



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Evans Elementary School
100 E CHAPMAN RD
Oviedo, FL 32765
407-320-9850
[http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0111](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0111)

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 36%
Alternative/ESE Center No	Charter School No	Minority Rate 39%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 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	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	16
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	23
Part III: Coordination and Integration	26
Appendix 1: Professional Development Plan to Support Goals	27
Appendix 2: Budget to Support Goals	28

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

Evans Elementary School

Principal

Carol Ann Darnell

School Advisory Council chair

Sean Newman

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

Name	Title
Carol Ann Darnell	Principal
Rendon Fletcher	Assistant Principal
Lynn Barber	Reading Coach
Heather Eichler	Math Specialist
Paula Skiles	Guidance Counselor

District-Level Information

District

Seminole

Superintendent

Dr. Walt Griffin

Date of school board approval of SIP

11/11/2013

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

Carol Ann Darnell - Principal
 Sean Newman - Chairman
 Quin Bernstein - Vice Chairman
 Amie Guckian - Secretary
 Parent members:
 Jyoshna Brahma
 Deanna Giron
 Amie Guckian
 Sean Newman
 Erik Noteboom
 Camaille Shepard
 Instructional members:
 Quin Bernstein

Heather Leftakis
 Laura Quinones
 Non-Instructional member:
 Malinda Olson

Our School Advisory Council is a team of people representing various segments of the community - parents, teachers, administrators, and support staff. Our members are representative of the ethnic, racial, and economic make-up of our school community. Five of our members are minorities (Hispanic, African American, Asian) and six of our members are non-minorities.

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) assisted in the preparation of this School Improvement Plan (SIP). We looked at the 2013 FCAT results and worked on the action plan that will help our students achieve the state education goals and student performance standards that are required in reading, writing, math, and science. Our plan addresses goals, resources, barriers, strategies, monitoring, and evaluation

Activities of the SAC for the upcoming school year

- The School Advisory Council will:
- Approve the School Improvement budget for the 2013-14 school year
 - Assist in the preparation of the School Improvement Plan
 - Review our SAC by-laws and revise if necessary
 - Jointly decide with the school staff on how to spend A+ recognition money
 - Provide advice to the principal on the development and implementation of policies, programs, and services affecting the school
 - Be an effective voice for promoting the interests of the school and students, and actively supporting the school in meeting the educational, social, and physical needs of students
 - Develop a strong relationship between home, school, and the wider community served by the school to enhance educational opportunities for all students
 - Review all data after each progress monitoring assessment to determine if progress is being made towards implementation of the School Improvement Plan. Problem areas will be identified, improvement strategies will be developed, and implementation will be monitored.

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

SAC voted to use the \$883.67 towards an additional projector and equipment to make one classroom white board interactive.

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:

Carol Ann Darnell

Principal

Years as Administrator: 15

Years at Current School: 1

Credentials

Bachelor of Science in Education - Arkansas State University;
 Master of Education - University of Central Florida; Certified in
 Elementary Education, Early Childhood, School Administrator
 K-12, ESOL

Performance Record

Idyllwilde Elementary:
 2010-2011 - A
 2011-2012 - B
 2012-2013 - C

Rendon Fletcher

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Bachelor of Science in Liberal Studies - Minor in Health Sciences
 Master of Science in Criminal Justice - Education Specialist in
 Educational Leadership
 Certified:
 Educational Leadership - All Levels
 Reading Endorsement
 ESOL Endorsement
 Social Sciences Middle Grades 5 – 9
 Health Education K-12
 Physical Education K-12

Performance Record

This is Rendon Fletcher's first year as an administrator.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lynn Barber		
Full-time / School-based	Years as Coach: 5	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Bachelors degree in Elementary Education; Masters Degree in Reading; Certified in Elementary Education, ESOL, and Reading	
Performance Record	Mrs. Barber has been a reading specialist or coach at four different schools in Seminole County. She began her career as a reading specialist in 2004 and then advanced to a reading coach in 2009. She has been able to assist schools in keeping reading proficiency levels high enough for the schools to have letter grades of A or B.	

Classroom Teachers

# of classroom teachers	62
# receiving effective rating or higher	0, 0%
# Highly Qualified Teachers	98%
# certified in-field	62, 100%
# ESOL endorsed	33, 53%
# reading endorsed	13, 21%
# with advanced degrees	30, 48%
# National Board Certified	3, 5%
# first-year teachers	3, 5%
# with 1-5 years of experience	9, 15%
# with 6-14 years of experience	30, 48%
# with 15 or more years of experience	20, 32%

Education Paraprofessionals

of paraprofessionals

9

Highly Qualified

9, 100%

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

12

receiving effective rating or higher

12, 100%

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with state and private colleges and universities. We welcome university and college interns and field study students to our district not only from the state of Florida university system, but also out of state. Annually, our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school begins, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once the school begins, these new teachers meet regularly with the mentor(s) who best fit their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

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

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

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

A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

Tier 1 is what “ALL” students get in the form of instruction (academic and behavior/social-emotional) and student supports. Tier 1 focuses on the implementation of the district’s Core Curriculum and is aligned with the Next Generation Sunshine State Standards (NGSSS) and Common Core. Tier 1 services (time and focus) are based on the needs of the students in our school.

Tier 2 is what “some” students receive in addition to Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations. Tier 2 services are more “intense” (more time, narrow focus of instruction/intervention) than Tier 1. Tier 2 services are provided by the general education and/or resource teacher in the general education classroom or a separate setting. Tier 2 services is in addition to Tier 1. The expected outcome of Tier 2 services, combined with Tier 1, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by the district.

Tier 3 is what “few” students receive and is the most intense service level a school can provide to a student. Tier 3 services are provided to very small groups and/or individual students. The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 services require more time and a more narrow focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff providing services to the student. The expected outcome of Tier 3 services, combined with Tiers 1 and 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by the district.

If data indicates the student is not making progress at an acceptable rate the case is scheduled by Guidance with the Student Study Team (SST) and parent. If it is determined that a formal assessment of all data is required then parent permission is obtained. The teacher will be notified of the SST meeting to review results and determine the appropriate educational plan for the student.

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

Principal -

Communicate a clear and common vision

Provide personnel resources and logistical support

Monitor implementation

Monitor the consistent use of data for decisions that improve student performance and the skills of the teachers

Provide time for meetings

Reading Coach -

Model intervention lessons related to individual and/or small group needs

Provide support in creating intervention lessons

Lead ongoing conversations using student data

Provide support in the grouping of students

Helps to select, implement, and interpret student assessments

Participates in the design and delivery of professional development

Support colleagues through mentoring and close collaboration to provide consistency in reinforcing skills

Reading/Math Interventionist -

Work with instructional focus groups and provide intensive intervention

Provide ongoing progress monitoring

Communicate ongoing student progress with the teacher and MTSS Team

Guidance Counselor -

Collaborates with teachers to track documents

Manages and monitors paperwork for completion and accuracy

Schedule students for MTSS meetings

School Psychologist -

Determine that MTSS Team decisions are adequately supported by data

Assist teachers in interpreting data as part of the ongoing decision-making process

Classroom Teachers -

Differentiate instruction for a diverse classroom

Engage in ongoing collaboration to address small group and individual student needs

Collaborate with other school personnel in data collection and analysis

Parent -

Collaborates with school personnel in implementing interventions

Provides relevant home/medical/social information

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

The principal ensures that the curriculum, instruction, and assessments are aligned vertically and horizontally and there is continuous collection and dissemination of data. The data is analyzed in Professional Learning Communities (PLCs) and is used to drive decisions to initiate, modify, or discontinue interventions for students. The data is also used to drive decisions in allocating staff and budget resources. This MTSS Team reviews the procedures for collecting data with fidelity - ex. Were the directions for administration of the assessment followed? Was the assessment calendar followed? Have all staff members administering the assessment been trained? If any student's scores are questionable, the student is assessed again using an alternate form of assessment.

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

EdInsight is the data management system that is used in our school district. All student assessment data (reading, math, science, writing) is entered into the system. EdInsight helps teachers track progress toward meeting the standards required. A platform for differentiated instruction based on individual student data is created. It also provides teachers with curriculum tied to standards, and resources such as lesson plans and activities. There is access to many clear and easy to read reports. These reports give the teacher/coach/interventionist/administration feedback so that students can be given the supports they need to be successful in school.

Skyward is the data management system used for behavior and attendance data. Using the reports generated, we are able to monitor student behavior and attendance data. Through data collection, we can measure changes in behavior and/or attendance to determine if interventions are working for a particular student or school.

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

Professional Development occurs during the month of September on MTSS. Administration, Guidance Counselor, and Reading Coach present the MTSS process and how it is implemented and monitored at our school. Data meetings occur in PLCs with the principal and coach where reports are brought up on the large screen for teachers to see and discuss. Instructional strategies are discussed to determine if they are effective or ineffective. EdInsight training is held at each grade level's PLC time in order to help teachers understand EdInsight and its use in monitoring student success and the effectiveness of the core, supplemental, and intensive supports students may be receiving.

Parents will be invited to a family night in October where information on Discovery Education benchmark assessments will be presented. Information will be presented that will help parents understand the student report and what it means. Parents will leave with the understanding that the data from this

assessment is used for progress monitoring of their child and helps the teacher determine the best instruction in the classroom and will assist parents in determining the best interventions to use at home.

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: 3,120

Odyssey of the Mind is for students in grades 3-5 and meets weekly for two hours after school. This program teaches students to learn creative problem-solving methods. Students develop team-building skills by working in groups to examine problems and to identify the real challenge without limiting the possible solutions. The creative-thinking process is nurtured and developed as a problem-solving tool and teaches students how to think divergently

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Effectiveness of Odyssey of the Mind is determined by Science & Math FCAT data of students participating in the program.

Who is responsible for monitoring implementation of this strategy?

Carol Ann Darnell - Principal

Stephanie Anderson - Odyssey of the Mind Facilitator & 4th Grade Teacher

Strategy: Before or After School Program**Minutes added to school year:** 1,560

Robotics is for students in grades 4 & 5 and meets after school once each week for one hour. Students design, construct, and operate robots built out of Legos. Students also design and construct the computer systems that make the robots work. Through this program, students are able to get "hands on" science and practical application with Science, Technology, Engineering, and Mathematics (STEM).

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Effectiveness of the Robotics Program is determined by Science & Math FCAT data of students participating in the program.

Who is responsible for monitoring implementation of this strategy?

Carol Ann Darnell, Principal
Stephanie Ward - Facilitator of the Program & 1st Grade Teacher
Karen Wells - Facilitator of the program & Educational Technology Facilitator (ETF)

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

Name	Title
Carol Ann Darnell - Principal	Rendon Fletcher - Assistant Principal
Lynn Barber - Reading Coach	Heather Eichler - Reading Interventionist
Brenda Chapman - Media Specialist	Stephanie Anderson - 4th Grade Teacher
Heather Leftakis - 3rd Grade Teacher	Gina Boller - 1st Grade Teacher

How the school-based LLT functions

The Literacy Leadership Team (LLT) meets monthly after school. The Literacy Leadership Team establishes a literacy vision for the school, develops professional development opportunities that match the school's literacy vision and needs, and builds a literacy culture through collegiality and collaboration,

Major initiatives of the LLT

Initiatives of the LLT for the 2013-14 school year:
Assist classroom teachers with the implementation of Reading Street.
Implement Walk to Intervention in grades K-5
Monitor student progress through class data sheets
Implement Independent Reading Program
Organize Family Reading Events

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I schools can attend Kinder Camp to help prepare them for success in kindergarten. Kindergarten Open House will be held prior to the start of the school year for kindergarten students and their families in order to familiarize them with the school and expectations for the coming year. Kindergarten teachers are available for individual conferences. School tours are available upon request beginning in March of each year for parents and incoming kindergarten 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	87%	88%	Yes	88%
American Indian				
Asian	97%	86%	No	97%
Black/African American	69%	76%	Yes	72%
Hispanic	83%	86%	Yes	85%
White	88%	89%	Yes	90%
English language learners	83%	69%	No	84%
Students with disabilities	66%	63%	No	69%
Economically disadvantaged	80%	83%	Yes	82%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	23%	18%
Students scoring at or above Achievement Level 4	270	65%	70%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		1%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	187	72%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	16	64%	75%

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)	22	60%	63%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	46%	49%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	49%	52%

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	101	72%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

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	85%	81%	No	87%
American Indian				
Asian	97%	86%	No	97%
Black/African American	61%	59%	No	65%
Hispanic	79%	83%	Yes	81%
White	88%	83%	No	89%
English language learners	70%	88%	Yes	73%
Students with disabilities	63%	51%	No	66%
Economically disadvantaged	72%	71%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	24%	19%
Students scoring at or above Achievement Level 4	237	57%	62%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	181	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	23	51%	57%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	85%		No	87%
American Indian				
Asian	97%		No	97%
Black/African American	61%		No	65%
Hispanic	79%		No	81%
White	88%		No	89%
English language learners	70%		No	73%
Students with disabilities	63%		No	66%
Economically disadvantaged	72%		No	75%

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	38	30%	35%
Students scoring at or above Achievement Level 4	71	56%	61%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		3
Participation in STEM-related experiences provided for students	27	4%	5%

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	35	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	1%
Students who are not proficient in reading by third grade	23	15%	13%
Students who receive two or more behavior referrals	17	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	1%	1%

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 increase the percentage of parents who log into the Skyward Parent Portal at least once during the year by 4% (from 51% to 55%). We will inform parents of the Skyward Parent Portal through school newsletter, school website, PTA, SAC, conferences, Facebook, and Twitter.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents logged into Skyward Parent Portal at least once during school year	335	51%	55%

Goals Summary

- G1.** Increase student proficiency in all curriculum areas by analysis and use of assessment data to inform planning, resource allocation, student placement, and curriculum and instruction decisions.

Goals Detail

G1. Increase student proficiency in all curriculum areas by analysis and use of assessment data to inform planning, resource allocation, student placement, and curriculum and instruction decisions.

Targets Supported

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

Resources Available to Support the Goal

- Professional Development in the use of assessment data to drive instruction for all teachers (Classroom, ESE, ESOL, Interventionist)
- Assessment data
- District data technology tools

Targeted Barriers to Achieving the Goal

- Teacher buy-in
- Teachers' discomfort with understanding and analyzing data

Plan to Monitor Progress Toward the Goal

Student assessment data will tell us what students know and do not know. Teachers will be expected to differentiate instruction based on student need.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Data will show an increase in student proficiency.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student proficiency in all curriculum areas by analysis and use of assessment data to inform planning, resource allocation, student placement, and curriculum and instruction decisions.

G1.B2 Teacher buy-in

G1.B2.S1 Data initiative supported by a strong administrative team that models use of data and establishes conditions that support and encourage teachers to grow in their use of data.

Action Step 1

Administration will support teachers in using data effectively to improve outcomes for students. We will establish a clear vision, foster professional development, lead by example and encourage data utilization, establish data meetings, and provide support.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

Beginning in September 2014 and will be ongoing

Evidence of Completion

An evolution will occur where certain teachers will assume leadership roles and bring others along as they see an increase in student proficiency due to use of data.

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

Administration will monitor the use of data being used to drive instruction in each classroom

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Student assessment data

Plan to Monitor Effectiveness of G1.B2.S1

Teachers are growing in their use of data to make decisions for planning and instructional decisions.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data will be monitored to determine if there is an increase in student proficiency in all curriculum areas.

G1.B4 Teachers' discomfort with understanding and analyzing data

G1.B4.S1 Professional Development will occur in order for teachers to begin to be comfortable with data and not be overwhelmed and intimidated.

Action Step 1

Professional Development on understanding and analyzing data will be scheduled for the teachers.

Person or Persons Responsible

Principal will be responsible for arranging the training.

Target Dates or Schedule

October 2014

Evidence of Completion

Evidence will be the impact it has on teacher instruction and student data.

Facilitator:

Working on this at this time

Participants:

Classroom teachers, ESE teachers, ESOL teachers, Reading/Math Interventionists, Reading Coach

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Grade level PLCs, one on one chats with teachers, and classroom walkthroughs will be used to determine if professional development has increased teachers' comfort level.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Impact on student assessment data

Plan to Monitor Effectiveness of G1.B4.S1

Grade level PLCs, one on one chats with teachers, and classroom walkthroughs will be used to determine if professional development increased teachers' comfort level.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Impact on student assessment data

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

SAI, Title III (ELL), and ESE funds will be used to implement an in school and after school tutoring program supplying funds for salaries for certified teachers who will work with the lowest quartile students as the target group.

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 proficiency in all curriculum areas by analysis and use of assessment data to inform planning, resource allocation, student placement, and curriculum and instruction decisions.

G1.B4 Teachers' discomfort with understanding and analyzing data

G1.B4.S1 Professional Development will occur in order for teachers to begin to be comfortable with data and not be overwhelmed and intimidated.

PD Opportunity 1

Professional Development on understanding and analyzing data will be scheduled for the teachers.

Facilitator

Working on this at this time

Participants

Classroom teachers, ESE teachers, ESOL teachers, Reading/Math Interventionists, Reading Coach

Target Dates or Schedule

October 2014

Evidence of Completion

Evidence will be the impact it has on teacher instruction and student data.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student proficiency in all curriculum areas by analysis and use of assessment data to inform planning, resource allocation, student placement, and curriculum and instruction decisions.	\$3,080
Total		\$3,080

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Professional Development Funds, School Improvement Funds	\$3,080	\$3,080
Total	\$3,080	\$3,080

Budget Details

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

G1. Increase student proficiency in all curriculum areas by analysis and use of assessment data to inform planning, resource allocation, student placement, and curriculum and instruction decisions.

G1.B4 Teachers' discomfort with understanding and analyzing data

G1.B4.S1 Professional Development will occur in order for teachers to begin to be comfortable with data and not be overwhelmed and intimidated.

Action Step 1

Professional Development on understanding and analyzing data will be scheduled for the teachers.

Resource Type

Professional Development

Resource

Substitutes for teachers so they may be trained in analysis and use of assessment data

Funding Source

Professional Development Funds, School Improvement Funds

Amount Needed

\$3,080