2013-2014 SCHOOL IMPROVEMENT PLAN

Fort Myers Beach Elementary School

2751 OAK ST

Fort Myers Beach, FL 33931

239-463-6356

http://bch.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	55%

Alternative/ESE Center	Charter School	Minority Rate
No	No	18%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
B	A	C	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.

Table of Contents

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
Ft. Myers Beach Elem. School

Principal
Larry Wood

School Advisory Council chair
Charles Kiesel

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

Name	Title
Larry Wood	principal
Kathleen Brindise	professional development resource teacher
Lori Zamniak	classroom teacher
Margaret Hunt	ESE teacher
Christina Cribbs	classroom teacher
Cathy Goodacre-Lee	classroom teacher
Rebecca Reed	classroom teacher
Alicia Catlett	classroom teacher
Joy Rockwell	classroom teacher
Cathy Trent	classroom teacher
Jennifer Fraley	classroom teacher
Jennifer Wood	classroom teacher

District-Level Information

District
Lee

Superintendent
Dr. Nancy J Graham

Date of school board approval of SIP
10/22/2013

School Advisory Council (SAC)

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

Membership of the SAC

SAC Chair Mr. Charles Kiesel, Community Member
Members
Jacqueline De Melia, Support Staff

Larry Wood, Administrator
Kathy Durrett, Business
Marilyn Farley, Community
Kerrie Stephenson, Support Staff
Kim West, Parent
Mike Dwyer, Parent
Elizabeth Monroe, Parent
Lori Zamniak, Teacher
Kathleen Brindise, Teacher

At the 9/10/2013 SAC meeting, Mr. Wood presented our school data profile which included standardized test score results, academic learning gains, and school grade. A draft of the 2013 SIP was also presented for review. Members will vote to accept or make recommendations to change at the late September, 2013 meeting. The SAC will meet mid-year to evaluate SIP progress and late in the school year for a final review.

Involvement of the SAC in the development of the SIP

The SAC at Fort Myers Beach Elementary will meet on September 10, 2013 to review and discuss data from the 2102-2013 school year. A draft of the 2013-2014 SIP will be presented. The members will meet again on September and vote to accept the plan or make changes if recommended.

Activities of the SAC for the upcoming school year

During the upcoming school year, the SAC will meet to review and discuss data regarding student achievement and school grade for the 2012-2013 school year. They will also meet to review the SIP for the 2013-2014 school year. Meetings will also be planned for a mid-year reflection on SIP progress and discussion of strategies to increase student achievement.

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

There are no funds allocated for school improvement. We will use our weekly PLC meetings to work toward our SIP goal.

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:

Larry Wood		
Principal	Years as Administrator: 30	Years at Current School: 7

Credentials	Mr. Wood currently has both Michigan and Florida Administrative Certification. He has a Bachelor of Arts degree in Elementary Education, Master's Degree in Educational Leadership, and an Educational Specialist Degree in Educational Administration.
Performance Record	Prior to coming to Fort Myers Beach, Mr. Wood was an administrator at a middle school, high school, and two elementary schools in Michigan. His last Michigan elementary schools earned an "A" for each year that the state awarded letter grades. For the 6 years Mr. Wood has been an administrator at Fort Myers Beach Elementary, the school has achieved adequate yearly progress. From 2011 to 2013, the percent of students meeting state standards in reading increased from 63% to 72%. During the same timeframe, the percent of students meeting state standards in math increased from 53% to 66%.The School Grade Performance for the 2011-2012 school year was "C". The School Grade Performance for the 2012-2013 school year increased to an "A".

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kathleen Brindise		
Full-time / School-based	Years as Coach: 0	Years at Current School: 28
Areas	Other	

Credentials	Mrs. Brindise has a Bachelor of Arts degree in Elementary education and French from the College of Mt. St. Vincent in New York City. In 2005, she earned National Board Certification as a Middle Childhood Generalist.
Performance Record	Mrs. Brindise has been teaching at Fort Myers Beach Elementary for 28 years and has received effective and highly effective performance ratings every year.

Classroom Teachers

# of classroom teachers

10

 # receiving effective rating or higher
10, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
10, 100%

 # ESOL endorsed
10, 100%

 # reading endorsed
0, 0%

 # with advanced degrees
2, 20%

 # National Board Certified
1, 10%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
0, 0%

 # with 6-14 years of experience
2, 20%

 # with 15 or more years of experience
8, 80%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
4

 # 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

Fort Myers Beach Elementary retains highly qualified teachers by providing ongoing support through weekly PLCs. The administration is consistently aware of individual classroom needs, and through

community and PTO donations, provides resources and opportunities to increase student achievement and learning.

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

At Fort Myers Beach Elementary, new teachers are paired with teachers who have certification with the District Apples New Teacher program. They provide ongoing assistance with instuctional technology, classroom management, lesson planning, and district certification. They also provide feedback following classroom observations.

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

At Fort Myers Beach Elementary, all instructional personnel have been provided professional development on the use of Performance Matters for data review. At the beginning of the year, all grades k-5 are required to give baseline and screening tests in reading and math. In addition, assessments in core subjects are given as concept instruction is completed. PLC teams meet weekly to review data and discuss stategies for intervention and flexible groupings. Support staff and special area teachers' schedules are adjusted to meet the needs of teachers and students. Individual grade level needs regarding funding for additional technology and other resources are discussed with the Principal and provided upon approval.

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

The Principal facilitates implementation of the MTSS process. He provides and coordinates continuous professional development as needed. He assigns paraprofessionals to support the MTSS implementation. He reinforces data-based decision making and provides ample opportunities for data review and discussion. He creates frequent opportunities to celebrate and communicate success.
The ESE Teacher provides ongoing support and training to staff on the MTSS process. She is available for student observations when requested. She communicates with parents during each step of the MTSS process. She helps to provide additional service to students in Tier 2 and 3. She keeps ongoing data on individual student progress.
The Classroom Teacher provides grade level appropriate academic instruction. She administers assessments and keeps ongoing data on individual student progress. She communicates frequently with parents and schedules meetings when necessary. She works with the ESE Teacher to provide extra time for students in Tier 2 and 3.
The Professional Development Resource Teacher schedules and guides PLC data review meetings. She maintains a folder of meeting discussions and outcomes. She assists the ESE and classroom teachers with observations, instruction and services provided.

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

To monitor the fidelity of the school's MTSS process, the principal meets frequently with the ESE, Professional Resource and Classroom Teachers to review data on student progress and services provided. Students in Tier 1 and 2 are identified in cum folders.

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

To monitor the effectiveness of supports, ongoing observations are conducted by various professionals with follow up meetings for discussion. In addition, weekly PLC meetings are scheduled to review and discuss data, and implement strategies to improve student achievement.

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

To support understanding of MTSS, our ESE Teacher provides frequent professional development on the process. She also provides information on how our newly adopted math and reading programs support the process. She is instrumental in gathering data on identified students and coordinates and chairs meetings with parents.

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: Summer Program

Minutes added to school year: 6,600

The students at Fort Myers Beach Elementary had a 'Summer Challenge" to complete at least 10 hours of on-line learning, 5 in math and 5 in reading. Prior to summer vacation, a flyer including directions about the "Challenge", as well as information and log-in requirements for Odyssey Learning were provided. Students who met the "Challenge" were promised a special reward when school re-opened. A similar "Challenge" was also offered over winter break.
In addition, our students also attend a "Breakfast Club". On certain days of the week staff provides homework help. Also, on one day Mr. Wood provides challenging math activities to advanced math students in grades K-5. This includes the "24" game where students use addition, subtraction, multiplication and division to solve computational problems with fluency.
Our students 3-5 are also invited to become members of the "Book Battle Club". They independently read from a list of Sunshine State novels, write individual comprehension questions to share, and enjoy book related activities. This culminates in a district-wide competition in May.
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Our students in grades 4-5 are invited to audition for our annual play early in the school year. After parts are chosen and scripts are distributed, the cast meets weekly after school from October til March. The play is performed for the school and community on 2 consecutive nights in March.
Our students in grades 4-5 are invited to be members of an art club that meets weekly after school.
Students in grades 4-5 are invited to be members of the Dolphin Daily News Club. They are responsible for writing and broadcasting the daily news program to the school.
Students in grade 5 are invited to be members of the Yearbook Club. The are responsible for planning the layout, designing the cover and collecting the photographs for the annual yearbook.

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?

Student Progress reports from Odyssey Learning were generated and reviewed by the Principal and Technology Specialist. The reports were analyzed for the time spent in each academic area.
Students who succceeded were identified at a Back To School Celebration, and rewarded for their efforts.
Data from reading and math assessments are collected and reviewed at weekly PLC meetings to determine need and eligibility for extended learning opportunities before and after school.

Who is responsible for monitoring implementation of this strategy?

The Principal and Technology Specialist are responsible for monitoring implementation of the Summer Challenge.
The 4th grade teacher and reading contact is responsible for the "Book Battle Club".
The cafeteria manager and several staff members are responsible for the school play.
The principal and staff members are responsible for extended learning opportunities before and after school.
The art teacher is responsible for the Art Club.
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Literacy Leadership Team (LLT)

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

Name	Title
Larry Wood	Principal
Cathy Trent	Classroom teacher
Margaret Hunt	ESE teacher
Tina Cribbs	Classroom teacher
Cathy Goodacre-Lee	Classroom teacher
Rebecca Reed	Classroom teacher
Alicia Catlett	Classroom teacher
Joy Rockwell	Classroom teacher
Lori Zamniak	Classroom teacher
Joy Rockwell	Classroom teacher
Jenny Fraley	Classroom teacher
Jennifer Wood	Classroom teacher

How the school-based LLT functions

At the weekly staff PLC meeting, a section of the agenda is set aside for discussing issues relating to Literacy. Both the Principal (Mr. Wood) and our Reading Contact (Cathy Trent) share information and contact district representatives with issues and questions that need to be addressed.

Major initiatives of the LLT

The major initiatives of the LLT this year will be to provide on-going professional development on our new Reading Street adoption and transition to Common Core Standards, with a focus on writing to respond to text.

Every Teacher Contributes to Reading Instruction

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

Fort Myers Beach Elementary ensures that every teacher contributes to the reading improvement of every student in several ways. First, each student maintains a personal data folder where goals for AR and Concept Tests are set and reviewed with their teachers. Also, both STAR and Baseline Tests are given at the start of the school year to determine individual needs for remediaion or enrichment. In addition, weekly vertical and school wide PLC team meetings are scheduled to review data, discuss strategies, create flexible groups and set SMART goals.
The Literacy Leadership Team also meets to discuss curriculum issues, concerns and needs. Supplemental resources such as technology and skills practice are reviewed and provided if necessary.

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

To assist preschool children in transition from early childhood programs to elementary programs, Fort Myers Beach Elementary uses several strategies. First of all, early enrollment is encouraged and advertised in local newspapers. The incoming students are then invited to a "Kindergarten Round-up" in late May, prior to the start of the school year. They watch the class in action with their parents, meet the teachers and staff, engage in an activity and share lunch.During pre-school, the students are invited to Open House, followed by a Back-to- School Pool Party for all families. On the first day of school after the students are dropped off, families are encouraged to attend a Welcome Breakfast. In addition, the students are given "Reading Buddies" in older classrooms early in the school year. These strategies help to provide a smooth transition to becoming successful, confident students.

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	69%	72%	Yes	72%
American Indian				
Asian				
Black/African American				
Hispanic				
White	73%	74%	Yes	76%
English language learners				
Students with disabilities				
Economically disadvantaged	57%	67%	Yes	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	31%	33%
Students scoring at or above Achievement Level 4	28	41%	43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	40	78%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	40	78%	80%

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)	*[data excluded for privacy reasons]*		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		0%

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	17	61%	63%
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	61%	66%	Yes	65%
American Indian				
Asian				
Black/African American				
Hispanic				
White	60%	67%	Yes	64%
English language learners				
Students with disabilities				
Economically disadvantaged	48%	56%	Yes	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	33%	35%
Students scoring at or above Achievement Level 4	23	34%	36%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	40	78%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	40	78%	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	*[data excluded for privacy reasons]*		35%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		27%

Florida Alternate Assessment (FAA)

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

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		10
Participation in STEM-related experiences provided for students	121	100%	100%

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	11	9%	7%
Students retained, pursuant to s. 1008.25, F.S.	3	2%	2%
Students who are not proficient in reading by third grade	4	25%	23%
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

At Fort Myers Beach Elementary, our goal is for each teacher to have personal contact with 100% of our parents either through individual conferencing or student-led conferences, which are scheduled on the

school calendar. Our parents are also invited to many school-wide activities throughout the year and are encouraged to become members of our PTO.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Personal contact with parents	121	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, 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

- STEM

- STEM - All Levels

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- PLC's (Professional Learning Communities)

- New Math Series Adoption - GoMath!

- New Reading Series Adoption - Pearson Reading

- Adult Community Volunteers

- Paraprofessionals

- Kagan Instructional Strategies

- Flexible Grouping

Targeted Barriers to Achieving the Goal

- Teacher Isolation

- Time

- Lack of follow-through with data collection

- Instructional best practices not always followed

Plan to Monitor Progress Toward the Goal

Mr. Wood will review Performance Matters Data and On-Course lesson plans. Mr. Wood will complete classroom observations and walk-throughs. Mr. Wood will attend, and or review PLC meeting agendas and minutes.

Person or Persons Responsible
Mr. Wood

Target Dates or Schedule:
on-going throughout the school year

Evidence of Completion:
Student learning gains on standardized tests will provide evidence of completion.

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 Teacher Isolation

G1.B1.S1 Through the use of scheduled weekly PLC meetings, collaboration among each PLC teams (K/1, 2/3, 4/5 teams) will be encouraged and monitored.

Action Step 1

Weekly vertical PLC Meetings focusing on student achievement will be scheduled.

Person or Persons Responsible

Classroom Teachers Professional Development Resource Teacher

Target Dates or Schedule

Weekly during common planning time

Evidence of Completion

Minutes from meetings and agenda will provide evidence of completion.

Facilitator:

Professional development Resource teacher, district personnel

Participants:

Classroom Teachers Professional Development Resource Teacher

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

PLC team members will receive agendas and attend scheduled meetings.

Person or Persons Responsible

Mr. Wood -Principal Mrs. Brindise-Professional Development Resource Teacher

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Meeting minutes and attendance records will provide evidence of completion.

Plan to Monitor Effectiveness of G1.B1.S1

Mr. Wood will meet and discuss effectiveness of vertical PLCs toward eliminating teacher isolation with individual PLC teams.

Person or Persons Responsible

Mr. Wood-Principal

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

Collaboration in each vertical team resulting developing team SMART goals and flexible groupings for intervention (remediation and enrichment) will provide evidence of completion.

G1.B1.S2 Opportunities for sharing professional knowledge and resources will be provided through school wide PLC data reviews,

Action Step 1

School-wide staff PLC meetings will be scheduled, and topics will focus on collaborative efforts toward student achievement. This will include opportunities for professional development, data review, brainstorming,etc..

Person or Persons Responsible

Principal Professional Development Resource Teacher Instructional Staff

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Minutes from meetings and agendas will provide evidence of completion.

Facilitator:

Mr. Wood-Principal Professional Development resource teacher, district personnel

Participants:

Principal Professional Development Resource Teacher Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Mr. Wood will require attendance from instructional staff at PLC meetings and review agendas and minutes.

Person or Persons Responsible

Mr. Wood-Principal Mrs. Brindise-Professional Development Resource Teacher

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

Meeting minutes and attendance records will serve as evidence of completion.

Plan to Monitor Effectiveness of G1.B1.S2

Mr. Wood willmeet with PLC teams to discus needs for professional developement and additional educational resources.

Person or Persons Responsible

Mr. Wood-Principal

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

Inservice records and purchase orders iwill serve as evidence of completion

G1.B2 Time

G1.B2.S1 We will follow the district academic plans which provide the integration of subject areas during the reading block.

Action Step 1

Teachers will align instruction to district academic plan.

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Assessments

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

Mr Wood will review lesson plans and check for alignment with district academic plans in reading.

Person or Persons Responsible

Mr. Wood-Principal

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

Lesson plans and classroom walkthroughs will serve as evidence of completion.

Plan to Monitor Effectiveness of G1.B2.S1

Mr. Wood will review lesson plans and administer classroom observations and walk throughs. He will also review Pinnacle and Performance Matters grade reports.

Person or Persons Responsible

Mr. Wood-Principal

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

Lesson plans, Pinnacle, and Performance Matters will show evidence of completion.

G1.B2.S2 We will provide common planning time for individual PLC planning teams.

Action Step 1

Mr. Wood will review schedules and provide for a common planning time weekly for PLC team meetings.

Person or Persons Responsible

Mr. Wood-Principal Professional Development Resource Teacher Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Minutes of meetings and agendas will serve as evidence of completion.

Facilitator:

Professional developement Resource teacher, district personnel

Participants:

Professional Development Resource Teacher Classroom Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Mr. Wood will require attendance at weekly scheduled meeting times for vertical PLC teams (k-1, 2-3, 4-5).

Person or Persons Responsible

Mr. Wood-Principal Mrs. Brindise-Professional Development Resource Teacher

Target Dates or Schedule

at the start of the 2013-2014 school year

Evidence of Completion

Meeting minutes, agendas, and attendance records will serve as evidence of completion.

Plan to Monitor Effectiveness of G1.B2.S2

Mr. Wood will meet with classroom teachers to discuss the effectiveness of common planning time PLC meetings for removing the barrier of time.

Person or Persons Responsible

Mr. Wood-Principal

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

Meeting minutes, agendas and classroom teacher feedback will serve as evidence of completion.

G1.B7 Lack of follow-through with data collection

G1.B7.S1 We will provide ongoing professional development in the use of Performance Matters for data collection and review.

Action Step 1

Performance Matters Training

Person or Persons Responsible

Principal Professional Resource Development Teacher Classroom Teachers Tech Specialist District Personnel

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Inservice Records Teacher Generated Reports

Facilitator:

Tech specialist, District personnel

Participants:

principal, classroom teachers, ESE teacher, professional development resource teacher, tech specialist

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

Mr. Wood will review professional development inservice records and attendance sheets to monitor for fidelity of implementation.

Person or Persons Responsible

Mr. Wood-Principal

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

Inservice records and attendance sheets will serve as evidence of implementation.

Plan to Monitor Effectiveness of G1.B7.S1

Mr. wood will attend data PLC meetings to monitor for effectiveness of use of Performance Matters.

Person or Persons Responsible

Mr. Wood-Principal

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

Evidence of completion will be data folders, PLC agendas and minutes, and an increase in student achievement.

G1.B7.S2 We will schedule PLC meetings focusing on data review, develop strategies for intervention (remediation and enrichment), and create flexible groups that will meet individual needs.

Action Step 1

Data Review PLC meetings will be scheduled quarterly to review and discuss data from reading and math assessments, and set SMART goals.

Person or Persons Responsible

Professional Development Resource Teacher Instructional staff Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC meeting minutes and agendas will serve as evidence of completion.

Facilitator:

Professional developement Resource Teacher, district personnel.

Participants:

instructional staff

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

Mr. Wood will require attendance and participation at weekly scheduled PLC meetings.

Person or Persons Responsible

Mr. Wood-Principal

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

PLC meeting minutes and agendas will serve as evidence of completion.

Plan to Monitor Effectiveness of G1.B7.S2

Mr. Wood will attend and or review minutes of PLC meetings to monitor effectiveness of data review meetings.

Person or Persons Responsible

Mr. Wood-Principal

Target Dates or Schedule

onggoing throughout the school year

Evidence of Completion

PLC meeting minutes and agendas will serve as evidence of completion.

G1.B7.S3 We will provide professional development and support of best instructional practices for flexible groupings based on results of data review.

Action Step 1

Professional development opportunities will be offered on-site and information regarding district-wide opportunities will be provided. .

Person or Persons Responsible

Mr. Wood-Principal Instructional Staff Professional Development Resource Teacher

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Inservice Records will serve as evidence of completion.

Facilitator:

Professional developement Resource Teacher, district personnel

Participants:

instructional staff

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

Through classroom observations and lesson plan reviews, Mr. Wood will look for evidence of groupings based data results.

Person or Persons Responsible

Mr. Wood-Principal

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

Lesson plan and observation results and teacher feedback will be evidence of completion.

Plan to Monitor Effectiveness of G1.B7.S3

Mr. Wood and teachers will review reading and math data to monitor the effectiveness of best instructional practices for flexible grouping.

Person or Persons Responsible

Mr. Wood-Principal Classroom teachers Professional Development Resource teacher ESE Teacher

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

PLC meeting minutes and agendas as well as data showing an increase in student achievement will serve as evidence of completion.

G1.B8 Instructional best practices not always followed

G1.B8.S1 We will provide classroom or school visits for teachers to observe best instructional practices in action.

Action Step 1

Provide opportunities for school and district-wide observations for best instructional practices in action.

Person or Persons Responsible

Principal Instructional Staff Professional Development Resource Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance Records

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Mr. Wood will observe best instuctional practices through classroom observations and lesson plans.

Person or Persons Responsible

Mr. Wood-Principal Professional Developement Resource Teacher

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

Feedback from lesson plan reviews and teacher observations will serve as evidence of completion.

Plan to Monitor Effectiveness of G1.B8.S1

At staff and vertical PLC meetings, the use and effectiveness of best instructional practices will modeled and discussed.

Person or Persons Responsible

Mr. Wood-Principal teaching staff

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Meeting minutes and agendas as well as an increase in student achievement will serve as evidence of completion.

G1.B8.S2 Various instructional and management strategies will be modeled at staff meetings.

Action Step 1

Demonstration of best instructional practices.

Person or Persons Responsible

Professional Development Resource Teacher Principal Instructional Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Minutes of meetings and agendas

Plan to Monitor Fidelity of Implementation of G1.B8.S2

On staff PLC agendas, time will be provided for modeling and sharing of effective Kagan strategies.

Person or Persons Responsible

Mr. Wood-Principal professional development resource teacher

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

Meeting minutes and lesson plans will serve as evidence of completion.

Plan to Monitor Effectiveness of G1.B8.S2

The effectiveness of best instructional practices will be discussed and documented at staff PLC meetings.

Person or Persons Responsible

Mr. Wood-Principal instructional staff

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

Meeting minutes, lesson plans and classroom observations will serve as evidence of completion.

G1.B8.S3 On-site professional development will be provided.

Action Step 1

Provide opportunities for academic, as well as classroom management professional development.

Person or Persons Responsible

Principal Professional Development Resource Teacher Instructional Staff District Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Inservice Records

Facilitator:

professional developement resource teacher district personnel national presenters (Kagan)

Participants:

Principal Professional Development Resource Teacher Instructional Staff District Personnel

Plan to Monitor Fidelity of Implementation of G1.B8.S3

Mr. Wood will require attendance at on-site scheduled best practices professional development opportunities.

Person or Persons Responsible

Mr. Wood-Principal Professional Developement Resource teacher

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

Inservice and attendance records will serve as evidence of completion.

Plan to Monitor Effectiveness of G1.B8.S3

At staff PLC meetings, Mr. Wood and the instructional staff will discuss effectiveness of best practices professional development and brainstorm strategies for implementation.

Person or Persons Responsible

Mr. Wood-Principal instructional staff

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

Meeting minutes and agendas will serve as 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

Title II money will be used to send our teachers to Kagan "Cooperative Learning" professional development workshops. SAI funds will be used for a part time classroom teacher and a part time paraprofessional.

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 Teacher Isolation

G1.B1.S1 Through the use of scheduled weekly PLC meetings, collaboration among each PLC teams (K/1, 2/3, 4/5 teams) will be encouraged and monitored.

PD Opportunity 1

Weekly vertical PLC Meetings focusing on student achievement will be scheduled.

Facilitator

Professional development Resource teacher, district personnel

Participants

Classroom Teachers Professional Development Resource Teacher

Target Dates or Schedule

Weekly during common planning time

Evidence of Completion

Minutes from meetings and agenda will provide evidence of completion.

G1.B1.S2 Opportunities for sharing professional knowledge and resources will be provided through school wide PLC data reviews,

PD Opportunity 1

School-wide staff PLC meetings will be scheduled, and topics will focus on collaborative efforts toward student achievement. This will include opportunities for professional development, data review, brainstorming,etc..

Facilitator

Mr. Wood-Principal Professional Development resource teacher, district personnel

Participants

Principal Professional Development Resource Teacher Instructional Staff

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Minutes from meetings and agendas will provide evidence of completion.

G1.B2 Time

G1.B2.S2 We will provide common planning time for individual PLC planning teams.

PD Opportunity 1

Mr. Wood will review schedules and provide for a common planning time weekly for PLC team meetings.

Facilitator

Professional developement Resource teacher, district personnel

Participants

Professional Development Resource Teacher Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Minutes of meetings and agendas will serve as evidence of completion.

G1.B7 Lack of follow-through with data collection

G1.B7.S1 We will provide ongoing professional development in the use of Performance Matters for data collection and review.

PD Opportunity 1

Performance Matters Training

Facilitator

Tech specialist, District personnel

Participants

principal, classroom teachers, ESE teacher, professional development resource teacher, tech specialist

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Inservice Records Teacher Generated Reports

G1.B7.S2 We will schedule PLC meetings focusing on data review, develop strategies for intervention (remediation and enrichment), and create flexible groups that will meet individual needs.

PD Opportunity 1

Data Review PLC meetings will be scheduled quarterly to review and discuss data from reading and math assessments, and set SMART goals.

Facilitator

Professional developement Resource Teacher, district personnel.

Participants

instructional staff

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC meeting minutes and agendas will serve as evidence of completion.

G1.B7.S3 We will provide professional development and support of best instructional practices for flexible groupings based on results of data review.

PD Opportunity 1

Professional development opportunities will be offered on-site and information regarding district-wide opportunities will be provided. .

Facilitator

Professional developement Resource Teacher, district personnel

Participants

instructional staff

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Inservice Records will serve as evidence of completion.

G1.B8 Instructional best practices not always followed

G1.B8.S3 On-site professional development will be provided.

PD Opportunity 1

Provide opportunities for academic, as well as classroom management professional development.

Facilitator

professional developement resource teacher district personnel national presenters (Kagan)

Participants

Principal Professional Development Resource Teacher Instructional Staff District Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Inservice Records

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
	$0	$0
Total	$0	$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 Teacher Isolation

G1.B1.S2 Opportunities for sharing professional knowledge and resources will be provided through school wide PLC data reviews,

Action Step 1

School-wide staff PLC meetings will be scheduled, and topics will focus on collaborative efforts toward student achievement. This will include opportunities for professional development, data review, brainstorming,etc..

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

$0

G1.B7 Lack of follow-through with data collection

G1.B7.S3 We will provide professional development and support of best instructional practices for flexible groupings based on results of data review.

Action Step 1

Professional development opportunities will be offered on-site and information regarding district-wide opportunities will be provided. .

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

$0