

2013-2014 SCHOOL IMPROVEMENT PLAN

Springwood Elementary School
3801 FRED GEORGE RD
Tallahassee, FL 32303
850-488-6225

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 51%
Alternative/ESE Center No	Charter School No	Minority Rate 73%

School Grades History

2013-14 B	2012-13 C	2011-12 C	2010-11 B
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
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

Springwood Elementary School

Principal

Christopher Small

School Advisory Council chair

Shedric Triplett

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

Name	Title
Christopher Small	Principal
Tina Austin	Assistant Principal

District-Level Information

District

Leon

Superintendent

Mr. Jackie Pons

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

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

Membership of the SAC

Dr. Christopher Small, Principal
 Shedric Triplett, SAC Chairperson
 Mike Binitie, SAC Vice Chairperson
 Vernestine McCleod, Recording Secretary
 Connie Jenkins-Pye-Corresponding Secretary/Community Partner
 Rick Smith, Community Member
 Johnna Keel, Non-Instructional Representative
 Brooks Sperling, Shared Decision Making Representative
 Gloria Meadows, Parent Representative
 Angela McKenzie-Jakes-Parent Representative
 William Fletcher, DAC Representative

Involvement of the SAC in the development of the SIP

The SAC members provide ongoing input in the SIP plan for the school year. This organization also makes decisions on school items related to topics included in the School Improvement Plan. They provide feedback to the school from the community and parental perspective.

Activities of the SAC for the upcoming school year

The SAC committee makes decisions that relate to how SAC funds are distributed when funds are available. They also provide input on our School Improvement Plan (SIP), they help to provide funding to initiatives in our SIP plan when funds are available. The SAC also organizes a yearly event called "Techghetti" that showcases the ways teachers and students utilize technology all over the school. We combine a spaghetti dinner and showcase technology usage.

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

SIP funds are generally used to fund Professional Development for teachers on initiatives related to the SIP plan or are used to fund school-wide technology needs listed in the SIP.

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Christopher Small

Principal

Years as Administrator: 6

Years at Current School: 2

Credentials

BA Political Science
 MPA-Public Policy & Administration
 PhD-Educational Leadership and Policy
 Educational Leadership Certification
 Math 5-9 Certification
 ESOL endorsement

Performance Record

Springwood Elementary -Principal
 *12-13, C, did not meet AYP
 Nims Middle School
 *11-12, C, did not meet AYP
 *10-11, C, did not meet AYP
 *09-10, F, did not meet AYP

Tina Austin		
Asst Principal	Years as Administrator: 6	Years at Current School: 5
Credentials	BS Psychology MS Guidance and Counseling Elementary Education K-6 Educational Leadership Certification ESOL endorsement	
Performance Record	Springwood Elementary-Assistant Principal *12-13, C, did not meet AYP *11-12, C, did not meet AYP *10-11, B, did not meet AYP *09-10, C, did not meet AYP Amos P Godby High School-Assistant Principal *08-09, F, did not meet AYP Springwood Elementary-Counselor *07-08, C, did not meet AYP *06-07, B, did not meet AYP	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Julie Olsen		
Part-time / School-based	Years as Coach: 3	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	BA Reading M. Ed. Reading Elementary Education certification Reading endorsement	
Performance Record	Springwood Elementary-AP *12-13, C, did not meet AYP *11-12, C, did not meet AYP *10-11, B, did not meet AYP	

Classroom Teachers

of classroom teachers

47

receiving effective rating or higher

42, 89%

Highly Qualified Teachers

100%

certified in-field

47, 100%

ESOL endorsed

15, 32%

reading endorsed

4, 9%

with advanced degrees

14, 30%

National Board Certified

5, 11%

first-year teachers

1, 2%

with 1-5 years of experience

14, 30%

with 6-14 years of experience

16, 34%

with 15 or more years of experience

16, 34%

Education Paraprofessionals

of paraprofessionals

9

Highly Qualified

9, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Only highly qualified teachers are considered for employment and hired. We receive more than an adequate number of applications and only those who are highly qualified are interviewed.

2. Teachers participate in the district meetings/trainings on effective teaching methods and curriculum. We have ongoing training for teachers during the preplanning week, during faculty meetings, through our district office, and at grade level meetings.
3. Lesson Study Teams will be formed if needed in order to prepare, evaluate, and modify best practices for explicit instruction of content. Teachers are provided support by shadowing other experienced teachers in that area.

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

The experienced teacher will be able to provide one-on-one school-based support to ensure the teacher is able to demonstrate the State of Florida Professional Education Competencies. This will lead to optimal teacher performance and student achievement. Teachers are provided with a mentor on their grade level and another peer teacher from another grade level they can go to for assistance. The assistance provided will include lesson plans assistance, iObservation evaluation process, modeling lesson implementation activities, staff handbook training, way of work procedures, classroom discipline activities and any additional assistance needed by the mentee. We have 1 new teacher -Lacacia Francois (3rd grade) paired with Shakia Johnson, the 3rd grade Team Leader.

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

Rebecca Wert, Referral Coordinator-Organizes the MTSS Meetings, the referral process, and gathers all necessary documentation for MTSS meetings. She also assists teachers with suggested strategies to meet student needs, and assists parents needing additional information to assist their children.

Robin Petrick, Program Specialist-Participates in the collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem solving activities. She also assists with student placements in the ESE programs as well as advises school personnel on the least restrictive environments.

Katie Allison, School Psychologist-Participates in student data collection, evaluation, interpretation and analysis of data: facilitate implementation of intervention plans. Provide professional development and technical assistance for problem-solving activities for teachers and students needing additional interventions.

Mara Shows, School Social Worker-participates in providing resources for parents and students needing additional services to meet their needs.

ESE teachers (Varying exceptionalities, speech, gifted, resource, consultation)-Provide information about intervention instruction, participate in student data collection, and collaborate with other staff to ensure implementation of Tier 1, 2, and 3 instruction and support for academic and behavioral needs.

General Education teacher-One representative from each grade level provides information regarding core instruction, participates in student data collection, and collaborates with other staff and parents to ensure implementation of Tier 1, 2, and 3 instruction and support.

Parent Representative- Provides a critical role in the student's support network, and in providing additional, significant information about the student.

Student Representative (as needed)- Participation of the student at Springwood encourages “buy-in” of the intervention plan and supports continuous feedback on progress.

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

The school MTSS Team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team will meet once a week on Mondays. Examples of activities during weekly meetings include reviewing student progress monitoring data and discussing strategies that best meet student needs. The review of data will help determine students in need of additional interventions. Based on the evaluation of data and identification of student needs, the team will identify professional development needed, student resources and teacher resources needed.

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

The MTSS Team met to develop goals and expectations for the 2013-2014 school year and determined the level of training needed for our current staff members. The training took place during the week of 9/16/13. Teachers were also provided with the steps for obtaining assistance from the MTSS team. This year the MTSS team will work closely with the Monthly Grade Level- Data Review meetings to obtain the names of students that are in need of additional academic, social, or behavioral assistance. The goals of the 2013-2014 MTSS Team were used to develop the goals of the Springwood Elementary School Improvement Plan. The MTSS team helps the instructors determine the most appropriate interventions to use based on the specific needs of the student. Accountability is critical to ensure that the MTSS plan is carried out appropriately and that progress is monitored on a continuous basis.

The school-based MTSS Leadership team collaborates with the “grade level teams”, in which the greatest emphasis is placed. The core academic teachers, guidance counselor and other support personnel (reading specialist, speech teacher, school psychologist, etc.) who work on these teams enable the MTSS process to be much more effective by improving:

- a.) opportunities for communication of critical information for students;
- b.) potential for sharing of instructional practices across teachers and disciplines;
- c.) ability to create a complete “picture” of the student’s strengths and weaknesses since multiple teacher perspectives are taken into account;
- d.) planning and coordination of collaborative resources to address the student’s needs, as well as teacher support; opportunities to build stronger interpersonal relationships with individual students.

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

Each teacher will be responsible for maintaining a progress monitoring Data Sheet for each student promoted with interventions, students not mastering benchmark assessments, and students in need of behavioral interventions. Teachers must target very specific student interventions based on the student’s academic and behavioral needs.

Baseline data is obtained through the AimsWeb assessments and previous years test information. The data is made available through the use of the Progress Monitoring and Reporting Network (PMRN).

Reading: Corrective Reading (tracks student decoding)

Imagine It! (monitors student comprehension)

Successmaker (monitors next generation reading standards)

Data Director mini-assessments

Early Interventions in Reading

Language for Learning

Reading Mastery

Aimsweb

STAR

AR

Mathematics: Successmaker (monitors next generation math standards)

Go Math!

Corrective Math

Wiley Warm-Ups

Data Director mini-assessments

Science: FCAT Explorer (measures next generation science standards)

Brain Pop (interactive learning software)

Gizmo (interactive learning software)

Data Director mini-assessments

Writing: Writes Upon Request (4th grade)-measures comprehension and knowledge of the writing process

Text Dependent Writing

Behavior: Behavior Tracking Forms (school wide pre-referral tracking with interventions/Tier 1)

Educator Handbook (school wide referral tracking system with interventions/Tiers 2 and 3)

School-wide Discipline Plan

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

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Teachers were introduced to the MTSS Team, referral procedures, referral paperwork, and the way of work for 2013-2014 at a grade level meeting. Follow-up meetings will be held for teachers needing additional support. Data review meetings will result in a list of possible referrals to the MTSS team. Those referrals will result in an MTSS meeting with the team to include parents

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Christopher Small	Principal
Tina Austin	Assistant Principal
Julie Olsen	Reading Coach
Agnes Turner	Intervention Teacher
Nikki Jordan	Intervention Teacher
Jessica Baker	Teacher/Reading Advocate
Shakia Johnson	Teacher
Stephanie Mix	Teacher
Rosalynn Winston	Teacher
Danielle Rioux	Teacher
Willette Wilkerson	Teacher
Laura Snyder	Teacher

How the school-based LLT functions

The LLT is comprised of teachers that can lend expert advise on reading goals for each grade level. The LLT will collaborate as needed to do vertical planning in reading, make decisions on needs for reading at

every grade level and make decisions on school-wide reading initiatives. The LLT will gather feedback from the team and utilize grade level data (test scores, other assessments, SM5 reports, think central scores and assessments) to make informed decisions regarding reading on behalf of their respective teams.

Major initiatives of the LLT

The LLT will meet monthly or as needed. Their main goal is to ensure that School Improvement goals are being implemented and to plan a reading workshop for parents, to ensure teachers at all grade levels are staying on pace, and to plan any additional school-wide activities for reading that are needed. This team will also make school wide decisions regarding academic and non-academic concerns for all grade levels.

Every Teacher Contributes to Reading Instruction

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

Teachers are required to monitor student data on a weekly basis. Reteaching is a strategy that should be implemented when students are not passing weekly assessments. If students consistently are not passing assessments, teachers are required to implement other strategies to meet the students needs and assess the strategies they put in place. The MTSS team members can provide feedback or assistance as needed. Teachers will also need to provide student progress monitoring information to administrators at the monthly Data Review Meetings (Grade Level Meetings). Our Referral Coordinator and Reading Coach will also attend those monthly meetings and provide insight as needed regarding student achievement. Ongoing classroom observations and feedback will ensure that each student has differentiated instruction.

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

Our Kindergarten students receive Developmental counseling through their Media Block of special area. The topics covered include sharing, taking responsibility for their actions, the importance of following rules, and conflict mediation. Baseline testing was also completed this summer in an effort to balance classes. This information was used to plan instruction to best meet the student needs at the beginning of the year. Kindergarten students also participate in the state FLKRS assessment to determine further needs of students. Kindergarten parents are also encouraged to become members of our SAC and PTO and stay in communication all year with teachers and the school. Kindergarten students also receive daily and weekly progress reports to provide information to parents regarding student behavior. Teacher newsletters are sent home weekly/monthly to keep parents abreast of the weekly academic goals so they can assist their children at home. Reading buddies is a mentoring program where our 4th and 5th grade students are paired up with Kindergarten students as reading buddies and to do reading activities with them. A Kindergarten input form was provided with our registration packet in an effort to obtain more information for teachers about our incoming Kindergarten students. In addition, Kindergarten parents were provided with a Kindergarten Readiness booklet with helpful ways to assist their student over the summer and ways to enhance learning at home during the school year.

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	62%	48%	No	66%
American Indian				
Asian				
Black/African American	54%	42%	No	59%
Hispanic	56%	53%	No	60%
White	74%	64%	No	77%
English language learners				
Students with disabilities	33%	8%	No	40%
Economically disadvantaged	54%	37%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	48%	63%
Students scoring at or above Achievement Level 4	82	28%	39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	191	66%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	188	65%	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)	[data excluded for privacy reasons]		40%
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]		20%
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]		40%

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	48	46%	60%
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	53%	48%	No	57%
American Indian				
Asian				
Black/African American	48%	39%	No	53%
Hispanic	52%	53%	Yes	57%
White	60%	66%	Yes	64%
English language learners				
Students with disabilities	30%	18%	No	37%
Economically disadvantaged	48%	39%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	48%	63%
Students scoring at or above Achievement Level 4	62		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	179	62%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	188	65%	75%

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		49%	50%
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)	2		4
Participation in STEM-related experiences provided for students			

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	69	11%	9%
Students retained, pursuant to s. 1008.25, F.S.	17	5%	2%
Students who are not proficient in reading by third grade	14	2%	1%
Students who receive two or more behavior referrals	36	6%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	2%	1%

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

Parental involvement and volunteer hours will increase from 2200 hours to 3000 hours for the 2013-2014 school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
3000 Volunteer Hours	2200	50%	80%

Area 10: Additional Targets

Additional targets for the school

Wellness Initiatives

To improve the overall health and wellbeing of Springwood employees through health education and activities that will support positive lifestyle changes therefore improving the quality of life and resulting in improved employee morale, employee productivity, and healthcare cost savings. Our mission is to improve the physical, emotional, mental, and social health of our employees. Through the encouragement of a healthier lifestyle the personal commitment is likely to lead to a greater commitment to the health of our students as we become better role models by increasing our awareness. Our mission is to improve the "whole person" with increased awareness of health related topics and provide avenues to exercise.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Improve health of employees	15	18%	30%

Goals Summary

- G1.** By the end of 2013- 2014 academic year, at least 60% will improve writing proficiency by scoring on or above Level 3 on the FCAT writing 2.0.
- G2.** By the end of 2013- 2014 academic year, at least 60% will improve writing proficiency by scoring on or above Level 3 on the FCAT writing 2.0.
- G3.** By the end of the 2013-2014 school year, at least 40% will make AYP or exceed writing proficiency.
- G4.** At the end of 2013-2014 academic year, 66% of our students will improve or exceed mathematics proficiency by scoring on or above Level 3 on the FCAT Mathematics.
- G5.** By the end of 2013 - 2014 academic year, at least 39% will improve or exceed reading proficiency by scoring a level 4 or 5 on the FCAT Reading.
- G6.** At the end of 2013 -2014 academic year, at least 39% will improve or exceed mathematics proficiency by scoring on or above Level 4 or 5 on the FCAT Mathematics
- G7.** At the end of 2013-2014 academic year, at least 75% of students will make learning gains in mathematics.
- G8.** By the end of 2013- 2014 academic year, at least 63% of students will show reading proficiency by scoring on or above Level 3 on the FCAT Reading.
- G9.** By the end of 2013- 2014 academic year, at least 63% improve reading proficiency by scoring on or above Level 3 on the FCAT Reading.
- G10.** By the end of 2013- 2014 academic year, at least 75 % will make learning gains in reading.
- G11.** By the end of the year 2013-2014, 75% of students in Lowest 25% will make learning gains in reading.
- G12.** By the end of 2013- 2014 academic year, at least 77% of White students, 59% of Black students, 60% of Hispanic students, 40% of SWD, 59% of Economically disadvantaged students will make adequate yearly progress.
- G13.** By the end of 2013- 2014 academic year, at least 66% of students will make adequate yearly progress in reading.
- G14.** At the end of 2013-2014 academic year, at least 75 % of students in the lowest 25% will make learning gains in mathematics.

- G15.** By the end of 2013-2014, 64% of White students, 53% of black students, 57% hispanic, 37% SWD, and 54% of students that are economically disadvantaged will make adequate yearly progress in math.
- G16.** By the end of 2013- 2014 academic year, at least 53 % will improve or exceed science proficiency by scoring on or above Level 3 on the FCAT Science.
- G17.** By the end of 2013- 2014 academic year, at least 20% of students will score on level 4 or 5 on FCAT Science.
- G18.** Springwood will work this year to begin promoting additional exposure by grade level to various career options associated with STEM fields. Awareness will act as our stepping stone to enhanced STEM programs and development with all grade levels over time
- G19.** Parental involvement and volunteer hours will increase from 2200 hours to 3000 hours for the 2013-2014 school year.
- G20.** Our current attendance rate is 95%.Our goal is to increase to 96% this school year.
- G21.** We plan to increase awareness of healthy lifestyle actions. Improving the health of employees will greatly affect productivity and morale.

Goals Detail

G1. By the end of 2013- 2014 academic year, at least 60% will improve writing proficiency by scoring on or above Level 3 on the FCAT writing 2.0.

Targets Supported

- Writing

Resources Available to Support the Goal

- Professional Development provided by the district and school level support and modeling with district personnel for Writing Committee members to provide framework for writing expectations for fourth graders. Grade level meetings to ensure more text dependent writing across the curriculum. The district is providing the writing curriculum and providing support and collaboration with teachers regarding the expectations.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

District suggested curriculum implementation

Person or Persons Responsible

Teachers, administrators

Target Dates or Schedule:

Monthly at data review meetings

Evidence of Completion:

class scores for data review meetings

G2. By the end of 2013- 2014 academic year, at least 60% will improve writing proficiency by scoring on or above Level 3 on the FCAT writing 2.0.

Targets Supported

- Writing

Resources Available to Support the Goal

- Professional development to provide opportunities for grade level teams and other writing teachers to to have Vertical Writing Trainings for scoring accuracy. Vertical Writing meetings will also allow teams to plan writing strategies for the year with all grade levels. Professional development for implementation of TDW text dependent writing across the curriculum.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Vertical Team Scoring Text Dependent Writing Training

Person or Persons Responsible

Administrators Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

WUR and Writing Scores

G3. By the end of the 2013-2014 school year, at least 40% will make AYP or exceed writing proficiency.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teachers will provide weekly/monthly writing assessments and give feedback to students and parents quickly utilizing the District Writing Plan (WUR for 4th grade and and TDW Text Dependent Writing for all other grades) . Teachers will utilize differentiated instruction techniques for targeted students. Students will receive more incentives for producing passing writing scores. Specifically in 4th grade students will receive incentives more frequently from teachers and a bigger incentive each 9 weeks to spotlight those writers making a 4 or better "Where's the beef challenge".

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Monthly data reviews

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Monthly

Evidence of Completion:

Scores from writing provided at the Monthly data review meetings.

G4. At the end of 2013-2014 academic year, 66% of our students will improve or exceed mathematics proficiency by scoring on or above Level 3 on the FCAT Mathematics.

Targets Supported

Resources Available to Support the Goal

- Teachers will engage students in complex tasks that require them to generate and test hypotheses. Teachers will engage students in complex tasks using higher order thinking. Teachers will include a Problem of the Day each day. Teachers will use Essential Questions (H,M,L) to enhance core math lessons. Teachers will invite parents to school to participate in a math activity and provide parents with tips to assist their children. Enrichment class in 5th grade to accelerate high level students. Looping Model in grades 3-5 for continuity and acceleration. More student led lessons and inquiry based questioning strategies for oral and written responses.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Use of higher order thinking skills Use of Daily Problem of the day to engage and challenge students

Person or Persons Responsible

Teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Math Journals

G5. By the end of 2013 - 2014 academic year, at least 39% will improve or exceed reading proficiency by scoring a level 4 or 5 on the FCAT Reading.

Targets Supported

Resources Available to Support the Goal

- Teachers will implement the full Imagine It curriculum! Differentiated instruction within 3rd, 4th, and 5th; Public Speaking and Poetry Series; the use of additional SM5 sessions, they will also use Jr. Great books to solicit higher level questioning and answering techniques in grades 3-5. Teachers will use Jr. Great Books to increase the use of shared inquiry techniques. Common Core strategies will also be reinforced. Teachers will employ more student led discussions and text dependent writing within reading. Career exploration activities related to math that include inviting local business representatives to speak with students. The students will receive five, 20 minute sessions weekly in SuccessMaker5. Use of additional laptop carts as needed for additional sessions.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Implement the Imagine It! curriculum, Text Dependent Questioning techniques, Jr. Great Books curriculum

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule:

Following the Pacing Guide-every 5 weeks

Evidence of Completion:

Reading assessments-Text dependent writing

G6. At the end of 2013 -2014 academic year, at least 39% will improve or exceed mathematics proficiency by scoring on or above Level 4 or 5 on the FCAT Mathematics

Targets Supported

Resources Available to Support the Goal

- Teachers will differentiate instruction. Teachers will use the Go Math Enrichment activities to supplement the standard curriculum. A team of selected individuals will be invited to participate in two county-wide Mini-Mu math competitions. Teachers will invite parents to school for a school-wide Parent Math event and provide parents with tips to assist their children. Career exploration activities related to math that include inviting local business representatives to speak with students. The students will receive five, 20 minute sessions weekly in SuccessMaker5. Use of additional laptop carts as needed for additional sessions. Teachers will reteach when students do not pass their assessments.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Differentiate instruction

Person or Persons Responsible

Teachers Administrators

Target Dates or Schedule:

All year

Evidence of Completion:

Go math assessments Successmaker reports

G7. At the end of 2013-2014 academic year, at least 75% of students will make learning gains in mathematics.

Targets Supported

Resources Available to Support the Goal

- Offer remediation tutoring after school to eligible students. Offer before-school computer lab time. The materials to be used will be coordinated for each grade level. Increased use of Word problems (Problem solving portion of the classwork). All teachers are going to be sure to include the word problems daily and literacy strategies in math Alignment of instruction with end of year state assessments- Teachers will follow the district Pacing Guides. Singapore Math and Kagan training for all teachers Singapore in January and Kagan took place in August. Use of those strategies in class.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Increased use of problem solving techniques

Person or Persons Responsible

math teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Math assessments

G8. By the end of 2013- 2014 academic year, at least 63% of students will show reading proficiency by scoring on or above Level 3 on the FCAT Reading.

Targets Supported

Resources Available to Support the Goal

- Teachers will celebrate student success using various methods such as Brag boards, AR/STAR parties, 90% club, and student recognition on Springwood in the Morning news show. Outstanding Owl Recognition Initiatives A Parent workshop will be offered focusing on reading tips for parents. The school will have open communication with parents to inform them of Parent night activities as well as all other school events. We will also provide helpful reading tips in the grade level newsletters and in the school wide newsletters. Food and childcare will be provided at all parent meetings. Teachers will provide clear learning goals and rubrics, and track student progress; Infusion of Virtual Tours and other setting the stage activities; Collaboration with vertical teams for brainstorming and articulation Incorporation of Test Taking Strategies in preparation for Spring Testing; Addition of Essential Questions into lesson planning and classroom instruction; Training on Webbs Depth of Knowledge; Increased attention to vocabulary Increased use of common core standards and text dependent questioning and writing techniques. Increased use of Data Review meetings among grade level to guide instructional techniques or changes. .

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Increased reading proficiency.

Person or Persons Responsible

Classroom teachers Administrators

Target Dates or Schedule:

Daily teaching techniques Monthly celebrations

Evidence of Completion:

Weekly Assessments

G9. By the end of 2013- 2014 academic year, at least 63% improve reading proficiency by scoring on or above Level 3 on the FCAT Reading.

Targets Supported

Resources Available to Support the Goal

- Teachers will celebrate student success using various methods such as Brag boards, AR parties, 90% club, and student recognition on Springwood in the Morning news show. Outstanding Owl Recognition Initiatives 2013 Expected Level of Performance:* Teachers will provide clear learning goals and rubrics, and track student progress; Infusion of Virtual Tours and other setting the stage activities; Collaboration with vertical teams for brainstorming and articulation Incorporation of Test Taking Strategies in preparation for Spring Testing; Addition of Higher Order Thinking Essential Questions into lesson planning and classroom instruction; Training on Webbs Depth of Knowledge; Increased attention to vocabulary

Targeted Barriers to Achieving the Goal

- Low student motivation Lack of prior knowledge Rigor and reading lessons

Plan to Monitor Progress Toward the Goal

Celebrating Student achievements school wide in reading

Person or Persons Responsible

Administrators Computer Teacher Teachers Media Specialists

Target Dates or Schedule:

ongoing

Evidence of Completion:

Monthly Outstanding Owls board 90% club winners AR 9 week parties and Brag Board Benchmark assessments Successmaker5 reports

G10. By the end of 2013- 2014 academic year, at least 75 % will make learning gains in reading.

Targets Supported

Resources Available to Support the Goal

- Teachers will provide interventions to help students become successful and build their confidence. Outstanding Owl Recognition Initiatives Intervention team will use Corrective Reading Programs for daily explicit instruction Provide attendance rewards to classes to increase attendance overall in school. Schedule conferences with parents of students with attendance concerns. Early identification of students and student needs; Ongoing progress monitoring; Benchmarking assessments- re-teaching strategies when students are not making progress Differentiate Instruction-use of small groups for sharing ideas during student led discussions. Use of resources for re-teaching skills in SM5 also.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Intervention implementation Early identification of Benchmark assessments Attendance concerns

Person or Persons Responsible

Reading Teachers Reading coach Administrators LLT team MTSS Team Intervention team

Target Dates or Schedule:

ongoing Intervention Benchmark assessments as needed Attendance meeting each 9 weeks

Evidence of Completion:

Data binders Aimsweb testing Benchmark assessment data

G11. By the end of the year 2013-2014, 75% of students in Lowest 25% will make learning gains in reading.

Targets Supported

Resources Available to Support the Goal

- Teachers will complete AIMSweb testing, aims probes, use of resource tools on SM5 to reteach, use of SM5 daily, before and after-school tutoring will be offered to eligible students, and teachers will utilize reading buddies when available. Teachers will offer parental support to promote reading initiatives at home. Student incentives (PBS tickets, certificates, student recognition) for making efforts in reading.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Interventions Aimsweb assessments Parental support Student incentives

Person or Persons Responsible

Teachers Reading coach Administrators

Target Dates or Schedule:

ongoing

Evidence of Completion:

FAIR assessment reports Grade level meeting- data reviews and findings Teacher documentation of students meeting goals.

G12. By the end of 2013- 2014 academic year, at least 77% of White students, 59% of Black students, 60% of Hispanic students, 40% of SWD, 59% of Economically disadvantaged students will make adequate yearly progress.

Targets Supported

- Reading (AMO's)

Resources Available to Support the Goal

- We will offer incentives from teachers and administrators to students for reaching their reading goals. Teachers will provide small group tutoring. Data chats with students will allow them to set meaning goals. Teachers will make students responsible for staying on target to reach goals and frequently have them check on their progress. Teams will engage in cross grade level articulation (vertical teaming) to assess student needs at each grade level as well as Self-Awareness Events Boys to Men/Girls to women mentoring groups to reach students and provide academic and behavioral support and assistance. Teachers are using Kagan Strategies to solicit answers from students that they share with their peers before sharing out to class. Parent support will be offered. Parents will also be given an opportunity to read to students in the classroom.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Student Incentives Administrator involvement with reading Vertical Teaming Parent Support

Person or Persons Responsible

LLT Committee Reading Coach Teachers Administrators

Target Dates or Schedule:

Every 9 weeks

Evidence of Completion:

AR score reports benchmark assessments AIMSweb, Feedback and data from iobservations

G13. By the end of 2013- 2014 academic year, at least 66% of students will make adequate yearly progress in reading.

Targets Supported

Resources Available to Support the Goal

- Teachers and administrators will provide incentives for students that meet reading goals (certificates, stickers, brag sheets etc.). Ability grouping Additional SuccessMaker5 use as needed to supplement Tutoring Reading buddies Imagine It! intervention materials Aimsweb STAR AR Strategy Teachers and administrators will use reading incentives to encourage growth in reading scores (certificates, stickers, brag notes etc.) .

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Incentives for students to promote reading

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Monthly or quarterly

Evidence of Completion:

Progress monitoring/benchmark tracking review at grade level meetings iobservations

G14. At the end of 2013-2014 academic year, at least 75 % of students in the lowest 25% will make learning gains in mathematics.

Targets Supported

Resources Available to Support the Goal

- Teachers will use a supplemental curriculum for students that need additional assistance in number sense. Family Math Event Utilize cross-curricular activities from Go Math! curriculum Increase hands-on activities such as manipulatives, projects, etc. Increase in use of Kagan strategies in math to encourage student collaboration on answers.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Number Sense

Person or Persons Responsible

Math Teachers Administrators

Target Dates or Schedule:

Daily

Evidence of Completion:

Intervention mini- assessments

G15. By the end of 2013-2014, 64% of White students, 53% of black students, 57% hispanic, 37% SWD, and 54% of students that are economically disadvantaged will make adequate yearly progress in math.

Targets Supported

Resources Available to Support the Goal

- Teachers and staff need to be aware of who these students are in order to best meet their needs and provide motivation and encouragement. Develop activities that will be fun for students to learn the foundation skills. Teachers will be provided with progress monitoring sheets and a list of targeted students.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Student incentives,

Person or Persons Responsible

Administrators Leadership Team

Target Dates or Schedule:

Parent Math night-1x

Evidence of Completion:

parent survey and parent feedback

G16. By the end of 2013- 2014 academic year, at least 53 % will improve or exceed science proficiency by scoring on or above Level 3 on the FCAT Science.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- The teacher helps students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of the information presented. Virtual and hands-on interactive science labs. Focus on Text Dependent Questioning that require both oral and written responses. Common Core Curriculum should incorporate more informational text at all grade levels.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G17. By the end of 2013- 2014 academic year, at least 20% of students will score on level 4 or 5 on FCAT Science.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Students will be provided real-world science experiences and engaging activities at every grade level using textbooks and supplemental materials and lessons. Hands-on inquiry-based investigations will take place in science classes. Teachers will be given instructional techniques on how to teach Science at their grade level. Science instruction will be supplemented with GEMS, Brain-Pop, and GIZMOS for simulated science experiments. . Teachers will assess background knowledge before teaching new concepts and offer hands-on activities to teach concepts. Teachers will increase their use of informational text and adopted curriculum materials. Students will receive instruction on techniques to improve reading comprehension of non-fiction books

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Real world Science Inquiry Professional Development for teachers Student Prior Knowledge

Person or Persons Responsible

Teachers STEM Team Administrators

Target Dates or Schedule:

Progress monitoring Grade level meeting discussions Lesson plan checks

Evidence of Completion:

Chapter Tests/Science assessments DA Baseline Testing Science Assessments

G18. Springwood will work this year to begin promoting additional exposure by grade level to various career options associated with STEM fields. Awareness will act as our stepping stone to enhanced STEM programs and development with all grade levels over time

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- Recruitment of non-fee based community partners and grants; investigation of more STEM activities to bring to campus. Continue the implementation of our STEM Club after school for grades 3-5. Continue with the activities started such as the school garden created by the STEM Club last year. This year we will have a Gardening Club and a STEM club.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

STEM awareness activities

Person or Persons Responsible

STEM/Gardening Club teachers

Target Dates or Schedule:

weekly

Evidence of Completion:

STEM projects

G19. Parental involvement and volunteer hours will increase from 2200 hours to 3000 hours for the 2013-2014 school year.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Provide childcare during parent workshops to parents. Provide food for parents and students on parent workshop nights so parents do not have to cook. Provide incentives to parents and/or students for attending the workshops. The proposed workshop topics are parents with events that supports them as parents: Marriage Seminar – Helping families to build stronger marriages which builds stronger communities Cooking Seminar – Helping parents to manage their time wiser with cooking healthy “quick” meals Finance Seminar – Learning how to make a budget, live within a budget and plan for the future Motivational Speaker – Building parent/school moral *Parents surveys will determine which topics would be of best interest to our parents. Open House Parent work-shops at night specific for each grade level; Monthly Ice-Cream Social Events; Every Nine Weeks Self-Help workshops, Give-aways, Suggestion Box; Increased communication with Pinpoint about needs of students and school Coordinate with the Volunteer Coordinator to use volunteers appropriately. Parents can volunteer from home, and at school, with fundraisers, with classroom activities, and to accommodate grade level needs. *Inform parents of various ways to volunteer for Springwood at home. In parent newsletters, list serv, and on teacher web pages. Inform parents of volunteer opportunities such as collating books and cutting out materials at home, providing ingredients for cooking projects, or donating school project supplies. Pilot Web conferencing tool and/or conference call technology. Use of website to communicate important information; Techghetti Night sponsored by our SAC– Provide parents with a pinpoint presentation, showcase technolgy use at Springwood-making it more parent friendly. Grade level teams, parent involvement committees and staff representatives Open lines of communication and reach our to more parents using the Remind 101 textmessaging to send updates on school information, send home a condensed parent friendly version of our newsletter-What's the Hoot. Send home information soliciting parent emails if they would like for us to register them to receive list serv messages. Use that platform to inform parents of school rules, safety concerns, upcoming events, and the important of being in school daily and being on time.

Targeted Barriers to Achieving the Goal

- Lack of parent involvement due to childcare constraints and time constraints. Low parental involvement due to lack of interest or conflicts with parent work schedules. Utilizing parent assistance effectively.

Plan to Monitor Progress Toward the Goal

Meaningful Parent Involvement activities

Person or Persons Responsible

Administration After-school staff Teachers SAC PTO

Target Dates or Schedule:

As needed

Evidence of Completion:

Parent Sign in sheets Parent Surveys

G20. Our current attendance rate is 95%.Our goal is to increase to 96% this school year.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Teachers will send home Attendance reports from Pinpoint as necessary for students with poor attendance rates. Attendance conferences will take place for parents of students with excessive absences or tardies. These conferences will be led by the Referral Coordinator and the AP Attendance Warning Letters from Pinpoint will be sent home with progress alerts and report cards every 9 weeks. We will increase the communication between the school and the home when attendance is a factor. Increase parental awareness of attendance policy and statistics related to attendance through classroom and school newsletters, flyers, attendance warning letters via Pinpoint, and attendance conferences with parents. Attendance Incentives to increase student motivation to be at school and be here on time. The reward program will provide incentives for students and classes that achieve perfect attendance. Create a weekly spot on the morning show showcasing Perfect Attendance classes. Recognize those with a good attendance record regularly on our morning show. Students will be recognized and rewarded accordingly. Teacher training at faculty meetings to ensure uniform attendance tracking practices school wide. Attendance will initially be taken by the teacher and all other entries will be completed in the office for accuracy.

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Attendance Initiatives

Person or Persons Responsible

Referral Coordinator School social worker Teachers Administrators

Target Dates or Schedule:

ongoing all year

Evidence of Completion:

Attendance reports in Pinpoint-compare month by month Attendance Warning Letters Attendance Conference records CSAP Forms to district

G21. We plan to increase awareness of healthy lifestyle actions. Improving the health of employees will greatly affect productivity and morale.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Student Champions programs to promote fitness and exercise with students Staff Champions program to promote fitness and exercise with employees Nutrition Assembly for students Nutrition Awareness lessons in PE classes 95210 Awareness Initiatives school wide Staff participation in community fitness initiatives-Heartwalk-5K

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Wellness Initiatives

Person or Persons Responsible

All faculty and staff

Target Dates or Schedule:

ongoing

Evidence of Completion:

Attendance and participation in community fitness opportunities Staff surveys Parent feedback

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G19. Parental involvement and volunteer hours will increase from 2200 hours to 3000 hours for the 2013-2014 school year.

G19.B1 Lack of parent involvement due to childcare constraints and time constraints. Low parental involvement due to lack of interest or conflicts with parent work schedules. Utilizing parent assistance effectively.

G19.B1.S1 Provide childcare during parent workshops to parents. Provide food for parents and students on parent workshop nights so parents do not have to cook. Provide incentives to parents and/or students for attending the workshops.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G19.B1.S1

Meaningful Parent Involvement activities

Person or Persons Responsible

Administrators LLT

Target Dates or Schedule

Team Leader Meetings

Evidence of Completion

Flyers for Parent workshops Sign In sheets from workshops

Plan to Monitor Effectiveness of G19.B1.S1

Parent Workshop Interest

Person or Persons Responsible

Administrators

Target Dates or Schedule

At Parent workshops

Evidence of Completion

parent surveys

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

Monthly LEA/Director meetings ensure collaboration and coordination between district offices and schools. Our school will receive that information monthly. Our Parent Representative, our Employed Representative, and the administrators will ensure implementation of Title 1 Plan.

The Title 1 Academic Coordinator and Title 1 Developers will facilitate and coordinate district office and individual schools' staff development plans to ensure that each schools unique needs are met. Staff development needs are determined through a variety of methods which include but are not limited to teacher input, administrator input, formative assessments, and FCAT data. The LEA Master Calendar and the LEA Homepage are tools that we will use to stay abreast of federal and non-federal programs we may benefit from related to our Title 1 Plan.

Title 1 funds will be utilized to provide food and childcare for parent workshops. It will also be utilized to cover the costs of professional development needed to implement the strategies listed in our School Improvement Plan.

Appendix 2: Budget to Support School Improvement Goals