision and hearing screenings of students as they enter the process.

Schedule colleague observations of students in the MTSS process.

Train teachers as needed in the specified interventions, progress monitoring, and differentiated instruction.

Collect school wide data for team to use in determining at risk students.

Collaborate and provide assessment probes to teachers for students in Tier 2-3.

School Psychologist

Attend MTSS meetings on students in Tier 3.

Administer academic screenings as needed

Monitor data collection for fidelity.

Review and interpret progress monitoring data.

Collaborate with MTSS Team on effective instruction and specific interventions.

Incorporate MTSS data when making eligibility decisions.

Speech Language Pathologist

Attend MTSS meetings for some Tier 2 and Tier 3 students.

Train teachers as needed in specific interventions for students in need of language support.

Completes communications skills screening for students on an as needed basis.

Assist with Tier 2 and Tier 3 interventions through collaboration, training, and or intervention instruction.

Principal/Asst Principal

Facilitate implementation of MTSS in the building.

Provide or coordinate professional development.

Attend MTSS Team meetings to be active in the MTSS process.

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

The team reviews schoolwide and grade level data for trends and gaps in the student as it relates to state targets for student proficiency. Student subgroup data is also reviewed and documented into our school improvement plan. Deficiencies are identified by our SIP team and school-wide interventions are implemented keeping these targets in mind when creating master schedules, constructing classrooms, and placing faculty and staff. Students who are not proficient and are in danger of falling below standards are "on watch" and provided targeted interventions through small group instruction, utilizing additional resources, during intervention and SMART time per our master schedule.

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

Data is continuously monitored and evaluated using a variety of classroom, school-based, district and state standardized and formative assessments. Tools such as Performance Matters provide our district and school data which can easily be reviewed in a variety of ways as the team deems necessary. STAR and STAR Early Literacy assessments are utilized quarterly to monitor student learning gains. District baseline, mid-year and end of year standardized assessments will be conducted according to district requirements. Formative/summative assessments in the classroom will determine student progress as it relates to grade level standards. Compass results will be used to provide learning paths for specific targeted instruction. MTSS students will be given grade level probes to monitor trend and goal lines. Adjustments to intervention strategies will be made according to the trends shown.

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

The Pelican MTSS team has supported the understanding of the process by creating a document clearly outlining the steps needed to begin and follow the process. These steps follow the five step problem solving process as outlined in the district's MTSS manual. The roles of each member are outlined above. A sharepoint site is also maintained with the most up-to-date MTSS documents that is available as a reference point for staff.

Literacy Leadership Team (LLT)

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

Name	Title
Edwin Carter	Principal
Ben Ausman	Assistant Principal
Lisa Burtz	Media Specialist
Kelley Corlew	Reading Specialist
Kerri McCormick	Resource Teacher

How the school-based LLT functions

The LLT will meet monthly to review curricular program strengths and barriers and to facilitate instructional methods which support student achievement.

Major initiatives of the LLT

The goal of the LLT is to prescribe strategies and give classroom support to teachers and their students with our school based initiatives. Ongoing training will be provided.

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

Incoming Kindergarten students will be administered the FLKRS state assessment, which evaluates the effectiveness of VPK programs. Student orientation is held annually in May for the upcoming school year. Incoming students are screened using the District Screening Tool prior to entering Kindergarten. All parents are invited to Kindergarten curriculum night in September.

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	75%	69%	No	78%
American Indian				
Asian				
Black/African American	77%	50%	No	79%
Hispanic	69%	61%	No	72%
White	76%	72%	No	78%
English language learners	58%	25%	No	63%
Students with disabilities	38%	32%	No	45%
Economically disadvantaged	72%	64%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	136	31%	38%
Students scoring at or above Achievement Level 4	167	38%	44%

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)	174	63%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	43	61%	65%

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)	21	40%	46%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	19%	27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19	35%	42%

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	88	56%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	62%	No	72%
American Indian				
Asian				
Black/African American	58%	40%	No	63%
Hispanic	60%	55%	No	64%
White	73%	65%	No	75%
English language learners	52%	38%	No	57%
Students with disabilities	43%	29%	No	49%
Economically disadvantaged	64%	58%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	117	26%	34%
Students scoring at or above Achievement Level 4	152	34%	40%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	167	60%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	33	46%	51%

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	37	27%	34%
Students scoring at or above Achievement Level 4	53	38%	45%

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)	8		12
Participation in STEM-related experiences provided for students	735	84%	87%

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	104	11%	6%
Students retained, pursuant to s. 1008.25, F.S.	30	3%	1%
Students who are not proficient in reading by third grade	40	26%	20%
Students who receive two or more behavior referrals	23	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	1%	0%

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

Increase the number of activities/functions in which parents can be involved.
 Increase the number of parents involved in school activities/functions.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parent Involvement by 10% - Increase parent involvement hours from 11,000 to 11,100 hours	11K	10%	15%

Goals Summary

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Reading Street Curriculum
- Paraprofessionals
- Bilingual Tutors
- SMART Time
- Intervention Time
- Professional Development Training
- Go Math! Curriculum
- Computer Labs
- Media Center
- Renaissance Learning
- Spalding Phonics
- Compass Learning/Odyssey
- FCAT Explorer
- FOCUS Florida
- FASTT Math Computer Program
- My NG Connect
- Core Connections Writing Curriculum
- McGraw-Hill Social Studies Curriculum
- Professional Learning Communities
- Parent Volunteers
- Support Staff
- District Professional Development Training

Targeted Barriers to Achieving the Goal

- Common Knowledge Base of all teachers
- Collaboration within grade levels

- Lack of student computer availability
- Lack of rigorous assessments/higher order questioning

Plan to Monitor Progress Toward the Goal

By following the district-wide academic plans, teachers will use the data to collaboratively guide instruction for all students.

Person or Persons Responsible

Administrative Team Classroom Teachers Parents Support Staff Students

Target Dates or Schedule:

Weekly

Evidence of Completion:

STAR Reports, Baseline/MidYear/EOY Testing, Parentlink, Performance Matters, Pinnacle, Report Cards, Interims

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Common Knowledge Base of all teachers

G1.B1.S3 Provide professional development for staff to become proficient in curriculum and instruction.

Action Step 1

District training on instructional strategies; School based training on best practices; additional school based training for APPLES teachers; release time for peer observations; using PLC time for sharing of best practices grade level/school wide.

Person or Persons Responsible

Principal - Edwin Carter Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Inservice Records; broader knowledge base of current instructional materials; lesson plans; classroom walkthrus; student assessment scores; conversations with mentor teachers

Facilitator:

District Personnel

Participants:

Principal - Edwin Carter Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Administrators will monitor inservice records; classroom walkthroughs; APPLES documentation; conversations with staff members.

Person or Persons Responsible

Principal - Edwin Carter

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

APPLES documents, teacher evaluations, performance documents.

Plan to Monitor Effectiveness of G1.B1.S3

Administrators will monitor inservice records; classroom walkthroughs; APPLES documentation; conversations with staff members.

Person or Persons Responsible

Principal - Edwin Carter Classroom Teachers

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

APPLES documents, teacher evaluations, performance documents.

G1.B2 Collaboration within grade levels

G1.B2.S1 Ensure common planning time for each grade level or area team.

Action Step 1

Daily 40 minute specials time common to each team.

Person or Persons Responsible

Principal - Edwin Carter

Target Dates or Schedule

Daily common planning time with weekly scheduled collaborative sessions throughout the school year.

Evidence of Completion

Teacher Data Binders

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

Administrators will periodically attend collaborative sessions.

Person or Persons Responsible

Grade level chairs Principal - Edwin Carter

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Continuity of grade level expectations including assessments, homework, classwork, and pacing.
Oncourse Lesson Plans

Plan to Monitor Effectiveness of G1.B2.S1

Overview of Pinnacle, OnCourse, and Performance Matters data as evidence to demonstrate student achievement.

Person or Persons Responsible

Grade Level Chairs Principal - Edwin Carter

Target Dates or Schedule

Weekly throughout the year

Evidence of Completion

Student Results

G1.B7 Lack of student computer availability

G1.B7.S1 Build new computer labs to accomodate increased demand for assessment.

Action Step 1

Build 2 new computer labs so each grade level has their own lab available throughout the entire day.

Person or Persons Responsible

Technolgy Specialist

Target Dates or Schedule

October 2013

Evidence of Completion

Labs up and running

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Utilization of computer labs

Person or Persons Responsible

Principal - Edwin Carter

Target Dates or Schedule

ongoing

Evidence of Completion

Student assessments

Plan to Monitor Effectiveness of G1.B7.S1

Programs and computers accessible and functioning.

Person or Persons Responsible

Principal - Edwin Carter

Target Dates or Schedule

ongoing

Evidence of Completion

Student Performance Tasks

G1.B15 Lack of rigorous assessments/higher order questioning

G1.B15.S1 Close reading instruction incorporating higher level questioning techniques.

Action Step 1

Close reading instruction focusing on students' critical thinking skills and incorporating response to text writing.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Lesson Plans; Oral Reading Fluency Checkpoints; Extended Constructed Responses

Facilitator:

District Personnel

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G1.B15.S1

Close reading instruction focusing on students' critical thinking skills and incorporating response to text writing.

Person or Persons Responsible

Principal - Edwin Carter

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Lesson Plans; Oral Reading Fluency Checkpoints; Extended Constructed Responses

Plan to Monitor Effectiveness of G1.B15.S1

Students will use strategies taught and apply them into extended constructed responses. Student work samples will be monitored for conventions as well as content. Classroom observational data will also be used to guide instruction.

Person or Persons Responsible

Principal - Edwin Carter Classroom Teachers

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Oral Reading Fluency Checkpoints; Extended Constructed Responses; Reading/Writing Journals; Writing Performance Tasks

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

Provisions will be made for the following:

Instructional coverage for classroom teachers to attend professional development trainings;

Professional Development trainers;

Computer Lab Costs;

Instructional coverage for APPLS teachers to observe peer/effective teachers.

Support Personnel

Materials

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. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Common Knowledge Base of all teachers

G1.B1.S3 Provide professional development for staff to become proficient in curriculum and instruction.

PD Opportunity 1

District training on instructional strategies; School based training on best practices; additional school based training for APPLES teachers; release time for peer observations; using PLC time for sharing of best practices grade level/school wide.

Facilitator

District Personnel

Participants

Principal - Edwin Carter Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Inservice Records; broader knowledge base of current instructional materials; lesson plans; classroom walkthrus; student assessment scores; conversations with mentor teachers

G1.B15 Lack of rigorous assessments/higher order questioning

G1.B15.S1 Close reading instruction incorporating higher level questioning techniques.

PD Opportunity 1

Close reading instruction focusing on students' critical thinking skills and incorporating response to text writing.

Facilitator

District Personnel

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Lesson Plans; Oral Reading Fluency Checkpoints; Extended Constructed Responses

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains school-wide by focusing on teaching and learning.	\$2,500
	Total	\$2,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Total
Title II	\$500	\$2,000	\$2,500
Total	\$500	\$2,000	\$2,500

Budget Details

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Common Knowledge Base of all teachers

G1.B1.S3 Provide professional development for staff to become proficient in curriculum and instruction.

Action Step 1

District training on instructional strategies; School based training on best practices; additional school based training for APPLES teachers; release time for peer observations; using PLC time for sharing of best practices grade level/school wide.

Resource Type

Professional Development

Resource

Use of district personnel as well as school wide personnel for training; sub time allocated

Funding Source

Title II

Amount Needed

\$2,000

G1.B7 Lack of student computer availability

G1.B7.S1 Build new computer labs to accomodate increased demand for assessment.

Action Step 1

Build 2 new computer labs so each grade level has their own lab available throughout the entire day.

Resource Type

Evidence-Based Program

Resource

Computers

Funding Source

Title II

Amount Needed

\$500