

2013-2014 SCHOOL IMPROVEMENT PLAN

Romeo Elementary School

19550 SW 36TH ST
Dunnellon, FL 34431
352-465-6700

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 57%
Alternative/ESE Center No	Charter School No	Minority Rate 46%

School Grades History

2013-14 D	2012-13 D	2011-12 C	2010-11 C	2009-10 B
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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
Focus Year 1	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Romeo Elementary School

Principal

Jane Ashman

School Advisory Council chair

Jess Burton

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

Name	Title
Jane Ashman	Principal
Luann Clark	Assistant Principal
Scott Wheeler	Dean
Rosemary Burnett	Guidance Counselor

District-Level Information

District

Marion

Superintendent

Mr. George D Tomin

Date of school board approval of SIP

11/12/2013

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

Jess Burton, President
 Holly Lemanski, Vice President
 Jane Ashman, Principal
 Luann Clark, Assistant Principal
 Scott Wheeler, Dean
 Angel Sanchez, Marie Hoehn, Resource Teacher
 T. J. Watts, Melissa Cintron, Kindergarten Teacher
 Marisol Roman, Lorie Markham, First Grade Teacher
 Sandra Brown, Brenda Noller, Second Grade Teacher
 Seth Popper, Heidi Alexander, Third Grade Teacher
 Tosa Aviles, Wanda Beck, Fourth Grade Teacher/Secretary
 Bridget Chervenack, Heather Davis, Fifth Grade Teacher
 Marisol Roman, Krystal Thomas, Exceptional Student (EBD) Teacher

Tonya Hill, Title I Paraprofessional

*Membership will be updated at the first meeting of the year.

Involvement of the SAC in the development of the SIP

SAC contributes ideas to be included to the School Improvement Plan. The SIP is presented at an annual meeting and the president signs off on the SAC plan and budget.

Activities of the SAC for the upcoming school year

SAC members recruit volunteers for classroom assistants, the PTO annual fundraiser and recruit business partners in the community.

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

N/A

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

Not In Compliance

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

Currently do not have a business partner and are actively recruiting a business partner.

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:

Jane Ashman

Principal

Years as Administrator: 15

Years at Current School: 2

Credentials

Master Education Leadership, University of Florida; Trained in Continuous Improvement Model; Facilitate Leadership; Target Teach (Evans-Newton); High Schools That Work; Performance Based Assessment; Classroom; Walk-Through (CWT); Power Standards Leadership; Learning Focused Schools – Max Thompson.

Performance Record

Principal of Romeo Elementary
 2013-2014: TBS
 2012-2013: Grade "D" School
 Principal of Dunnellon Middle School
 2011 - 2012: Grade "C" School
 2010 - 2011: Grade "C" School
 2009 – 2010: Grade "A" School
 2008 – 2009: Grade "A" School
 2007 – 2008: Grade "C" School
 2006 – 2007: Grade "B" School
 2005 – 2006: Grade "A" School
 2004 – 2005: Grade "B" School

Luann Clark

Asst Principal

Years as Administrator: 8

Years at Current School: 2

Credentials

Elementary Education BS Degree
 Educational Leadership MS Degree
 School Principal Educational Leadership, Gifted Endorsement

Performance Record

Romeo Elementary
 2013-14: TBA
 2012-13: D School
 Greenway
 2012 C
 2011 C
 AYP Criteria 87%
 AYP - No (M - W, B, All)
 Yes - Rdg, Writing
 2010 C
 AYP Criteria 79%
 AYP – No (W,B,H,SWD,ED)
 2009 B
 AYP Criteria 85%
 AYP – No (B, SWD, ED)
 2008 B
 AYP Criteria 95%
 AYP – No (B)
 2007 A

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Imelda Marie Hoehn**

Full-time / School-based

Years as Coach: 8

Years at Current School: 12

Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

Credentials

Specialist Degree in Ed Leadership
 Master's Degree in Early Childhood BA in Elementary Education
 Reading Endorsed ESOL Endorsed

Performance Record

2012-2013 – School Grade D
 2011-2012 - School Grade C
 2010-2011 - School Grade C
 2009-2010 - School Grade B
 2008-2009 - School Grade A
 2007-2008 - School Grade A
 2006-2007 - School Grade A
 2005-2006 - School Grade A
 2004-2005 - School Grade A

Edward Renfro

Full-time / School-based

Years as Coach: 0

Years at Current School: 0

Areas

Reading/Literacy

Credentials

Master of Science, Educational Leadership, Western Governors University, Salt Lake City, UT 2012
 Bachelor of Science, Pastoral Ministry, Lee University, Cleveland, TN 1998
 Subject Area Certifications:
 Reading Endorsed
 Prekindergarten/Primary Education, (age 3 - Grade 3)
 Middle Grades Integrated Curriculum (5-9)
 Educational Leadership (All Levels)

Performance Record

No past history in this position.

Kelly Ashberger

Part-time / District-based

Years as Coach: 0

Years at Current School: 0

Areas

Mathematics

Credentials

Bachelor's Degree Elementary Education
 Master's Degree Educational Technology
 Master's Degree Educational Leadership
 ESOL Endorsed
 K-6 Elementary Certified

Performance Record

No past history in this position.

Classroom Teachers**# of classroom teachers**

43

receiving effective rating or higher

43, 100%

Highly Qualified Teachers

100%

certified in-field

41, 95%

ESOL endorsed

31, 72%

reading endorsed

2, 5%

with advanced degrees

7, 16%

National Board Certified

1, 2%

first-year teachers

0, 0%

with 1-5 years of experience

10, 23%

with 6-14 years of experience

22, 51%

with 15 or more years of experience

13, 30%

Education Paraprofessionals**# of paraprofessionals**

25

Highly Qualified

25, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

2

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

Teachers are encouraged to earn Clinical Education endorsement and then welcome all student teachers from the area colleges to serve their internship at the school. Several of them have been hired at the site and in the district. New teacher orientation given by the district.

Teacher Mentoring Program/Plan

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

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

All new teachers are paired with Clinical Education Trained teachers at school site. The rationale is that the experienced teachers will possess strategies to help new teachers. The experienced teachers will meet with new teachers to collaborate on solutions to problems they encounter during their first year at least twice a month during PLC or data team meetings.

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 based leadership team should consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress should be monitored and intervention adjusted based on student growth data.

The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meeting. Data is consistently leveraged to adjust the action plan and to address new areas of need.

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

Our school-based Leadership Team includes Jane Ashman—Principal, Luann Clark- Assistant Principal, Scott Wheeler – Dean, Rosemary Burnett – Guidance Counselor, Marie Hoehn – Resource Teacher, Ed

Renfro- Reading Coach and may also include classroom teachers and other various district support personnel.

The basic function of this team will be to correlate strategies and materials to deficits and to carefully monitor student progress. As data becomes available, meetings may become more frequent, but monthly meeting is a minimum. The basic process of meetings:

- *Identify the Problem

- *Attempt to determine why problem is occurring

- *Design an intervention to address the problem

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

Weekly administrative meetings including the school based leadership team. The school based MTSS leadership team will consistently monitor student achievement data and provide remediation/enrichment intervention opportunities as needed. Progress will be monitored and interventions adjusted based on student growth data.

The school based team identifies areas in need of improvement in all Tiers and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

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

Marion County uses a variety of source data to progress monitor students. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socio-economics, ELL, ESE, teacher and course. This data includes State Assessments (FCAT, FAIR) as well as local assessments (Focus Calendar Assessments, Benchmark Assessments, Quarterly Writing Assessments, Demand Writing, Document Based Questions, etc.). Performance Matters also allows for teacher comparisons by student, standard, and demographics. School and districts are able to compare data as well as similar schools across the State.

Tiered data can be found in Performance Matters where intervention tier is identified and progress monitoring notes are documented. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of intervention.

SMS creates reports to monitor tardies, absences and discipline referrals. The CPA in Guidance, along with the Social Worker, monitor tardy and attendance issues and the Dean of Students monitors referrals. Behavior Specialist assists with behavior plans for students who struggle with discipline. The Reading and Math Coach assist teachers with support, and model reading, writing or math lessons as needed.

Administration observes, evaluates, monitors and gives feedback on K-5 Core Curriculum implementation.

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

Marion County will continue to provide professional development to school leadership and support schools with bi-annual progress monitoring meetings with administration. Monthly meetings with school leadership provide opportunity for on-going professional development as well as small group/breakout sessions specific to MTSS.

School level professional development is delivered during preschool, early release and during breakout sessions during collaborative planning and faculty meetings. The MTSS problem solving teams meets regularly to look at data and develop on-going progress monitoring systems regarding implementation at

the school site. Professional development is based on the needs of individuals at the school site and includes opportunities in technology, intervention strategies and implementation on Common Core.

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: Extended Day for All Students

Minutes added to school year: 0

At this time we do not have extended learning opportunities.

Strategy Purpose(s)

""

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

N/A

Who is responsible for monitoring implementation of this strategy?

N/A

Literacy Leadership Team (LLT)

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

Name	Title
Jane Ashman	Principal
Luann Clark	Assistant Principal
Rosemary Burnett	Guidance Counselor
Scott Wheeler	Dean
Marie Hoehn	Academic Coach
Edward Renfro	Reading Coach

How the school-based LLT functions

The Literacy Leadership Team provides support in the following ways: (1) strong administrative support to ensure commitment and resources (2) strong teacher support to share in the common goal of improving instruction and/or behavior and (3) leadership team to build staff support, internal capacity, and sustainability over time.

The role of the team is to provide a common vision for the use of data-based decision-making ensures implementation of the intervention in the classroom during III remediation time, assists teachers in completing paperwork: include documenting intervention strategies, and ensures students identified as non-proficient during PMP meetings are referred through the guidance department.

The LLT, which is the problem solving team follows the following process:

Step 1: Problem Identification – identify and define the target problem

Step 2: Problem Analysis – attempts to determine why the problem is occurring
 Step 3: Intervention Design – decide what is going to be done about the problem
 Step 4: Response to Intervention – Monitor progress and determine “Is it working?”
 The LLT will meet twice a month, dates second and fourth week of each full month.

Major initiatives of the LLT

Leveling of non-proficient reading students as measured by FCAT 2.0 into III remediation time during the school day. Implementing a new schedule for all teachers and paraprofessionals during III periods.

Every Teacher Contributes to Reading Instruction

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

NA Elementary School

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

A VPK program will be based at the school in which all of the students will feed into the regular Kindergarten program. We also have incoming Kindergarten students who have not participated in the Voluntary Prekindergarten Program. These students are encouraged to attend the summer VPK program. Efforts are made in the spring to facilitate early kindergarten registration so that incoming kindergarten students can take advantage of the summer VPK program. Flyers are sent home and the school newsletter encourages early kindergarten registration.

The Stagger Start program will be used at Romeo this year to help students develop close bonds with their new surroundings. For the first 3 days of school the classes will be divided by 3 so that only one third of the students will be in class for each of the 3 day program. This gives teachers a chance to assess these students, determine strengths and weaknesses, and to build relationships with the students prior to having the whole class in attendance.

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

N/A Elementary

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

N/A Elementary

Strategies for improving student readiness for the public postsecondary level

N/A Elementary

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	68%	52%	No	71%
American Indian		0%		
Asian		0%		
Black/African American	50%	46%	No	55%
Hispanic	60%	45%	No	64%
White	73%	56%	No	76%
English language learners	49%	35%	No	54%
Students with disabilities	38%	8%	No	45%
Economically disadvantaged	64%	48%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	25%	28%
Students scoring at or above Achievement Level 4	95	25%	28%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	123	49%	52%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		17%

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)	55	39%	42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	32	23%	26%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	38	27%	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	43	31%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	53%	No	69%
American Indian		0%		
Asian		0%		
Black/African American	56%	54%	No	60%
Hispanic	58%	50%	No	63%
White	70%	56%	No	73%
English language learners	45%	44%	No	51%
Students with disabilities	47%	19%	No	52%
Economically disadvantaged	63%	63%	Yes	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	27%	30%
Students scoring at or above Achievement Level 4	93	25%	28%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	128	51%	54%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	13	26%	29%

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	35	29%	32%
Students scoring at or above Achievement Level 4	25	21%	24%

Florida Alternate Assessment (FAA)

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

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		2
Participation in STEM-related experiences provided for students	228	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	113	15%	13%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	0%
Students who are not proficient in reading by third grade	62	51%	48%
Students who receive two or more behavior referrals	47	6%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	40	5%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase parent participation in Academy Night, Family Learning Literacy Night, and parent involvement at home by 10%. We are a Title I school and the PIP is online.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Family Learning Literacy Nights and Academy Night	225	29%	39%

Goals Summary

- G1.** Students scoring 3.5 or higher on the FCAT Writes will increase from 43% to 60%.
- G2.** Percentage of the lowest 25% of students making learning gains in reading will increase from 14% to 20% and in math from 26% to 29%.
- G3.** Increase parent involvement from 29% to 39%, including parents working with students at home.
- G4.** Students scoring level 3 or above on Reading FCAT 2.0 will increase from 52 to 71%. African American students by 10%, Hispanic students by 19%, white students by 19%, ELL by 19%, SWD students by 37%, and Economically Disadvantaged students by 20%.
- G5.** Students scoring level 3 or above on Math FCAT 2.0 will increase from 53% to 69%. African American will increase by 6%, Hispanic students by 13%, White students by 17%, ELL students by 10%, SWD students increase by 31%, and ED by 5%.

Goals Detail

G1. Students scoring 3.5 or higher on the FCAT Writes will increase from 43% to 60%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Reading Coach, District personnel, District 2 RED Staff

Targeted Barriers to Achieving the Goal

- Non-proficient students entering 4th grade, large population of ELL and ED students

Plan to Monitor Progress Toward the Goal

Collect and evaluate 4th grade student data

Person or Persons Responsible

Administration, Academic and Reading Coaches

Target Dates or Schedule:

Monthly

Evidence of Completion:

Spreadsheet

G2. Percentage of the lowest 25% of students making learning gains in reading will increase from 14% to 20% and in math from 26% to 29%.

Targets Supported

Resources Available to Support the Goal

- Instructional coaches, Corrective Reading, Intervention strategies, Paraprofessionals, district training modules, CCSS Lead Teachers, High Yield Strategies.

Targeted Barriers to Achieving the Goal

- Non-proficient students in reading and math.

Plan to Monitor Progress Toward the Goal

Track lowest 25% student performance data

Person or Persons Responsible

Administration

Target Dates or Schedule:

August 2013 - June 2014

Evidence of Completion:

Data in Performance Matters

G3. Increase parent involvement from 29% to 39%, including parents working with students at home.

Targets Supported

Resources Available to Support the Goal

- Learning games, materials, Volunteer Coordinator, personnel
- Volunteer Coordinator, personnel for parent center
- Learning games, materials, Volunteer Coordinator, personnel

Targeted Barriers to Achieving the Goal

- Lack of support in the home

Plan to Monitor Progress Toward the Goal

Parent participation and involvement with students

Person or Persons Responsible

Administration, Instructional Coaches, Teachers

Target Dates or Schedule:

September 2013- June 2014

Evidence of Completion:

Circulation reports, volunteer hours reported, parent surveys

G4. Students scoring level 3 or above on Reading FCAT 2.0 will increase from 52 to 71%. African American students by 10%, Hispanic students by 19%, white students by 19%, ELL by 19%, SWD students by 37%, and Economically Disadvantaged students by 20%.

Targets Supported

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

Resources Available to Support the Goal

- Instructional coaches, Paraprofessionals, Curriculum Maps, Intervention materials, Common Core Standards, Professional Development, Action 100, Common Core Lead Teachers, Integrated technology, Engaged Classrooms, High Yield Strategies.

Targeted Barriers to Achieving the Goal

- Scheduling of collaboration and professional development.
- Effective use of high impact strategies.

Plan to Monitor Progress Toward the Goal

FCA's and reading testing as determined by the district, AIMSweb,

Person or Persons Responsible

Administration

Target Dates or Schedule:

Throughout the school year - September 2013 - June 2014

Evidence of Completion:

Student data from: FCA's, reading assessments, progress monitoring, computer programs

G5. Students scoring level 3 or above on Math FCAT 2.0 will increase from 53% to 69%. African American will increase by 6%, Hispanic students by 13%, White students by 17%, ELL students by 10%, SWD students increase by 31%, and ED by 5%.

Targets Supported

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

Resources Available to Support the Goal

- Academic Coach, Math Coach, engaged classrooms, math technology programs, Instructional Paraprofessionals, AIMSweb, Benchmark Assessment,

Targeted Barriers to Achieving the Goal

- Implementation of Common Core

Plan to Monitor Progress Toward the Goal

FCA's and math testing as determined by the district.

Person or Persons Responsible

Site Administration team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Student data from: FCA's, math assessments, progress monitoring, computer programs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students scoring 3.5 or higher on the FCAT Writes will increase from 43% to 60%.

G1.B1 Non-proficient students entering 4th grade, large population of ELL and ED students

G1.B1.S1 Provide staff development in writing for 4th grades teachers, writing in the curriculum school-wide.

Action Step 1

Professional development

Person or Persons Responsible

Reading Coach, Academic Coach, Regional 2 DA Team

Target Dates or Schedule

Minimal of 3 times a year

Evidence of Completion

Rosters, skill implementation in the classrooms

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

Monitor implementation of writing strategies, both in 4th grade and all Common Core implementation classrooms.

Person or Persons Responsible

Administration, Academic Coach, Reading Coach

Target Dates or Schedule

BI-Monthly or more often as needed

Evidence of Completion

Monthly writing scores collected school-wide

Plan to Monitor Effectiveness of G1.B1.S1

Writing scores by students and teacher's classroom scores

Person or Persons Responsible

Teachers, Administration, Academic and Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Calendar, Spreadsheet

G2. Percentage of the lowest 25% of students making learning gains in reading will increase from 14% to 20% and in math from 26% to 29%.

G2.B1 Non-proficient students in reading and math.

G2.B1.S1 Professional development, remediation program, paraprofessionals, MTSS Leadership team, Data Team meetings

Action Step 1

Staff Development, MTSS Team meetings

Person or Persons Responsible

Administration, teachers, instructional coaches, school leadership team.

Target Dates or Schedule

August 2013 - May 2014

Evidence of Completion

Truenorthlogic staff development data, MTSS paperwork

Facilitator:

Administration, Instructional coaches, Regional 2 DA Team

Participants:

Administration, teachers, Paraprofessionals, Instructional Coaches

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Observe, evaluate, and provide positive feedback

Person or Persons Responsible

Administration, Instructional Coaches, MTSS Team

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Truenorthlogic

Plan to Monitor Effectiveness of G2.B1.S1

AIMSweb, District Assessments, MTSS Graphs

Person or Persons Responsible

Administration, Teachers, MTSS Team

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Reports of student performance

G3. Increase parent involvement from 29% to 39%, including parents working with students at home.

G3.B1 Lack of support in the home

G3.B1.S1 Increase parent involvement through encouraging parents to read to their students at home, use materials/learning games available at the school.

Action Step 1

Parent Center, Media Center, Communication and home strategies

Person or Persons Responsible

Teachers, Volunteer Coordinator, Administration, Misc Clerical

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Circulation reports, Action 100 Step documentation, parent attendance rosters

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

Parent Participation

Person or Persons Responsible

Administration, Instructional Coaches, Teachers

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Circulation reports, volunteer hour reports, parent surveys

Plan to Monitor Effectiveness of G3.B1.S1

Parent participation

Person or Persons Responsible

Administration, Instructional Coaches, Teachers

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Parent Surveys, students progress

G4. Students scoring level 3 or above on Reading FCAT 2.0 will increase from 52 to 71%. African American students by 10%, Hispanic students by 19%, white students by 19%, ELL by 19%, SWD students by 37%, and Economically Disadvantaged students by 20%.

G4.B3 Scheduling of collaboration and professional development.

G4.B3.S1 Provide staff development through on-line training and teacher collaboration.

Action Step 1

Complete on-line professional courses and attend Professional Development trainings.

Person or Persons Responsible

Teachers, Academic Coach, Reading Coach and District 2 DA Team.

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Truenothlogic

Facilitator:

CCSS Lead Teachers, District Personnel, Instructional Coaches, District 2 DA Team

Participants:

CCSS Lead Teachers, Teachers, Instructional Coaches, Administration, Paraprofessionals

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Roster of completed courses

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Staff Development Rosters

Plan to Monitor Effectiveness of G4.B3.S1

Implementation of effective CCSS strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Observations recorded in Truenothlogic

G4.B4 Effective use of high impact strategies.

G4.B4.S1 Teachers will meet with Reading Coach and Academic Coach to discuss high yield strategies and ensure implementation in the classroom.

Action Step 1

Professional Development, technology in the classroom for implementation of high impact strategies

Person or Persons Responsible

Academic Coach, Reading Coach

Target Dates or Schedule

Monthly throughout the school year

Evidence of Completion

Agendas

Facilitator:

Academic Coaches (E. Renfro, M. Hoehn), Region 2 RED Staff

Participants:

Academic Coaches, Faculty and Staff

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Monitor classroom teachers use of high yield strategies. Observe, evaluate, and provide feedback.

Person or Persons Responsible

Administration, Academic and Reading Coach

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Feedback to teachers, verbal, written or informal and formal observation. Truenorthlogic

Plan to Monitor Effectiveness of G4.B4.S1

Student data will be collected and used to monitor effectiveness of high impact strategies.

Person or Persons Responsible

Administration, Academic Coaches

Target Dates or Schedule

Monthly or after district and state assessments

Evidence of Completion

Data from Performance Matters, AIMSWeb, feedback from teachers

G5. Students scoring level 3 or above on Math FCAT 2.0 will increase from 53% to 69%. African American will increase by 6%, Hispanic students by 13%, White students by 17%, ELL students by 10%, SWD students increase by 31%, and ED by 5%.

G5.B1 Implementation of Common Core

G5.B1.S1 Teacher training for the new Common Core standards.

Action Step 1

Training on new Common Core Math standards, use of technology to teach CCSS

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

Early Release days, Collaboration Planning

Evidence of Completion

Training rosters, modeling and collaboration

Facilitator:

Common Core Lead teachers and district initiatives

Participants:

All classroom teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Teacher Evaluation documents

Person or Persons Responsible

Administration team, including Academic and Math Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Truenorthlogic

Plan to Monitor Effectiveness of G5.B1.S1

During walkthroughs and observations of implementation

Person or Persons Responsible

Administration, Academic Coach, Math Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher evaluation observations, Truenorthlogic

Coordination and Integration

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

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

Title I Part A - See Title One budget

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Families must meet the federal eligibility to participate in the program.

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.

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.

G2. Percentage of the lowest 25% of students making learning gains in reading will increase from 14% to 20% and in math from 26% to 29%.

G2.B1 Non-proficient students in reading and math.

G2.B1.S1 Professional development, remediation program, paraprofessionals, MTSS Leadership team, Data Team meetings

PD Opportunity 1

Staff Development, MTSS Team meetings

Facilitator

Administration, Instructional coaches, Regional 2 DA Team

Participants

Administration, teachers, Paraprofessionals, Instructional Coaches

Target Dates or Schedule

August 2013 - May 2014

Evidence of Completion

Truenorthlogic staff development data, MTSS paperwork

G4. Students scoring level 3 or above on Reading FCAT 2.0 will increase from 52 to 71%. African American students by 10%, Hispanic students by 19%, white students by 19%, ELL by 19%, SWD students by 37%, and Economically Disadvantaged students by 20%.

G4.B3 Scheduling of collaboration and professional development.

G4.B3.S1 Provide staff development through on-line training and teacher collaboration.

PD Opportunity 1

Complete on-line professional courses and attend Professional Development trainings.

Facilitator

CCSS Lead Teachers, District Personnel, Instructional Coaches, District 2 DA Team

Participants

CCSS Lead Teachers, Teachers, Instructional Coaches, Administration, Paraprofessionals

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Truenothlogic

G4.B4 Effective use of high impact strategies.

G4.B4.S1 Teachers will meet with Reading Coach and Academic Coach to discuss high yield strategies and ensure implementation in the classroom.

PD Opportunity 1

Professional Development, technology in the classroom for implementation of high impact strategies

Facilitator

Academic Coaches (E. Renfro, M. Hoehn), Region 2 RED Staff

Participants

Academic Coaches, Faculty and Staff

Target Dates or Schedule

Monthly throughout the school year

Evidence of Completion

Agendas

G5. Students scoring level 3 or above on Math FCAT 2.0 will increase from 53% to 69%. African American will increase by 6%, Hispanic students by 13%, White students by 17%, ELL students by 10%, SWD students increase by 31%, and ED by 5%.

G5.B1 Implementation of Common Core

G5.B1.S1 Teacher training for the new Common Core standards.

PD Opportunity 1

Training on new Common Core Math standards, use of technology to teach CCSS

Facilitator

Common Core Lead teachers and district initiatives

Participants

All classroom teachers

Target Dates or Schedule

Early Release days, Collaboration Planning

Evidence of Completion

Training rosters, modeling and collaboration

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Percentage of the lowest 25% of students making learning gains in reading will increase from 14% to 20% and in math from 26% to 29%.	\$52,175
G3.	Increase parent involvement from 29% to 39%, including parents working with students at home.	\$6,873
G4.	Students scoring level 3 or above on Reading FCAT 2.0 will increase from 52 to 71%. African American students by 10%, Hispanic students by 19%, white students by 19%, ELL by 19%, SWD students by 37%, and Economically Disadvantaged students by 20%.	\$19,476
G5.	Students scoring level 3 or above on Math FCAT 2.0 will increase from 53% to 69%. African American will increase by 6%, Hispanic students by 13%, White students by 17%, ELL students by 10%, SWD students increase by 31%, and ED by 5%.	\$30,000
Total		\$108,524

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Professional Development	Total
Title 1	\$30,000	\$0	\$30,000
Title I	\$68,524	\$10,000	\$78,524
Total	\$98,524	\$10,000	\$108,524

Budget Details

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

G2. Percentage of the lowest 25% of students making learning gains in reading will increase from 14% to 20% and in math from 26% to 29%.

G2.B1 Non-proficient students in reading and math.

G2.B1.S1 Professional development, remediation program, paraprofessionals, MTSS Leadership team, Data Team meetings

Action Step 1

Staff Development, MTSS Team meetings

Resource Type

Other

Resource

Training days, Personnel

Funding Source

Title I

Amount Needed

\$52,175

G3. Increase parent involvement from 29% to 39%, including parents working with students at home.

G3.B1 Lack of support in the home

G3.B1.S1 Increase parent involvement through encouraging parents to read to their students at home, use materials/learning games available at the school.

Action Step 1

Parent Center, Media Center, Communication and home strategies

Resource Type

Other

Resource

Personnel, learning materials

Funding Source

Title I

Amount Needed

\$6,873

G4. Students scoring level 3 or above on Reading FCAT 2.0 will increase from 52 to 71%. African American students by 10%, Hispanic students by 19%, white students by 19%, ELL by 19%, SWD students by 37%, and Economically Disadvantaged students by 20%.

G4.B3 Scheduling of collaboration and professional development.

G4.B3.S1 Provide staff development through on-line training and teacher collaboration.

Action Step 1

Complete on-line professional courses and attend Professional Development trainings.

Resource Type

Professional Development

Resource

Substitues for training and collaboration days, Instructional Coaches

Funding Source

Title I

Amount Needed

\$10,000

G4.B4 Effective use of high impact strategies.

G4.B4.S1 Teachers will meet with Reading Coach and Academic Coach to discuss high yield strategies and ensure implementation in the classroom.

Action Step 1

Professional Development, technology in the classroom for implementation of high impact strategies

Resource Type

Other

Resource

Technology, Substitues for training

Funding Source

Title I

Amount Needed

\$9,476

G5. Students scoring level 3 or above on Math FCAT 2.0 will increase from 53% to 69%. African American will increase by 6%, Hispanic students by 13%, White students by 17%, ELL students by 10%, SWD students increase by 31%, and ED by 5%.

G5.B1 Implementation of Common Core

G5.B1.S1 Teacher training for the new Common Core standards.

Action Step 1

Training on new Common Core Math standards, use of technology to teach CCSS

Resource Type

Other

Resource

Personnel, technology

Funding Source

Title 1

Amount Needed

\$30,000