2013-2014 SCHOOL IMPROVEMENT PLAN

Stephen Foster Elementary School

3800 NW 6TH ST
Gainesville, FL 32609
352-955-6706
http://www.sbac.edu/pages/acps

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	61%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	68%

School Grades History

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

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
Stephen Foster Elementary Schl

Principal
James E. Kuhn, III

School Advisory Council chair
Shane Johnson

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

Name	Title
Elena Mayo	Curriculum Resource Teacher/Principal Intern
Lisa Hopkins	Behavior Resource Teacher
Karen Pearson	School Counselor
Jamie Nations	FCIM Facilitator/Teacher Tutor

District-Level Information

District
Alachua

Superintendent
Dr. W. Daniel Boyd, Jr.

Date of school board approval of SIP
Pending

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

Jim Kuhn, Principal, Stephen Foster Elementary
Sharon Fletcher, Media Specialist, Stephen Foster Elementary
Diane Melnick, Teacher, Stephen Foster Elementary
Kim Harris, Parent, Stephen Foster Elementary
Vivian Spear, Parent, Stephen Foster Elementary
Mary Beth Lassiter, ESP Employee, Stephen Foster Elementary
Amber Howell, Community Member
Shane Johnson, Community Member
Liz Stark, Community Member

Involvement of the SAC in the development of the SIP

The School Advisory Council reviews ongoing development of the School Improvement Plan and provides input at each stage of development.

Activities of the SAC for the upcoming school year

Activities of the SAC include:
- Review/input of the Title 1 Parent Involvement Plan and School Parent Compact
- Provide input into overall school operations
- Review School Climate Surveys
- Review Lottery, Advanced Placement, and SRP Budgets and approve expenditures from Lottery and SRP.
- Meet as a body a minimum of five times per year

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

National Elementary Honor Society $2,000.00
Classroom Supplies $2,000.00
School Improvement Projects $2,000.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

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

Administrators

of administrators
1

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

Administrator Information:

James E. Kuhn, III		
Principal	Years as Administrator: 3	Years at Current School: 18

Credentials	B.A.E. (Elementary Education) M.Ed. (Elementary Education) Ed. S. (Educational Leadership) Certifications: School Principal, Reading (K-12), Elementary Education (1-6), Endorsements: ESOL
Performance Record	Stephen Foster earned a state grade of A in the first seven years as an administrator. The school earned a grade of B in 2012-2013.

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Maria Wallis		
Full-time / District-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other	
Credentials	Bachelor of Science, Early Childhood Education Certifications: Texas Classroom Teacher Generalist (Grades EC-4) Texas Bilingual Ed. Supplement - Spanish (Grades EC-4) Texas Gifted and Talented Institute Certification (Grades K-12) Florida PreK/Primary Education (3 years - Grade 3)	
Performance Record	During the 2012-2013 school year Mrs. Wallis served as a district mentor coach for five beginning teachers at Stephen Foster and several others in the district. She met with our beginning teachers on a weekly basis and conducted cohort meetings on a monthly basis with all teachers she served.	

Classroom Teachers

# of classroom teachers

36

 # receiving effective rating or higher

36, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

32, 89%

 # ESOL endorsed

17, 47%

 # reading endorsed

4, 11%

 # with advanced degrees

26, 72%

 # National Board Certified

0, 0%

 # first-year teachers

4, 11%

 # with 1-5 years of experience

13, 36%

 # with 6-14 years of experience

10, 28%

 # with 15 or more years of experience

9, 25%

Education Paraprofessionals

# of paraprofessionals

2

 # Highly Qualified

2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

3

 # 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

The principal is the person responsible for hiring within the school. The interview is conducted by the principal and may include other participants including, but not limited to, the Curriculum Resource Teacher/Principal Intern, team leaders, or member of the School Leadership Team.
When recruiting for open positions we look for the most highly qualified applicants and try to find to person who matches the school, grade level, or team on which the position is open. Certification, experience, and recommendations are all considered when choosing an applicant to interview.
In an effort to retain and develop highly qualified teachers and staff, we conduct school-based trainings and mentoring activities throughout the year that match school and district initiatives and curriculum mandates as well as help them meet their own professional development needs.

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 mentoring program includes:
- Pairing beginning teachers with team leaders who provide assistance and mentoring throughout the year,
- Providing new to school teachers an opportunity to spend a day observing veteran teachers. The principal and Curriculum Resource Teacher meet with the teachers beforehand and identify specific areas to observe and then meet again at the end of the day for review and debriefing,
- Beginning teachers are paired with a district mentor who observes and meets with them on a weekly basis to review observations, questions, and items of concern.

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

Our school uses multiple pieces of data from several sources as the basis for decision making and monitoring. Data sources include, but are not limited to, the following:
- Required state and district assessments (e.g. FAIR, FCAT, Unit, and Benchmark tests)
- School-based assessments (e.g. chapter and unit tests from our school/district-adopted curriculum)
- Progress monitoring assessments from intervention programs in use at the school
- Formal and informal assessment and writing prompts
Data is submitted to the principal, CRT, and FCIM facilitator by the teachers through the use of Google docs for review. In addition, relevant data and performance are discussed at monthly FCIM meetings. These monthly meetings involve the principal, CRT, FCIM Facilitator, grade levels, and any teacher with whom students work. Decisions are made with input from all concerning Tier 1 and Tier 2 interventions. In the event a child is in Tier 2 interventions and is not progressing as expected an EPT is held and a move to Tier 3 is considered.
This data also helps guide the discussion and evaluation of staff development, resource needs, and effectiveness of existing programs.

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

The school-based MTTS Leadership Team reviews school-level data including FCAT results, benchmark assessments, FAIR, etc. and uses that information to assist in the development of goals. The team also uses this data to guide and support the implementation of the school's MTSS program.

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

At least one, and in most cases more than one, of the school Leadership Team sits in on all EPTs and review/monitors interventions, MTSS, and their effectiveness.
The school has School Improvement Committees that meet monthly in order to review the SIP and monitor progress toward meeting the goals and objectives outline within. Each committee (Language Arts, Math, Science, Technology, Safety/Social Skills, etc.) includes at least one member from each grade level or academic group (e.g. ESE/Title 1, Art, Music, PE, etc) Committees are formed in this way to ensure representation from all stakeholders campuswide and that each group has a voice. Committee members bring feedback from their respective teams to the meeting and share information discussed.

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

Data sources include the following:
FAIR, FCAT, school-level assessments (chapter, unit, and benchmark), district-level benchmark and On Track tests, and FCAT Simulations.
Infinite Campus (IC), the district database, is used as the primary source of data analysis. IC summarizes district-level data and provides that data in a user-friendly format.

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

At the beginning of every year we conduct a staff training in a faculty meeting. At this time we review MTSS/RtI and how each functions within our school. Staff receive the training and presentation. In addition to this formal training staff receive training as needed or requested.
MTSS/RtI is reviewed at parent meetings and in individual sessions as needed. Parents involved in the Rti process are invited/encouraged to attend EPT meetings where these items are reviewed in light of their individual scenario and how it impacts their child directly.

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: 3,960

Achieve 3000 computer-based intervention program.

Strategy Purpose(s)

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

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

Data is collected through the use of the program's monitoring tool.

Who is responsible for monitoring implementation of this strategy?

School FCIM Facilitator

Strategy: Before or After School Program

Minutes added to school year: 3,060

Afterschool tutoring program using Florida Ready. Program is aligned to Florida's state standards and provides a pretest to determine benchmarks in need of more training. Students are taught by a highly-qualified teacher in small afterschool intervention groups.

Strategy Purpose(s)

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

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

Data is collected through the use of program specific assessments that track progrss toward mastery of taught benchmarks.

Who is responsible for monitoring implementation of this strategy?

FCIM Facilitator and Intervention Teachers

Literacy Leadership Team (LLT)

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

Name	Title
Elena Mayo	Curriculum Resource Teacher/Principal Intern
Jamie Nations	FCIM Facilitator/Teacher Tutor
Else Hitt	Kindergarten Teacher
Layla Ward	1st Grade Teacher
Kim Page	2nd Grade Teacher
Dianne Amendola	3rd Grade Teacher
David Canelas	4th Grade Teacher
Carmella O'Steen	5th Grade Teacher
Sharon Fletcher	Media Specialist
Tiffany Fisher	ESE Teacher
Heather Wilson	Speech/Language Pathologist

How the school-based LLT functions

The school-based LLT meets on a monthly basis to review and monitor the implementation of the district-adopted core Language Arts series. The team monitors implementation of the Language Arts (Reading/Writing) goals of the School Improvement Plan as well.
The LLT is chaired by the Curriculum Resource Teacher/Principal Intern and includes one representative from each grade level team as well as ESE, Resource, and Title 1.

Major initiatives of the LLT

The major initiative of the 2013-2014 school year is the successful implementation of newly adopted language arts series that is aligned with Common Core State Standards.

Every Teacher Contributes to Reading Instruction

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

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

Through the Voluntary Pre-K (VPK) program the district provides an opportunity for every four year old to participate in prekindergarten classes to be better prepared to enter kindergarten.
The school parent resource room has resources available to check out or keep for parents of pre-K students. In addition, kindergarten readiness materials are given out at Kindergarten Roundup each year.

College and Career Readiness

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

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

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

Strategies for improving student readiness for the public postsecondary level

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	73%	72%	No	76%
American Indian				
Asian	100%	100%	Yes	100%
Black/African American	51%	45%	No	56%
Hispanic	58%	79%	Yes	63%
White	93%	85%	No	94%
English language learners				
Students with disabilities	38%	29%	No	44%
Economically disadvantaged	56%	47%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	14%	16%
Students scoring at or above Achievement Level 4	130	57%	62%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	88	61%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	16	44%	50%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		36%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		12%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		12%

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	54	76%	83%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	75%	No	80%
American Indian				
Asian	100%	100%	Yes	100%
Black/African American	61%	45%	No	65%
Hispanic	73%	86%	Yes	75%
White	92%	90%	No	93%
English language learners				
Students with disabilities	49%	36%	No	54%
Economically disadvantaged	63%	52%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	18%	20%
Students scoring at or above Achievement Level 4	128	56%	62%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	110	76%	84%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	21	60%	66%

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			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	16	20%	22%
Students scoring at or above Achievement Level 4	43	54%	59%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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 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)	53		58
Participation in STEM-related experiences provided for students	465	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	20	4%	0%
Students retained, pursuant to s. 1008.25, F.S.	4	1%	0%
Students who are not proficient in reading by third grade	25	31%	20%
Students who receive two or more behavior referrals	113	24%	20%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	47	10%	9%

Middle School Indicators

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

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

Improve parent involvement through the implementation of our school and district Parent Involvement Plans.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
See School Parent Involvement Plan.			

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. At least 50% of students in the lowest quartile will making learning gains.

G2. The percent of students making learning gains will increase by 10%.

G3. The percent of students scoring at or above proficiency will increase by 10% or will meet the 2014 target.

Goals Detail

G1. At least 50% of students in the lowest quartile will making learning gains.

Targets Supported

Resources Available to Support the Goal

- We use the following intervention materials/resources with students who have been identified as falling in the lowest quartile on state and district assessments: My Sidewalks, SRA Early Reading Tutor and Early Interventions in Reading, Earobics, Language for Learning, Phonics for Reading, FOCUS and ZOOM, My Math Intervention, Number Worlds, Achieve 3000.
- Title 1 Personnel
- Non-Title 1 Personnel

Targeted Barriers to Achieving the Goal

- Students lack prerequisite skills needed for mastery of grade-level content.

Plan to Monitor Progress Toward the Goal

Student progress is monitored throughout the year during school meetings (e.g. FCIM, EPT, Team, Leadership Team). Decisions are made in these meetings about whether to continue in the intervention, decrease intensity, or increase intensity.

Person or Persons Responsible
School counselor, principal, CRT, FCIM facilitator, teachers, Title 1 teachers

Target Dates or Schedule:
August 2013 - June 2014

Evidence of Completion:
EPT meetings are held as needed.

G2. The percent of students making learning gains will increase by 10%.

Targets Supported

Resources Available to Support the Goal

- We use the following intervention materials/resources with students who have been identified as falling in the lowest quartile on state and district assessments: My Sidewalks, SRA Early Reading Tutor and Early Interventions in Reading, Earobics, Language for Learning, Phonics for Reading, FOCUS and ZOOM, My Math Intervention, Number Worlds, Achieve 3000.
- District-adopted core curriculum programs.

Targeted Barriers to Achieving the Goal

- Lack of Instructional time during the school day.
- Difference in complexity between questions being asked in curriculum and on FCAT.

Plan to Monitor Progress Toward the Goal

As teachers submit lesson plans throughout the year they are monitored for inclusion of higher order questions. Lesson plans are reviewed based on a predetermined scheduled.

Person or Persons Responsible
Principal

Target Dates or Schedule:
August 2013 - June 2014

Evidence of Completion:
Lesson plans have been submitted following the predetermined schedule and those plans have been reviewed throughout the year.

G3. The percent of students scoring at or above proficiency will increase by 10% or will meet the 2014 target.

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

- District and school-adopted Curriculum

- Title 1 Interventions

- Non-Title 1 Interventions

Targeted Barriers to Achieving the Goal

- Transition to Common Core Standards.

- Parent Involvement

Plan to Monitor Progress Toward the Goal

As teachers submit data the data is reviewed by the principal, CRT, and FCIM facilitator. Upon review discussions (e.g. informal, FCIM meetings, EPT meetings) are held with teacher concerning scores and strategies to improve, remediate, or maintain progress.

Person or Persons Responsible
Principal, CRT, FCIM Facilitator,teachers

Target Dates or Schedule:
August 2013 - June 2014

Evidence of Completion:
Scores have been submitted and meetings held.

Action Plan for Improvement

Problem Solving Key

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

G1. At least 50% of students in the lowest quartile will making learning gains.

G1.B1 Students lack prerequisite skills needed for mastery of grade-level content.

G1.B1.S1 Students are pulled for additional interventions.

Action Step 1

Students are identified by using multiple sources of data (e.g. FCAT, FAIR, Benchmark) as being in the lowest quartile.

Person or Persons Responsible

Principal, CRT, FCIM Facilitator

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Students are identified and placed in interventions.

Facilitator:

District and school staff

Participants:

All teachers, CRT, Principal, FCIM Facilitator

Action Step 2

Students receive interventions during the school day and are pulled from non-core academic times. (e.g. Resource, Homeroom PE)

Person or Persons Responsible

Intervention Teachers, Principal, CRT, FCIM Facilitator, Lead Title 1 Teacher

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Schedules have been built and students are scheduled in our district database/schedule. Students are tied to specific teachers who teach interventions.

Facilitator:

School and district staff

Participants:

Intervention Teachers, faculty

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

Throughout the school year, as data becomes available, students will continue to be identified and monitored.

Person or Persons Responsible

Principal, CRT, FCIM Facilitator

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Students have been identified, schedules have been developed, and interventions are implemented.

Plan to Monitor Effectiveness of G1.B1.S1

Schedules, Progress Monitoring Data

Person or Persons Responsible

School Counselor, FCIM Facilitator

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Schedules have been completed. Data is being collected throughout the year.

G2. The percent of students making learning gains will increase by 10%.

G2.B2 Lack of Instructional time during the school day.

G2.B2.S1 After-school Tutoring

Action Step 1

After-school tutoring

Person or Persons Responsible

FCIM Facilitator and select teachers.

Target Dates or Schedule

November 2013 - April 2014

Evidence of Completion

Evidence collected will include progress monitoring data through the Achieve 3000 program as well as data collected through our title 1 department.

Facilitator:

District, school, and/or program trainers.

Participants:

FCIM Facilitator and select staff

Plan to Monitor Fidelity of Implementation of G2.B2.S1

FCIM Facilitator and title 1 staff will monitor implementation through the use of school and district monitoring tools. Data will be collected and archived at specific points during the intervention period.

Person or Persons Responsible

FCIM Facilitator

Target Dates or Schedule

November 2013 - April 2014

Evidence of Completion

Data has been collected and is on file at school.

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B3 Difference in complexity between questions being asked in curriculum and on FCAT.

G2.B3.S1 Increase number and type of higher order questions being asked during instruction.

Action Step 1

Faculty training on the levels of complexity of FCAT questions and ways to increase levels of higher order questions during instruction.

Person or Persons Responsible

Principal, CRT, District Literacy Coaches, Staff

Target Dates or Schedule

December 2013

Evidence of Completion

Training has been conducted during December faculty meeting.

Facilitator:

Literacy Coaches

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Teachers will include higher order questions in lesson plans.

Person or Persons Responsible

Principal

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson plans have been monitored throughout the year and higher order questions are listed.

Plan to Monitor Effectiveness of G2.B3.S1

Higher order questions are listed in each teacher's lesson plans.

Person or Persons Responsible

Principal

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Principal has monitored lesson plans throughout year.

G3. The percent of students scoring at or above proficiency will increase by 10% or will meet the 2014 target.

G3.B1 Transition to Common Core Standards.

G3.B1.S1 Implement state-approved, district-adopted curriculum that is aligned to Common Core Standards.

Action Step 1

Implement district-adopted curriculum with fidelity in all affected subject areas.

Person or Persons Responsible

Principal, CRT, Teachers

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Lesson Plans, Walkthroughs, Observations

Facilitator:

District Staff, CRT, Principal

Participants:

All faculty

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Monitor Lesson Plans, Conduct Classroom Walkthroughs and Observations

Person or Persons Responsible

Principal, CRT

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Monitoring tools show implementation and use of district-adopted curriculum in all affected subject areas.

Plan to Monitor Effectiveness of G3.B1.S1

Teachers will submit progress monitoring data in reading, math, science, and writing.

Person or Persons Responsible

All teachers, principal, CRT, FCIM Facilitator

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Scores for all tests have been submitted.

G3.B3 Parent Involvement

G3.B3.S1 Monthly Parent Meetings

Action Step 1

Monthly parent meetings covering topics important to student and school success (e.g. Common Core Standards, how to help your child, reading and math, etc.)

Person or Persons Responsible

School Personnel

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Monthly meetings have been held.

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Monitoring will be done through our Title 1 department. Agenda, budgets, and sign in sheets will be collected for each meeting.

Person or Persons Responsible

Title 1 Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

At the end of the year, all scheduled meetings have been held.

Plan to Monitor Effectiveness of G3.B3.S1

Agendas and sign in sheets will be collected for each meeting.

Person or Persons Responsible

Title 1 Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

All agendas and sign in sheets have been collected and are on file in Title 1 audit box.

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 1 Part A - Services are provided to ensure students requiring additional remediation are assisted through the use of academic interventions. A pull out tutorial model is used to assist students based on data collected throughout the year. Professional development is provided at both the school and district level and is coordinated by the district. A FCIM Facilitator is hired to help teachers with data collection and analysis as well as instructional strategies.

Title 1 Part C - A migrant liaison provides services and support to parents and students. The liaison coordinates with school personnel, Title I and other school and district programs to ensure student needs are met.

Title 1 Part D - The district receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district drop-out prevention programs.

Title II - The district received supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. Supplemental funding also used for district mentor coaches and digital educators.

Title III - Services are provided through the district for education materials, home-school communication, and ELL district support services to improve the education of immigrants and English-language learners. Also provided are dictionaries, tutors, and
translators.

Title X - A district homeless coordinator provides resources and assistance for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.

Supplemental Academic Instruction (SAI) - SAI funds will be coordinated with district funds to provide training for third grade teachers.

Violence Prevention Programs - The school offers non-violence and anti-drug programs to the students. In addition, the school is implementing school-wide Positive Behavior Support (PBS). By implementing PBS we hope to increase positive behaviors and improve overall our overall approach to school and learning. We provide weekly social skills instruction using this research-based program which also supports the district's monthly social skills program.

Nutrition Programs - Nutrition programs include highlighting the importance of eating fruits and vegetables, the Weekend Backpack program that provides food for students, and our district summer meal program.

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. At least 50% of students in the lowest quartile will making learning gains.

G1.B1 Students lack prerequisite skills needed for mastery of grade-level content.

G1.B1.S1 Students are pulled for additional interventions.

PD Opportunity 1

Students are identified by using multiple sources of data (e.g. FCAT, FAIR, Benchmark) as being in the lowest quartile.

Facilitator

District and school staff

Participants

All teachers, CRT, Principal, FCIM Facilitator

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Students are identified and placed in interventions.

PD Opportunity 2

Students receive interventions during the school day and are pulled from non-core academic times. (e.g. Resource, Homeroom PE)

Facilitator

School and district staff

Participants

Intervention Teachers, faculty

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Schedules have been built and students are scheduled in our district database/schedule. Students are tied to specific teachers who teach interventions.

G2. The percent of students making learning gains will increase by 10%.

G2.B2 Lack of Instructional time during the school day.

G2.B2.S1 After-school Tutoring

PD Opportunity 1

After-school tutoring

Facilitator

District, school, and/or program trainers.

Participants

FCIM Facilitator and select staff

Target Dates or Schedule

November 2013 - April 2014

Evidence of Completion

Evidence collected will include progress monitoring data through the Achieve 3000 program as well as data collected through our title 1 department.

G2.B3 Difference in complexity between questions being asked in curriculum and on FCAT.

G2.B3.S1 Increase number and type of higher order questions being asked during instruction.

PD Opportunity 1

Faculty training on the levels of complexity of FCAT questions and ways to increase levels of higher order questions during instruction.

Facilitator

Literacy Coaches

Participants

Faculty

Target Dates or Schedule

December 2013

Evidence of Completion

Training has been conducted during December faculty meeting.

G3. The percent of students scoring at or above proficiency will increase by 10% or will meet the 2014 target.

G3.B1 Transition to Common Core Standards.

G3.B1.S1 Implement state-approved, district-adopted curriculum that is aligned to Common Core Standards.

PD Opportunity 1

Implement district-adopted curriculum with fidelity in all affected subject areas.

Facilitator

District Staff, CRT, Principal

Participants

All faculty

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Lesson Plans, Walkthroughs, Observations

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	At least 50% of students in the lowest quartile will making learning gains.	$146,152
G2.	The percent of students making learning gains will increase by 10%.	$6,899
G3.	The percent of students scoring at or above proficiency will increase by 10% or will meet the 2014 target.	$4,558
	Total	$157,609

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Other	Evidence-Based Program	Total
School, SAC, and Title 1	$4,558	$0	$0	$4,558
Title 1	$0	$146,152	$6,899	$153,051
Total	$4,558	$146,152	$6,899	$157,609

Budget Details

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

G1. At least 50% of students in the lowest quartile will making learning gains.

G1.B1 Students lack prerequisite skills needed for mastery of grade-level content.

G1.B1.S1 Students are pulled for additional interventions.

Action Step 1

Students are identified by using multiple sources of data (e.g. FCAT, FAIR, Benchmark) as being in the lowest quartile.

Resource Type

Other

Resource

Personnel and supplies

Funding Source

Title 1

Amount Needed

$135,497

Action Step 2

Students receive interventions during the school day and are pulled from non-core academic times. (e.g. Resource, Homeroom PE)

Resource Type

Other

Resource

Title 1 Personnel and Supplies

Funding Source

Title 1

Amount Needed

$10,655

G2. The percent of students making learning gains will increase by 10%.

G2.B2 Lack of Instructional time during the school day.

G2.B2.S1 After-school Tutoring

Action Step 1

After-school tutoring

Resource Type

Evidence-Based Program

Resource

Intervention Programs (e.g. Achieve 3000, Florida Reading, etc.)

Funding Source

Title 1

Amount Needed

$6,899

G3. The percent of students scoring at or above proficiency will increase by 10% or will meet the 2014 target.

G3.B1 Transition to Common Core Standards.

G3.B1.S1 Implement state-approved, district-adopted curriculum that is aligned to Common Core Standards.

Action Step 1

Implement district-adopted curriculum with fidelity in all affected subject areas.

Resource Type

Professional Development

Resource

Curriculum PLCs, Parent Involvement

Funding Source

School, SAC, and Title 1

Amount Needed

$4,558