



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Alachua Learning Center, Inc. Elementary

11100 W SR 235

Alachua, FL 32615

386-418-2080

<http://alachualearningcenter.com/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 60%
Alternative/ESE Center No	Charter School Yes	Minority Rate 41%

School Grades History

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

Alachua Learning Center, Inc. Elementary

Principal

Tom Allin

School Advisory Council chair

Seth Spellman

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

Name	Title
Jaya Kaseder	Lead Teacher
Ms. Romeo	Elementary Teacher/ Coordinator
Mr. Allin	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

- Mr. Seth Spellman--Chairman
- Mr. Serene Seyer--Member
- Dr. Wolf--Member

Involvement of the SAC in the development of the SIP

Review of all agendas, minutes, resolutions with presentations, discussions and vote of approvals

Activities of the SAC for the upcoming school year

Review of all agendas, minutes, resolutions with presentations, discussions and vote of approvals

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

- Title I Reading and Math Teacher Tutors and Lead Teacher \$37,628.00--Title I Funding
- Stipends for instructional staff development for reading and math \$988.00--Title I Funding

Math Grades K-5 Manipulatives \$500.00--- FTE

Teacher resource-----Strategies for Writers--Book, Zaher-Bloser \$100.00--FTE

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

N/A

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:

Tom Allin

Principal

Years as Administrator: 14

Years at Current School: 14

Credentials

School Administration

Performance Record

Good

Gopal Romeo

Asst Principal

Years as Administrator: 2

Years at Current School: 5

Credentials

Certified K-6

Performance Record

Excellent

Asst Principal

Years as Administrator:

Years at Current School:

Credentials

Performance Record

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Diane Consbruck

Part-time / School-based

Years as Coach: 2

Years at Current School: 4

Areas

Reading/Literacy

Credentials

Certified Reading

Performance Record

Excellent

Classroom Teachers

of classroom teachers

11

receiving effective rating or higher

11, 100%

Highly Qualified Teachers

100%

certified in-field

11, 100%

ESOL endorsed

8, 73%

reading endorsed

2, 18%

with advanced degrees

2, 18%

National Board Certified

0, 0%

first-year teachers

1, 9%

with 1-5 years of experience

4, 36%

with 6-14 years of experience

5, 45%

with 15 or more years of experience

1, 9%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

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

Focus on teamwork throughout interview, research, orientation and mentoring processes. Executed by Tom Allin and Ms. Gopal Romeo.

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

Ms. Gopal Romeo is assigned as teacher mentor with focus on teamwork.

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 elementary school team meet quarterly (or as needed) to review on-going process monitoring data at grade levels for instructional decisions. The data is used to identify students who are meeting or exceeding benchmarks, or are at moderate risks for not meeting benchmarks. The teams identify necessary resources.

For students identified at risk or in need of additional support, plans are developed to provide improvement in the areas of concern. Follow-up meetings are conducted at regular intervals to review implementation and progress and to determine further needs.

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

Principal - leads teams and oversees decisions made by the team to align with the best interest of the school and the child.

Instructional Specialists - Lead Teacher, grade level teacher, classroom teacher, Title 1 teachers- are responsible for meeting, determining students needs, creating plans for implementation, and following up on plans.

Psychologist, speech/language pathologist, OT, ESE specialist - as needed to provide professional input into plans and execution of services provided

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

Meeting agendas and minutes are kept within Title 1 documentation audit files. Plans are created and FCIMS Data Record Sheets are kept for each meeting and stored in Title 1 file boxes as well as teacher classrooms where appropriate.

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

Data sources for core programs: Reading - FAIR / FCAT exam, Math - Big Idea tests, On-Track tests, FCAT exams, Science - On-Track, National Geographic adopted text chapter and unit tests, Writing - beginning, middle, and end of year writing prompts, Engagement - Infinite Campus reporting, teacher observation

Supplemental program data sources - chapter and unit tests from My Sidewalk in Reading, Harcourt Interventions in Math, National Geographic interventions in Science.

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

Our school's small size (1 class per grade) supports understanding of MTSS through weekly staff meetings, quarterly leadership meetings, and Title 1 staff professional development.

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:

N/A

Strategy Purpose(s)

""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Diane Consbruck	Title 1 Resource Teacher
Gopal Romeo	Elementary Lead Teacher
Jaya Kaseder	Title 1 Lead Teacher
Enid Sacasa	4th Grade Teacher

How the school-based LLT functions

The LLT meets weekly to review school based concerns, calendars, student needs, etc. In addition, the LLT meets quarterly with individual teachers to discuss students/curriculum, review data, identify trends/patterns/needs, and identify potential interventions needed to assist student learning.

Major initiatives of the LLT

Consistent follow-up on interventions across Tiers 1, 2,3.

Student work stations with accountability.

Every Teacher Contributes to Reading Instruction

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

Each teacher is responsible for the reading improvement of each student by implementing the researched-based core curriculum provided to them in an effective manner, maximizing student interaction, and using data to drive instruction. Quarterly FCIMS Data Record Sheets help teachers to examine student data and make decisions based on it. Title 1 teachers work closely with classroom teachers to create personalized programs for student intervention. These program plans are submitted to the Leadership Team.

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

In the spring, the school hosts a Kindergarten Round-up to introduce families of upcoming kindergarten children to Achua Learning Center. In addition, a Kindergarten orientation is held. A mail out to introduce possible kindergarten children is also mailed in the spring.

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

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

Strategies for improving student readiness for the public postsecondary level

N/A

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	81%	63%	No	83%
American Indian				
Asian				
Black/African American				
Hispanic	73%	50%	No	76%
White	83%	64%	No	85%
English language learners				
Students with disabilities				
Economically disadvantaged	78%	60%	No	81%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	22%	31%
Students scoring at or above Achievement Level 4	21	41%	50%

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)	21	72%	86%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		71%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		80%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		80%

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	10	50%	75%
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	82%	67%	No	84%
American Indian				
Asian				
Black/African American				
Hispanic	84%	50%	No	86%
White	82%	71%	No	84%
English language learners				
Students with disabilities				
Economically disadvantaged	82%	63%	No	84%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	37%	47%
Students scoring at or above Achievement Level 4	14	27%	37%

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	25	86%	90%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	<i>[data excluded for privacy reasons]</i>		90%

Middle School Acceleration

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

Algebra I End-of-Course (EOC) Assessment

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

Geometry End-of-Course (EOC) Assessment

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

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		33%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		50%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

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

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	99	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <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			

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	18	18%	10%
Students retained, pursuant to s. 1008.25, F.S.	1	1%	0%
Students who are not proficient in reading by third grade	2	11%	1%
Students who receive two or more behavior referrals	7	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	4%	3%

Middle School Indicators

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

Area 9: Parent Involvement

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

Parental involvement targets for the school

Alachua Learning Center will maximize parent involvement with at least 75% participation at our school by a variety of means. Parental involvement trainings, newsletters and resources will be used to achieve our goal.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will attend, or receive materials about, a parent training to help parents assist their children in their non-fiction reading strategies.			85%
Parents will receive newsletters with parent resource materials.			100%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase reading skills for all students with an emphasis on struggling Hispanic students. The goal is 84% of our students get a 3 or better on the FCAT 2.0.
- G2.** Increase math skills for all students with an emphasis on struggling Hispanic students. The goal is 84% of our students get a 3 or better on the FCAT 2.0.
- G3.** Increase the writing skills of our students so that 75% get a 3.5 or higher on the FCAT 2.0 in 2014.
- G4.** Students will increase their attendance during instructional time. This will include missing less days of school and coming on time to school.

Goals Detail

G1. Increase reading skills for all students with an emphasis on struggling Hispanic students. The goal is 84% of our students get a 3 or better on the FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- Teacher Tutor

Targeted Barriers to Achieving the Goal

- Some students struggle with mastery of basic reading skills

Plan to Monitor Progress Toward the Goal

Hire/ Maintain Title I Reading Teacher Tutor

Person or Persons Responsible

Principal

Target Dates or Schedule:

August 2013

Evidence of Completion:

Payroll Contract/ Title I Personnel Status Form Requisition

G2. Increase math skills for all students with an emphasis on struggling Hispanic students. The goal is 84% of our students get a 3 or better on the FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- GO Math Common Core Interventions
- Peer to peer tutoring
- Small group instruction
- Kagen structures
- Differentiated instruction
- Spanish speaking teacher
- Hands-on manipulatives

Targeted Barriers to Achieving the Goal

- Some students struggle with mastery of basic math skills.
- Lack of understanding the underlying math concepts (including but not limited to understanding what is a quart, what is multiplying, what is regrouping).

Plan to Monitor Progress Toward the Goal

Pre and post test scores will be analyzed. Students who failed the post test will be given additional help.

Person or Persons Responsible

Teacher

Target Dates or Schedule:

Teacher and CRT will meet monthly to analysis progress.

Evidence of Completion:

CRT will meet with FCIM's director showing students progress from tests in math skills.

G3. Increase the writing skills of our students so that 75% get a 3.5 or higher on the FCAT 2.0 in 2014.

Targets Supported

- Writing

Resources Available to Support the Goal

- Small group instruction
- Writing Centers
- Our students make a book in each classroom in which each pupil contributes.

Targeted Barriers to Achieving the Goal

- Students don't know what is required for good writing.
- Students have trouble with writing conventions.

Plan to Monitor Progress Toward the Goal

Students will show a gradual increase in graded writings showing fidelity to rubric.

Person or Persons Responsible

Teacher and CRT

Target Dates or Schedule:

The teacher and CRT will meet quarterly to analyze progress.

Evidence of Completion:

CRT will meet with FCIM's director showing students progress in writing.

G4. Students will increase their attendance during instructional time. This will include missing less days of school and coming on time to school.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Parents who are cooperative can get their children to school on time if they are told how important it is.
- Incentives can be given to the children who have perfect attendance.
- Teachers start with something fun and nonessential waiting for late comers to show up.

Targeted Barriers to Achieving the Goal

- Students who are chronically late.
- Parents who let their kids stay home, or bring them late.

Plan to Monitor Progress Toward the Goal

Attendance Records

Person or Persons Responsible

Teachers and FCIM facilitator

Target Dates or Schedule:

at 6 week intervals

Evidence of Completion:

attendance records

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase reading skills for all students with an emphasis on struggling Hispanic students. The goal is 84% of our students get a 3 or better on the FCAT 2.0.

G1.B1 Some students struggle with mastery of basic reading skills

G1.B1.S1 Hire Reading Teacher Tutor

Action Step 1

Hire/ Maintain Reading Teacher Tutor

Person or Persons Responsible

Principal

Target Dates or Schedule

August 2013

Evidence of Completion

Payroll Contract/ Title I Personnel Status Form Requisition

Action Step 3

In-service for instructional staff

Person or Persons Responsible

K-5 teachers

Target Dates or Schedule

Throughout 2013-14 school year

Evidence of Completion

Recorded agendas and in-service schedules

Action Step 3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Increase math skills for all students with an emphasis on struggling Hispanic students. The goal is 84% of our students get a 3 or better on the FCAT 2.0.

G2.B1 Some students struggle with mastery of basic math skills.

G2.B1.S1 Use interventions included in the Go Math series.

Action Step 1

Go Math has many interventions to help with basic math skills that students may need help on.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Morning work 3 times a week.

Evidence of Completion

Student handouts.

Action Step 2

Staff Development

Person or Persons Responsible

Teachers K-5

Target Dates or Schedule

Throughout the scheduled 2013-14 school year

Evidence of Completion

Recorded agendas and scheduled in service

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

Monitor teachers plan books

Person or Persons Responsible

CRT

Target Dates or Schedule

Monthly

Evidence of Completion

Check off list by CRT

Plan to Monitor Effectiveness of G2.B1.S1

Monthly quick test of basic math skills.

Person or Persons Responsible

Teacher

Target Dates or Schedule

end of the month.

Evidence of Completion

Test papers

G2.B1.S2 Small group instruction.

Action Step 1

Students who need more help in basic math skills will work in a small group with a teacher/tutor.

Person or Persons Responsible

Teacher/tutor

Target Dates or Schedule

twice a week.

Evidence of Completion

Teacher/tutor schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Observation

Person or Persons Responsible

Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Teacher/tutor schedule

Plan to Monitor Effectiveness of G2.B1.S2

monthly test of basic skills

Person or Persons Responsible

Teacher/tutor

Target Dates or Schedule

end of month

Evidence of Completion

Test papers

G2.B1.S3 Hire certified Title I teacher/tutor

Action Step 1

Hire/ Maintain Certified Title Teacher Tutors

Person or Persons Responsible

Principal

Target Dates or Schedule

August 2013

Evidence of Completion

Payroll contract/ Title I Personnel Status Form Requisition

Plan to Monitor Fidelity of Implementation of G2.B1.S3

x

Person or Persons Responsible

x

Target Dates or Schedule

x

Evidence of Completion

x

Plan to Monitor Effectiveness of G2.B1.S3

v

Person or Persons Responsible

v

Target Dates or Schedule

v

Evidence of Completion

v

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B3 Lack of understanding the underlying math concepts (including but not limited to understanding what is a quart, what is multiplying, what is regrouping).

G2.B3.S1 Use manipulatives at the start of math lessons with new concepts. Move from concrete to representational, to abstract levels as the students show understanding.

Action Step 1

Manipulatives will be gathered as needed for math lessons with new concepts.

Person or Persons Responsible

Teacher

Target Dates or Schedule

According to the pacing guide.

Evidence of Completion

Lesson Plans

Action Step 2

Purchase manipulatives for K-5 grades

Person or Persons Responsible

Ms. Romeo

Target Dates or Schedule

August 2013

Evidence of Completion

Purchase Order

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

CRT will ask teachers if they are using manipulatives and if they have enough for each student.

Person or Persons Responsible

CRT

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G2.B3.S1

Pre tests and post tests will be given.

Person or Persons Responsible

Teacher

Target Dates or Schedule

At the beginning and end of text chapters.

Evidence of Completion

Grade book

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Increase the writing skills of our students so that 75% get a 3.5 or higher on the FCAT 2.0 in 2014.

G3.B1 Students don't know what is required for good writing.

G3.B1.S1 The teacher will make a rubric for each writing assignment. The rubric will show what is expected in order to earn an A, B, C etc.

Action Step 1

Various Rubrics will be created for different writing assignments stating what is required for each writing type.

Person or Persons Responsible

Teacher

Target Dates or Schedule

By first week in October.

Evidence of Completion

Submitted to CRT

Facilitator:

Ms. Romeo

Participants:

Ms. Romeo, Ms. Sacasa, Ms. Leopold, Ms. Weisendorf, Ms. Gundhari, Ms. Jnani

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

CRT will review rubrics

Person or Persons Responsible

CRT

Target Dates or Schedule

Second week of October

Evidence of Completion

File of rubrics in CRT's desk.

Plan to Monitor Effectiveness of G3.B1.S1

Grades of student writings, showing students which items were missed from the rubric. Evidence of success will be more rubric items covered in student writing.

Person or Persons Responsible

Teacher and CRT

Target Dates or Schedule

monthly

Evidence of Completion

Teacher and CRT will complete a check list.

G3.B1.S2 Examples of good writing will be posted in the classroom.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 Students have trouble with writing conventions.

G3.B2.S1 Teachers and school staff will consider buying "Strategies for Writers" by Zaher-Bloser.

Action Step 1

Teachers will order a sample of program.

Person or Persons Responsible

CRT

Target Dates or Schedule

by first week in October

Evidence of Completion

observation

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

Teachers will look over samples of "Strategies for Writers" for implementation.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Mid October

Evidence of Completion

Observation

Plan to Monitor Effectiveness of G3.B2.S1

Teachers and Staff will decide if the program will be ordered.

Person or Persons Responsible

FCIMS facilitator

Target Dates or Schedule

Mid October

Evidence of Completion

Observation

G3.B2.S2 Posters of writing conventions will be posted in classrooms and referred to by students during writing activities.

Action Step 1

Posters will be made or bought.

Person or Persons Responsible

Teacher

Target Dates or Schedule

First part of October

Evidence of Completion

observation

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Posters will be seen in classrooms

Person or Persons Responsible

CRT

Target Dates or Schedule

mid October

Evidence of Completion

observation

Plan to Monitor Effectiveness of G3.B2.S2

Students will use conventions 50% to 75% more often in their writings than before posters were added.

Person or Persons Responsible

Teacher

Target Dates or Schedule

October - January

Evidence of Completion

observation

G4. Students will increase their attendance during instructional time. This will include missing less days of school and coming on time to school.

G4.B1 Students who are chronically late.

G4.B1.S1 Offer monthly incentives to students who come on time to school.

Action Step 1

Teachers will offer small and appropriate incentives to those students who have good attendance and come to class on time.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Oct.1

Evidence of Completion

Attendance records

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Teacher will monitor attendance records.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance records.

Plan to Monitor Effectiveness of G4.B1.S1

FCIM's facilitator will monitor attendance records.

Person or Persons Responsible

FCIM facilitator

Target Dates or Schedule

monthly

Evidence of Completion

attendance records

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 Parents who let their kids stay home, or bring them late.

G4.B2.S1 Teachers will talk to parents about school attendance and tardies

Action Step 1

Teachers will talk to parents who's children have poor attendance records about how important it is to attend school.

Person or Persons Responsible

Teachers

Target Dates or Schedule

At school functions, at parent teacher conferences and phone calls as necessary.

Evidence of Completion

Written record of communications.

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Communication to parents will be monitored.

Person or Persons Responsible

FCIM's facilitator

Target Dates or Schedule

quarterly

Evidence of Completion

Record of communications. from teachers

Plan to Monitor Effectiveness of G4.B2.S1

Attendance Records

Person or Persons Responsible

FCIM's facilitator

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance records

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

Postal mailer in March/April and magazine display ads for Kindergarten registration and school information. Parent-student orientation night help before school begins in April.

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.

G3. Increase the writing skills of our students so that 75% get a 3.5 or higher on the FCAT 2.0 in 2014.

G3.B1 Students don't know what is required for good writing.

G3.B1.S1 The teacher will make a rubric for each writing assignment. The rubric will show what is expected in order to earn an A, B, C etc.

PD Opportunity 1

Various Rubrics will be created for different writing assignments stating what is required for each writing type.

Facilitator

Ms. Romeo

Participants

Ms. Romeo, Ms. Sacasa, Ms. Leopold, Ms. Weisendorf, Ms. Gundhari, Ms. Jnani

Target Dates or Schedule

By first week in October.

Evidence of Completion

Submitted to CRT

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase reading skills for all students with an emphasis on struggling Hispanic students. The goal is 84% of our students get a 3 or better on the FCAT 2.0.	\$17,485
G2.	Increase math skills for all students with an emphasis on struggling Hispanic students. The goal is 84% of our students get a 3 or better on the FCAT 2.0.	\$20,188
G3.	Increase the writing skills of our students so that 75% get a 3.5 or higher on the FCAT 2.0 in 2014.	\$100
Total		\$37,773

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Personnel	Total
FTE	\$500	\$100	\$0	\$600
Title I	\$0	\$0	\$37,173	\$37,173
Total	\$500	\$100	\$37,173	\$37,773

Budget Details

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

G1. Increase reading skills for all students with an emphasis on struggling Hispanic students. The goal is 84% of our students get a 3 or better on the FCAT 2.0.

G1.B1 Some students struggle with mastery of basic reading skills

G1.B1.S1 Hire Reading Teacher Tutor

Action Step 1

Hire/ Maintain Reading Teacher Tutor

Resource Type

Personnel

Resource

Title I reading teacher tutor grades K-5

Funding Source

Title I

Amount Needed

\$16,985

Action Step 3

In-service for instructional staff

Resource Type

Personnel

Resource

In service staff development

Funding Source

Title I

Amount Needed

\$500

G2. Increase math skills for all students with an emphasis on struggling Hispanic students. The goal is 84% of our students get a 3 or better on the FCAT 2.0.

G2.B1 Some students struggle with mastery of basic math skills.

G2.B1.S1 Use interventions included in the Go Math series.

Action Step 2

Staff Development

Resource Type

Personnel

Resource

In service workshops

Funding Source

Title I

Amount Needed

\$488

G2.B1.S3 Hire certified Title I teacher/tutor

Action Step 1

Hire/ Maintain Certified Title Teacher Tutors

Resource Type

Personnel

Resource

Title I Teacher Tutor

Funding Source

Title I

Amount Needed

\$19,200

G2.B3 Lack of understanding the underlying math concepts (including but not limited to understanding what is a quart, what is multiplying, what is regrouping).

G2.B3.S1 Use manipulatives at the start of math lessons with new concepts. Move from concrete to representational, to abstract levels as the students show understanding.

Action Step 1

Manipulatives will be gathered as needed for math lessons with new concepts.

Resource Type

Evidence-Based Materials

Resource

Math Mainipulatives for K-5 grades

Funding Source

FTE

Amount Needed

\$500

G3. Increase the writing skills of our students so that 75% get a 3.5 or higher on the FCAT 2.0 in 2014.

G3.B2 Students have trouble with writing conventions.

G3.B2.S1 Teachers and school staff will consider buying "Strategies for Writers" by Zaher-Bloser.

Action Step 1

Teachers will order a sample of program.

Resource Type

Evidence-Based Program

Resource

Book --Strategies for Writers by Zaher-Bloser

Funding Source

FTE

Amount Needed

\$100