



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Cottondale Elementary School

2766 LEVY ST  
Cottondale, FL 32431  
850-482-9820  
<http://ces.jcsb.org>

## School Demographics

**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
81%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
31%

## School Grades History

**2013-14**  
C

**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

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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.

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### Part I: Current School Status

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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.

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### Part II: Expected Improvements

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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).

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### Part III: Coordination and Integration

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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.

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### Appendix 1: Professional Development Plan to Support Goals

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

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### Appendix 2: Budget to Support Goals

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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

Cottondale Elementary School

##### Principal

Diane Long

##### School Advisory Council chair

Jessica Craven

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

Name	Title
Diane Long	Principal
Jessica Craven	TSA
Judy Bailey	School Counselor
Jackie Williams	Reading Coach

#### District-Level Information

##### District

Jackson

##### Superintendent

Mr. Steve R Benton, Sr

##### Date of school board approval of SIP

10/15/2013

### 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

- Diane Long, Principal
- Jessica Craven, TSA, Chair
- Reva Reynolds, Teacher, Secretary
- Megan Blount, Teacher
- Jackie Williams, Reading Coach
- Nell Cotton, Support Staff
- Marvin Henderson, Community Member
- Barbaro Dominguez, Community Member
- Alana Ball, Parent
- Amanda Braxton, Parent
- Mandy Burkett, Parent
- Angela Heafner, Parent
- Vicki Pippin, Grandparent

- Rosie White, Parent
- Waconda White, Parent

### **Involvement of the SAC in the development of the SIP**

The School Advisory Council met to discuss the student outcome data for the 2012-213 SIP. Focus goals for the current (2013-2014) school year were discussed and identified.. The SAC voted to approve the 2013-2014 SIP at the September, 2013 meeting.

### **Activities of the SAC for the upcoming school year**

Cottondale Elementary School Advisory Council will have four meetings during the 2012-2013 school year. The purpose of these meetings is to assist in the development of the school improvement plan; define and monitor adequate progress toward attaining school improvement goals; make recommendations on reporting data to parents; serve as a resource for the principal concerning stakeholder involvement and communication; and provide input on the school's annual budget and the use of school improvement funds. The School Advisory Council at CES is an active liaison in overall parental involvement and the planning of parental involvement activities.

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

### **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**

1

##### **# receiving effective rating or higher**

(not entered because basis is < 10)

##### **Administrator Information:**

<b>Diane Long</b>		
Principal	Years as Administrator: 9	Years at Current School: 4
<b>Credentials</b>	B.S. in Elementary Ed and Early Childhood M.A. in Elementary Ed Ed.S. in Curriculum and Instruction Certified in Elementary Ed, Early Childhood, Ed Leadership and School Principal	
<b>Performance Record</b>	2012-2013: Principal of Golson Elementary School (K-2), School grade "A". 2011-2012: Principal of Golson Elementary School (K-2), School grade "A". 2010-2011: Principal of Cottondale Elementary School (K-5), School grade "A", Students achieving Reading mastery 77%, Math mastery 84%, Lowest 25% making learning gains in Reading 53%, in Math 70%, AYP not met. 2009-2010: Principal Cottondale Elementary School (K-5), School grade "B", Sduents achieving Reading mastery 71%, Math mastery 81%, Lowest 25% making learning gains in Reading 51%, in Math 58%, AYP not met.	

**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**



<b>Jackie Williams</b>		
<b>Part-time / School-based</b>	<b>Years as Coach: 12</b>	<b>Years at Current School: 5</b>
<b>Areas</b>	Reading/Literacy, RtI/MTSS	
<b>Credentials</b>	B.S. Elementary Education Certified Elementary Ed (1-6)	
<b>Performance Record</b>	<p>2012-2013: Reading Coach of Golson Elementary School (K-2), School grade "A".</p> <p>2011-2012: Reading Coach of Golson Elementary School (K-2), School grade "A".</p> <p>2010-2011: Reading Coach of Cottondale Elementary School (K-5), School grade "A", Students achieving Reading mastery 77%, Math mastery 84%, Lowest 25% making learning gains in Reading 53%, in Math 70%, AYP not met.</p> <p>2009-2010: Reading Coach of Cottondale Elementary School (K-5), School grade "B", Sduents achieving Reading mastery 71%, Math mastery 81%, Lowest 25% making learning gains in Reading 51%, in Math 58%, AYP not met.</p>	

**Classroom Teachers****# of classroom teachers**

32

**# receiving effective rating or higher**

32, 100%

**# Highly Qualified Teachers**

97%

**# certified in-field**

31, 97%

**# ESOL endorsed**

14, 44%

**# reading endorsed**

6, 19%

**# with advanced degrees**

10, 31%

**# National Board Certified**

2, 6%

**# first-year teachers**

1, 3%

**# with 1-5 years of experience**

11, 34%

**# with 6-14 years of experience**

11, 34%

**# with 15 or more years of experience**

9, 28%

**Education Paraprofessionals****# of paraprofessionals**

6

**# Highly Qualified**

6, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

3

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Recruit: Jackson County works with Chipola College to recruit newly graduated teachers. Jackson County is also a partner with the Panhandle Area Consortium that advertises job openings for the district that is accessible on the World Wide Web.

Retain: Newly hired teachers are provided a mentor and district support through the beginning teacher program. Professional development opportunities through the coordination of local, state and federal funds are aimed at increasing teacher effectiveness and retaining qualified teachers by providing an environment which is conducive for improving professional knowledge. Resources are provided (such as tutoring for subject area exams, reimbursement for reading endorsement, etc.) for teachers to obtain their professional teaching certificate; becoming highly-qualified in subject areas taught and renewal of professional certificates for veteran teachers. Support is given to help teachers improve instructional practices through the evaluation process developed through Race to the Top using the Marzano Framework.

**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 District supports teacher mentoring with the school. Beginning teachers are paired with highly-effective/effective teachers that have received training on how to mentor other teachers. Pairings are based on mentor/mentee teaching assignments, mentor teacher effectiveness, mentor teacher's previous year survey results and principal decisions.

**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**

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

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

Specific SST Roles/functions (one person may sure more than one role):

- Instruction Leader – (Administrator) - Ensures fidelity of the process, sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered
- Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets meeting times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings
- Data Mentor – Assists in collecting, organizing, visually displaying, analyzing and interpreting data
- Staff Liaison – Key communicator with staff, establishes procedures to gain staff input and collaboration with other school initiatives
- Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, and provides training/consultation as needed
- Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, informs team when time is running short.
- Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides training as needed
- Teacher – of the student whose needs are being addressed
- Parent/Guardian – of the student whose needs are being addressed
- Speech/Language Pathologist –as needed–assists in developing interventions for speech/language concerns-provides training as needed to interventionists

The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, the positive behavior support team, and other professional learning teams to analyze strengths and weaknesses in academic/behavioral domains, and to initiate instructional modifications needed to increase student achievement for all students, and to meet SIP goals.

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

- Lesson Plans
- District-wide Intervention Documentation Worksheets—documented by interventionists identifying time, evidenced-based program, and focus skill(s) of students receiving T2 and/or T3 interventions
- Review of on-going Progress Monitoring Results
- Walkthroughs
- Analyze/review student performance data in Grade Groups

**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**

Core (T1 \*monitored 3x yr) Data Sources: \*ThinkLink (reading and math) Stanford 10 (reading, math, science), FCAT (reading, math, science, writing- as applicable), STAR (reading), PMRN/FAIR (reading) \*Jackson County Writes, \*Office Discipline Referrals

Core (T1) Management Systems: Discovery Education, Performance Matters, FOCUS, Renaissance Place, PMRN

Supplemental (T2 monitored bimonthly) & Intensive (T3 monitored wkly) Data Sources: ThinkLink probes (reading, math, science), PMRN/FAIR (reading), grade level assessments (reading, math, science), STAR (reading), LEXIA (reading),

i-ready Math (K-2), Think Through Math (3-12), Office Discipline Referrals

Supplemental & Intensive (T2/T3) Management Systems: Discovery Education, Progress Monitoring and Reporting Network, Performance Matters, FOCUS, Software reports, STAR

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

The Staff Liaison on the SST will continue to collaborate with grade groups on the MTSS process and new teachers will receive training as needed. Parents are encouraged through parent/teacher conferences, phone calls and written invitations to actively participate in the MTSS process for his/her child. The district wide MTSS coordinator will continue to provide district wide trainings, onsite trainings and consultation as needed throughout the school year.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program**Minutes added to school year:** 5,670

Cottondale Elementary will offer a ninety (90) minute After School Tutoring program three (3) days a week to students in grades one (1) through five (5). This program will implement a blend of direct instruction and computer-based instruction in both Reading (ELA) and Math. Small groups of 3-5 students will receive balanced instruction of Common Core State Standards and the Next Generation Sunshine State Standards by certified teachers. The directed instruction will be supplemented with computer-based programs such as Lexia, Education City, Study Island, and FCAT Explorer. We have projected enrollment of 104 students. Sixteen teachers will be needed to teach differentiated small group instruction in Reading and Math. There will be eleven (15) Reading teachers, five (5) math teachers and one (1) lead teacher.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Cottondale Elementary will use the ThinkLink Learning predictive series to gather data and progress monitor students participating in the Title One Tutoring program. Each series of Discovery Education Assessment Predictive Benchmark Assessments provides state specific screening data, using each state's curriculum standards and subskills for each test item. The teachers will use assessment results to identify and address learning difficulties and academic needs.

**Who is responsible for monitoring implementation of this strategy?**

Principal, Reading Coach, Remediation Teachers

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

<b>Name</b>	<b>Title</b>
Diane Long	Principal
Jessica Craven	TSA
Jackie Williams	Reading Coach
Dania Brown	Remediation Teacher
Marla White	5th Grade Reading Teacher
Reva Reynolds	3rd Grade Reading Teacher
Lisa Taylor	1st Grade Reading Teacher

**How the school-based LLT functions**

The school-based LLT functions to support Reading instruction/remediation at Cottondale Elementary School. This is accomplished through regular meetings of the LLT, review of student performance data, and attendance by some team members at grade group curriculum meetings. The purpose of the team is to disseminate information regarding the new curriculum, serve as a liaison between the district reading coach and the classroom teachers, and offer school-based professional development/training in the areas of curriculum and the Jackson County School District Reading Plan. Additionally, the team provides

information to the Response to Intervention team regarding reading intervention support for students who are struggling in areas of reading. Members of the LLT monitor the reading remediation process at the school.

### **Major initiatives of the LLT**

The major initiatives of the school-based LLT for the 2013-2014 school year are 1) the successful implementation of the new Reading Curriculum, Wonders 2) the successful implementation of the new Jackson County School District Reading Plan/Pacing Guide 3) improving Reading scores at Cottondale Elementary School.

## **Every Teacher Contributes to Reading Instruction**

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

### **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**

Following are the transition procedures from Head Start to Kindergarten in Jackson County:

- Children and Family Comprehensive Services Specialist, Head Start staff, Kindergarten staff and parents will meet and plan transition activities.
- Children and Family Comprehensive Services Specialist will complete Transition Plan B (JC-403) and Transitioning from Early Head Start/Transitioning from Pre-Kindergarten to Kindergarten (JC-468).
- Head Start students and parents will visit Kindergarten classroom.
- Head Start students will participate in learning activities with the Kindergarten class.
- Kindergarten staff will conduct a parent orientation with Head Start parents and provide Kindergarten materials and information.
- Head Start staff will conduct end-of-year comprehensive conference with parents and discuss student's progress and readiness for Kindergarten.
- Head Start staff will complete Transition Data Form (Jc-373) on each student.
- Educational and health information will be transferred to Kindergarten site.

In addition, the school holds an open house prior to school beginning for any incoming Kindergarten students who may not have had formal transitioning opportunities.

### **College and Career Readiness**

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

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

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

**Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	55%	No	65%
American Indian				
Asian				
Black/African American	42%	42%	Yes	48%
Hispanic				
White	67%	61%	No	70%
English language learners				
Students with disabilities	33%	41%	Yes	39%
Economically disadvantaged	57%	50%	No	61%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	55%	60%
Students scoring at or above Achievement Level 4			

### 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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			
Students in lowest 25% making learning gains (FCAT 2.0)		59%	

**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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

**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	72	36%	43%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

**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	70%	66%	No	73%
American Indian				
Asian				
Black/African American	52%	55%	Yes	57%
Hispanic				
White	76%	71%	No	78%
English language learners				
Students with disabilities	48%	53%	Yes	53%
Economically disadvantaged	66%	62%	No	69%



**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	132	66%	
Students scoring at or above Achievement Level 4			

**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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains			
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		80%	

**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	118	59%	65%
Students scoring at or above Achievement Level 4			

**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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

**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)	0		0
Participation in STEM-related experiences provided for students	0	0%	0%

**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	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	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**

Improve school to parent communication as measured by the Title I Parent Survey administered Spring 2014.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Decrease non-responses to parent inquiries by 50%.	24	10%	5%

## Goals Summary

- G1.** 40% (safe harbor goal) of students in 4th grade will score a level 3 or higher on the 2014 FCAT 2.0 Writing Assessment.
- G2.** 63% (safe harbor goal) of students in the lowest 25% in 3rd, 4th, and 5th grades will make learning gains in reading on the 2014 FCAT 2.0.
- G3.** 60% (safe harbor goal) of 3rd, 4th, and 5th graders will score a level 3 or higher on the 2014 FCAT 2.0 Reading Assessment.

## Goals Detail

**G1.** 40% (safe harbor goal) of students in 4th grade will score a level 3 or higher on the 2014 FCAT 2.0 Writing Assessment.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Support from the district elementary literacy coach

### Targeted Barriers to Achieving the Goal

- Need for increased school-wide focus on writing

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:

**G2.** 63% (safe harbor goal) of students in the lowest 25% in 3rd, 4th, and 5th grades will make learning gains in reading on the 2014 FCAT 2.0.

### Targets Supported

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

### Resources Available to Support the Goal

- After school reading remediation provided by certified teachers, 90 minutes per day, three times a week for students who have been identified as "at-risk" based on current reading performance.
- Intensive, skill-based, reading remediation time provided by ESE teacher for lowest 25% of students.

### Targeted Barriers to Achieving the Goal

- Reading deficit of more than a year in some students

## Plan to Monitor Progress Toward the Goal

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

**G3.** 60% (safe harbor goal) of 3rd, 4th, and 5th graders will score a level 3 or higher on the 2014 FCAT 2.0 Reading Assessment.

### **Targets Supported**

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

### **Resources Available to Support the Goal**

- Targeted pull-out reading intervention provided by reading remediation teacher 3-5 times per week for struggling/bubble students based on 2013 FCAT 2.0 Reading scores.
- Intensive remediation provided by the school reading coach/remediation teacher in small group settings twice per week for students with severe reading deficits.
- After school reading remediation provided by certified teachers, 90 minutes per day, three times a week for students who have been identified as "at-risk" based on current reading performance.

### **Targeted Barriers to Achieving the Goal**

- Limited vocabulary of student population.

## Plan to Monitor Progress Toward the Goal

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** 40% (safe harbor goal) of students in 4th grade will score a level 3 or higher on the 2014 FCAT 2.0 Writing Assessment.

#### **G1.B1** Need for increased school-wide focus on writing

**G1.B1.S1** Fourth grade teachers will receive on-site professional development in writing with our school-based and district elementary literacy coaches. Writing will be integrated into all content areas at all grade levels.

#### **Action Step 1**

Integration of writing strategies in all content areas

##### **Person or Persons Responsible**

classroom teachers

##### **Target Dates or Schedule**

weekly

##### **Evidence of Completion**

improved writing performance on writing assessments

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

##### **Person or Persons Responsible**

##### **Target Dates or Schedule**

##### **Evidence of Completion**

#### **Plan to Monitor Effectiveness of G1.B1.S1**

##### **Person or Persons Responsible**

##### **Target Dates or Schedule**

##### **Evidence of Completion**

**G2.** 63% (safe harbor goal) of students in the lowest 25% in 3rd, 4th, and 5th grades will make learning gains in reading on the 2014 FCAT 2.0.

**G2.B1** Reading deficit of more than a year in some students

**G2.B1.S1** Provide intensive remediation in targeted areas aimed at closing the gap in learning for lowest 25% of students.

**Action Step 1**

Intensive reading remediation

**Person or Persons Responsible**

ESE teachers, classroom teachers, remediation teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Improved performance by the lowest 25% of students on reading benchmark assessments (FAIR, ThinkLink, STAR).

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G2.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G3.** 60% (safe harbor goal) of 3rd, 4th, and 5th graders will score a level 3 or higher on the 2014 FCAT 2.0 Reading Assessment.

**G3.B1** Limited vocabulary of student population.

**G3.B1.S1** Vocabulary enrichment activities through Wonders curriculum.

**Action Step 1**

Wonders Curriculum

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Improved student performance on vocabulary assessment

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G3.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Coordination and Integration

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

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

Federal Funds include Title 1 funds which provide staffing for our school. These funds pay the salary of 1-3 teachers at our school. Our school utilizes Discovery Education for progress monitoring and this is federally funded also. State funds include textbook dollars from the state that provides instructional materials for our teachers and other resources such as library books and media. State funds include S.A.I. (Supplemental Academic Instruction) funds which allow our school to purchase enrichment resources such as Elements of Vocabulary and COACH workbooks to prepare our students for the rigor of FCAT testing. Technology money from the state also helps fund our Accelerated Reader program. Local funds include PTO and the 1/2 cent sales tax which helps with technology resources. Our school also has the ability to use United Streaming via local dollars to bring educational resources from various sources (video and other media) to our teacher's classrooms.



## 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.*

## Appendix 2: Budget to Support School Improvement Goals