



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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High Springs Community School

1015 N MAIN ST

High Springs, FL 32643

386-454-1958

<http://www.sbac.edu/pages/acps>

## School Demographics

**School Type**  
Combination School

**Title I**  
No

**Free and Reduced Lunch Rate**  
40%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
22%

## School Grades History

**2013-14**  
C

**2012-13**  
B

**2011-12**  
A

**2010-11**  
A

## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

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

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
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

High Springs Community School

##### Principal

Jeffrey Means

##### School Advisory Council chair

John Hill

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

Name	Title
Beth Pearlman	Assistant Principal
Emery Bishop	Assistant Principal

#### 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

The SAC is composed of parents elected by parents, teachers elected by teachers, community representatives, non-instructional personnel elected by non-instructional staff, and the principal.

#### Involvement of the SAC in the development of the SIP

Members are provided prior year data for analysis. Through this process members become familiar with curriculum delivery, Instructional strategies and student learning trends. Areas of concern are discussed in regards to continuation, modification, or discontinuation of a particular academic component. Logistical, practical and budget considerations are discussed and agreed upon.

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

The SAC will review the SIP, monitor its implementation, and assist in the assessment of SIP results as measured by FCAT Spring 2014.

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

SIP funds will be utilized to:

1. provide After School tutoring to eligible third graders.
2. provide instructional materials for After School tutoring.
3. provide Rtl liaison for Rtl progress monitoring of at risk learners in all grade levels.

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

In Compliance

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

### Highly Qualified Staff

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

#### Administrators

##### # of administrators

3

##### # receiving effective rating or higher

(not entered because basis is < 10)

##### Administrator Information:

##### Jeffrey Means

Principal

Years as Administrator: 11

Years at Current School: 11

##### Credentials

BAE, University of Florida  
 MEd University of North Florida  
 Secondary Social Studies, Middle Grades Science  
 Administration and Supervision  
 Principal Certification

##### Performance Record

School Grade  
 2012 - 2013 B  
 2011 - 2012 A  
 2010 - 2011 A  
 2009 - 2010 A  
 2008 - 2009 A  
 2007 - 2008 A  
 2006 - 2007 A  
 2005 - 2006 A

**Beth Pearlman**

Asst Principal

Years as Administrator: 8

Years at Current School: 2

**Credentials**

University of Florida B.A. Elementary Education  
 M.Ed., Ed.S Educational Leadership  
 Elementary Education, 1-6  
 Middle English 5-9  
 Reading Endorsement  
 Educational Leadership Principal Endorsement

**Performance Record**

School Grade  
 2012 - 2013 B  
 2011 - 2012 A  
 2010 - 2011 A  
 2009 - 2010 A  
 2008 - 2009 A  
 2007 - 2008 A  
 2006 - 2007 A

**Emery Bishop**

Asst Principal

Years as Administrator: 20

Years at Current School: 5

**Credentials**

BS University of Florida  
 MEd. Nova University,  
 Administration and Supervision  
 Principal Certification

**Performance Record**

School Grade  
 2012 - 2013 B  
 2011 - 2012 A  
 2010 - 2011 A  
 2009 - 2010 A  
 2008 - 2009 F  
 2007 - 2008 C  
 2006 - 2007 D

**Classroom Teachers****# of classroom teachers**

56

**# receiving effective rating or higher**

56, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

56, 100%



**# ESOL endorsed**

5, 9%

**# reading endorsed**

6, 11%

**# with advanced degrees**

30, 54%

**# National Board Certified**

3, 5%

**# first-year teachers**

3, 5%

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

7, 13%

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

6, 11%

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

42, 75%

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

7

**# Highly Qualified**

7, 100%

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

3

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Host Teacher Intern Program through the University of Florida and St. Leo College. Participate in District Instructional Fair. Collaborate with District HR to find Certified and Highly Qualified candidates to fill positions.

**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**

Each beginning teacher is assigned a district Mentor Coach. Planning, Curriculum and instruction, Classroom management and scheduled observations are addressed by the Coach. Principal observers and works with all beginning teachers.

### **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 High Springs Community School Leadership Team meets with grade level teachers to discuss student progress and concerns. The team reviews data/assessment information at grade levels and classroom levels to identify students who are and are not meeting grade level expectations and students exceeding expectations. Student are identified as high risk, moderate risk, and low risk for meeting benchmarks. Based on collaboration among the team members concerning problem solving issues, sharing effective practices, implementation evaluation, leads the team to recommendations and/or modifications of instructional resources and strategies based on student needs.

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

Principal: Provides leadership, coordinates staff development, and ensures fidelity of RtI process.

APC: Provides expertise to classroom teachers on development of appropriate instructional strategies for individual students. Assists in data analysis, intervention design.

APA: Provides expertise to classroom teachers on development of appropriate behavioral strategies for individual students. Assists in data analysis, intervention design.

Guidance Counselors: Oversees implementation of RtI process, assists classroom teachers with assessments and interventions, communicates information related to process to all stakeholders, monitors data records.

Deans: Assist classroom teachers with the design and implementation of Functional Behavior Assessments. Monitors behavior data.

Staffing Specialist: Ensures district and state criteria are followed and met, reviews data, student records.

RTI Liaison: Monitors RtI data collection process, assist in charting, and gathering research based instructional materials used in the process.

Psychologist: Reviews all documents prior to testing, testing for student eligibility, communicates testing results to all stakeholders.

Teacher: Provide progress monitoring information, implement interventions, record collected data.

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

Teachers and staff are made aware of the School Improvement Plan goals during the beginning of each school year. The School Advisory Council monitors the goals and objectives of the plan regularly throughout the school year.

#### **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 points are generated through regularly scheduled state and district mandated benchmark assessments, unit / chapter test and quizzes and informal assessments. All of these assessment tools

are aligned with specific grade level benchmarks. Quarterly meetings are held to analyze trends, strengths and weaknesses of a given cohort. Curriculum and instruction are then modified to address the needs of particular identified areas of academic need. Individual teams meet on a monthly basis to discuss specific student needs and concerns i.e. attendance, family dynamics, social, emotional and behavioral needs. Instruction is then differentiated to address these issues.

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

Provide release time for members to attend professional development opportunities. Provide regularly scheduled meeting to share information among team members.

### **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:**

The school offers After School Tutoring for identified students in grade 3. Sessions are offered to these students prior to the FCAT assessment. Tutoring is free and is offered twice a week for 1.5 hours per session. Students are identified through FAIR scores, previous FCAT scores, and teacher recommendation.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects

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

FAIR, On Track Benchmark, Reading Unit test and informal classroom assessments are collected periodically throughout the school year to progress monitor the identified students.

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

Principal and Assistant Principal monitor the program and program outcomes.

### **Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
J. Means	Principal
E. Bishop	Assistant Principal
S. Kirk	Team Leader
C. Davis	Team Leader
K. Babston	Team Leader

Name	Title
J. Spencer	Team Leader
E. Allen	Team Leader
W. Roe	Team Leader
J. Quillen	Department Chair
B. Hartmen	Department Chair

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

The School Literacy Leadership Team members are committed to working in a collaborative group to identify areas of concern and to set goals for improving student achievement. Regularly scheduled meetings throughout the year are convened to monitor progress against established benchmarks. Benchmarks are determined through careful, ongoing analysis of teacher and student data collected through various means such as student assessment, student and teacher surveys, and observational data collected by administrators, teachers, and the team. The team engages in on-going professional dialogue and makes decisions based on review of current research, theories, and practices linked to improved student achievement as well as school-based data collection. The plan is fluid and able to be modified based on data. Its success is dependent upon school wide commitment to implementation.

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

The Literacy Leadership Team will facilitate professional learning opportunities through increased exposure to common core curriculum. The LLT will hold meetings to analyze and interpret reading data. Goals will be established based on the reading data analysis. The development of new strategies to achieve the goals while establishing the measures of success will be a continuous focus for the LLT. The LLT will also support teachers in implementing the literacy strategies. Support for teachers in developing strategies for vocabulary acquisition across all subjects using CCSS CRSS strategies will be an additional component added this year. Teachers will monitor and review the implementation and provide input to the LLT as to the success of such strategies. Further assistance from the LLT will take the form of assistance in differentiating the learning environment, observing and provide feedback, modeling effective lessons, and suggesting appropriate resources.

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

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

CRSS strategies in the area of vocabulary are being implemented across all content areas. Lesson plan checks, Classroom Walk through, informal and formal observations ensure strategies are implemented.

## **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**

Preschool students and parents participate in a Kindergarten Orientation during the Spring of the school year. Parents begin the registration process while students meet teachers, staff and peers during this orientation.

## **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**

A comprehensive school counseling program delivers a collaborative program for students and parents with the skills necessary for them to become successful lifelong learners, responsible citizens, and productive workers. Counselors provide counseling services, providing instruction in Decision Making/ Problem Solving/Self Management Skills, Organization and Planning Skills, Academic, College and Career Planning Skills.

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

8th grade students are exposed to various opportunities to learn and experience high school programs and courses. All 8th graders are involved in a high school registration process that looks at student interest and academic strengths. Identified 8th grade students participate in high school magnet program nights. Students learn of the various options and areas of concentration for specific magnet programs. College visitations are set up for identified first time college participants that showcase the various college degree programs.

**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	72%	68%	No	75%
American Indian				
Asian				
Black/African American	38%	22%	No	45%
Hispanic	79%	66%	No	81%
White	77%	74%	No	79%
English language learners				
Students with disabilities	44%	31%	No	50%
Economically disadvantaged	58%	48%	No	63%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	166	29%	
Students scoring at or above Achievement Level 4	211	37%	

### 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>		
Students scoring at or above Level 7			

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	310	67%	
Students in lowest 25% making learning gains (FCAT 2.0)	77	65%	

**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	122	62%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

**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	70%	65%	No	73%
American Indian				
Asian				
Black/African American	38%	18%	No	45%
Hispanic	61%	61%	Yes	65%
White	76%	71%	No	78%
English language learners				
Students with disabilities	46%	26%	No	51%
Economically disadvantaged	54%	41%	No	59%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	162	29%	
Students scoring at or above Achievement Level 4	187	34%	

**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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	322	69%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	70	60%	

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	20		
Middle school performance on high school EOC and industry certifications	13		

**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	13	100%	

**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	60	29%	
Students scoring at or above Achievement Level 4	62	30%	

**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	<i>[data excluded for privacy reasons]</i>		

**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	59%	
Students scoring at or above Achievement Level 4	35	32%	

**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)	8		
Participation in STEM-related experiences provided for students	60	18%	

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	99	30%	
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> 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	1	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	3	1%	
Students retained, pursuant to s. 1008.25, F.S.	7	1%	
Students who are not proficient in reading by third grade	28	35%	
Students who receive two or more behavior referrals	20	4%	
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	2%	

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	8	3%	
Students who fail a mathematics course	5	2%	
Students who fail an English Language Arts course	5	2%	
Students who fail two or more courses in any subject	7	2%	
Students who receive two or more behavior referrals	36	12%	
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	15	5%	

**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 number of parents participating in teacher conferences, volunteers, chaperones on field trips, PTA membership, attendance at PTA and SAC meetings.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
	233	28%	30%

## Goals Summary

- G1.** Increase science proficiency in grade 5 and 8 as assessed by FCAT 2014.
- G2.** Increase mathematics proficiency in grades 3 - 8 as assessed by FCAT 2014.
- G3.** Increase reading proficiency in grades 3 - 8 as assessed by FCAT 2.0.

## Goals Detail

### G1. Increase science proficiency in grade 5 and 8 as assessed by FCAT 2014.

#### Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA)
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

#### Resources Available to Support the Goal

- Adopted textbooks Field trips Guest Speakers School Science Fair

#### Targeted Barriers to Achieving the Goal

- Insufficient time dedicated, exposure to and experiences in Science.

### Plan to Monitor Progress Toward the Goal

Students in grades 5 and 8 will increase scores on subsequent assessments throughout the school year.

#### Person or Persons Responsible

Administration, 5th grade teachers, 8th grade science teacher.

#### Target Dates or Schedule:

2013 - 2014 school year.

#### Evidence of Completion:

Student scores on FCAT 2014 are above last years scores for grades 5th and 8th.

## **G2. Increase mathematics proficiency in grades 3 - 8 as assessed by FCAT 2014.**

### **Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

### **Resources Available to Support the Goal**

- Adopted Mathematics textbook series Reflex Math

### **Targeted Barriers to Achieving the Goal**

- Students lack sufficient experience using other structures and models for learning in mathematics.

## **Plan to Monitor Progress Toward the Goal**

Student proficiency will increase as evidenced by an increase in mastery of mathematics skills as reflected on the assessments listed above.

### **Person or Persons Responsible**

Principal, APC, teachers

### **Target Dates or Schedule:**

2013 - 2014

### **Evidence of Completion:**

Student scores will increase on mathematic assessments.

## **G3. Increase reading proficiency in grades 3 - 8 as assessed by FCAT 2.0.**

### **Targets Supported**

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

### **Resources Available to Support the Goal**

- District adopted textbooks and ancillary instructional teacher materials. After School Tutoring. Intervention Groups in Reading. Implementation of Common Core Standards

### **Targeted Barriers to Achieving the Goal**

- Newly adopted elementary reading series.
- Limited instructional resources for at risk students in reading.
- Limited outside resources for reading outside of the school.

### Plan to Monitor Progress Toward the Goal

Team meetings will be held to analyze new data and to revise groupings and instructional strategies

**Person or Persons Responsible**

Teacher teams and administration

**Target Dates or Schedule:**

Every nine weeks

**Evidence of Completion:**

Action plans reflect group changes, lesson plans reflect instructional modifications.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase science proficiency in grade 5 and 8 as assessed by FCAT 2014.

**G1.B1** Insufficient time dedicated, exposure to and experiences in Science.

**G1.B1.S1** Increase Science experiences and exposure.

#### **Action Step 1**

Provide the opportunity for teacher to increase time within the academic day by blocking math and science together. This will provide a thread of relevance between certain science and mathematics concepts.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

2013 - 2014 school year.

#### **Evidence of Completion**

Master schedule reflects blocking of math and science.

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

Classroom walk through will indicate various instructional methods for teaching science. Lesson plans will be collected and noted for math/science blending.

#### **Person or Persons Responsible**

Principal, APC, APA

#### **Target Dates or Schedule**

2013 - 2014 school year

#### **Evidence of Completion**

Walk through data reflects instructional variation. Lesson plans provide documentation of mathematics and science concepts being blended where appropriate.

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

Science scores in both 5th and 8th grade will show increase over prior assessments.

#### Person or Persons Responsible

Principal, APC, APA

#### Target Dates or Schedule

2013 - 2014 school year

#### Evidence of Completion

Science scores for both 5th and 8th graders will increase over last years as assessed on FCAT 2014.

### G2. Increase mathematics proficiency in grades 3 - 8 as assessed by FCAT 2014.

#### G2.B1 Students lack sufficient experience using other structures and models for learning in mathematics.

##### G2.B1.S1 Provide varying opportunities for students to interact with math concepts.

#### Action Step 1

Student progress monitoring through Math textbook assessments, Reflex math reports and On Track assessments. Team meetings will address trends in data generated by the above assessments.

#### Person or Persons Responsible

Principal, APC, teachers

#### Target Dates or Schedule

Four times per school year.

#### Evidence of Completion

A 10% reduction in students scoring Levels 1 and 2 on FCAT Mathematics 2014 at grade 5.

#### Facilitator:

School based administration

#### Participants:

Intermediate elementary teachers participate in Reflex math training.

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

Student progress monitoring through Math textbook assessments, Reflex math reports and On Track assessments.

#### **Person or Persons Responsible**

Principal, APC, Teachers

#### **Target Dates or Schedule**

2013 -2014 school year.

#### **Evidence of Completion**

Collected assessment data, computer reports of student progress

### **Plan to Monitor Effectiveness of G2.B1.S1**

Student progress monitoring through Math textbook assessments, Reflex math reports and On Track assessments. Team meetings will address trends in data generated by the above assessments.

#### **Person or Persons Responsible**

Principal, APC, teachers

#### **Target Dates or Schedule**

Four time per year minimum.

#### **Evidence of Completion**

Data reports, team meeting notes, Classroom walk through data.



**G3. Increase reading proficiency in grades 3 - 8 as assessed by FCAT 2.0.**

**G3.B1 Newly adopted elementary reading series.**

**G3.B1.S1** Work with district curriculum department and publisher to provide additional in services for particular areas of the new reading series.

**Action Step 1**

Sessions will be scheduled with involved staff to look at possible resources and strategies that meet the criteria of "research based". Following the identification of the resource and/or strategy, a library will be created for use by teachers and mentors.

**Person or Persons Responsible**

Mentor coordinator, school psychologist, teachers, guidance counselors

**Target Dates or Schedule**

2013 - 2014 school year

**Evidence of Completion**

Library of strategies is generated.

**Facilitator:**

District staff, McGraw-Hill representative

**Participants:**

Open to all elementary teachers.

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

in service documentation and lesson implementation.

**Person or Persons Responsible**

School administration, district curriculum staff, teachers

**Target Dates or Schedule**

throughout the 2013 - 2014 school year.

**Evidence of Completion**

Lesson plan documentation, in service agenda, participation logs.

### **Plan to Monitor Effectiveness of G3.B1.S1**

FAIR, FCAT 2.0, On Track reading, unit and chapter test in reading

#### **Person or Persons Responsible**

Teachers, school administration

#### **Target Dates or Schedule**

Following returned results of above. Minimum of four times per year.

#### **Evidence of Completion**

Team action plans are modified as result of new data points.

### **G3.B2 Limited instructional resources for at risk students in reading.**

**G3.B2.S1** Hawk mentor coordinator, school psychologist, teachers and school based administration will work collaborative in an effort to build a research based library of reading strategies to be utilized with at risk students both in and out of the classroom setting.

#### **Action Step 1**

#### **Person or Persons Responsible**

#### **Target Dates or Schedule**

#### **Evidence of Completion**

### **Plan to Monitor Fidelity of Implementation of G3.B2.S1**

Involved parties will meet to look over resources from within the school, district curriculum staff, FLDOE and adopted reading series. Resources will need to meet the criteria for Rtl process, relevance to curriculum and be grade level appropriate. Once agreed upon then the organization into a library of strategies will be created.

#### **Person or Persons Responsible**

Hawk mentor coordinator, school psychologist, teachers and school based administration

#### **Target Dates or Schedule**

2013 - 2014 school year

#### **Evidence of Completion**

Meetings occurred, list of investigated resources.

### Plan to Monitor Effectiveness of G3.B2.S1

Meeting notes, resources chosen.

#### Person or Persons Responsible

Hawk mentor coordinator, school psychologist, teachers and school based administration

#### Target Dates or Schedule

2013 - 2014 school year

#### Evidence of Completion

Library of research strategies is created.

### G3.B3 Limited outside resources for reading outside of the school.

**G3.B3.S1** Connect with community resources to provide additional tutoring in reading outside the regular school day..

#### Action Step 1

Outreach efforts will be initiated by administration to service organizations and community leaders about the needs for students outside of the typical school day.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

2013 - 2014 school year.

#### Evidence of Completion

Meetings and conversations are had to discuss possible solutions for the need.

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

Administrators will attend and set up meetings with service groups and community leaders.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

2013 - 2014

#### Evidence of Completion

Meetings are held, tentative solutions discussions

### **Plan to Monitor Effectiveness of G3.B3.S1**

Service organization and community leader open to brainstorming possible solutions and ways they could provide for such needs.

#### **Person or Persons Responsible**

Administration, Service organization and community leader

#### **Target Dates or Schedule**

2013 - 2014

#### **Evidence of Completion**

List of brainstorm ideas and how the outside community might provide assistance.

## 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.** Increase mathematics proficiency in grades 3 - 8 as assessed by FCAT 2014.

**G2.B1** Students lack sufficient experience using other structures and models for learning in mathematics.

**G2.B1.S1** Provide varying opportunities for students to interact with math concepts.

### PD Opportunity 1

Student progress monitoring through Math textbook assessments, Reflex math reports and On Track assessments. Team meetings will address trends in data generated by the above assessments.

#### Facilitator

School based administration

#### Participants

Intermediate elementary teachers participate in Reflex math training.

#### Target Dates or Schedule

Four times per school year.

#### Evidence of Completion

A 10% reduction in students scoring Levels 1 and 2 on FCAT Mathematics 2014 at grade 5.

**G3.** Increase reading proficiency in grades 3 - 8 as assessed by FCAT 2.0.

**G3.B1** Newly adopted elementary reading series.

**G3.B1.S1** Work with district curriculum department and publisher to provide additional in services for particular areas of the new reading series.

**PD Opportunity 1**

Sessions will be scheduled with involved staff to look at possible resources and strategies that meet the criteria of "research based". Following the identification of the resource and/or strategy, a library will be created for use by teachers and mentors.

**Facilitator**

District staff, McGraw-Hill representative

**Participants**

Open to all elementary teachers.

**Target Dates or Schedule**

2013 - 2014 school year

**Evidence of Completion**

Library of strategies is generated.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G3.	Increase reading proficiency in grades 3 - 8 as assessed by FCAT 2.0.	\$500
	Total	\$500

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
School Internal funds	\$500	\$500
Total	\$500	\$500

### Budget Details

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

#### G3. Increase reading proficiency in grades 3 - 8 as assessed by FCAT 2.0.

##### G3.B2 Limited instructional resources for at risk students in reading.

**G3.B2.S1** Hawk mentor coordinator, school psychologist, teachers and school based administration will work collaborative in an effort to build a research based library of reading strategies to be utilized with at risk students both in and out of the classroom setting.

#### Action Step 1

##### Resource Type

Evidence-Based Materials

##### Resource

instructional materials specific to reading skills. copying, manipulatives, folders, notebooks.

##### Funding Source

School Internal funds

##### Amount Needed

\$500