

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Idyllwilde Elementary School

430 VIHLEN RD

Sanford, FL 32771

407-320-3750

[http://www.scps.k12.fl.us/schools/  
schoolinfopage.cfm?schoolnumber=0521](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0521)

## School Demographics

**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
77%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
71%

## School Grades History

**2013-14**  
D

**2012-13**  
C

**2011-12**  
B

**2010-11**  
A

## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

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

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

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

## Current School Status

### School Information

#### School-Level Information

##### School

Idyllwilde Elementary School

##### Principal

Robert Navarro

##### School Advisory Council chair

Jennifer Ohayon

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

Name	Title
Robert Navarro	Principal
Lisa Stalker	Reading Coach
Pam Foster	Writing Coach
Meg Howard	Math Coach
Melli Szucs	Reading Teacher
Yvonne Bradley	Assistant Principal

#### District-Level Information

##### District

Seminole

##### Superintendent

Dr. Walt Griffin

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

11/11/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Robert Navarro - Principal  
 Alison Audoire - Instructional Staff  
 Missy Dowodu - Instructional Staff  
 Vanessa Brewster - Instructional Staff/Timekeeper  
 Brit Johnson - Plant Manager  
 Jennifer Ohayon - Chairperson  
 Arlene Schoneck -Vice Chairman  
 Tammy Ascolese - Recording Secretary  
 Rachel Wagner - SAC Member  
 Amber Irvin - SAC Member  
 Kate Crockett - SAC Member

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

The School Advisory Council meets monthly to discuss student safety, data, and how to better serve our clientele.

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

The School Advisory Council will meet monthly to discuss student academic growth, school safety and access where the school is in meeting goals set for the year.

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

School improvement funds have been allocated for:

1. Technology needs of the classroom
2. Reading Centers
3. Hands on manipulatives

**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:****Robert Navarro**

Principal

Years as Administrator: 10

Years at Current School: 1

**Credentials**

B.S. - Elementary Education 1-6

M.Ed. - Educational Leadership

**Performance Record**

2011 - A

2012- A

2013 - A

<b>Yvonne Bradley</b>		
Asst Principal	Years as Administrator: 4	Years at Current School: 1
<b>Credentials</b>	B.S. - Criminal Justice M.E.D. - K-12 ESSS Specialist - Leadership	
<b>Performance Record</b>	2011 - A 2012 - A 2013 - D	

**Instructional Coaches****# of instructional coaches**

3

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

Lisa Stalker		
Full-time / School-based	Years as Coach: 11	Years at Current School: 17
Areas	Reading/Literacy	
Credentials	B.S. Early Childhood Education; M.Ed. Reading Education	
Performance Record	2011-A 2012-B 2013- C	
Pamela Foster		
Full-time / School-based	Years as Coach: 14	Years at Current School: 15
Areas	Other	
Credentials	BA Elementary Ed	
Performance Record	2011 A 2012 B 2013 C	



**Meg Howard**

Full-time / School-based

Years as Coach: 7

Years at Current School: 22

**Areas**

Mathematics

**Credentials**M. Ed. Guidance and Counseling  
B.S. Elementary Education**Performance Record**2011-A  
2012-B  
2013- C**Classroom Teachers****# of classroom teachers**

66

**# receiving effective rating or higher**

0, 0%

**# Highly Qualified Teachers**

98%

**# certified in-field**

65, 98%

**# ESOL endorsed**

58, 88%

**# reading endorsed**

26, 39%

**# with advanced degrees**

27, 41%

**# National Board Certified**

0, 0%

**# first-year teachers**

7, 11%

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

24, 36%

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

22, 33%

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

13, 20%

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

10

**# Highly Qualified**

10, 100%

**Teacher Recruitment and Retention Strategies**

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

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

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

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

**Teacher Mentoring Program/Plan**

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

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

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

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

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

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

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

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

The team has individual members who are experts in academic and behavioral areas. The team consists of administration, reading coach, math coach, behavior support, certified school counselors, and classroom teacher. The team meets bi-weekly to analyze data, review processes, and agendas. This team works with the classroom teacher and the Student Study Team to collect data, analyze data, establish a goal, select specific strategies, determine results indicators, and monitor and evaluate results.

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

The MTSS Team shares observations and concerns related to patterns in data collected following progress monitoring assessments in all curriculum areas. Resources and personnel assignments might be adjusted to increase student proficiency. Focus is on the instructional needs of the students and changes which might be necessary to increase achievement. All students in Tier I receive the core curriculum using differentiated instruction. If a student does not demonstrate proficiency, he/she will receive Tier II intervention using more targeted interventions such as small group, individual assistance, or computer assisted instruction. If these strategies do not allow the child to be successful within a period of time, then through Student Study, a student would be referred for Tier III and possible testing for special education services.

## **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**

The MTSS Leadership Team Members are a collaborative problem solving group that focuses on developing solutions to help struggling students. The primary responsibility of each team member is to use the resources within the school, along with our data management system, EdInsight, to provide support so that students can be successful. The MTSS Leadership Team members will use data after each progress monitoring to design meeting topics and agenda items for each tier of academic and behavioral support. The team members will use data from Discovery Education (reading, math, and science), core curriculum unit tests, PSI, PASI, district PMA writing prompt, and FCAT to determine interventions to target problems as well as provide the teacher with support to implement the interventions.

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

Idyllwilde teachers will be trained on the MTSS process during PLC meetings and Wednesday Professional Development days as well as be active participants in each student's MTSS progression. Idyllwilde parents will partner with regular education teacher(s) and MTSS team to review their child's data and intervention instruction.

## **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: 4,800**

Students who meet the set criteria for additional instructional time will be offered before and/or after school tutorial. Certified teachers will focus instruction based on student data.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Discovery Education will be used to collect and measure student growth.

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

Principal, Assistant Principal, Leader Teacher, Coaches, Teachers

**Strategy: Weekend Program****Minutes added to school year: 420**

All faculty will participate in professional development during a workday in October.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Observation by administration and coaches.

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

Principal, Assistant Principal, Coaches

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

<b>Name</b>	<b>Title</b>
Robert Navarro	Principal
Lisa Stalker	Reading Coach
Pamela Foster	Writing Coach
Meg Howard	Math Coach
Lesley Liggett	Intermediate Certified Counselor
Lauren Schommer	Primary Certified Counselor
Melli Szucs	Reading Teacher
Yvonne Bradley	Assistant Principal

### **How the school-based LLT functions**

The Literacy Leadership Team (LLT) is chaired by the Reading Coach and will meet bi-weekly.

The purpose of the LLT is to:

- Create capacity of literacy knowledge within the school building and focus on areas of academic/behavioral concerns across the school.
- Engage in regular, ongoing, literacy professional development.
- Participate in Professional Learning Communities.
- Use data to analyze the effectiveness of instruction, redesign instruction and provide resources to meet the student's instructional/intervention needs.
- Implement our core ELA and math programs along with scientifically based instruction/strategies with fidelity.
- Create and share activities designed to promote literacy.
- Support and participate in classroom demonstrations and modeling of research-based literacy strategies.
- Participate in ongoing dialogue with peers to reflect on practices to improve instruction.

### **Major initiatives of the LLT**

- Training on common core standards K-5
- Support the implementation of a new K-5 ELA core curriculum and K-2 math core curriculum
- Provide guidance for teachers in developing learning goals
- Promoting higher order thinking, higher level text dependent questioning from teachers and students, conceptual understanding, generalizing abstract reasoning, complex inferencing within and across text
- Collaborate and analyze student assessment data to guide instruction in all subject areas
- Increasing student engagement throughout daily instruction
- Incorporate cooperative learning across all subject areas
- Further identifying students who are eligible for talent development

## **Every Teacher Contributes to Reading Instruction**

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

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

## **Preschool Transition**

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

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

## 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	60%	55%	No	64%
American Indian				
Asian	73%	81%	Yes	75%
Black/African American	45%	33%	No	51%
Hispanic	56%	54%	No	60%
White	77%	74%	No	79%
English language learners	49%	33%	No	54%
Students with disabilities	35%	26%	No	42%
Economically disadvantaged	51%	46%	No	56%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	25%	40%
Students scoring at or above Achievement Level 4	104	29%	35%

### Florida Alternate Assessment (FAA)

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

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	128	59%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	35	65%	75%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	41	52%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	37%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19	24%	40%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**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	58	51%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	67%	Yes	69%
American Indian				
Asian	83%	94%	Yes	85%
Black/African American	53%	51%	No	57%
Hispanic	65%	66%	Yes	69%
White	77%	79%	Yes	79%
English language learners	63%	52%	No	66%
Students with disabilities	43%	49%	Yes	48%
Economically disadvantaged	58%	60%	Yes	63%



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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	98	28%	40%
Students scoring at or above Achievement Level 4	137	39%	45%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	142	66%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	31	57%	70%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%		No	69%
American Indian				
Asian	83%		No	85%
Black/African American	53%		No	57%
Hispanic	65%		No	69%
White	77%		No	79%
English language learners	63%		No	66%
Students with disabilities	43%		No	48%
Economically disadvantaged	58%		No	63%



**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			

**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	22%	30%
Students scoring at or above Achievement Level 4	28	25%	35%

**Florida Alternate Assessment (FAA)**

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

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	104	12%	0%
Students retained, pursuant to s. 1008.25, F.S.	24	3%	0%
Students who are not proficient in reading by third grade	70	49%	25%
Students who receive two or more behavior referrals	52	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	65	7%	3%

**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**

- Increase the percentage of parents registered for the Skyward Parent Portal.
- I Increase parent participation in conferences.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents registered for Parent Portal	193	25%	31%

## Goals Summary

- G1.** All faculty will implement research-based best practices and differentiated instruction to increase student achievement in reading, writing, and math.

## Goals Detail

**G1.** All faculty will implement research-based best practices and differentiated instruction to increase student achievement in reading, writing, and math.

### 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, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

### Resources Available to Support the Goal

- Administration Instructional Coaches ELL Teachers ESSS Teachers MTSS Team Certified Elementary Counselors Read Well Fast Forward i-Ready I-Station Imagine Learning SME Lab Discovery Education Professional Development PLC

### Targeted Barriers to Achieving the Goal

- Limited understanding of differentiated instruction and small group instruction by the faculty.

### Plan to Monitor Progress Toward the Goal

Discovery Education SME Reports Common Assessments I-Ready Reports I-Station Reports Imagine Learning Reports Read Well Tests Fast Forward Reports

### Person or Persons Responsible

Administration Instructional Coaches Teachers District Personnel

### Target Dates or Schedule:

Weekly Monthly

### Evidence of Completion:

Student growth on the OPM tools

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** All faculty will implement research-based best practices and differentiated instruction to increase student achievement in reading, writing, and math.

**G1.B1** Limited understanding of differentiated instruction and small group instruction by the faculty.

**G1.B1.S1** Professional Learning Communities and Professional Development in reading, math and writing .

### Action Step 1

Professional Learning Communities and Professional Development

#### Person or Persons Responsible

Instructional Staff Instructional Coaches Administration District Personnel

#### Target Dates or Schedule

Weekly Bi-Weekly Monthly As Needed

#### Evidence of Completion

Agendas Learning Logs Student Data

#### Facilitator:

District Personnel Kagan Presenter Administration Instructional Coaches

#### Participants:

All Instructional Personnel

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

Classroom Walkthroughs Teacher Observations Data Review

#### Person or Persons Responsible

Administration Instructional Coaches Teachers

#### Target Dates or Schedule

Daily Weekly Monthly

#### Evidence of Completion

Agendas I-Observation Feedback Student Data

## **Plan to Monitor Effectiveness of G1.B1.S1**

Classroom Walkthroughs Teacher Observations Data Review PLC

### **Person or Persons Responsible**

Administration Instructional Coaches Teachers

### **Target Dates or Schedule**

Daily Weekly Monthly

### **Evidence of Completion**

Student Data Agendas

## 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

XX School will coordinate Title I, Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

## 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 faculty will implement research-based best practices and differentiated instruction to increase student achievement in reading, writing, and math.

**G1.B1** Limited understanding of differentiated instruction and small group instruction by the faculty.

**G1.B1.S1** Professional Learning Communities and Professional Development in reading, math and writing .

### PD Opportunity 1

Professional Learning Communities and Professional Development

#### Facilitator

District Personnel Kagan Presenter Administration Instructional Coaches

#### Participants

All Instructional Personnel

#### Target Dates or Schedule

Weekly Bi-Weekly Monthly As Needed

#### Evidence of Completion

Agendas Learning Logs Student Data

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	All faculty will implement research-based best practices and differentiated instruction to increase student achievement in reading, writing, and math.	\$6,000
Total		\$6,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Total	Professional Development
Total	\$6,000	\$6,000
PD Funds SAC School Improvement Funds	\$6,000	\$6,000

### Budget Details

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

**G1.** All faculty will implement research-based best practices and differentiated instruction to increase student achievement in reading, writing, and math.

**G1.B1** Limited understanding of differentiated instruction and small group instruction by the faculty.

**G1.B1.S1** Professional Learning Communities and Professional Development in reading, math and writing .

#### Action Step 1

Professional Learning Communities and Professional Development

#### Resource Type

Professional Development

#### Resource

Kagan Presenter/Materials

#### Funding Source

PD Funds SAC School Improvement Funds

#### Amount Needed

\$6,000