2013-2014 SCHOOL IMPROVEMENT PLAN

Limestone Creek Elementary School

6701 CHURCH ST

Jupiter, FL 33458

561-741-9200

www.edline.net/pages/limestone_creek_es

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	29%

Alternative/ESE Center	Charter School	Minority Rate
No	No	25%

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

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
Limestone Creek Elem. School

Principal
Suzanne Gibbs

School Advisory Council chair
Susan Wood

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

Name	Title
Roxann Rickenbach	Grade Chair, Teacher, 2nd grade gifted
Katherine Tierney	Grade Chair, Teacher, K
Debra Griffin	Grade Chair, Teacher, 1st grade gifted
Cheryl Kenney	Grade Chair, Teacher, 3rd grade gifted
Beth Reed	Grade Chair, Teacher, 4th grade
Susan Briick	Grade Chair, Teacher, 5th grade gifted
Jill Sherpiitis	Department Chair, Media Specialist
Kelly Mullen	Assistant Principal
Suzanne Gibbs	Principal
Wendy Eissey	Department Chair, ESE

District-Level Information

District
Palm Beach

Superintendent
Mr. E. Wayne Gent

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

Suzanne Gibbs, Principal
Susan Wood, Chair
Edna Runner- Community
Gabriela Mendez- Community
Irene Long- Business
Cassandra Keller - Business/Community

Susan Weaver- Teacher, Secretary
Jill McDaniel- Teacher
Kristen Batlle- Teacher
Mae Dettman, Support Staff
Jennifer Johnson- PTO board member, Parent
Sarah Cushman- Parent
Sarah McCain- Parent
Dawn Gabriel- Parent

57% of the SAC membership are non-school district employees. The membership reflects our ethnic, racial,and economic demographics. Teachers are elected by teachers, support staff by non-instructional, parents by parents, and community/business members are appointed by the principal. Parent vacancies are advertised in the newsletter and on Edline at the beginning of the school year. Ballots are sent home for voting.

Involvement of the SAC in the development of the SIP

The school improvement plan goals are reviewed monthly at SAC meetings. Parents and business leaders also contribute to the goals by reviewing data and contributing ideas and support on implementing strategies. SAC members were invited to the planning session and input was given at SAC meetings.

Activities of the SAC for the upcoming school year

SAC is involved in the ongoing process of evaluating data as presented and modifying goals when necessary. They will continue to be involved in Green School initiatives.

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

Per legislature decision, money was not allocated to schools for school improvement funds. The money earned by energy reduction from last year (in our School Improvement account) will be used for our tutoring program along with grant money and School Recognition money saved from prior years.

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:

Suzanne Gibbs		
Principal	Years as Administrator: 16	Years at Current School: 5

Credentials	B.S.- Special Education, M.S.- Emotionally Handicapped Education Educational Leadership Endorsement Certification areas: School Principal, State of Florida, Emotionally Handicapped, Specific Learning Disabilities, Mentally Handicapped, ESOL Endorsement
Performance Record	2012-2013 Grade A, Reading Mastery 80%, Math Mastery 81%, Wriitng 84%, Science 82% 2011-2012: Grade A, Reading Mastery 79%, Math Mastery 75%, Writing 92%,Science 71%. 2010-2011: Grade A, Reading Mastery 88%, Math Mastery 90%, Writing 92%,Science 81%. 2009-2010: Grade A, Reading Mastery 91%, Math Mastery 89%, Writing 89% met state mastery, Science 82%. 2008-2009:Grade A, Reading Mastery: 92%, Math Mastery: 92%, Writing Mastery: 93%, Science Mastery: 83%,

Kelly Mullen		
Asst Principal	Years as Administrator: 5	Years at Current School: 5

Credentials	B.S.- Elementary Education, M.S.- Educational Leadership, Certification Areas: Educational Leadership, Elementary Education, ESOL Endorsement
Performance Record	2012-2013 Grade A, Reading Mastery 80%, Math Mastery 81%, Wriitng 84%, Science 82% 2011-2012: Grade A, Reading Mastery 79%, Math Mastery 75%, Writing 92%,Science 71%. 2010-2011: Grade A, Reading Mastery 88%, Math Mastery 90%, Writing 92%,Science 81%. 2009-2010: Grade A, Reading Mastery 91%, Math Mastery 89%, Writing 89% met state mastery, Science 82%. 2008-2009:Grade A, Reading Mastery: 92%, Math Mastery: 92%, Writing Mastery: 93%, Science Mastery: 83%,

Instructional Coaches

# of instructional coaches
0

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

Instructional Coach Information:

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

Classroom Teachers

# of classroom teachers

72

 # receiving effective rating or higher

72, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

72, 100%

 # ESOL endorsed

55, 76%

 # reading endorsed

8, 11%

 # with advanced degrees

14, 19%

 # National Board Certified

7, 10%

 # first-year teachers

1, 1%

 # with 1-5 years of experience

8, 11%

 # with 6-14 years of experience

20, 28%

 # with 15 or more years of experience

43, 60%

Education Paraprofessionals

# of paraprofessionals

0

 # Highly Qualified

0

Other Instructional Personnel

# of instructional personnel not captured in the sections above

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Professional personnel are recruited for a variety of positions from within the district and outside. Student achievement data is reviewed on teacher candidates. We offer teacher mentors, support and professional development training.

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

New professionals are paired with highly qualified mentors within the same teaching experience field. Mentors meet regularly with their peer to offer support and guidance. District support is also offered as needed. Administration is available as needed for further support.

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

Weekly LTM's to monitor effectiveness of instruction. The teams share strategies and evaluate data to meet individual and whole school student needs. The School Base Team meets on a weekly basis to monitor individual student progress of those students in the RtI process.

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

The leadership team meets monthly to share information and review school improvement goals. We share any grade level data that affect school effectiveness. We are responsible for disseminating the shared information with our team.

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

In order to ensure fidelity of MTSS and the SIP we collect and share data. The leadership team monitors the implementation of the strategies in classrooms observations. The leadership team monitors data for individual students, teachers, and the whole school.

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 is collected and monitored through EDW, Core K12, iii, tutoring, Diagnostic testing, Fountas and Pinnell Continuum of Learning, Reading Running Records, and AIMS Web. Attendance in K-2 is also

monitored through Sages. Data/graphs of individual students is monitored in School Base Team meetings.

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

Staff, parents and community leaders attend SAC and work together during SAC, LTM's, Leadership meetings to problem solve. Teachers are trained in the use of AIMS Web to monitor student progress in the RtI process.

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: 1,800

Before and After school enrichment clubs are available for the students in addition to our After School Program. There are also fee-based enrichment clubs available for students to join. Some clubs meet weekly while others meet on a monthly basis.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Assessment data is reviewed by teachers.

Who is responsible for monitoring implementation of this strategy?

Club sponsor, After Care Director, administration

Strategy: Before or After School Program
Minutes added to school year: 2,800

Tutorial program is offered before or after school for struggling students. Students meet approximately two times per week for one hour. The tutorial program is also offered in our After Care program.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Assessment data is reviewed by tutorial staff and administration.

Who is responsible for monitoring implementation of this strategy?

Tutorial teachers and administration

Literacy Leadership Team (LLT)

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

Name	Title
Sue Gibbs	Principal
Kelly Mullen	Assistant Principal
Kate Tierney	Kindergarten
Debra Griffin	1st gr. teacher
Roxannn Rickenbach	2nd gr. teacher
Cheryl Kenney	3rd gr. teacher
Beth Ann Reed	4th gr. teacher
Susan Briick	5th gr. teacher
Jill Sherpitis	Media Specialist
Wendy Eissey	ESE Teacher
Lois Fiser	SAI Teacher
Beri Hunt	4th gr. teacher

How the school-based LLT functions

The Literacy Leadership Team (LLT) creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. The principal, assistant principal,reading and writing teachers, content area teachers, and fine arts representative serve on the team. The LLT meets once a month. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. Data is reviewed and strategies discussed and shared. As additional needs and concerns arise, the LLT investigates the concerns, studies and plans a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a continuous process throughout the entire school year.

Major initiatives of the LLT

Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home on the process. This is a continuous process throughout the entire school year. The team will focus on the effective use of the K-4 Literacy Assessment , utilizing the Continuum of Literacy to guide instruction and the implementation of the district literacy plan.There will be an additional focus on the implementation of the Common Core Standards in all grade levels and how this affects the design of classroom assessments..

Every Teacher Contributes to Reading Instruction

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

N/A

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

Limestone Creek holds a Kindergarten Roundup in the spring. Teachers speak to parents about expectations for the Kindergarten year; other school personnel talk about procedures and other expectations for the coming school year. Parents and students have a tour of a kindergarten classroom. Kindergarten teachers also go to local preschools to talk to parents about Limestone Creek's kindergarten program and expectations. The school year starts with a staggered start with only 1/3 of the kindergarten students coming each day for the first three days to insure they have the opportunity to learn the rules and procedures in a small group.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

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

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	79%	80%	Yes	81%
American Indian				
Asian				
Black/African American	58%	53%	No	63%
Hispanic	67%	79%	Yes	70%
White	85%	83%	No	87%
English language learners				
Students with disabilities	59%	58%	No	63%
Economically disadvantaged	62%	62%	Yes	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	106	24%	26%
Students scoring at or above Achievement Level 4	240	55%	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		67%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	313	71%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	38	71%	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]*		50%
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]*		15%
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]*		20%

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	110	84%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		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	77%	81%	Yes	79%
American Indian				
Asian				
Black/African American	58%	61%	Yes	63%
Hispanic	73%	76%	Yes	76%
White	81%	84%	Yes	83%
English language learners				
Students with disabilities	58%	64%	Yes	63%
Economically disadvantaged	66%	66%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	118	27%	30%
Students scoring at or above Achievement Level 4	233	54%	56%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	295	67%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	40	72%	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	48	36%	39%
Students scoring at or above Achievement Level 4	62	46%	47%

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]*		50%

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)	33		40
Participation in STEM-related experiences provided for students	905	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	18	1%	1%
Students retained, pursuant to s. 1008.25, F.S.	5	0%	0%
Students who are not proficient in reading by third grade	35	20%	15%
Students who receive two or more behavior referrals	13	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	1%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Increase the participation of our Spanish speaking parents.
Increase the participation of parents at school events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the participation in all school events including struggling students, ESOL and ESE students	400	30%	40%

Area 10: Additional Targets

Additional targets for the school

Limestone Creek Elementary School will infuse the content required by Florida Statue 100.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
*History of Holocaust
* History of Africans and African Americans
* Hispanic Contributions
* Women's contributions
* Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All teachers are implementing the targets	905	100%	100%

Goals Summary

G1. Increase the learning gains for the proficient and above level students on the FCAT 2.0 to 75% on reading and 72% on math

G2. Increase academic gains in the lowest 25% of our population to 75% on FCAT 2.0

Goals Detail

G1. Increase the learning gains for the proficient and above level students on the FCAT 2.0 to 75% on reading and 72% on math

Targets Supported

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

- 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)

Resources Available to Support the Goal

- Highly qualified classroom teachers Fine Arts Staff

- Stipends for after school enrichment clubs

- Parent Involvement/Parental workshops/Family Activities

- Business Partnership recognition of student achievement

- Scholastic Literacy Series and staff development

- Reading Counts program and incentives Literacy Incentives such as Battle of the Books, Brain Freeze, Cookie Parties

Targeted Barriers to Achieving the Goal

- Time Constraints

Plan to Monitor Progress Toward the Goal

During the LTM's, teachers will be analyzing assessment data from diagnostics, Core K12, Common Assessments, RRR, SRI. IObservation will be used to monitor the implementation of DQ 3 & 4 and Element 2

Person or Persons Responsible
Teachers, Administrators

Target Dates or Schedule:
Weekly LTM meetings

Evidence of Completion:
Evidence of increased mastery of the standards or intensify or change if a positive response is not noted

G2. Increase academic gains in the lowest 25% of our population to 75% on FCAT 2.0

Targets Supported

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

- 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)

Resources Available to Support the Goal

- SAI teacher, classroom teachers

- Reading Plus Riverdeep Continuum of Literacy Fasttrack FCAT Explorer Leveled Readers Literacy Leveled Intervention Kits Wilson Language System Breakthrough to Literacy Core K12

- Tutorial(Before & After school) West Jupiter Tutorial iii during the school day

Targeted Barriers to Achieving the Goal

- Resources-Financial Constraints and Lack of Personnel

Plan to Monitor Progress Toward the Goal

Teachers and administration will review RRRs, CoreK12 and other assessments on a monthly basis to determine if progress toward a goal is satisfactory.

Person or Persons Responsible

Tutorial Teachers, Administration, Classroom Teachers

Target Dates or Schedule:

LTM's, Monthly Literacy/leadership meetings.

Evidence of Completion:

Increased mastery of the standards or intensify or change if a positive response is not noted.

Action Plan for Improvement

Problem Solving Key

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

G1. Increase the learning gains for the proficient and above level students on the FCAT 2.0 to 75% on reading and 72% on math

G1.B2 Time Constraints

G1.B2.S1 Provide opportunities for teachers to collaborate on strategies, assessments, unit planning, Common Core Implementation. Literacy implementation, review and analysis of data, and monitoring of individual student data.

Action Step 1

Provide opportunities for teachers to collaborate on strategies, assessments, unit planning, Common Core Implementation. Literacy implementation, review and analysis of data, and monitoring of individual student data.

Person or Persons Responsible

All staff

Target Dates or Schedule

Weekly throughout the school year

Evidence of Completion

Attendance, LTM notes

Facilitator:

Grade Chair, PDC

Participants:

All teachers

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

We will develop a schedule of collaboration opportunities for classroom teachers

Person or Persons Responsible

PDC, Administration

Target Dates or Schedule

Monthly Leadership Meetings

Evidence of Completion

LTM notes, schedules

Plan to Monitor Effectiveness of G1.B2.S1

Implementation of the lesson plans and/or strategies developed at the Learning Team Meetings and Staff Development Workshops

Person or Persons Responsible

Administrators will review lesson plans and observe during walk - throughs

Target Dates or Schedule

Weekly LTM notes, periodic lesson plan review

Evidence of Completion

Successful implementation of lesson plans, learning goals, anchor charts, scales and rubrics

G1.B2.S2 Provide rigorous instruction in all academic and fine arts areas utilizing the depth of knowledge and Marzano teaching strategies

Action Step 1

Implement the Marzano Teaching Strategies with an emphasis on Design Questions 3 & 4 and Element 2 and continue staff development to understand and fully implement the strategies

Person or Persons Responsible

All Teachers, PDC, Administration

Target Dates or Schedule

Strategies will be implemented on a daily basis and staff development will be done on a monthly basis

Evidence of Completion

Sign in sheets, IObservation evaluation tool

Facilitator:

PDC, Administrators

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Written and verbal feedback from classroom observations and resources on how to implement Marzano strategies

Person or Persons Responsible

Administrators, PDC

Target Dates or Schedule

During classroom observations and monthly meetings

Evidence of Completion

Completed IObservations, sign in sheets, agendas

Plan to Monitor Effectiveness of G1.B2.S2

IObservation scales, CoreK12, student assessment data, Student data tracking forms. Administration will monitor for an increase in implementation of the strategies in DQ 3 & 4 and Element 2 of the Marzano instruments (Domain 1)

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

Monthly LTM meetings- teachers will review student data at the regularly scheduled meetings. Administration will run monthly IObservation reports.

Evidence of Completion

Student data will show growth. Review of LTM notes noting discussoin of implementation of strategies. IObservation reports will show an increase of use of strategies in DQ 3 & 4 and Element 2.

G2. Increase academic gains in the lowest 25% of our population to 75% on FCAT 2.0

G2.B2 Resources-Financial Constraints and Lack of Personnel

G2.B2.S1 Implement a before and after school tutorial utilizing money from Energy Reduction Award, School Recognition, aftercare budget and the K-12 Grant and current staff resources.

Action Step 1

Recruit teachers to implement a Before and After School Tutorial Program. Utilize K-12 grant funding, School Improvement money, School Recognition money, and After Care money to fund the program.

Person or Persons Responsible

Mr. Mullen, Assistant Principal

Target Dates or Schedule

Before or After School on a weekly basis through April (1-2 sessons per week)

Evidence of Completion

Attendance, schedule, parent permission, roster of tutorial teachers and students.

Plan to Monitor Fidelity of Implementation of G2.B2.S1

A roster of Tutorial teachers will be prepared by the Assistant Principal. Student Progress will be tracked and the schedule of student attendance in the tutorial program will be monitored.

Person or Persons Responsible

Tutorial Teachers, Administration, Classroom Teachers

Target Dates or Schedule

Weekly monitoring of attendance in the tutorial program and at least monthly monitoring of student date

Evidence of Completion

Number of sessions, attendance

Plan to Monitor Effectiveness of G2.B2.S1

Data for the students in the tutorial programs will be reviewed to monitor effectiveness EDW reports, RRR, Riverdeep, Reading Plus, FCAT Explorer, Diagnostics, SRI, CoreK12, Common Assessments.

Person or Persons Responsible

Tutorial Teachers, Administration, Classroom teachers

Target Dates or Schedule

Data Collection Schedule dependent on type of assessment and individual student needs Weekly Learning Team Meetings, Monthly Leadership/Literacy meetings, Approximately every six weeks for students in the RTI Process

Evidence of Completion

Review of data to determine if remediation is effective or needs to be adjusted to meet student needs and ensure student success

G2.B2.S2 Targeted students will receive remediation during the school day via iii/SAI.

Action Step 1

Implement iii during the school day for students who are below grade level in reading utilizing literacy strategies which address student areas of weakness

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

During the school day for 30 minutes per day until June 2014

Evidence of Completion

Student Attendance, Student work samples

Facilitator:

PDC, District Literacy Trainers

Participants:

Reading Teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Monitor teachers' schedules and lesson plans for documentation of iii being implemented on a regular basis

Person or Persons Responsible

Classroom Teachers, Literacy Professional Development team, Cohorts

Target Dates or Schedule

LTM's, PDD's, Collegial Planning weekly meetings

Evidence of Completion

Lesson Plans, Inservice documentation of attendance, Student work samples

Plan to Monitor Effectiveness of G2.B2.S2

Review of Portfolios, Core K12 assessments, common assessments, RRR to monitor academic growth

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly at LTM's and monthly at Literacy/Leadership meetings

Evidence of Completion

Review of data to determine if remediation is effective or needs to be adjusted to meet student needs and ensure student success

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

Our school integrates Single School Culture by sharing our Universal Guidelines, following our Behavioral Matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. Each classroom also has a classroom behavioral matrix. Our PRIDE Team meets monthly to review our data, review and update our plan. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS. The in-house news program is used to reinforce our behavioral expectations and monthly character pillars.

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. Increase the learning gains for the proficient and above level students on the FCAT 2.0 to 75% on reading and 72% on math

G1.B2 Time Constraints

G1.B2.S1 Provide opportunities for teachers to collaborate on strategies, assessments, unit planning, Common Core Implementation. Literacy implementation, review and analysis of data, and monitoring of individual student data.

PD Opportunity 1

Provide opportunities for teachers to collaborate on strategies, assessments, unit planning, Common Core Implementation. Literacy implementation, review and analysis of data, and monitoring of individual student data.

Facilitator

Grade Chair, PDC

Participants

All teachers

Target Dates or Schedule

Weekly throughout the school year

Evidence of Completion

Attendance, LTM notes

G1.B2.S2 Provide rigorous instruction in all academic and fine arts areas utilizing the depth of knowledge and Marzano teaching strategies

PD Opportunity 1

Implement the Marzano Teaching Strategies with an emphasis on Design Questions 3 & 4 and Element 2 and continue staff development to understand and fully implement the strategies

Facilitator

PDC, Administrators

Participants

All teachers

Target Dates or Schedule

Strategies will be implemented on a daily basis and staff development will be done on a monthly basis

Evidence of Completion

Sign in sheets, IObservation evaluation tool

G2. Increase academic gains in the lowest 25% of our population to 75% on FCAT 2.0

G2.B2 Resources-Financial Constraints and Lack of Personnel

G2.B2.S2 Targeted students will receive remediation during the school day via iii/SAI.

PD Opportunity 1

Implement iii during the school day for students who are below grade level in reading utilizing literacy strategies which address student areas of weakness

Facilitator

PDC, District Literacy Trainers

Participants

Reading Teachers

Target Dates or Schedule

During the school day for 30 minutes per day until June 2014

Evidence of Completion

Student Attendance, Student work samples

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Increase academic gains in the lowest 25% of our population to 75% on FCAT 2.0	$6,000
	Total	$6,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Stipends will be paid through the Energy Reduction Award (in our School Improvement account) , School Recognition, aftercare budget and current staff resources	$6,000	$6,000
Total	$6,000	$6,000

Budget Details

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

G2. Increase academic gains in the lowest 25% of our population to 75% on FCAT 2.0

G2.B2 Resources-Financial Constraints and Lack of Personnel

G2.B2.S1 Implement a before and after school tutorial utilizing money from Energy Reduction Award, School Recognition, aftercare budget and the K-12 Grant and current staff resources.

Action Step 1

Recruit teachers to implement a Before and After School Tutorial Program. Utilize K-12 grant funding, School Improvement money, School Recognition money, and After Care money to fund the program.

Resource Type

Personnel

Resource

Teachers implementing the tutorial program

Funding Source

Stipends will be paid through the Energy Reduction Award (in our School Improvement account) , School Recognition, aftercare budget and current staff resources

Amount Needed

$6,000