



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Sweetwater Elementary School

5800 VICTORIA GARDENS BLVD

Port Orange, FL 32127

386-322-7530

<http://myvolusiaschools.org/school/sweetwater/pages/default.aspx>

## School Demographics

**School Type**  
Elementary School

**Title I**  
No

**Free and Reduced Lunch Rate**  
40%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
17%

## 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.

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## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

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### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

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### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

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

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

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### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Sweetwater Elementary School

##### Principal

Tamara Hopkins

##### School Advisory Council chair

Cynthia Hollis

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

Name	Title
Andrea McGray	Kindergarten Teacher
Kathryn McNelley	First Grade Teacher
Kristin Hauser	Second Grade
Amy Harms	Third Grade
Sara Muller	Fourth Grade
Cindy Hollis	Fifth Grade
Janel Hernandez	Art Teacher
Kim Perry	ESE Teacher
Elizabeth Burns	School Counselor
Adrian Bronson	Assistant Principal
Tamara Hopkins	Principal

#### District-Level Information

##### District

Volusia

##### Superintendent

Dr. Margaret A Smith

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

12/10/2013

### 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

##### ELECTED MEMBERS

Mrs. Randi Parsell Parent

Mrs. Gail Agostinis Parent

Mrs. Mary Lou Campbell Support Personnel

Ms. Stacey Hempfield Parent  
 Dr. Lorri Cummins Parent  
 Mrs. Kim Short Parent  
 Ms. Kimberly Martin Parent  
 Ms. Susan Dodig Teacher  
 Mrs. Cindy Hollis Teacher  
 Mrs. Liz Campbell Teacher  
**APPOINTED MEMBERS**  
 Mrs. Tamara Hopkins Principal  
 Mr. Greg Martin Community Representative  
 Mrs. Angie Kopnicky Parent

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

Our SAC gives input to the SIP and they vote on final plan for approval. Our SAC also approves budget expenditures with the School Improvement Funds as it supports the SIP.

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

Review, give input and approve SIP.  
 Learn the numerous activities on campus and give input for improvements.  
 Approve A+ money plan.  
 Provide school survey and review data from surveys for suggestions for next years planning.  
 Review and approve expenditures for School Improvement funds.

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

School improvement funds are minimal remaining from previous years and will be used for staff development and support of School Improvement Plan budgeted items.

\$1975.00 Total Funds

### **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**

NA

### **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:**

Tamara Hopkins		
Principal	Years as Administrator: 16	Years at Current School: 1
Credentials	Bachelor's Degree in Elementary Education from Indiana University Master's Degree in Educational Leadership from the University of Florida. School Principal Certificate	
Performance Record	2013-Sweetwater Elementary, A School (77%R/78%M/65%R/65%M/62%R/52%M) 2012-Deltona HS, C School (46%R/43%M; 62%R/45%M; 64%R/50%M) 2011-Deltona HS,B School,AYP79%(43%R/69%M;50%R/68%M;47%R/68%M) 2010-Creekside Middle,A School,AYP90%(82%R/79%M;66%R/73%M;60%R/66%M) 2009-Creekside Middle,A School,AYP95%(82%R/78%M;71%R/71%M;68%R/66%M) 2008-Creekside Middle,A School,AYP95%(81%R78%M;68%R/76%M;57%R/70%M) 2007-Hinson Middle,A School,AYP92%(77%R/75%M;60%R/72%M;56%R/68%M) 2006-Hinson Middle,A School,AYP92%(77%R/74%M;68%r/70%M;72%R/NA%M) 2005-Villages Charter School,A School,AYP97%(90%R/90%M;75%R/72%M;74%R/NA%M) 2004-Villages Charter School,A School,AYP100%(90%R/89%M;84%R/78%M;78%R/NA%M) 2003-Villages Charter School,A School,AYPNA%(87%R/84%M;83%R/88&M;81%R/NA%M) 2002-Villages Charter School,B School,AYP NA%(77%R/64%M;60R/72%M;60%R/NA%M) 2001-Villages Charter School no date available 2000-Harbour View Elementary no data available	

Adrian Bronson		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Bachelor of Science in English Language Arts Education with a minor in Journalism, University of Central Florida Master of Arts in Teaching and Learning Theory, Nova Southeastern University Master of Education in Educational Leadership, American College of Education	
Performance Record	2013-Sweetwater Elementary, A School (77%R/78%M/65%R/65%M/62%R/52%M)	



Asst Principal

Years as Administrator:

Years at Current School:

**Credentials****Performance Record****Instructional Coaches****# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

**Credentials****Performance Record****Classroom Teachers****# of classroom teachers**

48

**# receiving effective rating or higher**

48, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

48, 100%

**# ESOL endorsed**

14, 29%

**# reading endorsed**

8, 17%

**# with advanced degrees**

18, 38%

**# National Board Certified**

11, 23%

**# first-year teachers**

4, 8%

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

7, 15%

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

11, 23%

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

26, 54%

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

5

**# Highly Qualified**

5, 100%

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

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

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

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

Administrative Team plans meetings, trainings and support for new teachers to our school. The reputation of the school is the biggest recruiting tool. For every position available 50 teachers apply.

**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**

New teachers are paired with a senior teacher for the school year. New teachers are also part of their Professional Learning Community (PLC) that meets bi-monthly on campus. These two steps provide an avenue to answer questions about procedures on the campus and the PLC assists with student interventions, curriculum guidance and lesson planning.

**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**

Principal: Provides a common vision for the use of data-based decision-making by promoting the Frameworks for Teaching. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST)

is accessed as needed. Ensure adequate professional development is scheduled for faculty.

School Psychologists: Will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI.

Communicates with parents through relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

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

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

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

The school's RtI Leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RtI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialists, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) How will we respond when they already know it?". The team meets regularly to engage in the following activities: Review screening data and link to instructional decisions: review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, interventions are planned. Enrichment activities are in place to ensure acceleration of learning for those who already know it. The Problem Solving/RtI Leadership Team met with the principal to help develop

the School Improvement Plan (SIP). The team provided data on: Tier 1, 2 and 3 targets; academic, behavioral and social/emotional areas that needed to be address; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and aligned processes and procedures.

**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**

Baseline Data: Progress Monitoring and Reporting Network (PMRN), FLorida Assessments for Instruction in Reading(FAIR), Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, FAIR, Curriculum Based Measurement (CBM), FCAT simulation, District Assessments

Midyear: FAIR, Diagnostic Assessment for Reading (DRA), Early Reading Diagnostic Assessment (ERDA), District Assessments

End of Year: FAIR, FCAT

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

Professional development will be provided to staff through faculty meetings, grade level meetings, and individual teacher and parent consultation in order to scale up understanding of PS/Rtl. School-wide training is provided by members of the School Psychological Services department. Training modules for each step of the Problem Solving/Rtl process as well as an overview of PS/Rtl is accessible through the PS/Rtl link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff has access to web-based state training on PS/Rtl. Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition and application of PS/Rtl.

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program**Minutes added to school year:** 1,200

After school tutoring for students identified through FCAT results from previous year, balanced by current formative and summative assessments in Reading and Math. The goal is to provide additional intervention for areas of academic need.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Pre and Post tests are given to analyze students growth toward target outcomes for students participating in this program.

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

Administrative Team and Tutoring Lead Teacher.

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

Name	Title
Tamara Hopkins	Principal
Adrian Bronson	Assistant Principal
Elizabeth Burns	School Counselor
	Media Center

**How the school-based LLT functions**

The principal provides a common vision for the use of data-based decision-making by promoting the Common Core State Standards and Next Generation Sunshine State Standards. Ensures adequate professional development is scheduled for faculty. Provides opportunities for advancement of research-based strategy implementation for student achievement. The school's LLT functions as a natural extension of the school's Problem

Solving Team (PST). The team meets regularly to address school literacy material needs, review progress monitoring information, discuss professional development needs, and to determine best practices to increase student achievement. The team offers support and guidance to new teachers as well as to experienced teachers in the areas of formative assessment and differentiated instruction by way of leveled grouping and learning stations. Reading research is reviewed and ideas and strategies for remediation, intervention, and enrichment are shared and implemented.,

**Major initiatives of the LLT**

The major initiative of the LLT for 2013 - 2014 will be: to provide material and technical support to increase student achievement in reading and language arts; to address strengths and weaknesses of all student populations; to provide

material and technical support to address student literacy needs. In addition, to assist with the implementation of the Anchor Literacy Strategies for Common Core.

## Every Teacher Contributes to Reading Instruction

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

Every school has the support of a district Instructional TOAs to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers integrate Common Core Literacy Standards and Next Generation Sunshine State Standards into their content-specific curriculum to support their students' critical reading and writing skills.

## 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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

## 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	77%	77%	Yes	79%
American Indian				
Asian		92%		
Black/African American	38%	47%	Yes	44%
Hispanic	53%	58%	Yes	57%
White	79%	79%	Yes	81%
English language learners				
Students with disabilities	45%	26%	No	51%
Economically disadvantaged	59%	62%	Yes	63%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	29%	31%
Students scoring at or above Achievement Level 4	154	48%	50%

### Florida Alternate Assessment (FAA)

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

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	139	65%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	29	62%	64%

**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)	<i>[data excluded for privacy reasons]</i>		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		68%

**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	105	88%	89%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	81%	78%	No	83%
American Indian				
Asian		92%		
Black/African American	43%	58%	Yes	48%
Hispanic	53%	58%	Yes	57%
White	83%	80%	No	85%
English language learners				
Students with disabilities	50%	40%	No	55%
Economically disadvantaged	70%	62%	No	73%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	28%	32%
Students scoring at or above Achievement Level 4	157	49%	51%



**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	139	65%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	23	52%	53%

**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	18	18%	19%
Students scoring at or above Achievement Level 4	52	53%	54%

**Florida Alternate Assessment (FAA)**

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	12		12
Participation in STEM-related experiences provided for students	1511	97%	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	7	1%	0%
Students retained, pursuant to s. 1008.25, F.S.	12	2%	2%
Students who are not proficient in reading by third grade	23	20%	18%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	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**

Open House, Writing Night, 5th Grade Night, Family Book Fair Night, Art Show, Spooky Story Night, 2nd Grade Math Night, Meet the Teacher, Thanksgiving Festival, Kindergarten Orientation, Holiday Program, School Carnival, 5th Grade Awards Ceremony, Spring Fling/Field Day, Read Across America Day, Santa's Secret Shop, Smoothies, You and Two Lunch Program, First Grade Literacy Night, Second Grade Publix Parent Night, Girls on the Run 5K, Silent Auction, 20 Year Anniversary Celebration, Literacy Week, BYOT parent meetings, parent conferences and various classroom volunteer opportunities.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
2x the number of student population	1212	100%	100%

## Goals Summary

- G1.** Our goal is to intensify our instruction with our Students with Disabilities by increasing instructional time and incorporating additional strategies.
- G2.** Our goal is to effectively differentiate instruction in math through technology and instructional resources.

## Goals Detail

**G1.** Our goal is to intensify our instruction with our Students with Disabilities by increasing instructional time and incorporating additional strategies.

### Targets Supported

- 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)

### Resources Available to Support the Goal

- District Staff Support
- Acaletics for 5th Grade
- IXL for 3rd, 4th and 5th grade
- Participation in grade level PLCs.
- Starwalk Kids
- Edmodo
- CPalms

### Targeted Barriers to Achieving the Goal

- Teachers committed to maintaining behavior results in loss of instructional time

### Plan to Monitor Progress Toward the Goal

Student instruction increased.

### Person or Persons Responsible

Administrative Team and Teachers

### Target Dates or Schedule:

In PLC meetings or at post conferences

### Evidence of Completion:

Data from district or teacher assessments showing students making progress toward learning goals.

**G2. Our goal is to effectively differentiate instruction in math through technology and instructional resources.**

**Targets Supported**

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

**Resources Available to Support the Goal**

- Acaletics (5th Grade)
- IXL (3, 4, 5 Grade)
- Manipulatives
- More StarFall
- After School Tutoring
- CPalms
- FCAT Explorer
- Online Textbooks with videos and animations
- Math Illuminations
- Ipads/Itouch apps
- BYOT

**Targeted Barriers to Achieving the Goal**

- Lack of Teacher Training

**Plan to Monitor Progress Toward the Goal**

Students instruction in math is effectively differentiated through technology and resources to provide academic achievement.

**Person or Persons Responsible**

Administrative Team/Teachers

**Target Dates or Schedule:**

PLCs, classroom visits and walk throughs.

**Evidence of Completion:**

Formative and Summative Assessments

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Our goal is to intensify our instruction with our Students with Disabilities by increasing instructional time and incorporating additional strategies.

**G1.B4** Teachers committed to maintaining behavior results in loss of instructional time

**G1.B4.S3** Limit reward time for appropriate behaviors.

#### Action Step 1

Teachers review schedule and modify allotments of reward time to increase student on task time.

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

September-October

#### Evidence of Completion

New schedules turned in to office

#### Plan to Monitor Fidelity of Implementation of G1.B4.S3

Monitor the instructional time spent in classrooms.

#### Person or Persons Responsible

Administrative Team

#### Target Dates or Schedule

At PLCs, during walk-throughs and observations

#### Evidence of Completion

Recording of time on task for instruction in lesson plans

### **Plan to Monitor Effectiveness of G1.B4.S3**

Lesson Plans show a result of more instruction time.

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

Teachers and Administrators

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

Quarterly

#### **Evidence of Completion**

Lesson Plans with attached graph of time on instruction.

**G2.** Our goal is to effectively differentiate instruction in math through technology and instructional resources.

### **G2.B3** Lack of Teacher Training

**G2.B3.S1** Training on use of materials and resources at the school or newly purchased for school.

#### **Action Step 1**

Training on how to use the various math resources available.

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

Teachers/Consultants/Administrators

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

Faculty Meetings/PLCs during the school year.

#### **Evidence of Completion**

Resources incorporated within the lesson plans and instruction.

#### **Facilitator:**

Teachers/Consultants/Administrators

#### **Participants:**

Teachers

### **Plan to Monitor Fidelity of Implementation of G2.B3.S1**

Implementation of training on math resources within the classroom.

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

Teachers/Administrators/Consultants

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

Once or twice a month at PLCs, Faculty Meetings or Early Release Professional Development.

#### **Evidence of Completion**

Agendas and Sign-in Sheets for the above mentioned meetings.

### **Plan to Monitor Effectiveness of G2.B3.S1**

Increased use of new knowledge about resources and strategies in math.

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

Administrative Team/Teachers

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

Throughout the school year.

#### **Evidence of Completion**

Implemented in instruction and noted in lesson plans.

## 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.*

**G2.** Our goal is to effectively differentiate instruction in math through technology and instructional resources.

### **G2.B3** Lack of Teacher Training

**G2.B3.S1** Training on use of materials and resources at the school or newly purchased for school.

#### **PD Opportunity 1**

Training on how to use the various math resources available.

##### **Facilitator**

Teachers/Consultants/Administrators

##### **Participants**

Teachers

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

Faculty Meetings/PLCs during the school year.

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

Resources incorporated within the lesson plans and instruction.



## Appendix 2: Budget to Support School Improvement Goals