



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

West Elementary School

304 W IMOGENE ST

Arcadia, FL 34266

863-494-3155

<http://wes.desotoschools.com/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 68%
Alternative/ESE Center No	Charter School No	Minority Rate 51%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	4	Jim Browder

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

Current School Status

School Information

School-Level Information

School

West Elementary School

Principal

Phyllis Clemons

School Advisory Council chair

James Rock

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

Name	Title
Phyllis Clemons	Principal
Amanda Irby	Assistant Principal
Kimberly Goodman	Guidance Counselor
Lucretia Gilmore	Academic Coach

District-Level Information

District

Desoto

Superintendent

Dr. Karyn Gary

Date of school board approval of SIP

10/8/2013

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

The SAC Committee consists of the principal, teachers, educational support staff, and parents. Offices held are the president (James Rock), vice president (Rosalina Garcia) and secretary/treasurer (Kim Serio). Duties for the president include communicating with stakeholders to assist the principal in establishing an agenda for each meeting, facilitating meetings, informing the committee of relevant information that affects the school. The vice-president performs the duties of the president in his absence. Members of the SAC committee are responsible for attending meetings, reviewing the SIP, recruiting members, approving expenditures of the SAC funds including the use of lottery funds for school improvement.

Involvement of the SAC in the development of the SIP

The school improvement plan will be presented to the SAC committee to review the goals. The SAC committee will assist in offering suggestions for academic improvement and monitoring for progress towards goals throughout the school year, specifically at the mid-year review.

Activities of the SAC for the upcoming school year

SAC meetings will be held on the first Thursday of each month from September through June at 5:00 p.m. SAC will review the various needs of the school and assist the school in meeting those needs. Some examples include, but are not limited to, supplying first-year teachers with funds to purchase classroom libraries, purchasing educational materials, funding the annual "Florida Arts on Tour" program and collaborating with the boosters to help provide resources to achieve goals included in the 2013-14 School Improvement Plan. For progress monitoring the SAC committee will be presented with progress reports through STAR assessments and Cold Reads. SAC will also collaborate with teachers, parents and administrators to develop and approve the School Improvement Plan.

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

Books for classroom libraries (all new teachers)- \$900.00

Florida Arts on Tour - \$2000.00

Educational Resources (online educational subscriptions) - \$3,000.00

Parent Resource Room (educational books and information for parent use and check-out)- \$5,000.00

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:

Phyllis Clemons

Principal

Years as Administrator: 7

Years at Current School: 11

Credentials

Masters / (Educational Leadership
 Bachelors / Elementary Education
 Educational Leadership/ (All Levels)
 Elementary Education/ (Grades 1 - 6
 English To Speakers Of Other Languages (ESOL) / Endorsement
 School Principal (All Levels)

Performance Record

2012-13 FCAT Data West Elementary School
 Reading - % satisfactory or higher=49
 Math - % satisfactory or higher = 41
 Writing - % satisfactory or higher = 38
 Science - % satisfactory or higher =47
 Reading Gains for Low 25% = 49
 Math Gains for Low 25%= 50
 School Grade 2013= D
 Met AYP = No

2011-12 FCAT Data West Elementary School
 Reading - % satisfactory or higher=54
 Math - % satisfactory or higher = 54
 Writing - % satisfactory or higher =76
 Science - % satisfactory or higher = 39
 Reading Gains for Low 25% = 56
 Math Gains for Low 25%= 66
 School Grade = C
 Met AYP = No

2010-11 FCAT Data Memorial Elementary School
 Reading - % satisfactory or higher= 63
 Math - % satisfactory or higher = 76
 Writing - % satisfactory or higher = 80
 Science - % satisfactory or higher = 39
 Reading Gains for Low 25% = 57
 Math Gains for Low 25%= 58
 School Grade = B
 Met AYP = No

Amanda Irby

Asst Principal

Years as Administrator: 2

Years at Current School: 11

Credentials

Educational Leadership
 Elementary Education (grades 1-6)
 English For Speakers Of Other Languages (esol), Endorsement
 Prekindergarten/Primary Education, (age 3 - Grade 3)
 Reading, Endorsement

Performance Record

2012-13 FCAT Data West Elementary School
 Reading - % satisfactory or higher=49
 Math - % satisfactory or higher = 41
 Writing - % satisfactory or higher = 38
 Science - % satisfactory or higher =47
 Reading Gains for Low 25% = 49
 Math Gains for Low 25%= 50
 School Grade 2013= D
 Met AYP = No

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Lucretia Gilmore**

Full-time / School-based

Years as Coach: 0

Years at Current School: 12

Areas

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

Credentials

Degree: B.S. in Elementary Education Certification Grades 1-6
 ESOL Endorsement
 Reading Endorsement

Performance Record

NA

Classroom Teachers**# of classroom teachers**

58

receiving effective rating or higher

55, 95%

Highly Qualified Teachers

88%

certified in-field

51, 88%

ESOL endorsed

38, 66%

reading endorsed

3, 5%

with advanced degrees

14, 24%

National Board Certified

1, 2%

first-year teachers

4, 7%

with 1-5 years of experience

15, 26%

with 6-14 years of experience

27, 47%

with 15 or more years of experience

12, 21%

Education Paraprofessionals**# of paraprofessionals**

14

Highly Qualified

13, 93%

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

10

receiving effective rating or higher

10, 100%

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

The principal works with Human Resources to advertise open positions, screen applicants and schedule interviews. Perspective teachers are recruited through the district website, Heartland Educational Consortium website, the State of Florida teacher recruitment website and the district participates in the Teach-In each summer. Principals are invited to attend and are encouraged to interview and hire qualified applicants. The district also offers a mentoring program to assist new teachers in the transition from college to the teaching profession. Support is given throughout the first year of teaching through one to one mentoring with qualified teachers.

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

After an initial two day orientation, West Elementary pairs up all new teachers with highly qualified teachers. Mentor teachers are selected based on their time employed and effectiveness in the classroom. Mentors provide support to new teachers through observations, providing feedback and general directions with day to day activities. They meet with their mentee at least once per week to discuss strategies for classroom management, teaching strategies and student progress. The mentees are also given an overview of the MTSS program and are given support from the MTSS coordinator and academic coach to ensure that MTSS plans are implemented and done with fidelity.

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 MTSS Leadership Team meets twice yearly to discuss progress and set goals. Schoolwide data is reviewed for effectiveness of instruction and curriculum resources and programs. Throughout the school year the MTSS Coordinator holds progress meetings to monitor the progress of the students served through the process.

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

The function of each member of the MTSS Leadership team is as follows:

Classroom Teacher - delivers instructional interventions, monitors student progress, attends MTSS meetings

Reading Coach - trains teachers in interventions, models interventions and differentiated instruction, guides the classroom teacher in the collection of data, collects school-wide data to use in identifying at risk students, attends MTSS meetings

Speech Pathologist - Completes communication skills screenings, incorporates MTSS data when guiding a speech/language referral, attends MTSS meetings

ESE Coordinator - Incorporates MTSS data when making eligibility decisions, consults with MTSS team regarding interventions, attends MTSS meetings

ESOL Coordinator - Provides ELL interventions, attends MTSS meetings

Guidance Counselor - Maintains MTSS folder, maintains a log of all students served through the MTSS process, completes necessary MTSS forms, sends home parent invitations for scheduled MTSS meetings,

conducts social-developmental history interviews when necessary, attends MTSS meetings

ESE Staffing Specialist - facilitates eligibility determination meeting, facilitates staffings for ESE services meetings at the appropriate tier of the MTSS process, reviews final documentation

Principal/Assistant Principal - facilitates and supports the implementation of the MTSS process, provides and coordinates continuous MTSS professional development, assigns personnel to support MtSS implementation, conducts classroom walkthroughs to monitor implementation, attends MTSS meetings

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

The MTSS Leadership team discusses, supports and implements research-based strategies and interventions that adheres to and supports the intent of the school improvement plan. Teachers are required to document interventions including the frequency of when they are completed. Data is pulled at assigned times and reviewed at MTSS meetings to determine if interventions/assessments were done at the specified times as outlined in the MTSS plan.

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 include Florida Comprehensive Assessment Test (FCAT), FAIR Assessments, Performance Matters, Compass Learning, STAR Reading, Accelerated Reader, District pre/post tests, Genesis data program

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

We will support the understanding of MTSS and build capacity by providing pre-school professional development for teachers, presenting information at monthly faculty meetings, new teacher meetings and weekly grade level meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

21st Century After School Program - This program runs four days per week for 3 hours. Students go through three rotations (tutoring, enrichment and technology). Students are given a time for snack and homework completion prior to going to the three rotations. The objective of the program is to provide tutoring and enrichment to level 1 and 2 students in grades 3-5. Students are tutored by a teacher in small groups consisting of no more than six to eight students. The curriculum features problem based learning and STEM projects.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

STAR Reports, FCAT data, Quarterly Grades and FAIR Assessments are used to determine effectiveness.

Who is responsible for monitoring implementation of this strategy?

Teachers, After School Coordinator

Literacy Leadership Team (LLT)

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

Name	Title
Christine Arthur	Chair
Jennifer English	Co-Chair
Maria Munoz	Member
Tara Latimer	Member
Sarah Walker	Member
DeAnna Smith	Member
Christina McCray	Member
Amanda Irby	Member (Assistant Principal)
Lucretia Gilmore	Academic Coach

How the school-based LLT functions

The school-based literacy team consists of a chair, co-chair and its members. The team meets monthly and serves as the liaison between the teachers, principal and leadership team of the school to make decisions regarding literacy activities and parent involvement.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team will be the restructuring of our school based Accelerated Reader program and the coordinating school based literacy activities. It will also facilitate FCAT parent night, the celebration of the state-wide literacy week, annual book fair and work in partnership with the SAC committee with all school-wide literacy efforts.

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

Pre-schools and day-care providers are invited to bring perspective students to an orientation each Spring. A day is scheduled that includes time to meet teachers and staff and tour the campus. Kindergarten Round-up is held prior to the conclusion of the school year for both parents and students to come in and receive information about the school, meet teachers and administrators as well as learn expectations for the upcoming school year. The school nurse is also on hand to provide information to assist the parent with the registration process. The principal from the Desoto Early Childhood Center provides the kindergarten teachers with an orientation that includes information about each child and expectations for the FLKRS assessment.

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	61%	49%	No	65%
American Indian				
Asian				
Black/African American	37%	30%	No	43%
Hispanic	60%	45%	No	64%
White	68%	55%	No	72%
English language learners	62%	34%	No	66%
Students with disabilities	46%	28%	No	51%
Economically disadvantaged	57%	43%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	104	23%	38%
Students scoring at or above Achievement Level 4	109	24%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		54%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	263	59%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	111	49%	64%

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)	32	37%	42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	18	22%	27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	27%	32%

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	59	38%	53%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

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	58%	41%	No	63%
American Indian				
Asian				
Black/African American	34%	19%	No	41%
Hispanic	59%	41%	No	63%
White	64%	46%	No	68%
English language learners	58%	33%	No	63%
Students with disabilities	43%	23%	No	49%
Economically disadvantaged	53%	37%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	21%	36%
Students scoring at or above Achievement Level 4	49	11%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		79%
Students scoring at or above Level 7	[data excluded for privacy reasons]		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	227	51%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	55	50%	65%

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	42	31%	46%
Students scoring at or above Achievement Level 4	11	8%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		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			
Students retained, pursuant to s. 1008.25, F.S.	45	5%	3%
Students who are not proficient in reading by third grade	92	59%	54%
Students who receive two or more behavior referrals	55	6%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	55	6%	4%

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

Research says that parent involvement has been found to have a positive effect on student achievement. For the school year 2012-13 we had 377 parents log 6,554 hours (an average of 17 hours). Increasing the level of parent involvement may result in higher student achievement. Our goal for 2013-14 is to increase the number of volunteers by 10% and the hours by 10%. Our parent involvement targets include Parent night, parent volunteers, and Parent involvement meetings.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
FCAT Reading Night for grades 2-5	126	16%	20%
Parent Volunteers	377	34%	38%
Monthly Parent Involvement Meetings	96	12%	15%

Goals Summary

- G1.** 65% of students will score at levels 3 or higher on the 2014 Spring FCAT Assessment. Students will explain their thinking by routinely engaging in questioning and collaboration through peer to peer dialogue.
- G2.** 100% of teachers are exposed to constructive data chats on a monthly basis.

Goals Detail

G1. 65% of students will score at levels 3 or higher on the 2014 Spring FCAT Assessment. Students will explain their thinking by routinely engaging in questioning and collaboration through peer to peer dialogue.

Targets Supported

- 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)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Students will utilize thinking maps in small ability group settings.

Targeted Barriers to Achieving the Goal

- Students do not have the opportunity to dialogue because 95% of instruction is delivered directly from the teacher.

Plan to Monitor Progress Toward the Goal

The frequency of student discussions vs teacher lead discussions will be monitored.

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach

Target Dates or Schedule:

Daily

Evidence of Completion:

Walkthrough data

G2. 100% of teachers are exposed to constructive data chats on a monthly basis.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Science - Elementary School

Resources Available to Support the Goal

- Academic Coach, administrators as instructional leaders, teachers as instructional leaders
- Professional Learning Committees (PLC), teacher collaboration, common reading block, common planning time, weekly lesson plan meeting
- Scheduled PD days, PD 360
- Leveled text

Targeted Barriers to Achieving the Goal

- Teachers' inability to change instructional practice because of their lack of knowledge of the need.

Plan to Monitor Progress Toward the Goal

Student assessment data

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in STAR data, comprehension, and fluency

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 65% of students will score at levels 3 or higher on the 2014 Spring FCAT Assessment. Students will explain their thinking by routinely engaging in questioning and collaboration through peer to peer dialogue.

G1.B1 Students do not have the opportunity to dialogue because 95% of instruction is delivered directly from the teacher.

G1.B1.S1 Provide professional development for teachers to acquire instructional strategies they will utilize in small group.

Action Step 1

PLC discussion of differentiated instruction

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach Common Core Committee

Target Dates or Schedule

September 18, 2013

Evidence of Completion

Sign-in Sheets

Facilitator:

Academic Coach and Common Core Team

Participants:

Principal, Assistant Principal, Academic Coach Common Core Committee

Action Step 2

District scheduled half day (differentiated instruction)

Person or Persons Responsible

Assistant Principal Common Core Committee

Target Dates or Schedule

September 25, 2013

Evidence of Completion

Sign-in sheets, teacher created lesson

Facilitator:

Academic Coach and Common Core Team

Participants:

Assistant Principal Common Core Committee

Action Step 3

Observe and discuss small group differentiation

Person or Persons Responsible

Professional Learning Communities

Target Dates or Schedule

Week of October 7, 2013

Evidence of Completion

reflection logs

Facilitator:

Academic Coach

Participants:

Professional Learning Communities

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

small group

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach

Target Dates or Schedule

Daily

Evidence of Completion

walkthroughs, reflection logs

Plan to Monitor Effectiveness of G1.B1.S1

Students engaged in small group discussions

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Walkthrough data

G1.B1.S2 Create a master schedule that supports small group instruction.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. 100% of teachers are exposed to constructive data chats on a monthly basis.

G2.B1 Teachers' inability to change instructional practice because of their lack of knowledge of the need.

G2.B1.S1 Utilize trend data to demonstrate the need for change in instructional practices

Action Step 1

Collect FCAT data from previous five years

Person or Persons Responsible

Principal

Target Dates or Schedule

July and ongoing

Evidence of Completion

graph of data

Action Step 2

Create schedule of teacher meetings

Person or Persons Responsible

Principal

Target Dates or Schedule

First week of school

Evidence of Completion

schedule

Action Step 3

Conduct meetings and introduce reflection logs

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach

Target Dates or Schedule

September 3-13

Evidence of Completion

Reflection logs

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

Implementation of differentiated instructional practices

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach

Target Dates or Schedule

Monthly reviews

Evidence of Completion

PLC minutes, reflection logs, team meeting minutes, CWTs, Coaching logs, lesson plans

Plan to Monitor Effectiveness of G2.B1.S1

Implementation of differentiated instructional practices

Person or Persons Responsible

Principal, Assistant Principal, Academic Coach

Target Dates or Schedule

Monthly reflections, weekly observations

Evidence of Completion

Survey, increase in student academic performance, flexible small groups, lesson plans, less referrals for tier 3 services

Coordination and Integration

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

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

Title I, Part A services are provided to students in need of additional support through after-school programs, summer institutes and intervention instruction during the school day. The district coordinates the use of Title I, II, III, and IV funds to provide professional development for teachers and administrators to improve instructional practices and support improvement in student achievement. Title I, Part C Migrant advocates at each school provide instructional support to students either during or after the school day. These advocates coordinate with Title I and other programs. Title I, Part D provides funds to be used to develop and implement a drop-out prevention program for the district. Title II, Part A funds are used to provide supplemental professional development for faculty, staff and administrators at all school sites in the district. Specific activities are based on the need of the schools as determined by student performance data and surveys of all stakeholders. These funds are used in collaboration with funds from local sources and other federal projects. Title II, Part D funds are used to support instructional technology through the purchase and repair of hardware, software and the provision of professional development in the use of technology as an instructional tool. Title III services are provided at each school to support education of English language learners for the purpose of improving student performance. Title X Homeless, the coordinator of district services for homeless students provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Supplemental Academic Instruction (SAI) funds are coordinated with funds from other sources including Title I to provide summer institute instruction and supplemental and/or intervention instruction during the academic year to support students in need of academic assistance. Violence Prevention Programs offers a non-violence/anti-bullying program at all schools as part of the character education program. This may include but not be limited to guest speakers, field trips and community service activities.

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.

G1. 65% of students will score at levels 3 or higher on the 2014 Spring FCAT Assessment. Students will explain their thinking by routinely engaging in questioning and collaboration through peer to peer dialogue.

G1.B1 Students do not have the opportunity to dialogue because 95% of instruction is delivered directly from the teacher.

G1.B1.S1 Provide professional development for teachers to acquire instructional strategies they will utilize in small group.

PD Opportunity 1

PLC discussion of differentiated instruction

Facilitator

Academic Coach and Common Core Team

Participants

Principal, Assistant Principal, Academic Coach Common Core Committee

Target Dates or Schedule

September 18, 2013

Evidence of Completion

Sign-in Sheets

PD Opportunity 2

District scheduled half day (differentiated instruction)

Facilitator

Academic Coach and Common Core Team

Participants

Assistant Principal Common Core Committee

Target Dates or Schedule

September 25, 2013

Evidence of Completion

Sign-in sheets, teacher created lesson

PD Opportunity 3

Observe and discuss small group differentiation

Facilitator

Academic Coach

Participants

Professional Learning Communities

Target Dates or Schedule

Week of October 7, 2013

Evidence of Completion

reflection logs

Appendix 2: Budget to Support School Improvement Goals