2013-2014 SCHOOL IMPROVEMENT PLAN

The One Room School House Project
4180 NE 15TH ST
Gainesville, FL 32609
352-376-4014

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	71%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	69%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
F		B	A	A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School
The One Room School House Project

Principal
Brett Beckett

School Advisory Council chair
Cheryl Valantis

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

Name	Title
Brett Beckett	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

President, Cheryl Valantis, Public Charter School Administrator
Vice President, Dr. Sevan Terzian, Professor of Education, University of Florida
Treasurer, Dr. Arthur Newman, Professor Emeritus, university of Florida
Secretary, Juniper DiGiovanni, Public School Teacher
Board Member, Michael Patrick, Science Instructor, Santa Fe College
Our charter school 's SAC consists of the Board of Directors of The One Room School House Project, Inc. Governing board members include University Professors, Community College Instructors, Teachers, and Officers familiar with charter school functions and operations.

Involvement of the SAC in the development of the SIP

The board of directors works closely with the school administration, parents, and other stakeholders to monitor school progress, suggest improvements in areas that require attention, and closely follow the indicators detailed on the SIP. The board approves and continuously monitors and amends the school's budget with an eye to areas of critical need as suggested in the SIP.

Activities of the SAC for the upcoming school year

The board of directors, acting as the school's SAC, monitors the school's functions and budget on a regular basis at every board meeting. The school's principal makes a detailed report of all school activities at each meeting. Through Title One parent involvement activities and meetings, the SAC hears regularly from school families about their needs and aspirations for the school.

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

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

Highly Qualified Staff

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

Administrators

# of administrators
1

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

Administrator Information:

Brett Beckett		
Principal	Years as Administrator: 7	Years at Current School: 8
Credentials	B.A. Elementary Education K-6, ESOL Endorsed, 5-9 Middle Grades Curriculum	
Performance Record	One Room School House has obtained high performing charter school status up until this year. However due to the fact that we did not have enough students to qualify we will lose that status for 13-14.	

Instructional Coaches

# of instructional coaches
0

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

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
17

 # receiving effective rating or higher
17, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
17, 100%

 # ESOL endorsed
5, 29%

 # reading endorsed
3, 18%

 # with advanced degrees
1, 6%

 # National Board Certified
0, 0%

 # first-year teachers
4, 24%

 # with 1-5 years of experience
3, 18%

 # with 6-14 years of experience
10, 59%

 # with 15 or more years of experience
0, 0%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
3

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

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

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

Salary and benefits on par with school district. Academic Freedom. Maintain collegiate atmosphere. Attending college intern fairs. Current employee input.

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

To pair new teachers with veteran teachers in hopes that experienced teachers can help prepare new teachers as well as new teachers bringing new ideas to One Room.

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

Data teams will meet once a week with Intervention Specialist to review data. Data analysis will drive tutoring model. Instruction will be designed around data trends. Intervention specialists will work with teachers to build small group instruction.

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

Principal will oversee overall program
Intervention Specialist will help review data as well as design instruction
Speech and OT will help with evaluations for recommendations of testing
General Ed teacher will conduct probe reviews as well as handle interventions in the classroom

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

Intervention Specialist and Principal will meet with Gen Ed Teachers to review tier data and targets. Academic area expectations will be set. RTI will help drive tutoring in reading for grades K-5.

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

PMRN and FAIR data will be used. Weekly basal reader tests and end of the year FCAT scores will be used. Behavior will be periodically checked by principal to review trends or abnormalities.

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

School board specialist will meet with staff to discuss interventions. RTI workshops will be attended. Weekly contact with specialist will help build familiarity with staff and data.

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: 6,000

We have implemented tutoring weeks during or weeks off to help students behind catch up in core areas.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Weekly lesson plans as well as standard tests are used to monitor effectiveness of weeks.

Who is responsible for monitoring implementation of this strategy?

Principal as well as Title I lead teacher will be responsible for monitoring strategies.

Strategy: Extended Day for All Students

Minutes added to school year: 10,560

Using Achieve 3000 during after school hours to help students with reading defienciencies.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The program collects data on all students enrolled.

Who is responsible for monitoring implementation of this strategy?

Title I lead teacher monitors students and data to review effectiveness.

Strategy: Extended Day for All Students
Minutes added to school year: 54,000

School day Title I pull out intervention gives students approximately 45 extra minutes a day of remediation.

Strategy Purpose(s)
""

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

Weekly lesson plans as well as FAIR and weekly assessment data is used to confirm effectiveness.

Who is responsible for monitoring implementation of this strategy?

Teacher tutors and Title I Lead teacher will be responsible for monitoring data.

Literacy Leadership Team (LLT)

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

Name	Title
Brett Beckett	Principal
Elize Cruz	Reading Chair
Blaine Beckett	Reading Teacher
Amanda Cordar	Title I Lead Teacher

How the school-based LLT functions

Group meetings will be biweekly to discuss assessment data as well as after FAIR testing. Reading teachers will relay information to the principal and tutor in order to create a balanced plan for remediation.

Major initiatives of the LLT

To attack problems at K, 1st and 2nd grade levels to alleviate problems in upper grades. To push Accelerated Reader to a higher level in upper grades.

Every Teacher Contributes to Reading Instruction

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

Every teacher begins their day with an uninterrupted 90 minute reading block. Teachers either possess or are in the process of gaining the reading endorsement. Teachers 2nd through 5th use Accelerated Reader program to instill a love for home reading.

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

The school provides Voluntary Pre-Kindergarten as well as a kindergarten orientation to help young studens in the community familiarize themselves with One Room.

Expected Improvements

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	83%	69%	No	85%
American Indian				
Asian				
Black/African American	73%	69%	No	75%
Hispanic				
White	88%	62%	No	90%
English language learners				
Students with disabilities				
Economically disadvantaged	78%	68%	No	80%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	16	31%	75%
Students scoring at or above Achievement Level 4	18	35%	25%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	20	67%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		75%

Comprehensive English Language Learning Assessment (CELLA)

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

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	*[data excluded for privacy reasons]*		90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	53%	No	73%
American Indian				
Asian				
Black/African American	63%	44%	No	67%
Hispanic				
White	77%	52%	No	79%
English language learners				
Students with disabilities				
Economically disadvantaged	64%	54%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	22%	75%
Students scoring at or above Achievement Level 4	17	33%	25%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	21	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		75%

Middle School Acceleration

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

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	*[data excluded for privacy reasons]*		75%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		25%

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)	3		3
Participation in STEM-related experiences provided for students	3	67%	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	8	5%	2%
Students retained, pursuant to s. 1008.25, F.S.	5	3%	2%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	10	6%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	3%	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

Title I components should be brought to the attention of all parents. We as a staff will use parent evaluation sheets to better inform parents of changes and get feedback for any changes they would like to see.Parents will be involved in discussions of all Title I monies being funded. Regular meetings will keep parents informed on the process of parent involvement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Helping parents attend all Title I meetings.	88	48%	75%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Helping struggling students from low socioeconomic status acheive higher results on certain areas of state testing.

Goals Detail

G1. Helping struggling students from low socioeconomic status acheive higher results on certain areas of state testing.

Targets Supported

- Writing

- Civics EOC

- Science - Elementary School

Resources Available to Support the Goal

- FCAT, FAIR, On Track

Targeted Barriers to Achieving the Goal

- Parent Involvement

- Real World Experience

Plan to Monitor Progress Toward the Goal

End of year review for parent curriculum understanding

Person or Persons Responsible

All teachers and administration

Target Dates or Schedule:

Post Planning

Evidence of Completion:

Team will review final grades as well as FCAT results to see if parenting workshops effectively helped bridged the gap between home and school.

Action Plan for Improvement

Problem Solving Key

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

G1. Helping struggling students from low socioeconomic status acheive higher results on certain areas of state testing.

G1.B1 Parent Involvement

G1.B1.S1 Having workshops to help parents understand the curriculum their students are being exposed to. This would better help parents understand and work with students at home to close gaps of education.

Action Step 1

Organizing workshops to help with overall parent education.

Person or Persons Responsible

Principal, Title I lead teacher, Reading and Math chairs

Target Dates or Schedule

Quarterly

Evidence of Completion

Grade reporting as well as On Track and Fair Data

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

Teachers will meet to see what parts of curriculum parents may be struggling with.

Person or Persons Responsible

Principal, Team Chairs

Target Dates or Schedule

Biweekly Meetings

Evidence of Completion

Biweekly progress reports as well as parent input will be monitored

Plan to Monitor Effectiveness of G1.B1.S1

Biweekly progress report meetings will be held to review material

Person or Persons Responsible

Principal, Team Chairs, teachers

Target Dates or Schedule

Wednesday every two weeks

Evidence of Completion

At the end of each term team will have meetings to discuss if meetings have been successful and if changes need to be made in data review.

G1.B2 Real World Experience

G1.B2.S1 Providing more hands on activites as well as field trips geared to help both parents and students understand how education directly relates to the real world.

Action Step 1

Designing a real world experience for children of all ses backgrounds.

Person or Persons Responsible

Grade chairs

Target Dates or Schedule

Preplanning

Evidence of Completion

Completed program design of real word experiences.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Create surveys based on field trip experiences.

Person or Persons Responsible

Teachers and parents

Target Dates or Schedule

After completion of each field trip

Evidence of Completion

Completed surveys

Plan to Monitor Effectiveness of G1.B2.S1

Create data analysis reports based on survey results.

Person or Persons Responsible

Principal, Grade Chairs

Target Dates or Schedule

Quarterly

Evidence of Completion

Teams using collabarative approach to review classroom assessment data

Coordination and Integration

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

Currently we are not participating in any other federal programs besides Title I. We are actively pursuing involvement in Title II. We are members of the Early Learning Coalition which helps pay for after school for our neediest families. We participate in the Foster Grandparent Program which provides tutoring for our students.

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.

Appendix 2: Budget to Support School Improvement Goals