

2013-2014 SCHOOL IMPROVEMENT PLAN

Goldsboro Elementary Magnet

1300 W 20TH ST

Sanford, FL 32771

407-320-5850

[http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0271](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0271)

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
64%

Alternative/ESE Center
No

Charter School
No

Minority Rate
69%

School Grades History

2013-14
A

2012-13
B

2011-12
A

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.

Table of Contents

| | |
|-------------------------------------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Part I: Current School Status | 6 |
| Part II: Expected Improvements | 15 |
| Goals Summary | 19 |
| Goals Detail | 19 |
| Action Plan for Improvement | 22 |
| Part III: Coordination and Integration | 27 |
| Appendix 1: Professional Development Plan to Support Goals | 28 |
| Appendix 2: Budget to Support Goals | 30 |

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

Goldsboro Elementary Magnet

Principal

Keaton Schreiner

School Advisory Council chair

Greg Sutton

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

| Name | Title |
|---------------------|---------------------------|
| Keaton Schreiner | Principal |
| Jamie White | Assistant Principal |
| Linda Hurtt | Math Coach |
| Debra Goodwin | Reading Coach |
| Peter Cory | Behavior Resource Teacher |
| Shannon Benninghove | ESE Teacher |
| Deedara Hicks | Writing Coach |

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

Goldsboro is a magnet school without a customary attendance zone; therefore, with assistance from the Choices Office, we tend to attract a representative ethnic, racial, and economic student body. An invitation to join SAC is sent home to each family. The SAC is comprised of one administrator, five instructional, one non-instructional, and thirteen parents. Amongst this group of members, seven are minorities. Names and position titles are listed below:

Greg Sutton - Chairperson
 Rebekah Richey
 Shannon Benninghove
 Savannah Casey
 Stephanie Kallner

Debbie Rivera
 Kathy Alexander
 Selwyn Henriques
 Lee Caissie
 Travis Caissie
 Jamie Myers
 Larry Sargent
 Lauri Schoneck
 Padmaja Parise
 Lashon Henderson
 Nicole Ouellette
 Teresa Jenks
 Susan Peoski
 Amanda Pesaud

Involvement of the SAC in the development of the SIP

During the first SAC meeting of the school year, 2012-2013 FCAT data was shared with the School Advisory Council and attendees. Input from the SAC has been considered and focus goals have been established by the leadership team.

Activities of the SAC for the upcoming school year

The School Advisory Council will meet monthly to discuss what is current at Goldsboro and receive updates on our goals.

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

Goldsboro received \$650 in school improvement funds for the 2013-2014 school year. The projected use is allotted for materials for our Positive Behavior Support (PBS) initiative we are beginning this school year. PBS is a school wide behavior management system. One of our goals this school year is to decrease the amount of out-of-school suspensions in comparison to the 2012-2013 school year.

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:

| Keaton Schreiner | | |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Principal | Years as Administrator: 10 | Years at Current School: 1 |
| Credentials | Bachelor of Science - Elementary Education 1-6 Masters - Educational Leadership School Principal Certification K-12 | |
| Performance Record | 2009 Assistant Principal of the Year 2010-2011 B (Eastbrook Elem.) 2011-2012 B (Idyllwilde Elem.) 2012-2013 C (Idyllwilde Elem.) | |

| Jamie White | | |
|---------------------------|------------------------------------------------------------------------------------|----------------------------|
| Asst Principal | Years as Administrator: 2 | Years at Current School: 2 |
| Credentials | Bachelor of Science - Elementary Education 1-6 Masters - Educational Leadership | |
| Performance Record | 2012-2013 B (Goldsboro Elem.) | |

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

| Debra Goodwin | | |
|---------------------------|-------------------------------------------------------------------------------------------------|----------------------------|
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 5 |
| Areas | Reading/Literacy, Data, RtI/MTSS | |
| Credentials | Bachelor of Science - Elementary Ed 1-6 MED Reading K-12 ESOL Certified | |
| Performance Record | 2010-2011 A (Goldsboro Elem.) 2011-2012 A (Goldsboro Elem.) 2012-2013 B (Goldsboro Elem.) | |

| Linda Hurtt | | |
|---------------------------|-------------------------------------------------------------------------------------------------|-----------------------------|
| Full-time / School-based | Years as Coach: 7 | Years at Current School: 14 |
| Areas | Mathematics, Data, RtI/MTSS | |
| Credentials | BS Elementary Ed K-6 Masters - Educational Leadership | |
| Performance Record | 2010-2011 A (Goldsboro Elem.) 2011-2012 A (Goldsboro Elem.) 2012-2013 B (Goldsboro Elem.) | |

| Deedara Hicks | | |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 1 |
| Areas | Reading/Literacy, Data, RtI/MTSS | |
| Credentials | BS - Elementary Education M.Ed. - Educational Leadership Ed.S. - Educational Leadership Ed.D. - Educational Leadership Certifications - Elementary Education, Principal, ESOL Endorsement | |
| Performance Record | 2010-2011 67% A or B Schools (DOE) - Supervisor over Broward, Miami-Dade, Palm Beach and Monroe 2011-2012 94% A or B Schools (Lee County High Schools) - District Supervisor over High Schools 2012-2013 71% A or B Schools (Lee County Middle Schools) - District Supervisor over High Schools | |

Classroom Teachers**# of classroom teachers**

55

receiving effective rating or higher

0, 0%

Highly Qualified Teachers

98%

certified in-field

55, 100%

ESOL endorsed

36, 65%

reading endorsed

15, 27%

with advanced degrees

23, 42%

National Board Certified

2, 4%

first-year teachers

6, 11%

with 1-5 years of experience

10, 18%

with 6-14 years of experience

24, 44%

with 15 or more years of experience

15, 27%

Education Paraprofessionals**# of paraprofessionals**

6

Highly Qualified

6, 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

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.

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.

Keaton Schreiner, school principal, is the person responsible for retaining highly qualified teachers.

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 will meet to analyze school wide data and discuss progress, as well as needed areas of intervention. There will be thirty additional minutes for intervention groups built into the daily schedule. The team will provide training to teachers in ongoing progress monitoring and small group interventions that go along with core instructional programs. Training for the MTSS model including data collection and monitoring, as well as interventions will be conducted through staff development meetings and professional learning communities. The team will meet weekly on Wednesdays. However, at any time, the teacher can request assistance from the team. The team will offer the classroom teachers strategies for interventions in both academics and behaviors for targeted groups in addition to the general curriculum and behavior management plans. The team will offer the opportunity for modeled lessons, which target interventions or appropriate behaviors. The team can assist the teacher in writing academic intervention plans and behavior plans for students in need. If all provided interventions are not successful, the team can assist the teacher in referral process for the Student Study Team at which time, additional interventions, testing or special education services may be considered.

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

The team will meet monthly to discuss ongoing data collected through progress monitoring. The team will also monitor behavioral concerns through EdInsight. The team is made up of administrators, reading coach, math coach, writing coach, Certified Guidance Counselor, behavioral teacher, ESE Teacher and Speech/Language teacher. In EdInsight, Case Managers will be assigned to Tier II and Tier III students,

so that timelines for interventions are monitored. The team will have weekly meeting slots available to meet with case managers and teachers as to progress using the targeted interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The team will look at FCAT data, curriculum based assessments, intervention progress monitoring data, classroom academic data as well as EdInsight for behavioral and attendance concerns. All students will have access to the core curriculum, with imbedded small groups as well as the Positive Behavioral Support(PBS) program. An intervention block of thirty minutes is built into the daily schedule. Case Managers will use EdInsight to input and analyze ongoing data.

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

Goldsboro will continue to build capacity through Wednesday staff developments and professional learning communities. Parents will meet with teachers at least one time before January to discuss their child's progress.

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: 3,600

Students will be provided extended learning time by participating in morning and/or afternoon sessions. Certified teachers will offer intensive instruction, focused on the skills required for the specific grade level.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data will be collected utilizing the Discovery Education measurement.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal, and Lead Teacher.

Literacy Leadership Team (LLT)

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

| Name | Title |
|------------------|-----------|
| Keaton Schreiner | Principal |

| Name | Title |
|---------------|---------------------|
| Jamie White | Assistant Principal |
| Debra Goodwin | Reading Coach |
| Deedara Hicks | Writing Coach |

How the school-based LLT functions

The Literacy Leadership Team plays an important role in increasing reading proficiency and literacy excellence for all students. The team oversees and monitors all literacy assessments and facilitates on-going data analysis to ensure data-driven instruction is provided to all students during "Walk To" groups and during the Literacy Block. The LLT organizes the "Walk To" instruction for each grade level by facilitating data analysis, managing additional providers and materials, and continually monitoring data in order to ensure students are in the group which meets their specific literacy needs. The team provides staff development and modeling on research-based literacy best practices. The team works together to increase student motivation, engagement, and achievement levels in reading and writing through work with students and teachers.

Major initiatives of the LLT

- Facilitate and organize a 30 minute Reading "Walk To" model of instruction at each grade in order to differentiate instruction to meet the needs of all students and increase school-wide reading proficiency. The goal is to increase reading ability and analysis of text for all students.
- Schedule trimester and/or quarterly assessments to find students' reading and writing strengths and weaknesses and to monitor student progress. (DRA, SRI, DE, PSI, PASI, Writing Prompts, etc)
- Conduct monthly data meetings to help teachers better understand and use their students' data. Data meetings will also help teachers make instructional decisions in "Walk To" groups and in the classroom.
- Increase differentiation of instruction in classrooms through Professional Development, collaborative PLC meetings, and lesson study involving small group, conferencing, and a workshop model in reading and writing.
- Facilitate and organize a Writing "Walk To" model of instruction in fourth grade in order to differentiate instruction to meet the needs of all students.
- Collaborate with PLC team members to create or use previously made common assessments on state standards, share instructional strategies for teaching standards, and analyze data from common assessments in order to reflect on teaching and provide targeted remediation where needed.
- Increase "eyes on text" at students' levels by promoting a love of reading, motivation through Accelerated Reader (AR) and other reading incentives, and an emphasis on quality, authentic book selections.

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

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 | 75% | 71% | No | 78% |
| American Indian | | | | |
| Asian | 92% | 84% | No | 93% |
| Black/African American | 58% | 51% | No | 63% |
| Hispanic | 78% | 74% | No | 80% |
| White | 84% | 82% | No | 86% |
| English language learners | 56% | 69% | Yes | 60% |
| Students with disabilities | 63% | 56% | No | 66% |
| Economically disadvantaged | 64% | 62% | No | 68% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------------------------------------------------|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 63 | 21% | 23% |
| Students scoring at or above Achievement Level 4 | 151 | 49% | 55% |

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> | | 100% |
| Students scoring at or above Level 7 | 10 | 83% | 100% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---------------------------------------------------------|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 139 | 65% | 70% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 37 | 67% | 72% |

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) | 15 | 63% | 68% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | <i>[data excluded for privacy reasons]</i> | | 30% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | <i>[data excluded for privacy reasons]</i> | | 30% |

Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---------------------------------------------------------------------------------------|--------------------------------------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 70 | 68% | 71% |
| 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 | 76% | 72% | No | 78% |
| American Indian | | | | |
| Asian | 98% | 88% | No | 98% |
| Black/African American | 53% | 46% | No | 58% |
| Hispanic | 83% | 77% | No | 84% |
| White | 88% | 87% | No | 90% |
| English language learners | 67% | 56% | No | 70% |
| Students with disabilities | 63% | 48% | No | 66% |
| Economically disadvantaged | 65% | 63% | No | 69% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------------------------------------------------|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 84 | 27% | 31% |
| Students scoring at or above Achievement Level 4 | 135 | 44% | 47% |

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> | | 27% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 60% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|-----------------------------------------------------------------|---------------|---------------|---------------|
| Learning Gains | 129 | 61% | 66% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 19 | 40% | 60% |

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 | 22% | 24% |
| Students scoring at or above Achievement Level 4 | 52 | 51% | 54% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|----------------------------------------|--------------------------------------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 31% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 59% |

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) | 70 | | 100 |
| Participation in STEM-related experiences provided for students | 70 | 100% | 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 | 55 | 9% | 5% |
| Students retained, pursuant to s. 1008.25, F.S. | 15 | 2% | 0% |
| Students who are not proficient in reading by third grade | 33 | 33% | 25% |
| Students who receive two or more behavior referrals | 45 | 6% | 3% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 39 | 6% | 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

Goldsboro parental involvement targets for the school year:

- Having parents to participate in school wide activities
- Having parents attend night events related to information shared about reading, writing, math and science
- Having parents to attend the parent conferences
- Parents log into Skyward Parent Portal

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|----------------------------------------|---------------|---------------|---------------|
| Parents log into Skyward Parent Portal | 116 | 22% | 50% |

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
|--------|---------------|---------------|---------------|

Goals Summary

- G1. All instructional staff will implement research based best teaching practices, differentiated instruction and standards based intervention strategies to increase student achievement in reading, writing, math and science.

Goals Detail

G1. All instructional staff will implement research based best teaching practices, differentiated instruction and standards based intervention strategies to increase student achievement in reading, writing, math and science.

Targets Supported

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

Resources Available to Support the Goal

- Professional Development
- Instructional Materials
- Three Instructional Coaches
- Student Support Services
- Instructional Technology
- Title I Funding
- Tutorial/Extended Learning Opportunities
- Standards-Based Intervention
- PLCs
- Administrative Support
- Multi Tiered Systems of Support Team (MTSS)
- Vertical Alignment Collaboration
- Fast Forward
- Success Maker
- OPMs
- SRI
- DE
- DRA
- PSI
- PASI
- Imagine Learning
- District Curriculum Support Team

Targeted Barriers to Achieving the Goal

- Time for professional development (analysis of student data, coaching and feedback, professional learning opportunities, ie...lesson study)

Plan to Monitor Progress Toward the Goal

Leadership Team Collaboration

Person or Persons Responsible

Principal, Assistant Principal and Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Increased student achievement in reading, writing, math and science

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All instructional staff will implement research based best teaching practices, differentiated instruction and standards based intervention strategies to increase student achievement in reading, writing, math and science.

G1.B1 Time for professional development (analysis of student data, coaching and feedback, professional learning opportunities, ie...lesson study)

G1.B1.S1 Schedule Wednesday professional development that focuses on research based best teaching practices.

Action Step 1

Wednesday Professional Development Calendar

Person or Persons Responsible

Principal, Assistant Principal, Leadership Team

Target Dates or Schedule

The professional development schedule is updated one month in advance based on instructional need according to data and observable instructional practices.

Evidence of Completion

Agendas and sign-in sheets, Classroom Walkthroughs and Coaching logs

Facilitator:

Administration and Instructional staff and coaches

Participants:

All Instructional Staff

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

Wednesday Professional Development Calendar

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance and engagement of instructional staff and implementation of strategies are observable in the classroom post training.

Plan to Monitor Effectiveness of G1.B1.S1

Wednesday Professional Development Calendar

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Effective implementation of instructional practices and improved student achievement

G1.B1.S2 Plan weekly Professional Learning Communities (PLCs) that are data driven to maximize adult learning and application of instructional practices.

Action Step 1

Professional Learning Communities

Person or Persons Responsible

Principal, Assistant Principal, Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, Sign-in sheets and PLC Schedules

Facilitator:

Academic coaches and team leaders

Participants:

All instructional staff

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

Professional Learning Communities Schedule

Person or Persons Responsible

Principal, Assistant Principal and Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance at PLC meetings and engagement of instructional staff, Implementation of strategies are observable in the classroom post training

Plan to Monitor Effectiveness of G1.B1.S2

Professional Learning Communities

Person or Persons Responsible

Principal, Assistant Principal and Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Effective implementation of instructional practice and improved student achievement

G1.B1.S3 Plan weekly walkthroughs with prescriptive and immediate feedback.

Action Step 1

Walkthroughs

Person or Persons Responsible

Principal, Assistant Principal and Instructional Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Walkthrough schedule and coaching with feedback

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Leadership Team Meetings

Person or Persons Responsible

Principal, Assistant Principal and Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Observation notes and Coaching logs

Plan to Monitor Effectiveness of G1.B1.S3

Leadership Team Meetings

Person or Persons Responsible

Principal, Assistant Principal and Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Effective implementation of instructional practice and Improved student achievement

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

Goldsboro Elementary Magnet 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 instructional staff will implement research based best teaching practices, differentiated instruction and standards based intervention strategies to increase student achievement in reading, writing, math and science.

G1.B1 Time for professional development (analysis of student data, coaching and feedback, professional learning opportunities, ie...lesson study)

G1.B1.S1 Schedule Wednesday professional development that focuses on research based best teaching practices.

PD Opportunity 1

Wednesday Professional Development Calendar

Facilitator

Administration and Instructional staff and coaches

Participants

All Instructional Staff

Target Dates or Schedule

The professional development schedule is updated one month in advance based on instructional need according to data and observable instructional practices.

Evidence of Completion

Agendas and sign-in sheets, Classroom Walkthroughs and Coaching logs

G1.B1.S2 Plan weekly Professional Learning Communities (PLCs) that are data driven to maximize adult learning and application of instructional practices.

PD Opportunity 1

Professional Learning Communities

Facilitator

Academic coaches and team leaders

Participants

All instructional staff

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, Sign-in sheets and PLC Schedules

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| G1. | All instructional staff will implement research based best teaching practices, differentiated instruction and standards based intervention strategies to increase student achievement in reading, writing, math and science. | \$4,724 |
| Total | | \$4,724 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | Total |
|----------------------------------------------------------------|------------------------|---------|
| School Improvement Funding plus previous year carry-over funds | \$1,013 | \$1,013 |
| School Professional Development Funds | \$3,711 | \$3,711 |
| Total | \$4,724 | \$4,724 |

Budget Details

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

G1. All instructional staff will implement research based best teaching practices, differentiated instruction and standards based intervention strategies to increase student achievement in reading, writing, math and science.

G1.B1 Time for professional development (analysis of student data, coaching and feedback, professional learning opportunities, ie...lesson study)

G1.B1.S1 Schedule Wednesday professional development that focuses on research based best teaching practices.

Action Step 1

Wednesday Professional Development Calendar

Resource Type

Evidence-Based Program

Resource

School Improvement funding will be used for incentives for improvement in academic and behavioral achievement based on data

Funding Source

School Improvement Funding plus previous year carry-over funds

Amount Needed

\$1,013

G1.B1.S2 Plan weekly Professional Learning Communities (PLCs) that are data driven to maximize adult learning and application of instructional practices.

Action Step 1

Professional Learning Communities

Resource Type

Evidence-Based Program

Resource

PLC days that require substitutes so that teachers can exercise professional development through Lesson Study as well as Common Core planning. Selected teachers (one per grade level and the Writing Coach) will attend a Lucy Calkins workshop (build K-5 writing capacity) which requires substitutes and registrations fees.

Funding Source

School Professional Development Funds

Amount Needed

\$3,711