2013-2014 SCHOOL IMPROVEMENT PLAN

Mascotte Elementary School

460 MIDWAY AVE

Mascotte, FL 34753

352-429-2294

http://lake.k12.fl.us/mse

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	85%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	69%

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
Mascotte Elementary School

Principal
Wayne Cockcroft

School Advisory Council chair
Elizabeth Villanueva

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

Name	Title
Radean Johnson	Assistant Principal I
Jaime Reis-Elbara	Assistant Principal II
Terri Brown	Literacy Coach
Mary Lou McMillan	Curriculum Resource Teacher

District-Level Information

District
Lake

Superintendent
Dr. Susan Moxley

Date of school board approval of SIP
12/16/2013

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

Our SAC is comprised of our charter board which includes parents and community members. We are in transition with positions and adding new members this year. We will update as soon as we have all members in place and have elected the positions

Involvement of the SAC in the development of the SIP

The SAC meets to provide guidance and ideas for the School Improvement Plan through monthly meetings. The SAC provided input concerning parental involvement, funding, and extended learning opportunities. The SAC solicits input from stakeholders during the meetings.

Activities of the SAC for the upcoming school year

The SAC meets monthly to solicit input for the school improvement plan and guide the process of developing the plan. They are given monthly reports on the educational plans and activities for the school. Performance data is disaggregated and presented to the SAC as well as initiatives to meet the

areas of need as indicated by our progress monitoring. In addition the SAC gives input on suggestions for the expenditures of funds from the Title One budget.

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

Our SAI budget is $11,110.00. The funds will be used to finance parent involvement and support curricular initiatives such as Literacy First and our school-wide science fair.

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
3

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

Administrator Information:

Wayne Cockcroft		
Principal	Years as Administrator: 13	Years at Current School: 11

Credentials	Bachelors of Science-Physical Education (6-12), Math (5-9), and Middle Grades Endorsement. Masters of Education- School Principal (K-12)
Performance Record	School Grades: 2007-B Annual Yearly Progress: 2007-No 2008-C 2008-Yes 2009-B 2009-No 2010-A 2010-No 2011-A 2011-No 2012-B 2012- No 2013-C 2013-No Proficiency: 2007-Reading-69, Math-59, Science-33, Writing-75 2008-Reading-63, Math-62, Science-36, Writing-76 2009-Reading-73, Math-69, Science-40, Writing-78 2010-Reading-79, Math-78, Science-50, Writing-71 2011-Reading- 72, Math-80, Science-45,Writing-70 2012-Reading-47, Math-51, Science-36, Writing-67 2013-Reading-46, Math-55, Science-31, Writing- 53 Learning Gains: 2007-Reading-77, Math-70 2008-Reading-60, Math-69 2009-Reading-64, Math-55 2010-Reading-74, Math-67 2011-Reading- 64, Math-66 2012-Reading-65, Math- 58 2013-Reading-35 Math-35 Lowest 25%: 2007-Reading-64, Math-72 2008-Reading-53, Math-69 2009-Reading-65, Math-76 2010-Reading-65, Math-71 2011-Reading-64, Math-70 2012-Reading-65, Math-49 2013-Reading-37, Math-33

Radean Johnson		
Asst Principal	Years as Administrator: 7	Years at Current School: 17

Credentials	Bachelors of Arts-Elementary Education (1-6) Physical Education (K-8) E.S.O.L. Endorsed Masters of Education- School Principal (K-12)
Performance Record	School Grades: 2007-B Annual Yearly Progress: 2007-No 2008-C 2008-Yes 2009-B 2009-No 2010-A 2010-No 2011-A 2011-No 2012-B 2012- No 2013-C 2013-No Proficiency: 2007-Reading-69, Math-59, Science-33, Writing-75 2008-Reading-63, Math-62, Science-36, Writing-76 2009-Reading-73, Math-69, Science-40, Writing-78 2010-Reading-79, Math-78, Science-50, Writing-71 2011-Reading- 72, Math-80, Science-45,Writing-70 2012-Reading-47, Math-51, Science-36, Writing-67 2013-Reading-46, Math-55, Science-31, Writing- 53 Learning Gains: 2007-Reading-77, Math-70 2008-Reading-60, Math-69 2009-Reading-64, Math-55 2010-Reading-74, Math-67 2011-Reading- 64, Math-66 2012-Reading- 65, Math- 58 2013-Reading-35 Math-35 Lowest 25%: 2007-Reading-64, Math-72 2008-Reading-53, Math-69 2009-Reading-65, Math-76 2010-Reading-65, Math-71 2011-Reading-64, Math-70 2012-Reading-65, Math-49 2013-Reading-37, Math-33

Jaime Reis- Elbara		
Asst Principal	Years as Administrator: 1	Years at Current School: 10

Credentials	BS in Telecommunications Minor in Business MS in Educational Leadership ESOL Endorsed
Performance Record	School Grades: 2012- C AMO- No Proficiency: 2013-Reading-46, Math-55, Science-31, Writing- 53 Learning Gains: 2012-Reading- 65, Math- 58 2013-Reading-35 Math-35 Lowest 25% 2012-Reading-65, Math-49 2013-Reading-37, Math-33

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Terri Brown		
Full-time / School-based	Years as Coach: 10	Years at Current School: 15

Areas	Reading/Literacy
Credentials	Bachelor of Arts Elementary Education (1-6) E.S.O.L. Endorsed Reading Endorsed (K-12) Master of Arts Elementary Education
Performance Record	School Grades: 2007-B Annual Yearly Progress: 2007-No 2008-C 2008-Yes 2009-B 2009-No 2010-A 2010-No 2011-A 2011-No 2012-B 2012- No 2013-C 2013-No Proficiency: 2007-Reading-69, Math-59, Science-33, Writing-75 2008-Reading-63, Math-62, Science-36, Writing-76 2009-Reading-73, Math-69, Science-40, Writing-78 2010-Reading-79, Math-78, Science-50, Writing-71 2011-Reading- 72, Math-80, Science-45,Writing-70 2012-Reading-47, Math-51, Science-36, Writing-67 2013-Reading-46,Math-55,Science Learning Gains: 2007-Reading-77, Math-70 2008-Reading-60, Math-69 2009-Reading-64, Math-55 2010-Reading-74, Math-67 2011-Reading- 64, Math-66 2012-Reading65, Math- 58 Lowest 25%: 2007-Reading-64, Math-72 2008-Reading-53, Math-69 2009-Reading-65, Math-76 2010-Reading-65, Math-71 2011-Reading-64, Math-70 2012-Reading-65, Math-49

Classroom Teachers

# of classroom teachers
55

receiving effective rating or higher
56, 102%

 # Highly Qualified Teachers
100%

 # certified in-field
55, 100%

 # ESOL endorsed
53, 96%

 # reading endorsed
11, 20%

 # with advanced degrees
17, 31%

 # National Board Certified
1, 2%

 # first-year teachers
5, 9%

 # with 1-5 years of experience
17, 31%

 # with 6-14 years of experience
21, 38%

 # with 15 or more years of experience
12, 22%

Education Paraprofessionals

# of paraprofessionals
23

 # Highly Qualified
23, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
4

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

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

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

Mr. Cockcroft speaks at the UCF end of the year assembly at Lake Sumter State College each year. He has successfully recruited some of their top students.
In addition, Mr. Cockcroft was able to offer a flex schedule that meet all contractual hours to our Speech Language Pathologist.

As a charter school we give bonuses as we are financially able to our teachers in order to retain them.

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

All new teachers are assigned a Clinical Educational certified mentor. In addition we have developed a Teacher Center to provide additional support for the new teachers and teachers who have been identified as in need through TEAM evaluations. A non load bearing staff member has been assigned to assist them. The mentor visits the classroom and then meets with the teacher to discuss both problems and solutions.The mentor is an experienced teacher with mentorship training and is not attached to the teacher's evaluation in any way. This allows a relationship of trust to develop. Teachers receive ongoing professional development in the areas of instructional best practices, curriculum design, and technology. We are a Literacy First School and provide ongoing training for both new and experienced teachers.
We usually pair the teachers with their grade level Leadership member. This person works closely with the grade level on the development of lesson plans and any other assistance that is needed with curriculum.

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

All Tier 1 students receive instruction using the core reading, math, science, and writing curriculums. Student progress is monitored through program assessments and grades. Tier 1 students receive differentiated instruction in all subjects to meet their needs.
The MTSS/RtI committee holds meetings every 6 to 8 weeks to meet with teachers and parents of students who have been identified as in need of interventions beyond the core curriculum (Tier 2 and Tier 3). Student assessment data is collected and graphed, then analyzed and compared to other students in the grade level to determine the effectiveness of the intervention(s) being received. Our school schedule is designed to allocate daily RtI intervention times for both reading and math in all grade levels. We also implement a Positive Behavior System as our Core(Tier 1) behavioral plan for the RtI process. Students are closely monitored using a variety of assessments and progress monitoring tools. The MTSS/RtI committee works with grade level teams, the ESE department and curriculum to determine appropriate materials for interventions and assessments.

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

Jodi Cousins (School Counselor/MTSS coordinator): Schedules and leads all meetings, collects data to complete required forms, analyzes data and makes curricular decisions accordingly, and supports teachers and parents throughout the process
Jaime Reis-ElBara (MTSS administrator): attends meetings, verifies teacher fidelity, analyzes data and makes curricular decisions accordingly, and supports teachers throughout the process
Terri Brown (Literacy Coach): attends meetings, analyzes data and makes curricular decisions accordingly, and supports teachers throughout the process

Cynthia Ortiz (School Counselor): attends meetings, analyzes data and makes curricular decisions accordingly, and supports teachers throughout the process

Kerina Jones (School Psychologist): attends meetings, analyzes data and makes curricular decisions accordingly, and supports teachers throughout the process

Beth Wells (ESE School Specialist): attends Case Reviews and assists in making educational decisions regarding ESE services

The school based leadership team meets quarterly to analyze Tier 1 data and problem solve concerning issues identified trough the process.

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

Every teacher completes fidelity records to verify the appropriate interventions are being received as decided by the committee. The MTSS/RtI administrator signs the fidelity record at every meeting held for our students. The MTSS committee has a schedule for walkthroughs to insure fidelity of implementation. We are in the process of developing a system for this step.

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

Academic Data Sources: FCAT, SAT10, are summative and analyzed yearly to develop plans for improvement and raising student achievement. STAR reading and math, SRI, Lake Benchmark Assessment and Literacy First data is analyzed quarterly and the data used to make adjustments to curriculum or instructional practices.

Behavioral Data Sources: AS400, Positive Behavior System, and Response to Intervention graphs are analyzed as needed and used for monitoring specific issues.

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

The MTSS/RtI committee trains each teacher on the process through grade level meetings. The MTSS/RtI coordinator participates in ongoing training throughout the school year by attending in-services provided by the district. Parents are provided pamphlets created by the district that explain the process and how they can be involved. Parents are also invited to attend all meetings regarding the MTSS/RtI process for their student.

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: 780

This year we will be offering a Science and Writing Camp. The Science Camp will be opened to all 5th grade students and the Writing Camp will be open to all 4th grade students. The students will attend camp 2 days per week for an hour each day. The instruction will include hands on multi sensory activities in order to increase student performance on FCAT 2.0 Science and FCAT 2.0 Writing.

Strategy Purpose(s)

- Instruction in core academic subjects

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

We will use the LBA midyear tests in content areas as our baseline. Our Progress Monitoring will be LBA mini benchmark exams and our ending data will be FCAT results.

Who is responsible for monitoring implementation of this strategy?

Terri Brown and Mary Lou McMillan

Strategy: Extended Day for All Students

Minutes added to school year: 750

We will offer Reading and Math remediation to students that are performing at a low Level 3 or a high level 2 proficiency to improve the number of students that are proficient in reading and math. We will provide 75 minutes of instruction 2 days per week for 5 weeks.

Strategy Purpose(s)

- Instruction in core academic subjects

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

We will use the STAR Enterprise reading and math FCAT 2.0 projection component to select targeted students in grades 3-5. Our ending data will be FCAT2.0 results.

Who is responsible for monitoring implementation of this strategy?

Terri Brown and Mary Lou McMillan

Strategy: Summer Program

Minutes added to school year:

Teachers spent 15 hours aligning the new Reading instructional materials with the Common Core Standards.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

We will use the FCAT 2.0 results for Reading to determine the effectiveness of the activity.

Who is responsible for monitoring implementation of this strategy?

Terri Brown and Mary Lou McMillan

Literacy Leadership Team (LLT)

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

Name	Title
Terri Brown	Literacy Coach
Mary Lou McMillan	Curriculum Reource Teacher
Vina Barr	Kindergarten Teacher
Debbie Campbell	Media Specialist
Robyn Kieft	First Grade Teacher
Frank Gomez	Second Grade Teacher
Jennifer Garland	Third Grade Teacher
Rachel Hernandez	Fourth Grade Teacher
Laura Bledose	Fifth Grade Teacher
Wendi Newman	First Grade

How the school-based LLT functions

The Literacy Leadership Team meets monthly to analyze reading and writing data for our students. We discuss lesson plans and how Common Core ELA skills should be taught using best practices from our TEAM teacher evaluation model. We also plan activities for promoting Literacy in all classrooms and school wide. We plan events to celebrate and promote literacy; the Vocabulary Parade, Capture the Claw reading contest, book giveaways and parent involvement activities that bring parents to our school.

Major initiatives of the LLT

Our major initiative this year will be the implementation of the Common Core ELA standards through curriculum mapping and lesson design. Mascotte Elementary teachers were paid to develop long range Common Core ELA plans this summer. We developed scales that align the McGraw Hill reading materials to the Common Core ELA's.

We have created a homework calendar on our school website that will synch with smart phones and computer/tablet e-mail programs. Parents will be able to access required homework by looking at the calendar for each of their students' grade levels. Students are given agendas or homework logs to record their homework if technology is not available.

We are in the process of developing extended day literacy opportunities for our students with a 5 week reading remediation program for targeted students and a six week 4th grade writing camp opened to all 4th grade students. These will be after school programs offered to help our students practice and deepen knowledge through authentic work activities.

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

We host an annual Kindergarten registration and orientation in the Spring for students that will begin Kindergarten in the Fall. We go over requirements for Kindergarten and provide students with an activity book to use over the summer in order to develop the skills needed for Kindergarten. Kindergarten teachers speak to the parents about literacy and helping their children be successful learners.

We have 2 onsite VPK teachers. One is a full year program funded through Title One that serves targeted students from our economically disadvantaged population. The other VPK teacher has two, 2 semester classes. This allows us to fully prepare 60 of our incoming kindergarten students.

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	46%	No	62%
American Indian				
Asian	58%	54%	No	63%
Black/African American	49%	41%	No	54%
Hispanic	51%	37%	No	56%
White	71%	58%	No	74%
English language learners	38%	29%	No	45%
Students with disabilities	27%	6%	No	34%
Economically disadvantaged	55%	43%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	29%	28%
Students scoring at or above Achievement Level 4	64	19%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		60%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	128	35%	40%
Students in lowest 25% making learning gains (FCAT 2.0)	34	37%	42%

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)	77	57%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	35	26%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	18%	22%

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	42	34%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		20%

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	64%	55%	No	68%
American Indian				
Asian	76%	69%	No	78%
Black/African American	57%	44%	No	61%
Hispanic	58%	53%	No	63%
White	75%	59%	No	78%
English language learners	45%	53%	Yes	51%
Students with disabilities	34%	13%	No	41%
Economically disadvantaged	61%	52%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	111	32%	37%
Students scoring at or above Achievement Level 4	74	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]*		25%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	128	35%	40%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	33%	38%

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	22	19%	25%
Students scoring at or above Achievement Level 4	14	12%	17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		10%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		5%

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)	7		10
Participation in STEM-related experiences provided for students	1055	80%	83%

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	79	9%	7%
Students retained, pursuant to s. 1008.25, F.S.	17	12%	9%
Students who are not proficient in reading by third grade	21	18%	15%
Students who receive two or more behavior referrals	84	10%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	85	10%	7%

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 targeting the parents for our FCAT tested grades.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
FCAT Tested	73	24%	30%
All Parents	742	88%	93%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. All students will be actively engaged in learning experiences that help them practice and deepen new knowledge in targeted content areas through purposeful and authentic work.

Goals Detail

G1. All students will be actively engaged in learning experiences that help them practice and deepen new knowledge in targeted content areas through purposeful and authentic work.

Targets Supported

- All Areas

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

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

- STEM

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Support Personnel for intervention classes Hire ESE support teacher for targeted ESE students. MTSS support through strategic Intervention using Literacy First for primary grades and McGraw Hill Tier 3 for intermediate grades. ELL support through strategic intervention with targeted students. Reading Resource room has many supplemental teaching materials.

- Technology - Use computer labs for student research projects. Supply each classroom with at least 3 IPADS for students. Supply each classroom with at least 5 computers for students. All teachers have an IPAD. FCAT Explorer in computer labs.

- Title One - Utilize Title One funds earmarked for extended learning. Utilize regular Title One funds for additional staff. Utilize Title One funds for onsite professional development for our staff.

Targeted Barriers to Achieving the Goal

- Extended Learning Grant Student transportation for extended learning will not be paid through the grant Budget for extended learning will not pay for curriculum development Time and materials to develop a plan for our extended Learning Program(after school) that meets the learning needs of our students in targeted content areas.

Plan to Monitor Progress Toward the Goal

Analyze mini benchmark assessment data, STAR Reading and STAR math data, Writing midyear data

Person or Persons Responsible
Mr. Cockcroft

Target Dates or Schedule:
Bi-monthly

Evidence of Completion:
Assessment Reports Data Summary Action Plan

Action Plan for Improvement

Problem Solving Key

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

G1. All students will be actively engaged in learning experiences that help them practice and deepen new knowledge in targeted content areas through purposeful and authentic work.

G1.B3 Extended Learning Grant Student transportation for extended learning will not be paid through the grant Budget for extended learning will not pay for curriculum development Time and materials to develop a plan for our extended Learning Program(after school) that meets the learning needs of our students in targeted content areas.

G1.B3.S1 Develop a plan to use Title One funds for extended learning program.

Action Step 1

Attend Title 1 meeting on requirements and parameters of the Extended Learning Grant

Person or Persons Responsible

Mr. Cockcroft and Mrs. McMillan

Target Dates or Schedule

9/11/13

Evidence of Completion

Meeting Notes and Budget items

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

Develop budget and allocations for teachers and materials for extended learning program.

Person or Persons Responsible

Principal-Mr. Wayne Cockcroft and Curriculum Resource Teacher-Mary Lou McMillan

Target Dates or Schedule

9/11/13

Evidence of Completion

Meeting Notes and Title 1 Grant Budget

Plan to Monitor Effectiveness of G1.B3.S1

Budget has been created and approved by Title 1

Person or Persons Responsible

Mary Lou McMillan and Mr. Cockcroft

Target Dates or Schedule

September 2013

Evidence of Completion

Budget line items and grant budget items are in place and approved by Title 1.

G1.B3.S2 Analyze data to determine areas in need of additional focused instruction.

Action Step 1

Disaggregate FCAT and LBA data for analysis and identify areas in need of support in reading, writing, math, and science.

Person or Persons Responsible

Leadership Team and Extended Learning Teachers

Target Dates or Schedule

October 2013

Evidence of Completion

Data report and recommendations for curriculum materials

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Form data PLC to analyze data and create report for curriculum team.

Person or Persons Responsible

Mrs. McMillan, Ms. Reis, Mr. Gomez, Ms. Harrac, Mrs. Barton,

Target Dates or Schedule

November 4-8

Evidence of Completion

Data Report from team.

Plan to Monitor Effectiveness of G1.B3.S2

Analyze FCAT 2.0 subtest data to determine areas of curriculum in need of support.

Person or Persons Responsible

4th grade teachers will analyze writing and 5th grade teachers will analyze science for area in need of extra instruction. Math team will analyze math data and Literacy Leadership Team will analyze reading data.

Target Dates or Schedule

October 2013

Evidence of Completion

Data reports from each committee.

G1.B3.S3 Hire personnel to develop curriculum and teach each content area of the extended learning program.

Action Step 1

Interview MSE teachers for extended learning teaching positions and collaborate to develop curriculum based on previous data analysis.

Person or Persons Responsible

Leadership Team and Extended Learning Teachers

Target Dates or Schedule

October and November 2013

Evidence of Completion

Curriculum maps completed, materials ordered, professional development

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Form PLC for curriculum development and select highly qualified teachers from our staff to teach and create the program.

Person or Persons Responsible

Mrs. McMillan, Ms. Reis, Mrs. Brown, Mr Cockcroft

Target Dates or Schedule

November 2013

Evidence of Completion

Modules and lesson plans for extended learning will be created and saved in the Share folder for review.

Plan to Monitor Effectiveness of G1.B3.S3

All personel in place and transportation arranged

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Program will begin in January.

Evidence of Completion

Students attending Writing and Science Camps.

G1.B3.S4 Develop a logistics plan for facility usage and transportation of students.

Action Step 1

Attend Title 1 meeting for extended learning. Develop Budget for Extended Learning Program

Person or Persons Responsible

Mr. Cockcroft Mrs. McMillan

Target Dates or Schedule

9/25/13

Evidence of Completion

Agenda Budget

Action Step 2

Analyze FCAT subtest data to identify areas in need of supplemental curriculum. Research best practices and research based resources for supplemental curriculum.

Person or Persons Responsible

Mrs. McMillan Mrs. Brown

Target Dates or Schedule

10/01/13

Evidence of Completion

Data Reports

Facilitator:

Terri Brown and Mary Lou McMillan

Participants:

Extended Learning Teachers

Action Step 3

Select teachers for the extended learning program and provide resources for the teachers to develop supplemental content area curriculum.

Person or Persons Responsible

Mrs. McMillan Mrs. Brown

Target Dates or Schedule

10/7/13-10/31/13

Evidence of Completion

Curriculum maps Lesson Plans

Facilitator:

Mrs. Brown Mrs. McMillan

Participants:

Mascotte Elementary Instructional staff

Action Step 4

Determine students attending, teachers needed, and align curriculum. Develop bus routes and hire drivers.

Person or Persons Responsible

Mrs. Brown Mrs. McMillan Mrs Johnson Mrs. Desrosiers

Target Dates or Schedule

12/02/13

Evidence of Completion

Class lists pacing guides bus routes

Plan to Monitor Fidelity of Implementation of G1.B3.S4

All evidence of completion and purchases will be approved by Mr. Cockcroft.

Person or Persons Responsible

Mr. Cockcroft

Target Dates or Schedule

October 2013 - April 2014

Evidence of Completion

Approval of purchases and evidence of completion, budget items cleared

Plan to Monitor Effectiveness of G1.B3.S4

Data from end of year LBA, FCAT 2.0 for all content areas and mini benchmark assessments will be analyzed for program effectiveness.

Person or Persons Responsible

Mr. Cockcroft Miss Johnson Ms Reis Elbara Mrs. Brown Mrs. McMillan

Target Dates or Schedule

April 2013

Evidence of Completion

Data Reports

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
4.5 Teachers, 4 teacher assistants, 1 literacy coach, 1family school liaison, parent involvement nights, staff developments.
Before/After School Extended Learning grant to fund tutoring for students.
Title I, Part C- Migrant
We hold quarterly meetings with an LEA staff member to discuss student progress, concerns and strengths.
Title I, Part D
Our Guidance department works with LEA to ensure that our students who qualify for assistance under Title I Part D receive services.
Title II
Mascotte Elementary Charter strives to hire and retain highly effective staff members.
Title III
As a school with many ELL students we work closely with the LEA staff to identify and provide services for those students.
Title X- Homeless
Our Guidance department works hand in hand with the LEA to identify and provide services to our homeless students.
Supplemental Academic Instruction (SAI)
Our SAC oversees the distribution of SAI monies.
Nutrition Programs
Provided by the LEA
Adult Education
Provided by the LEA
Career and Technical Education
Provided by the LEA
Job Training
Provided by the LEA

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. All students will be actively engaged in learning experiences that help them practice and deepen new knowledge in targeted content areas through purposeful and authentic work.

G1.B3 Extended Learning Grant Student transportation for extended learning will not be paid through the grant Budget for extended learning will not pay for curriculum development Time and materials to develop a plan for our extended Learning Program(after school) that meets the learning needs of our students in targeted content areas.

G1.B3.S4 Develop a logistics plan for facility usage and transportation of students.

PD Opportunity 1

Analyze FCAT subtest data to identify areas in need of supplemental curriculum. Research best practices and research based resources for supplemental curriculum.

Facilitator

Terri Brown and Mary Lou McMillan

Participants

Extended Learning Teachers

Target Dates or Schedule

10/01/13

Evidence of Completion

Data Reports

PD Opportunity 2

Select teachers for the extended learning program and provide resources for the teachers to develop supplemental content area curriculum.

Facilitator

Mrs. Brown Mrs. McMillan

Participants

Mascotte Elementary Instructional staff

Target Dates or Schedule

10/7/13-10/31/13

Evidence of Completion

Curriculum maps Lesson Plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All students will be actively engaged in learning experiences that help them practice and deepen new knowledge in targeted content areas through purposeful and authentic work.	$24,442
	Total	$24,442

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Total
Title 1	$3,540	$0	$3,540
Title 1 Budet	$0	$20,902	$20,902
Total	$3,540	$20,902	$24,442

Budget Details

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

G1. All students will be actively engaged in learning experiences that help them practice and deepen new knowledge in targeted content areas through purposeful and authentic work.

G1.B3 Extended Learning Grant Student transportation for extended learning will not be paid through the grant Budget for extended learning will not pay for curriculum development Time and materials to develop a plan for our extended Learning Program(after school) that meets the learning needs of our students in targeted content areas.

G1.B3.S4 Develop a logistics plan for facility usage and transportation of students.

Action Step 2

Analyze FCAT subtest data to identify areas in need of supplemental curriculum. Research best practices and research based resources for supplemental curriculum.

Resource Type

Professional Development

Resource

FCAT Data Analysis PLC

Funding Source

Title 1

Amount Needed

$720

Action Step 3

Select teachers for the extended learning program and provide resources for the teachers to develop supplemental content area curriculum.

Resource Type

Professional Development

Resource

Extended Learning Teacher PLC

Funding Source

Title 1

Amount Needed

$2,820

Action Step 4

Determine students attending, teachers needed, and align curriculum. Develop bus routes and hire drivers.

Resource Type

Personnel

Resource

Teachers, drivers,

Funding Source

Title 1 Budet

Amount Needed

$20,902