2013-2014 SCHOOL IMPROVEMENT PLAN

Yankeetown School

4500 HIGHWAY 40 W
Yankeetown, FL 34498
352-447-2372
http://yankeetown.levyschools.org/r/home

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	Yes	43%

Alternative/ESE Center	Charter School	Minority Rate
No	No	6%

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Yankeetown School

Principal
Suzette Pelton

School Advisory Council chair
Rhonda Calderone

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

Name	Title
Natalie Steinberg	Administrative Assistant/Reading Coach/Curriculum Coordinator
Candy Prescott	Guidance Counselor
Lejuanna Willis	ESE/MTSS
Melody Carson	Curriculum Facilitator

District-Level Information

District
Levy

Superintendent
Mr. Robert O Hastings

Date of school board approval of SIP
10/8/2013

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 majority of the SAC members are not employed by the school district. The SAC is composed of the Principal and an appropriately balanced number of teachers, educational support employees, students (middle school), parents and other business and community members who are representative of the ethnic, racial and economic community served by the school.

Involvement of the SAC in the development of the SIP

The majority of their development input is for the Parent Involvement piece of the SIP.

Activities of the SAC for the upcoming school year

Monthly SAC meetings (at least 8 meetings per year)
Discussion of SAC by-laws
Collaboration on SIP
Discuss and vote on dissemination of SAC monies

Review and approve Parental Involvement Plans
Review and approve Principal/Teacher/Parent/Student Compact

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

We do not receive these 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
1

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

Administrator Information:

Suzette Pelton		
Principal	Years as Administrator: 5	Years at Current School: 1
Credentials	B.S., Mathematics Education, M. Ed, Educational Leadership	
Performance Record	School Grade 2012/2013: C Grade 3 R-52% M-48% Grade 4 R-32% M-60% W-27% Grade 5 R-47% M-40% S-47% Grade 6 R-50% M-39% Grade 7 R-68% M-58% Grade 8 R-57% M-41% S-71% W-80% AlgEOC-100%	

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Natalie Steinberg		
Full-time / School-based	Years as Coach: 0	Years at Current School: 16

Areas	Reading/Literacy
Credentials	English For Speakers Of Other Languages (ESOL), Endorsement English, (grades 5 - 9) Reading, Endorsement

Performance Record

Grade 6 Reading
Level 1 Level 2 Level 3 Level 4 Level 5 Levels 3-5
2009 20 12 40 24 4 68
2010 18 6 45 24 6 76
2011 5 23 45 27 0 72
2012 17 21 29 21 13 63
2013 28 22 33 17 0 50
Grade 7 Reading
Level 1 Level 2 Level 3 Level 4 Level 5 Levels 3-5
2009 17 17 51 12 2 66
2010 10 19 33 38 0 71
2011 4 18 50 25 4 79
2012 10 29 24 38 0 62
2013 5 26 26 21 21 68
Grade 8 Reading
Level 1 Level 2 Level 3 Level 4 Level 5 Levels 3-5
2009 7 34 45 10 3 59
2010 14 34 40 9 3 51
2011 20 20 33 27 0 60
2012 13 25 38 25 0 63
2013 5 38 19 29 10 57

Lejuanna Willis		
Part-time / School-based	Years as Coach: 0	Years at Current School: 0

Areas	RtI/MTSS
Credentials	B.S., Elementary Education Exceptional Student Education, Major Area of Study
Performance Record	No Data Available

Classroom Teachers

# of classroom teachers

16

 # receiving effective rating or higher

16, 100%

 # Highly Qualified Teachers

94%

 # certified in-field
15, 94%

 # ESOL endorsed
4, 25%

 # reading endorsed
3, 19%

 # with advanced degrees
3, 19%

 # National Board Certified
1, 6%

 # first-year teachers
2, 13%

 # with 1-5 years of experience
4, 25%

 # with 6-14 years of experience
5, 31%

 # with 15 or more years of experience
5, 31%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

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

Teacher Recruitment and Retention Strategies

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

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

1. Select highly qualified applicants from our pool of teachers. Search online for highly qualified teachers seeking employment. Person responsible: Suzette Pelton
2. Classroom visits and regular meetings with new teachers. Person responsible: Suzette Pelton
3. New teachers are assigned a clinically trained, veteran teacher, mentor. Person responsible: Suzette Pelton

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 master teachers who have been trained to be a peer teacher. They participate in observations, conferencing, professional development and opportunities to observe colleagues.

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

Students take a variety of assessments including but not limited to FAIR, iReady, FLKRS, and LIA. Data is compiled on individual student cards and students are grouped according to their individual needs for MTSS groups supporting both reading and mathematics. Teachers meet after every 20-day RtI cycle to assess student progress and determine next steps for Tier 2 interventions.

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

The Problem Solving Leadership Team meets as needed when Summary of Concerns forms are presented and 7 times during the school year; once after each 20-day math or reading RtI cycle.

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

School leadership is directly involved in the MTSS grouping process as well as reviewing instructional materials. School leadership also develops a plan for staff to identify barriers and create goals and action steps for the SIP. Additionally, staff reviews the SIP action steps several times during the school year to ensure implementation.

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

Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed (focus of PBS); helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Essential Questions, Teaching Strategies, Extending, Refining, and Summarizing). The RtI problem solving process is used to evaluate the needs of our students to help us determine the areas in our school that are in need of improvement.

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

Data chats with teachers, students, and parents are conducted regularly. This data is used to inform decisions for MTSS groupings in reading and mathematics. Staff is involved in the MTSS data analysis and grouping process and parents are regularly informed of their child's Tier 2 intervention status/group/progress. We have a teacher on staff whose main responsibilities are ESE and MTSS/RtI. Her role in MTSS is to ensure that students are receiving differentiated instruction at Tier I prior to receiving

documented, targeted Tier II interventions. She receives guidance from the district on transitioning students between Tiers and in communicating with families about the process.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 5,760

The Title I budget provides money for after school tutoring designed to support struggling students.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Tutoring will be implemented to support Level 1 and Level 2 students. Interim assessment data and Tier II MTSS assessment data will be collected and analyzed on a regular basis to determine the effectiveness of this strategy.

Who is responsible for monitoring implementation of this strategy?

The Principal, Administrative Assistant/Reading Coach, and Guidance Counselor are responsible for monitoring implementation of this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Candy Prescott	Guidance Counselor/PBS Coach
Natalie Steinberg	Administrative Assistant/Reading Coach
Lejuanna Willis	MTSS Coordinator
Suzette Pelton	Principal

How the school-based LLT functions

The LLT meets weekly as the Lead Team to discuss CCSS implementation, instructional strategies for reading, professional development needs, plans for expanding media center time to promote literacy, and other topics as they come up.

Major initiatives of the LLT

Using complex text, integration with NGSS/CCSS (3 – 8) and full implementation of CCSS (K-2), close reading strategies, and CIS strategies.

Every Teacher Contributes to Reading Instruction

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

Using complex text, integration with NGSS/CCSS (3 – 8) and full implementation of CCSS (K-2), close reading strategies, and CIS strategies.

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

Yankeetown School has a Voluntary Pre-K program for the 2013-2014 school year. This program is designed to serve students based on the state prescribed criteria. The curriculum includes literacy based Opening the World of Learning Program and the Waterford Early Learning Program. Speech and Language services are provided to those students who qualify. Transition from Pre-K to kindergarten will be accomplished by the Pre-K students attending Kindergarten classes at the end of the school year. Kindergarten will host an open house at the beginning of the year and the students will be scheduled for a staggered start for the 2014-2015 school year.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Career planning is supported through our 8th grade 1st period/homeroom program with a focus on technology.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Career planning is supported through our 8th grade 1st period/homeroom program with a focus on technology. Our guidance counselor personally calls families of Algebra I students who have an open spot in their schedule to discuss virtual options to advance students' high school academics and to satisfy the virtual course graduation requirement.

Strategies for improving student readiness for the public postsecondary level

All of our students who score Level 3 or above on FCAT 2.0 mathematics are enrolled in Algebra I for high school credit. Our guidance counselor also personally calls families of Algebra I students who have an open spot in their schedule to discuss virtual options to advance students' high school academics and to satisfy the virtual course graduation requirement.

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	63%	51%	No	66%
American Indian				
Asian				
Black/African American				
Hispanic				
White	63%	50%	No	66%
English language learners				
Students with disabilities	38%	21%	No	45%
Economically disadvantaged	56%	46%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	24%	31%
Students scoring at or above Achievement Level 4	34	29%	35%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	49	64%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		51%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		

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	20	57%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		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	48%	51%	Yes	54%
American Indian				
Asian				
Black/African American				
Hispanic				
White	48%	51%	Yes	53%
English language learners				
Students with disabilities	31%	21%	No	38%
Economically disadvantaged	48%	45%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	27%	35%
Students scoring at or above Achievement Level 4	12	10%	20%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	41	57%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		51%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	*[data excluded for privacy reasons]*		100%
Middle school performance on high school EOC and industry certifications	*[data excluded for privacy reasons]*		100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		20%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		80%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		45%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		15%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		30%
Students scoring at or above Achievement Level 4	10	47%	55%

Florida Alternate Assessment (FAA)

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

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)	2		5
Participation in STEM-related experiences provided for students	76	34%	50%

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	46	30%	15%
Students retained, pursuant to s. 1008.25, F.S.	11	7%	4%
Students who are not proficient in reading by third grade	5	19%	10%
Students who receive two or more behavior referrals	14	9%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	42	28%	15%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	9	13%	8%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	3	4%	2%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	8	11%	6%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	21	29%	15%

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 are a Title I school. Please see Parent Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase student engagement in rigorous text through the use of Close Reading strategies in the classroom and at home.

Goals Detail

G1. Increase student engagement in rigorous text through the use of Close Reading strategies in the classroom and at home.

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, Middle School Acceleration)

- Algebra 1 EOC

- Social Studies

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- STEM

- STEM - All Levels

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

Resources Available to Support the Goal

- Reading Coach modeling and co-teaching writing lessons in all grades, K-8

- All teachers expecting complete sentence responses starting in at least 3rd grade

- Summarizing and analyzing informational text to develop strong writing skills

- Stop, think, and write to keep students attentive and on task

- Positive Behavior Support

- Professional Development in Reading

Targeted Barriers to Achieving the Goal

- Student attendance

- Lack of developed Common Core materials/curriculum

- Low Parent Involvement

- Students not reading at grade level

Plan to Monitor Progress Toward the Goal

Monitor strategies for all barriers in SIP

Person or Persons Responsible
Principal and Lead Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Students will meet all measurable academic, EWS, and parent involvement targets in the SIP.

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student engagement in rigorous text through the use of Close Reading strategies in the classroom and at home.

G1.B1 Student attendance

G1.B1.S1 Phone call home to inform of student absences

Action Step 1

School personnel (nurse, secretary) will call absent students' home to notify the family that the student is not in attendance for the day.

Person or Persons Responsible

Clinic Aide or Secretary

Target Dates or Schedule

Daily

Evidence of Completion

Phone Call Log

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

Report of phone calls to Principal from clinic aide

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Phone call log

Plan to Monitor Effectiveness of G1.B1.S1

Monitor attendance report and phone call log

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Phone call logs kept in Principal's file. Decrease in absenteeism from 24% to 15% by the end of the school year.

G1.B1.S2 Encouragement through Positive Behavior Support program for promptness

Action Step 1

Offer rewards for being present and on time to help encourage the formation of good attendance habits.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily, weekly, quarterly

Evidence of Completion

Log of Positive Behavior Support activities

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

Review teacher logs of PBS activities

Person or Persons Responsible

Guidance Counselor (Positive Behavior Support [PBS] Coach)

Target Dates or Schedule

Quarterly Positive Behavior Support Meetings

Evidence of Completion

Increase in use of PBS activities/rewards list

Plan to Monitor Effectiveness of G1.B1.S2

Review tardy/attendance data

Person or Persons Responsible

PBS Team

Target Dates or Schedule

Quarterly Meetings

Evidence of Completion

Decrease of tardy students

G1.B2 Lack of developed Common Core materials/curriculum

G1.B2.S1 Implement Lesson Study groups that focus on researching and implementing instructional materials that focus on CCSS.

Action Step 1

Focus lesson study groups on research based instructional strategies supporting CCSS.

Person or Persons Responsible

Principal and Reading Coach will provide focus. All staff will participate.

Target Dates or Schedule

One lesson study cycle per semester, minimum.

Evidence of Completion

Lesson Study Logs

Facilitator:

Natalie Steinberg

Participants:

Principal and Reading Coach

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

CCSS focused lessons created by lesson study groups

Person or Persons Responsible

Principal and Reading Coach

Target Dates or Schedule

During all lesson study cycles

Evidence of Completion

Lessons created during lesson study implemented

Plan to Monitor Effectiveness of G1.B2.S1

Final reflective meeting on lesson study implmentation

Person or Persons Responsible

Principal and Reading Coach

Target Dates or Schedule

End of each lesson study cycle

Evidence of Completion

Minutes from final reflective meeting on lesson study implementation with revised lesson

G1.B3 Low Parent Involvement

G1.B3.S1 Designate a Parent Involvement Coordinator to monitor and help increase parent involvement

Action Step 1

Develop and implement homeroom parent program

Person or Persons Responsible

Parent Involvement Coordinator

Target Dates or Schedule

August, 2013

Evidence of Completion

Homeroom parents assigned

Facilitator:

Natalie Steinberg

Participants:

Parent Involvement Coordinator

Action Step 2

Implement Title I Family Academic Nights (4 events: Safety, Reading, Math, and Science)

Person or Persons Responsible

Principal and Parent Involvement Coordinator

Target Dates or Schedule

All Year

Evidence of Completion

Events Calendar and Parent Sign-In

Facilitator:

Suzette Steffer

Participants:

Principal and Parent Involvement Coordinator

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Ensure that information provided gives parents strategies to help their children improve reading skills, ensure that academic activities are engaging and family oriented

Person or Persons Responsible

Principal and Parent Involvement Coordinator

Target Dates or Schedule

Monthly

Evidence of Completion

PowerPoint presentations and hand outs for families, academic games and activities provided for families to take home provided by the Title I Lab

Plan to Monitor Effectiveness of G1.B3.S1

Develop and deploy survey for each family activity night both electronically and paper/pencil

Person or Persons Responsible

Principal and Parent Involvement Coordinator

Target Dates or Schedule

Monthly

Evidence of Completion

Survey results for each activity

G1.B4 Students not reading at grade level

G1.B4.S1 MTSS to help struggling readers

Action Step 1

Create and possibly revise MTSS groups for K-5, reading and mathematics. MTSS groups will be changed based on the analysis of student assessment data at the end of each 20-day MTSS cycle.

Person or Persons Responsible

MTSS Coach, Reading Coach, Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Groups assigned to teachers and instructional aides

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

Monitor MTSS assessment data/meeting notes, CWT's, and lesson plans

Person or Persons Responsible

MTSS Coach, Reading Coach, Principal

Target Dates or Schedule

Monthly

Evidence of Completion

MTSS assessment data collected, new groups documented

Plan to Monitor Effectiveness of G1.B4.S1

Analyze student MTSS assessment data

Person or Persons Responsible

MTSS Coach, Reading Coach, Principal

Target Dates or Schedule

End of each MTSS cycle

Evidence of Completion

MTSS data meetings with teachers: agenda and sign-in

G1.B4.S2 Individualizing reading goals for Accelerated Reader based on students' own reading levels and rewards for students meeting their goals

Action Step 1

Assist teachers with individualization of Accelerated Reader reading levels

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

September, 2013

Evidence of Completion

Individualized reading levels established for all students

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Review student Accelerated Reader goals

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

September, 2013

Evidence of Completion

Accelerated Reader goals for students have been individualized.

Plan to Monitor Effectiveness of G1.B4.S2

Monitor student progress towards Accelerated Reader goal

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Documentation of student achievement towards goal and student participation levels in reward activities

Coordination and Integration

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

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

Title I, Part A
Title 1 funds are used to benefit all students and subgroups. The Comprehensive Needs Assessment is used to determine our needs and develop a budget for the upcoming year. A portion of this money is used to address the professional development needs of the faculty.
Title I, Part C- Migrant
Migrant services are administered through Alachua County.
Title I, Part D
N/A
Title II
This money is also used to provide professional development for teachers and administrators.
Title III
Services are provided by the district to support English Language Learners in the classroom setting.
Title X- Homeless
The district provides resources for students identifies as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
N/A
Violence Prevention Programs
The school and district work together to educate parents and students on bullying. The emphasis is on creating an awareness of the no bullying policy and on improving the overall school climate.
Nutrition Programs
The district provides a Wellness Plan that guides the development of the school Wellness Plan.
The district also provides free breakfast and lunch to students.
Housing Programs
N/A
Head Start
N/A
Adult Education
N/A
Career and Technical Education
Students in middle school are pulled for career education and high school planning prior to promotion from middle school.
Job Training
N/A

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 engagement in rigorous text through the use of Close Reading strategies in the classroom and at home.

G1.B2 Lack of developed Common Core materials/curriculum

G1.B2.S1 Implement Lesson Study groups that focus on researching and implementing instructional materials that focus on CCSS.

PD Opportunity 1

Focus lesson study groups on research based instructional strategies supporting CCSS.

Facilitator

Natalie Steinberg

Participants

Principal and Reading Coach

Target Dates or Schedule

One lesson study cycle per semester, minimum.

Evidence of Completion

Lesson Study Logs

G1.B3 Low Parent Involvement

G1.B3.S1 Designate a Parent Involvement Coordinator to monitor and help increase parent involvement

PD Opportunity 1

Develop and implement homeroom parent program

Facilitator

Natalie Steinberg

Participants

Parent Involvement Coordinator

Target Dates or Schedule

August, 2013

Evidence of Completion

Homeroom parents assigned

PD Opportunity 2

Implement Title I Family Academic Nights (4 events: Safety, Reading, Math, and Science)

Facilitator

Suzette Steffer

Participants

Principal and Parent Involvement Coordinator

Target Dates or Schedule

All Year

Evidence of Completion

Events Calendar and Parent Sign-In

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student engagement in rigorous text through the use of Close Reading strategies in the classroom and at home.	$1,500
	Total	$1,500

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Materials	Total
Title I	$500	$1,000	$1,500
Total	$500	$1,000	$1,500

Budget Details

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

G1. Increase student engagement in rigorous text through the use of Close Reading strategies in the classroom and at home.

G1.B3 Low Parent Involvement

G1.B3.S1 Designate a Parent Involvement Coordinator to monitor and help increase parent involvement

Action Step 1

Develop and implement homeroom parent program

Resource Type

Personnel

Resource

Parent Involvement Coordinator

Funding Source

Title I

Amount Needed

$500

Action Step 2

Implement Title I Family Academic Nights (4 events: Safety, Reading, Math, and Science)

Resource Type

Evidence-Based Materials

Resource

Food, instructional materials, and academic materials to go home with families

Funding Source

Title I

Amount Needed

$1,000