2013-2014 SCHOOL IMPROVEMENT PLAN

Pride Elementary School

1100 LEARNING LN
Deltona, FL 32738
407-302-2575
http://myvolusiaschools.org/school/pride/pages/default.aspx

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	78%

Alternative/ESE Center	Charter School	Minority Rate
No	No	54%

School Grades History

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Pride Elementary School

Principal
Leslie Frazee

School Advisory Council chair
Terri Lynn

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

Name	Title
Leslie Frazee	Principal
Tranesha Jefferson	Assistant Principal
Terri Lynn	Academic Coach
Nancy Lessig	Guidance Counselor
Michelle Mara	Kindergarten Team Leader
Susan Zevallos	1st Grade Team Leader
Cindy Portigo	2nd Grade Team Leader
Melanie Roberts	3rd Grade Team Leader
Joanne Miller	4th Grade Team Leader
Amber Swindle	5th Grade Team Leader
Tracy Madison	ESE Team Leader
Jared Taylor	Special Area Team Leader

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

The SAC is composed of an appropriately balanced number of teachers, support personnel, parents, and business and community citizens who are representative of the ethnic, racial, and economic

community served by our school. 71% of our SAC members are not employed by Volusia County Schools.

Involvement of the SAC in the development of the SIP

The SAC Team met in August and discussed the data from the 2013 FCAT 2.0 for our school. Ideas were shared and discussed as to the barriers and what new strategies we could use to increase our student performance. These ideas were shared at the first faculty meeting in September where the faculty also discussed barriers and strategies to improve student achievement.

Activities of the SAC for the upcoming school year

There are eight SAC meetings planned for this year beginning in August. Meetings are the last Tuesday of each month. No meeting is scheduled for the month of December. The SAC Team reviews our school data received from the state. The SAC Team provides input on the SAC and Title I budgets. The SAC Team provides input on the School Compact. The SAC Team provides input on school based decisions. The SAC Team provides input and feedback on the development of School Improvement Plan and the Parent Involvement Plan. The SAC Team reviews and provides input on the school's Safety and Security Plan. The SAC Team provides input on the Student Code of Conduct. The SAC Team will review and help reflect on the Mid-Year Reflection of the School Improvement Plan. The SAC Team reviews and discusses the results of the yearly Climate Surveys.

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

There are currently no allocated school improvement 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

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:

Leslie Frazee		
Principal	Years as Administrator: 14	Years at Current School: 5

Credentials	MA - University of Central Florida BS - Slippery Rock University
Performance Record	2013-2012 C, Proficiency R-48, M-39, Learning Gains R-60, M-50, Lowest 25% R-68, M-49 2012-2011 B, Proficiency R-50, M-42, Learning Gains R-69 , M-56 , Lowest 25% R-71, M-50 2011-2010 A, Proficiency R-77, M-74, Learning Gains R-70, M-70, Lowest 25% R-59, M-67, AYP-No 2009-2010 B, Proficiency R-71 M-68, Learning Gains R-59 M-60, Lowest 25% R-44, M-69, AYP-No 2008-2009 B, Proficiency R-76 M-65, Learning Gains R-63 M-55, Lowest 25% R-54 M-58, AYP-No

Tranesha Jefferson		
Asst Principal	Years as Administrator: 6	Years at Current School: 1

Credentials	MS-Nova Southeastern University BS-Bethune Cookman College
Performance Record	2013-2012 C, Proficiency R-48, M-39, Learning Gains R-60, M-50, Lowest 25% R-68, M-49 2012-2011 C, Proficiency R-52, M-43, Learning Gains R-62 , M-60 , Lowest 25% R-58, M-60 2011-2010 B, Proficiency R-70, M-72, Learning Gains R-60, M-66, Lowest 25% R-56, M-69, AYP-No 2009-2010 C, Proficiency R-67 M-62, Learning Gains R-51 M-50, Lowest 25% R-43 M-61, AYP-No 2008-2009 A, Proficiency R-70 M-70, Learning Gains R-63 M-72, Lowest 25% R-62 M-84, AYP-No

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Terri Lynn		
Full-time / School-based	Years as Coach: 1	Years at Current School: 5

Areas	Reading/Literacy, Mathematics
Credentials	MA - University of Central Florida BS - Stetson University Certified K-6, ESOL
Performance Record	2013-2012 C, Proficiency R-48, M-39, Learning Gains R-60, M-50, Lowest 25% R-68, M-49

Classroom Teachers

# of classroom teachers
44

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
44, 100%

 # ESOL endorsed
28, 64%

 # reading endorsed
8, 18%

 # with advanced degrees
12, 27%

 # National Board Certified
2, 5%

 # first-year teachers
4, 9%

 # with 1-5 years of experience
12, 27%

 # with 6-14 years of experience
14, 32%

 # with 15 or more years of experience
14, 32%

Education Paraprofessionals

# of paraprofessionals
8

Highly Qualified

8, 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

*New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits); Tranesha Jefferson
*Professional Development with concentration on reading, math, writing, and science; Administrators, Academic Coach, ISTOA
*PLC Activities; Administrators, Academic Coach, Team Leaders
*Celebrations/Teacher Recognitions; Administrators, Academic Coach
*Network with Community and Business Partners; Administrators, Guidance Counselor, VIPS, Mentors and Business Coordinator
*Academic Coach supports teachers in regards to curriculum, instruction, assessment, and behavior; Administrators and Academic Coach
*School wide student showcase events for writing, science and social studies; Administrators, Academic Coach, Teachers
*Promotion of School; Administration

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 supported by many personnel at Pride. The Assistant Principal meets with the new teachers on a regular basis to address any issues that may arise. Pride has an Academic Coach that provides modeling, coaching, and feedback to teachers. New teachers also have a Peer Assistance Review Teacher assigned by the district that works with them on a weekly basis.

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

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

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

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

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

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: 1,279

After school tutoring program.

Strategy Purpose(s)

- Instruction in core academic subjects

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

We use FAIR data, District Interim Assessment data, as well as FCAT data to determine the effectiveness of this strategy.

Who is responsible for monitoring implementation of this strategy?

Academic Coach

Literacy Leadership Team (LLT)

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

Name	Title
Leslie Frazee	Principal
Tranesha Jefferson	Assistant Principal
Terri Lynn	Academic Coach
Dr. Judy Johnson	School Psychologist
Michelle Mara	Kindergarten Team Leader
Susan Zevallos	1st Grade Team Leader
Cindy Portigo	2nd Grade Team Leader
Melanie Roberts	3rd Grade Team Leader
Joanne Miller	4th Grade Team Leader
Amber Swindle	5th Grade Team Leader
Jared Taylor	Special Area Team Leader
Tracy Madison	ESE Team Leader
Sharron DeRosier	Media Specialist
Linda Rice	Reading Intervention Teacher

How the school-based LLT functions

The Literacy Leadership Team functions as a natural extension of the entire school's faculty. 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 Literacy Leadership Team's major initiative for 2013-2014 will be to increase student achievement in ELA and math, to address strengths and weaknesses of all student populations, and to provide material and technical support to address student literacy needs.

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	62%	48%	No	66%
American Indian				
Asian				
Black/African American	42%	44%	Yes	48%
Hispanic	61%	50%	No	65%
White	70%	49%	No	73%
English language learners	41%	39%	No	47%
Students with disabilities	38%	11%	No	44%
Economically disadvantaged	56%	44%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	26%	31%
Students scoring at or above Achievement Level 4	50	21%	26%

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%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	88	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	26	68%	73%

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)	40	73%	78%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	21	38%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	25%	30%

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	36	51%	56%
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	57%	39%	No	61%
American Indian				
Asian				
Black/African American	42%	32%	No	48%
Hispanic	58%	36%	No	62%
White	59%	43%	No	63%
English language learners	48%	22%	No	54%
Students with disabilities	33%	9%	No	40%
Economically disadvantaged	53%	34%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	22%	27%
Students scoring at or above Achievement Level 4	38	16%	21%

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%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	72	50%	55%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	18	49%	54%

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	24	29%	34%
Students scoring at or above Achievement Level 4	26	32%	37%

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)	4		6
Participation in STEM-related experiences provided for students	380	76%	81%

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			
Students retained, pursuant to s. 1008.25, F.S.	21	5%	
Students who are not proficient in reading by third grade	51	54%	
Students who receive two or more behavior referrals	53	9%	
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	31	5%	

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

Refer to PIP

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Pride will use a standards-aligned, gradual release of responsibility instructional model to increase student achievement in all identified target areas.

Goals Detail

G1. Pride will use a standards-aligned, gradual release of responsibility instructional model to increase student achievement in all identified target areas.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Teachers
- Professional development
- Academic Coach, ISTOA
- Built in time for intervention
- Kagan Strategies
- Materials - Acaletics
- Common planning time in grade level
- PD days and early release days

Targeted Barriers to Achieving the Goal

- Fidelity to the Gradual Release Model of Instruction

Plan to Monitor Progress Toward the Goal

Design and deliver PD in quality instruction and Gradual Release Model

Person or Persons Responsible
Administration and Academic Coach

Target Dates or Schedule:
Beginning October 2, 2013 and ongoing with Early Release Days

Evidence of Completion:
Analysis of Exit slips, classroom walk through data and coaching logs

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Pride will use a standards-aligned, gradual release of responsibility instructional model to increase student achievement in all identified target areas.

G1.B1 Fidelity to the Gradual Release Model of Instruction

G1.B1.S1 Professional development on the Gradual Release Model

Action Step 1

Deliver Professional Development on the Gradual Release Model

Person or Persons Responsible

Administrators and Academic Coach

Target Dates or Schedule

Begin October 2, 2013, ongoing for Early Release Days

Evidence of Completion

Agenda, Sign in sheets, Exit Slips

Facilitator:

Administrators and Academic Coach

Participants:

Staff

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

Design and deliver PD in quality instruction and Gradual Release Model

Person or Persons Responsible

Administration and Academic Coach

Target Dates or Schedule

Beginning October 2, 2013 and ongoing with Early Release Days

Evidence of Completion

Analysis of Exit slips, classroom walk through data and coaching logs

Plan to Monitor Effectiveness of G1.B1.S1

Design and deliver PD in quality instruction and Gradual Release Model

Person or Persons Responsible

Administration and Academic Coach

Target Dates or Schedule

Beginning October 2, 2013 and ongoing with Early Release Days

Evidence of Completion

Analysis of Exit slips, classroom walk through data and coaching logs

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Pride Elementary include:
• Academic Coach for the purpose of comprehensive staff development
• Family Center Para-professional who facilitates our extensive parent involvement program
• Reading Intervention Teacher to provide interventions for students in need via a push-in model
• Supplemental Tutoring before or after school
• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for ongoing staff development as determined by the results of FCAT data
• Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:
• Academic Assistance through credit accrual/recovery, tutoring, and summer school
• Translation Services for parent/teacher conferences
• Parental support through parent/kid activity nights and workshops on school success
• Migrant Parent Advisory Council (MPAC)
• Medical Assistance through referrals to outside community agencies
• Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:
• Student Mentoring Program
• Peer Mediation Program
• Crisis Training Program
• Suicide Prevention Program
• Bullying Program

Nutrition Programs

Pride Elementary offers a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Wellness Policy School Plan
• Personal Fitness classes
• Running Club

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
• Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
• Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
• Coordinating the services being provided by Head Start with services in elementary schools.
• Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Pride Elementary offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

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. Pride will use a standards-aligned, gradual release of responsibility instructional model to increase student achievement in all identified target areas.

G1.B1 Fidelity to the Gradual Release Model of Instruction

G1.B1.S1 Professional development on the Gradual Release Model

PD Opportunity 1

Deliver Professional Development on the Gradual Release Model

Facilitator

Administrators and Academic Coach

Participants

Staff

Target Dates or Schedule

Begin October 2, 2013, ongoing for Early Release Days

Evidence of Completion

Agenda, Sign in sheets, Exit Slips

Appendix 2: Budget to Support School Improvement Goals