2013-2014 SCHOOL IMPROVEMENT PLAN

Tanglewood Elementary School

1620 MANCHESTER BLVD
Fort Myers, FL 33919
239-936-0891
http://tan.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	63%

Alternative/ESE Center	Charter School	Minority Rate
No	No	51%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	A	A	B	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
Tanglewood Elementary School

Principal
Sherri Wipf

School Advisory Council chair
Pat Hartig

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

Name	Title
Sherri Wipf	Principal
Patrick Hartig	SAC Chair, Parent & Business member
Jenifer McBride	DAC Member & Parent
Jennifer Lusk	DAC Member & Parent
Vilma Jimenez	Teacher
Amanda Davis	Teacher
Carolyn Weiler	Support Staff
Monica Hamme	Support Staff
Jamie Musich	Parent
Jessica Stone	Parent
Mari Munoz	Parent
Florence Russell	Community Member

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

Beginning July 1, 2008, it is a requirement that the majority of the members of the School Advisory Council are persons who are not employed by the school district. A SAC should be composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and

other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Certain members are elected by their peers, while business and community members are appointed, and the principal automatically serves. 2013-2014 Members are:
Sherri Wipf- Principal
Patrick Hartig- SAC Chair. Parent & Business Member
Jenifer McBride- DAC & Parent
Jennifer Lusk- DAC Alt. & Parent
Vilma Jimenez- Teacher
Amanda Davis- Carolyn Weiler- Support Staff
Monica Hamme- Support Staff
Jamie Musich - Parent
Jessica Stone - Parent
Mari Munoz - Parent
Florence Russell - Community Member

Involvement of the SAC in the development of the SIP

The School Improvement and Education Accountability system, which includes the SAC, sets up priorities and student performance standards that serve as guiding principles for everything the council does.
Simply put, a SAC's job is to examine aspects of its school as suggested by the priorities and generate a School Improvement Plan (SIP) that addresses targeting the identified priorities and meeting the student performance standards.
The council must consider what is known about its school and decide which areas need improvement. An analysis of student achievement and school performance data should occur. Then the SAC must decide which needs are most important and pressing.
The group will then develop strategies—the "how-to" for improving the areas most important to their school—and decide how to measure the results of the strategies they plan to implement.
At the end of this process, the SAC will have created the SIP, which addresses issues relative to budget, training, instructional materials, technology, staffing, student support services, school safety, discipline strategies, student health and fitness, indoor environmental air quality, and matters of resource allocation.

Activities of the SAC for the upcoming school year

Structure, Purpose, and Role
Parent Involvement
Way of Work
Needs Assessments
Data collection and analysis: Local demographic data, School test scores & School grades and AMOs
School Climate Surveys (optional)
Developing and Communicating the SIP to Shareholders
Evaluation of the SIP

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

Staff Development

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:

Sherri Wipf		
Principal	Years as Administrator: 7	Years at Current School: 3

Credentials	Degrees: BS- Elementary Education, Winona State University MA- Educational Leadership, Nova University Certification: Educational Leadership (All Levels) Elementary Education (1-6) ESOL Endorsed School Principal (All Levels)
Performance Record	2012-2013 Principal Tanglewood Elementary Grade: A 2011-2012 Principal Tanglewood Elementary: Grade: A Assistant Principal of Villas Elementary 2010-2011: Grade: A Reading Mastery: 71% Math Mastery: 76% Science Mastery: 57% Writing Mastery: 88% AYP: Whites, Hispanics and Economically Disadvantaged did not make AYP in Reading. Assistant Principal of Villas Elementary 2009-2010. Grade: A Reading Mastery: 81% Math Mastery: 79% Science Mastery: 71% Writing Mastery: 82% AYP: Hispanic students did not make AYP in Reading and Economically Disadvantaged Students in Math did not make AYP. Assistant Principal of Sunshine Elementary 2008-2009. Grade: A Reading Mastery: 79% Math Mastery: 78% Science Mastery: 54% Writing Mastery: 90% AYP: SWD did not make AYP in Reading and Math. Assistant Principal of Sunshine Elementary 2007-2008. Grade: A Reading Mastery: 83% Math Mastery: 77% Science Mastery:50% Writing Mastery: 86% AYP: AYP was met in all categories

Shane Musich		
Asst Principal	Years as Administrator: 9	Years at Current School: 4
Credentials	Degrees: BS – Accounting, Penn State BA – Elementary Education , Mercyhurst College MS – Special Education, Mercyhurst College BA – Early Childhood, Mercyhurst College MA – Ed Leadership - FGCU Certification: Educational Leadership (All Levels) Elementary Education (1-6) ESOL Endorsed	
Performance Record	2012-2013 Assistant Principal Tanglewood Elementary: Grade: A 2011-2012 Assistant Principal Tanglewood Elementary: Grade: A 2010-2011 Assistant Principal Tanglewood Elementary: Grade: B 2009-2010 Assistant Principal Tanglewood Elementary: Grade: A 2008-2009 Assistant Principal Three Oaks Elementary: Grade: A 2007-2008 Assistant Principal Three Oaks Elementary: Grade: A	

Instructional Coaches

of instructional coaches
0

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

of classroom teachers
52

receiving effective rating or higher
52, 100%

Highly Qualified Teachers
0%

 # certified in-field

52, 100%

 # ESOL endorsed

46, 88%

 # reading endorsed

5, 10%

 # with advanced degrees

16, 31%

 # National Board Certified

1, 2%

 # first-year teachers

3, 6%

 # with 1-5 years of experience

7, 13%

 # with 6-14 years of experience

25, 48%

 # with 15 or more years of experience

17, 33%

Education Paraprofessionals

# of paraprofessionals

12

 # Highly Qualified

12, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Florida State Statue 1012.42 recognizes teachers at times which must be assigned to duties in a class outside the field in which the teacher is certified. The following teachers at Tanglewood are fully certified, but are engaged
in training to add the endorsement English for Speakers of Other Languages (ESOL) to their current certificate: Ashely Fox, Mary Chavoen, Brittany Mauk, Jennifer Kane, Janet Gindele, Kristen Lolly, and Shannon Gentile. Currently, staff members are taking the required coursework to recieve their endorsement.

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

Meetings of new teachers and new to Tanglewood teachers with Principal / Assistant Principal. Partnering new teachers or teachers with less than 3 years' experience with veteran staff. Professional Learning Communities amongst grade level teams as well as with administration. Professional Development is aligned with school goals to meet the District, State, and Federal guidelines.

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 Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement.
Additionally, the team assists with the evaluation of the student response to current interventions curricula and school systems.

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

MTSS Leadership Team at Tanglewood meets on a weekly basis to analyze school or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support.
The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual.
The roles of each member are as follows:
Classroom Teacher:
• Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotals) 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 in Tier 2 & 3
• Deliver instructional interventions with fidelity
Technology/Curriculum Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Monitors Tier 2 & 3 interventions
• Keep progress monitoring notes & anecdotal of interventions implemented
• Administer screenings
Speech-Language Pathologist
• Attend MTSS Team meetings for some Tier 2 & Tier 3 students
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal

• Facilitate implementation of MTSS 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
• Collect school-wide data for team to use in determining at-risk students
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement
plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?
School Guidance Counselor:
• Serves as facilitator for the MTSS Team
• 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 in Tier 2 & on all students in Tier 3
• 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
ESE Teacher/Staffing Specialist
• Consult with MTSS Team regarding Tier 3 interventions
• Incorporate MTSS data when making eligibility decisions
• Consults and advises team to additional specialist that may be needed at a meeting to help assist in intervention ideas etc.
for a student.
Specialist (Behavior, OT, PT, ASD)
• Consult with MTSS Team
Social Worker
• Attend MTSS Team meetings when requested
• Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
• Conduct language screenings and assessments
• Assists in scheduling services for ELL students who are identified as needing additional support

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

The Lee County School District has developed a comprehensive training and support plan for schools. District teams have been established to support schools in the implementation of the MTSS process for all students. The teams 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
The teams are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies. All team members are provided on-going staff development training regarding the MTSS process and research based practices to support the academic and behavioral needs of students.
Each quarter staff will participate in staff development trainings to review the process, forms and procedures to assure Florida State Staues are followed with the MTSS process. The School Guidance Counselor and ESE Resource teacher will conduct the quarterly trainings with staff members.

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

Tanglewood 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. Additionally,Tanglewood school has created a unique data management system housed on the school Sharepoint site that documents student progress and achievement in many areas including Oral Reading Fluency, Comprehension and Math.

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

School Guidance Counselor, ESE Resource Teacher, Curriculum Specialist, and Adminsitration team will support staff with the MTSS process. Team members will support classroom teachers with strategies to assist the needs of individual children.Teachers will utilize PLC's to determine these needs. Tanglewood's SharePoint site includes Tier 2 and 3 strategies and links to websites as needed. Quarterly, review staff development trainings will be required to support with the MTSS process.

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: 1,280

The bottom 25% of students will meet before school for Breakfast Club to get instructional support for any curriculum standards with which they may need additional help. Support may occur in the form of small groups or individual help. The extra time and support provided during Breakfast Club is designed to improve the educational oucomes for students with academic needs.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The Leadership PLC team will collectively monitor the bottom 25% with data collected from Performance Matters. The data will determine the effectiveness and direction of the instructional time to be utilized during the Breakfast Club.

Who is responsible for monitoring implementation of this strategy?

The Leadership PLC team will monitor student achievement of the lowest 25% of students. Implementation of additional instruction will occur twice weekly for 30 minutes.

Literacy Leadership Team (LLT)

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

Name	Title
Sherri Wipf	Principal
Shane Musich	Assistnat Principal
Sue Valentine	Curriculum Specialist
Jan Gindele	ESE Resource Teacher
Shannon Gentile	School Counselor
Jenifer McBride	Science Teacher
Marylin Prysi	Kindergarten Teacher
Stacey Rice	First Grade Teacher
Jennifer Kane	Second Grade Teacher
Deanna DeSellem	Third Grade Teacher
Jessica Hasting	Fourth Grade Teacher
Lou Quattrucci	Fifth Grade Teacher

How the school-based LLT functions

Each month the LLT team meets to review and discuss the school's Reading goal and monitoring of AYP subgroups. Each grade level representative shares their grade level's progress towards these goals. School wide data is discussed and desegregated by AYP groups and Male/Female. Discussion centers around needs which include training, movement of students, iii groups, or individual assistance.

Major initiatives of the LLT

Monitoring the lowest 25% in Reading and Math to ensure learning gains are being met will be the major initiative of the LLT team this year. After identification of the lowest 25%, we will implement support for these students through mentoring programs as well as extended day learning opportunities. The LLT will collectively look at additional resources to support the individual needs of the identified students.The LLT will provide ongoing Professional Development for the staff as related to the supporting resources.

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

Activities with Early Childhood include three blended VPK/Title I classrooms for four-year olds. This is a voluntary program that identifies high-risk students to receive a full year of educational opportunities. The benefits for students include readiness for Kindergarten and focusing on building literacy for early reading skills. The expected outcome is for the four-year old who participates in the programs to be able to perform at the readiness level in all areas of the kindergarten readiness screening. Periodic district level meetings with managers of all programs also open lines of communication and encourage cooperation between programs.
Upon entering Kindergarten, students will be administered a screening test to determine readiness. This placement test will give teachers a baseline and parents an understanding of their child's skills/expectations. Parents are contacted via phone and letter for the Kindergarten placement test.

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	72%	70%	No	75%
American Indian				
Asian				
Black/African American	53%	38%	No	58%
Hispanic	68%	64%	Yes	71%
White	77%	79%	Yes	79%
English language learners	46%	24%	No	51%
Students with disabilities	39%	33%	No	45%
Economically disadvantaged	62%	62%	Yes	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	29%	32%
Students scoring at or above Achievement Level 4	144	42%	45%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	142	63%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	42	71%	74%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	18	42%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	30%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	30%	33%

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	62%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		

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	72%	68%	No	75%
American Indian				
Asian				
Black/African American	42%	31%	No	48%
Hispanic	68%	63%	No	72%
White	78%	79%	Yes	80%
English language learners	46%	29%	No	51%
Students with disabilities	46%	39%	No	51%
Economically disadvantaged	62%	60%	Yes	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	27%	30%
Students scoring at or above Achievement Level 4	108	31%	34%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	147	66%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	36	61%	64%

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	32	27%	30%
Students scoring at or above Achievement Level 4	37	31%	34%

Florida Alternate Assessment (FAA)

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

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	84	12%	9%
Students retained, pursuant to s. 1008.25, F.S.	17	2%	1%
Students who are not proficient in reading by third grade	26	23%	20%
Students who receive two or more behavior referrals	33	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	77	11%	8%

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

We will provide various activites for parent involvement: FCAT night, AR night, Student Led Conferences, PTA monthly meetings, PTA Family Fun Nights,and Academic Fair etc.
We will effectively communicate School Events: use ParentLink to notify parents of monthly events, school newsletter, school marquee and school website to advertise and relay school news.
We will actively pursue school volunteers: Promote within the school, the community, and with business partners to increase volunteers within school to assist students' academic needs.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase volunteer school hours by 5%(192 hrs) for the 2013-2014 school year. A total of 4,037 hours.	3845	4%	5%

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, Learning Gains, 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)
- Science
- Science - Elementary School
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal
- Resource Push-in
- Odyssey
- Breakfast Club
- PD for Grade levels
- Common Planning Time
- Ongoing PLC team meetings
- Staff Development

Targeted Barriers to Achieving the Goal
- A lack of systematic support for instructional teachers

Plan to Monitor Progress Toward the Goal

Teachers will increase student achievment gains school-wide by focusing on teaching and learning.

Person or Persons Responsible
Administration

Target Dates or Schedule:
PLC meetings Weekly walk-throughs Lesson Plans

Evidence of Completion:
Performance Matters data

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.B7 A lack of systematic support for instructional teachers

G1.B7.S1 Professional Development Teacher Support

Action Step 1

Support District focus: Planning for Learning, Rigor, and Focus on Writing

Person or Persons Responsible

Jen McBride Deanna DeSellem

Target Dates or Schedule

4, 30 minute staff development meetings

Evidence of Completion

Sign-in sheet

Facilitator:

Jen McBride; Deanna DeSellem

Participants:

Instructional Staff

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

Administration will identify: Plan for learning, rigor, and focus on writing

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly Walk-throughs Lesson Plans PLC meetings

Evidence of Completion

Weekly walk-throughs Lesson Plans PLC meetings

Plan to Monitor Effectiveness of G1.B7.S1

Administration will identify: plan for learning, rigor, and focus on writing

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly classroom walk-throughs Weekly lesson plans PLC meetings

Evidence of Completion

Lesson Plans Classroom walk-throughs PLC meetings

G1.B7.S2 Training for assessment tools (Performance Matters)

Action Step 1

Overview of reports and data in Performance Matters to guide student learning gains.

Person or Persons Responsible

District Personnel Teachers

Target Dates or Schedule

One, 30 minute staff development meeting

Evidence of Completion

Teacher log-in sheet On-going PLC minutes and agendas

Facilitator:

Administration Sue Valentine Jen McBride Deanna DeSellum

Participants:

Administration Instructional Teachers

Plan to Monitor Fidelity of Implementation of G1.B7.S2

Teachers will use Performance Matters to gather reports and data to determine students' strengths and needs

Person or Persons Responsible

Administration

Target Dates or Schedule

PLC meetings Ongoing SharePoint data

Evidence of Completion

PLC meetings SharePoint data

Plan to Monitor Effectiveness of G1.B7.S2

Teachers will learn how to use Performance Matters to collect student acheivement data for reading, math, and science

Person or Persons Responsible

Administration

Target Dates or Schedule

PLC meetings Ongoing SharePoint data

Evidence of Completion

PLC meetings SharePoint

G1.B7.S3 Training for new curriuculum (math and language)

Action Step 1

Provide year long training for Go Math! and Pearson Reading Street curriculum.

Person or Persons Responsible

District Personnel Teachers Administration

Target Dates or Schedule

Staff development/team collaboration meetings

Evidence of Completion

Lesson Plans Walk-throughs Sign-in sheets Student data

Facilitator:

Sue Valentine District Personnel

Participants:

Instructional Teachers

Plan to Monitor Fidelity of Implementation of G1.B7.S3

Teachers will have a good understanding of the new curriculum for Go Math! and Pearson Reading Street

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly Lesson Plans Weekly walk-throughs

Evidence of Completion

Lesson Plans Walk-throughs

Plan to Monitor Effectiveness of G1.B7.S3

Teachers will have a good understanding of the new curriculum for Go Math! and Pearson Reading Street

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly Lesson Plans Weekly walk-throughs

Evidence of Completion

Lesson Plans Walk-throughs

G1.B7.S4 Odyssey Training

Action Step 1

Provide teacher support for Odyssey reports and data

Person or Persons Responsible

District Personnel Teachers Administration

Target Dates or Schedule

On-going staff development meetings

Evidence of Completion

Teacher Sign-in sheet

Facilitator:

PLC team District personnel

Participants:

Instructional Teachers

Plan to Monitor Fidelity of Implementation of G1.B7.S4

Teachers will implement the use of Odyssey on a weekly basis in their classroom

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly lesson plans Weekly walk-throughs

Evidence of Completion

Lesson Plans Walk-throughs Computer Lab Schedule Odyssey Reports

Plan to Monitor Effectiveness of G1.B7.S4

Students will utilize Odyssey learning on a weekly basis

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly walk-throughs Weekly lesson plans

Evidence of Completion

Lesson Plans Walk-throughs Computer Lab Schedule Odyssey Reports

G1.B7.S5 Go Math! journaling

Action Step 1

Teachers will learn how to utilize math journals during math curriculum

Person or Persons Responsible

District Personnel Teachers Administration Students

Target Dates or Schedule

Staff development meetings

Evidence of Completion

Teacher Sign-In Sheet Student Journals Lesson Plans

Facilitator:

District Personnel

Participants:

Instructional Teachers

Plan to Monitor Fidelity of Implementation of G1.B7.S5

Teachers will utilize math journals during math curriculum

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly lesson plans Weekly walk-throughs

Evidence of Completion

Student Math journals Lesson Plans

Plan to Monitor Effectiveness of G1.B7.S5

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

Funds will be used to support staff for professional development training. Training will be delivered in half-day or full-day trainings. Subs will provided and district personnel will support staff to plan for learning, rigor, and a focus on writing. Professional development will increase student achievment gains school-wide by focusing on teaching and learning. Learning will be monitored during instruction and effectiveness of learning will be monitored during PLC meetings. Instructional staff will meet as a PLC to clarify and focus on what students must learn, gather evidence of student learning, and analyze the data evidence. During this process, each team will focus on the four critical questions to drive their PLC: What is it we expect them to learn?, How will we know when they have learned it?, How will we respond when they don't learn? and How will we respond when they already know it?

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.B7 A lack of systematic support for instructional teachers

G1.B7.S1 Professional Development Teacher Support

PD Opportunity 1

Support District focus: Planning for Learning, Rigor, and Focus on Writing

Facilitator

Jen McBride; Deanna DeSellem

Participants

Instructional Staff

Target Dates or Schedule

4, 30 minute staff development meetings

Evidence of Completion

Sign-in sheet

G1.B7.S2 Training for assessment tools (Performance Matters)

PD Opportunity 1

Overview of reports and data in Performance Matters to guide student learning gains.

Facilitator

Administration Sue Valentine Jen McBride Deanna DeSellum

Participants

Administration Instructional Teachers

Target Dates or Schedule

One, 30 minute staff development meeting

Evidence of Completion

Teacher log-in sheet On-going PLC minutes and agendas

G1.B7.S3 Training for new curriuculum (math and language)

PD Opportunity 1

Provide year long training for Go Math! and Pearson Reading Street curriculum.

Facilitator

Sue Valentine District Personnel

Participants

Instructional Teachers

Target Dates or Schedule

Staff development/team collaboration meetings

Evidence of Completion

Lesson Plans Walk-throughs Sign-in sheets Student data

G1.B7.S4 Odyssey Training

PD Opportunity 1

Provide teacher support for Odyssey reports and data

Facilitator

PLC team District personnel

Participants

Instructional Teachers

Target Dates or Schedule

On-going staff development meetings

Evidence of Completion

Teacher Sign-in sheet

G1.B7.S5 Go Math! journaling

PD Opportunity 1

Teachers will learn how to utilize math journals during math curriculum

Facilitator

District Personnel

Participants

Instructional Teachers

Target Dates or Schedule

Staff development meetings

Evidence of Completion

Teacher Sign-In Sheet Student Journals Lesson Plans

Appendix 2: Budget to Support School Improvement Goals