

2013-2014 SCHOOL IMPROVEMENT PLAN

G. Weaver Hipps Elementary School

1200 HOMESTEAD RD N

Lehigh Acres, FL 33936

239-368-7042

<http://hpe.leeschools.net/>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
89%

Alternative/ESE Center
No

Charter School
No

Minority Rate
74%

School Grades History

2013-14
B

2012-13
C

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

G. Weaver Hipps Elementary School

Principal

Angela Nader

School Advisory Council chair

Brian Swanagan

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

Name	Title
Cameron Howard	Curriculum Specialist
Michelle Northrup	Resource Teacher
Tiffany Adams	TIF Teacher
Lenora Clarke	TIF Teacher
Tami Black	Assistant Principal
Angela Nader	Principal
Sarah Paiva	Curriculum Specialist

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

Patrick Gingell, Teacher
 Angela Nader, Principal
 Lenora Lewis- Clarke, TIF Teacher
 Gennette LaDue, Teacher
 Jeanette Santiago, Secretary
 Anthony Clarke, Parent
 Ignacio Gomez, Community
 Brian Swangan, Business
 Mike Burgers, Parent
 Kimberly Calci, Parent

Maricella DeLisle, Parent
Guadalupe Sanchez, Parent

Involvement of the SAC in the development of the SIP

Presentation of Plan occurred at September 26, 2013 Title 1/SAC meeting. The committee reviewed our school grade data and compared it from last years results. We discussed this year's plan and our goals to improve student achievement.

Activities of the SAC for the upcoming school year

Participate in the development in the School Improvement Plan
Participate in the development of the Parent Involvement Policy
Participate in the development of the Home/School Compact
Participate in parent workshops at the school
Become a parent volunteer throughout the school

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Angela Nader		
Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Degrees: Bachelor of Science Early Childhood Education Master of Science Educational Leadership K-12 Certificates: Early Childhood Education, School Principal K-12	
Performance Record	G. Weaver Hipps Elementary 2012-2013: Grade C % Meeting High Standards in Reading: 54 % Making Learning Gains in Reading: 63 %Lowest 25% Making Learning Gains in Reading: 62 % Making High Standards in Math: 53 % Making Learning Gains in Math: 65 %Lowest 25% Making Learning Gains in Math: 58 Treeline Elementary 2011-2012: Grade B % Meeting High Standards in Reading: 52 % Making Learning Gains in Reading: 61 %Lowest 25% Making Learning Gains in Reading: 64 % Meeting High Standards in Math: 64 % Making Learning Gains in Math: 73 %Lowest 25% Making Learning Gains in Math: 55 Treeline Elementary 2010-2011: Grade A % Meeting High Standards in Reading: 71 % Making Learning Gains in Reading: 60 %Lowest 25% Making Learning Gains in Reading: 52 % Meeting High Standards in Math: 77 % Making Learning Gains in Math: 70 %Lowest 25% Making Learning Gains in Math: 67	

Tami Black		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials

Degrees: Bachelor of Science
 Minor: Political Science
 Master of Arts Educational Leadership K-12
 Certificates: Teaching Certificate- Elementary grades 1-6

Performance Record

G. Weaver Hipps Elementary 2012-2013: Grade C
 % Meeting High Standards in Reading: 54
 % Making Learning Gains in Reading: 63
 %Lowest 25% Making Learning Gains in Reading: 62
 % Making High Standards in Math: 53
 % Making Learning Gains in Math: 65
 %Lowest 25% Making Learning Gains in Math: 58
 G. Weaver Hipps Elementary 2011-2012: Grade: B
 % Meeting High Standards in Reading: 51
 % Making Learning Gains in Reading: 62
 %Lowest 25% Making Learning Gains in Reading: 63
 % Making High Standards in Math: 53
 % Making Learning Gains in Math: 61
 %Lowest 25% Making Learning Gains in Math: 65

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Cameron Howard		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, Mathematics, Science	
Credentials	Degrees: Bachelor of Science Elementary Education National Board Certified Teacher	
Performance Record	2012-2013: Grade C % Meeting High Standards in Reading: % Making Learning Gains in Reading: % Making High Standards in Math: % Making Learning Gains in Math: 2011-2012: Grade B % Meeting High Standards in Reading: % Making Learning Gains in Reading: % Meeting High Standards in Math: % Making Learning Gains in Math: 2010-2011: Grade A % Meeting High Standards in Reading: % Making Learning Gains in Reading: % Meeting High Standards in Math: % Making Learning Gains in Math:	

Sarah Paiva		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, Mathematics, Science	
Credentials	Degrees: Bachelor of Science Elementary Education Master of Science Literacy	
Performance Record	2012-2013: Grade C % Meeting High Standards in Reading: % Making Learning Gains in Reading: % Making High Standards in Math: % Making Learning Gains in Math: 2011-2012: Grade B % Meeting High Standards in Reading: % Making Learning Gains in Reading: % Meeting High Standards in Math: % Making Learning Gains in Math: 2010-2011: Grade A % Meeting High Standards in Reading: % Making Learning Gains in Reading: % Meeting High Standards in Math: % Making Learning Gains in Math:	

Michelle R. Northrup		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Rtl/MTSS, Other	
Credentials	Bachelors of Science Elementary Ed. 1-6 Specialization: Learning Disabilities K-12 ESOL Certified	
Performance Record	2012-2013: Grade C % Meeting High Standards in Reading: 54 % Making Learning Gains in Reading: 63 2011-2012: Grade: B % Meeting High Standards in Reading: 51 % Making Learning Gains in Reading: 62	
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers**# of classroom teachers**

51

receiving effective rating or higher

44, 86%

Highly Qualified Teachers

100%

certified in-field

51, 100%

ESOL endorsed

31, 61%

reading endorsed

5, 10%

with advanced degrees

16, 31%

National Board Certified

1, 2%

first-year teachers

7, 14%

with 1-5 years of experience

20, 39%

with 6-14 years of experience

21, 41%

with 15 or more years of experience

3, 6%

Education Paraprofessionals

of paraprofessionals

10

Highly Qualified

10, 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

Angela Nader, Principal went to a recruitment in Tampa, Florida in the month of June. There she hired 2 teachers. In order to retain new teachers, Tami Black, Assistant Principal, provides the peer teachers with monthly meetings to support their needs. To retain highly qualified teachers we have placed them into leadership/mentoring roles during the 2013-14 year.

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 Assistant Principal chooses a mentor from a grade level above or below for a new teacher. The mentors conducted weekly meetings to discuss strengths or weaknesses needed to become an effective teacher. We also have 2 TIF teachers who are available to support any teachers who may need any extra 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

G. Weaver Hipps Elementary utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses

assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

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

The MTSS Problem-Solving team at G. Weaver Hipps Elementary meets on a weekly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing

- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.

- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist:

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

RTI/MTSS Resource Teacher/Coordinator

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports

- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team

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

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

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

G. Weaver Hipps uses Performance Matters to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement.

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

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

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:** 2,500

After school tutoring focused on reading and math skills grades 3-5
 Saturday 4th grade writing boot camp

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?

Rally assessments will be given as a pre and post assessment in order for data analysis.

Who is responsible for monitoring implementation of this strategy?

Administration and A+ Team

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

Name	Title
Tiffany Adams	TIF Teacher
Lenora Lewis-Clarke	TIF Teacher
Sara Paiva	Curriculum Specialist K-2
Cameron Howard	Curriculum Specialist 3-5
Michelle Northrup	Resource Teacher

How the school-based LLT functions

The functions of the LLT are to improve student achievement through data analysis, effective instruction, curriculum, and common assessments. The team will also lead the district wide initiative of implementing Profesional Learning Communities.

Major initiatives of the LLT

The Literacy Leadership Team will provide opportunities for parents to learn strategies for reading success with events such as Grade Level Curriculum nights, Media Mondays, and Student Led Conferences.

Throughout the year, we will invite family members as well as community members to read to small and large groups of students to model the importance of reading. By increasing the opportunities for parents to be involved in our school we hope to encourage them to take a more active role in the educational process of their children.

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

All teachers were part of the High Yield Strategies Training to start the school year. Teachers were instructed by school training cadres in regards to lowest 25% of students.

All teachers received a full day of the new reading series, Pearson provided through the district.

All teachers receive on-going training with District Reading Master Teacher, Michele Stanford.

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

Pre-K ESE programs that are currently housed on campus communicate with the upcoming Kindergarten teachers to ensure a smooth transition. Towards the end of the school year, the rising Pre-K students have the opportunity to visit the anticipated classroom and teacher for the upcoming year. For students that will be attending a different school, the Pre-K teachers communicate the strengths, weaknesses and needs of these students with the receiving school. All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

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	59%	54%	No	63%
American Indian				
Asian				
Black/African American	47%	44%	Yes	52%
Hispanic	58%	53%	Yes	62%
White	74%	61%	No	77%
English language learners	51%	37%	No	56%
Students with disabilities	28%	36%	Yes	35%
Economically disadvantaged	58%	52%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	27%	30%
Students scoring at or above Achievement Level 4	69	20%	23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	120	59%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	31	57%	60%

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)	29	41%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	20%	24%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	19%	23%

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	64%	67%
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	68%	53%	No	72%
American Indian				
Asian				
Black/African American	58%	44%	No	62%
Hispanic	70%	57%	Yes	73%
White	72%	54%	No	75%
English language learners	66%	41%	No	69%
Students with disabilities	38%	33%	No	45%
Economically disadvantaged	68%	52%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	27%	30%
Students scoring at or above Achievement Level 4	65	19%	22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	124	63%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	31	55%	58%

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	31	33%	36%
Students scoring at or above Achievement Level 4	18	19%	22%

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)	1		2
Participation in STEM-related experiences provided for students	200	28%	31%

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	14%	12%
Students retained, pursuant to s. 1008.25, F.S.	23	3%	2%
Students who are not proficient in reading by third grade	56	45%	42%
Students who receive two or more behavior referrals	67	9%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	38	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

The Parent Involvement Plan will offer the following activities for our parents: All Pro Dads & I Moms, FCAT Success Night, Grade level curriculum nights, ESOL parent classes, Parenting Partners Workshop, Winn-Dixie Math Night, Media Monday, and Homework Make and Take.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
G. Weaver Hipps will involve parents in eight activities within the 2013-2014 school year.	5	100%	100%

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, FAA, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Professional development
- Instructional coaches
- Develop tracking system for data
- Develop meeting schedule for sharing data
- Professional Learning Communities
- Tiered curriculum
- Technology
- Daily Intervention/enrichment time

Targeted Barriers to Achieving the Goal

- Systematic support for teachers

Plan to Monitor Progress Toward the Goal

RALLY! Assessment Performance Matters data Student Work

Person or Persons Responsible

A+ Team Angela Nader-Principal Tami Black-Assistant Principal Tiffany Adams-TIF Lenora Clarke-TIF Cameron Howard-Curriculum Specialist 3-5 Michelle Northrup-Resource Sarah Paiva-Curriculum Specialist K-2

Target Dates or Schedule:

RALLY! Test results autumn and spring Every 2-3 weeks as students are assessed on district concept assessments in Performance Matters

Evidence of Completion:

Results of Autumn Semester 2013 RALLY! Assessment Results of Spring Semester 2014 RALLY! Assessment Results of 2014 FCAT

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 Systematic support for teachers

G1.B1.S1 All teachers will participate in Professional Learning Communities that focus on essential skills and expectations through common assessments using Common Core Standards. Teachers will meet on a weekly basis within their cooperative teams to evaluate and modify progress as needed.

Action Step 1

Create common assessments based on essential skills determined by grade level cooperative groups within the PLC.

Person or Persons Responsible

Teachers in grades K-5

Target Dates or Schedule

The first common assessment will be given by October 10, 2013.

Evidence of Completion

Teachers will produce the results of the common assessments through an item analysis report.

Facilitator:

Angela Nader- Principal Tiffany Adams/Lenora Clarke- TIF teachers

Participants:

Teachers in grades K-5

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

Common Assessments created by grade levels within the PLC Student work

Person or Persons Responsible

A+ Team Angela Nader-Principal Tami Black-Assistant Principal Tiffany Adams-TIF Lenora Clarke-TIF Cameron Howard-Curriculum Specialist 3-5 Michelle Northrup-Resource Sarah Paiva-Curriculum Specialist K-2

Target Dates or Schedule

Effective October 14, 2013 the A+ team will review student proficiency on the common assessments within each class on a monthly basis through May 22, 2014.

Evidence of Completion

Pre/Post test results by teachers in each grade level K-5 Student work

Plan to Monitor Effectiveness of G1.B1.S1

Monthly common assessments Student work based on a rubric

Person or Persons Responsible

A+ Team Angela Nader-Principal Tami Black-Assistant Principal Tiffany Adams-TIF Lenora Clarke-TIF Cameron Howard-Curriculum Specialist 3-5 Michelle Northrup-Resource Sarah Paiva-Curriculum Specialist K-2

Target Dates or Schedule

The second and fourth Thursday of every month through May 2014

Evidence of Completion

Results of common assessments ALL student work

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

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are

used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry

Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

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 Systematic support for teachers

G1.B1.S1 All teachers will participate in Professional Learning Communities that focus on essential skills and expectations through common assessments using Common Core Standards. Teachers will meet on a weekly basis within their cooperative teams to evaluate and modify progress as needed.

PD Opportunity 1

Create common assessments based on essential skills determined by grade level cooperative groups within the PLC.

Facilitator

Angela Nader- Principal Tiffany Adams/Lenora Clarke- TIF teachers

Participants

Teachers in grades K-5

Target Dates or Schedule

The first common assessment will be given by October 10, 2013.

Evidence of Completion

Teachers will produce the results of the common assessments through an item analysis report.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
District paid for Solution Tree Summer Academy		\$0
Total		\$0

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 Systematic support for teachers

G1.B1.S1 All teachers will participate in Professional Learning Communities that focus on essential skills and expectations through common assessments using Common Core Standards. Teachers will meet on a weekly basis within their cooperative teams to evaluate and modify progress as needed.

Action Step 1

Create common assessments based on essential skills determined by grade level cooperative groups within the PLC.

Resource Type

Evidence-Based Program

Resource

Teachers will be instructed on the PLC process based on knowledge gained from the Solution Tree Summer Academy.

Funding Source

District paid for Solution Tree Summer Academy

Amount Needed

\$0