2013-2014 SCHOOL IMPROVEMENT PLAN

Thornebrooke Elementary
601 THORNEBROOKE DR
Ocoee, FL 34761
407-909-1301

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	25%

Alternative/ESE Center	Charter School	Minority Rate
No	No	38%

School Grades History

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

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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
Thornebrooke Elementary

Principal
Christopher Daniels

School Advisory Council chair
Diep Tu

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

Name	Title
Eileen Oats	Assistant Principal
Carissa Hunter	Curriculum Resource Teacher
Susie Honis	ELA Resouce Teacher
Kimberly DiMaggio	Math Resource Teacher
Jill Micolupo	Staffing Specialist
Ann Dobson	Media Specialist
Cindy Valdes	Guidance Counselor
Felecia Carson	Reading Intervention Teacher

District-Level Information

District
Orange

Superintendent
Dr. Barbara M Jenkins

Date of school board approval of SIP
1/28/2014

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 is comprised of parents, teachers, staff, and community members. The officers include chair, co-chair, and secretary.

Involvement of the SAC in the development of the SIP

The School Improvement Plan is introduced at the first SAC meeting. The SAC members are updated on the progress of the goals outlined in the SIP in the winter and spring.

Activities of the SAC for the upcoming school year

SAC will meet monthly to review the budget, SIP, and any area of concern or needs of the school.

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

N/A

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 Daniels		
Principal	Years as Administrator: 12	Years at Current School: 8

Credentials	Masters Degree Educational Leadership
Performance Record	In 2012-2013 the school grade remained an A with: 87% Meeting High Standards in Reading 84% Meeting High Standards in Math 79% Meeting High Standards in Writing 78% Meeting High Standards in Science 75% Making Learning Gains in Reading 71% Making Learning Gains in Math 83% of the lowest 25% Making Learning gains in Reading 68% of the lowest 25% Making Learning gains in Math Points Earned 625 In 2011-2012,the school grade remained an A with: 86% Meeting High Standards in Reading 83% Meeting High Standards in Math 89% Meeting High Standards in Writing 84% Meeting High Standards in Science 75% Making Learning Gains in Reading 84% Making Learning Gains in Math 71% of the lowest 25% Making Learning gains in Reading 73% of the lowest 25% Making Learning gains in Math Points Earned 645

Eileen J. Oats		
Asst Principal	Years as Administrator: 13	Years at Current School: 3

Credentials	Masters Degree Educational Leadership
Performance Record	In 2012-2013 the school grade remained an A with: 87% Meeting High Standards in Reading 84% Meeting High Standards in Math 79% Meeting High Standards in Writing 78% Meeting High Standards in Science 75% Making Learning Gains in Reading 71% Making Learning Gains in Math 83% of the lowest 25% Making Learning gains in Reading 68% of the lowest 25% Making Learning gains in Math Points Earned 625 In 2011-2012,the school grade remained an A with: 86% Meeting High Standards in Reading 83% Meeting High Standards in Math 89% Meeting High Standards in Writing 84% Meeting High Standards in Science 75% Making Learning Gains in Reading 84% Making Learning Gains in Math 71% of the lowest 25% Making Learning gains in Reading 73% of the lowest 25% Making Learning gains in Math Points Earned 645

Instructional Coaches

# of instructional coaches
3

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

Instructional Coach Information:

Susie Honis		
Part-time / District-based	Years as Coach: 7	Years at Current School: 8

Areas	Reading/Literacy
Credentials	Reading, K-6 Elementary Education ESOL Endorsement
Performance Record	In 2012-2013 the school grade remained an A with: 87% Meeting High Standards in Reading 84% Meeting High Standards in Math 79% Meeting High Standards in Writing 78% Meeting High Standards in Science the 75% Making Learning Gains in Reading 71% Making Learning Gains in Math 83% of the lowest 25% Making Learning gains in Reading 68% of the lowest 25% Making Learning gains in Math Points Earned 625 In 2011-2012,the school grade remained an A with: 86% Meeting High Standards in Reading 83% Meeting High Standards in Math 79% Meeting High Standards in Writing 84% Meeting High Standards in Science 76% Making Learning Gains in Reading 85% Making Learning Gains in Math 75% of the lowest 25% Making Learning gains in Reading 76% of the lowest 25% Making Learning gains in Math Points 654

Carissa Hunter		
Part-time / District-based	Years as Coach: 10	Years at Current School: 6

Areas	Other
Credentials	Masters-Educational Leadership
Performance Record	In 2012-2013 the school grade remained an A with: 87% Meeting High Standards in Reading 84% Meeting High Standards in Math 79% Meeting High Standards in Writing 78% Meeting High Standards in Science 75% Making Learning Gains in Reading 71% Making Learning Gains in Math 83% of the lowest 25% Making Learning gains in Reading 68% of the lowest 25% Making Learning gains in Math Points Earned 625 In 2011-2012,the school grade remained an A with: 86% Meeting High Standards in Reading 83% Meeting High Standards in Math 79% Meeting High Standards in Writing 84% Meeting High Standards in Science 76% Making Learning Gains in Reading 85% Making Learning Gains in Math 75% of the lowest 25% Making Learning gains in Reading 76% of the lowest 25% Making Learning gains in Math Points 654

Kimberly DiMaggio		
Part-time / District-based	Years as Coach: 1	Years at Current School: 3
Areas	[none selected]	
Credentials		
Performance Record	In 2012-2013 the school grade remained an A with: 87% Meeting High Standards in Reading 84% Meeting High Standards in Math 79% Meeting High Standards in Writing 78% Meeting High Standards in Science 75% Making Learning Gains in Reading 71% Making Learning Gains in Math 83% of the lowest 25% Making Learning gains in Reading 68% of the lowest 25% Making Learning gains in Math Points Earned 625 In 2011-2012,the school grade remained an A with: 86% Meeting High Standards in Reading 83% Meeting High Standards in Math 79% Meeting High Standards in Writing 84% Meeting High Standards in Science 76% Making Learning Gains in Reading 85% Making Learning Gains in Math 75% of the lowest 25% Making Learning gains in Reading 76% of the lowest 25% Making Learning gains in Math Points 654	

Classroom Teachers

# of classroom teachers

45

 # receiving effective rating or higher

43, 96%

 # Highly Qualified Teachers

96%

 # certified in-field

42, 93%

 # ESOL endorsed

42, 93%

 # reading endorsed
7, 16%

 # with advanced degrees
13, 29%

 # National Board Certified
2, 4%

 # first-year teachers
3, 7%

 # with 1-5 years of experience
15, 33%

 # with 6-14 years of experience
17, 38%

 # with 15 or more years of experience
9, 20%

Education Paraprofessionals

# of paraprofessionals
14

 # Highly Qualified
14, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # 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

The Principal looks at the applicants who are cleared through the district and select resumes based on job experience. Candidates are interviewed by a team which includes the principal and teachers. The school provides a positive working environment which contributes to retaining teachers. The PTO is very helpful with teacher incentives such as Teacher of the Month recognition, providing resources to classroom teachers, and gifts during Teacher Appreciation Week.

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 Teacher Mentoring Program/Plan is consistent with District recommendations. There is monthly meetings along with biweekly communication between mentors, mentees and ELA Resource Teacher. Monthly meetings consist of coaching activities, reflective activities, literature discussions and reciprocal teaching opportunities. Mentors and mentees will participate in on-going self-evaluation and reflection. The rationale for pairings of mentors with mentees traditionally is to select a qualified mentor with the proper credentials (Clinical Education and PDS Online Mentoring Course) on the mentees grade level. Mentors strengths and personality are considered to be the best match for both participants. According to the the needs of the mentors/mentees, activities are designed monthly to supplement current on-going professional development activities (Teacher Evaluation, Common Core Standards, Deliberate Practice and discipline/organization.)

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 team identifies students in need of interventions and strategies by closely evaluating data from collaborations during weekly teacher PLC meetings, classroom assessments, FAIR, Benchmark testing, and MTSS Data chats where team members problem solve to determine interventions and approaches to apply. The Response to Intervention Decision Making Plan is developed utilizing necessary resources and ideas. Teachers and other staff identified use interventions agreed at the meetings and monitor progress weekly. Students move through the tiers as needed depending on their response to the interventions used. The MTSS team observes and offers suggestions to teachers through the process. We meet periodically to discuss the progress the student is making and move forward with further intervention or continue the Tier where they are being successful. This is done with fidelity as we all support one another for the growth and success for each student.

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

The MTSS Leadership team will function as a hands-on body to interpret data, disaggregate data, and discuss interventions for students. Each MTSS academic and behavior meeting will be held on a case-by-case basis as students with deficiencies are identified. The team discusses students who have been referred or who have low test scores and/or behavioral concerns that are impacting their learning and determine what the problem is and identify strategies and interventions to address the problem.Additionally, the leadership team will take an active part in PLC meetings and tutoring. Principal meets with teams and individual teachers to review data.

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

Members of the RtI team such as the principal, assistant principal, and CRT participate in the monthly SAC meetings and in the writing of the SIP. The MTSS team discusses students who are struggling, help design intervention plans, support teachers during progress monitoring, and meet as needed to evaluate and assess the effectiveness of the intervention.

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

Teachers are directed to document all student concerns and interventions used to address these concerns. They will contact the MTSS Team Leader to schedule a MTSS meeting. The team review data and make suggestions for new strategies if necessary for Tier II intervention. The MTSS Team reconvenes to discuss Tier II results. If the intervention is working, the teacher will continue. If the interventions are not working, the team may recommend moving to Tier III and increase the intensity of the intervention. The progress monitoring tools are as follows: FAIR, District Assessment,and Houghton Mifflin to monitor the reading and math. For behavior, we support the classroom behavior management plan for individual students and support positive reinforcement. We will use Write Score for formal writing assessments. The team may recommend changes to Tier II strategies or even moving to Tier III, The Progress Monitoring tools are:past and present FCAT scores, and District Benchmark Assessments, FAIR, Text Assessments.

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

District support staff will periodically train MTSS school members on the MTSS process.The MTSS coach trains the staff each year of the necessary process. Members of the MTSS Team support teachers throughout the year. The MTSS Team will continue to provide on-going training during grade level PLC meetings throughout the school year.
Provide curriculum information presentation to parents for grades K-5 during PTO and SAC meetings. Parent presentations during PTO and SAC meetings with an overview presented in the monthly parent newsletter.

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: 2,100

Students in the lowest 30% will participate in before/after school tutoring for reading and math.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The students are identified based on Benchmark Data, Progress Monitoring, and teacher input. During the program we monitor student's performance through the use of program assessments, technology, and formal assessments.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal, CRT, Math Resource Teacher, ELA Resource Teacher

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)
""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Eileen Oats	Assistant Principal
Carissa Hunter	Curriculum Resource Teacher
Felecia Carson	Reading Intervention Teacher
Ann Dobson	Media Specialist
Christopher Daniels	Principal
Susie Honis	ELA Resource Teacher

How the school-based LLT functions

The principal provides guidance for the LLT. The principal and the LLT Team monitor to ensure that information and district initiatives set forth through the OCPS Literacy Coach Meetings/Trainings/Emails are communicated to teachers during grade level PLCs and other professional development opportunitites.
The LLT will facilitate the process of analyzing data received by grades K-5 benchmarks/mini assessments to determine mastery of the NGSSS/ELA CCSS benchmarks at PLC meetings and Child Chat meetings held regularly.
The LLT will analyze all data and make recommendations regarding the appropriate next steps for teachers and/or teams to complete in order to have high achievement for all.

Major initiatives of the LLT

The major initiative of the LLT is to provide research based professional development for staff on effective instructional practices in reading and transition into ELA/CCSS. The LLT will continue to monitor the school/district literacy plan through PLC discussions and progress monitoring.

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

By using the DLM Early Childhood Express curriculum, the expectations of what children should know and be able to do by the end of the year will be met. The curriculum links connections in literacy, math,

social studies, fine arts, health and safety, personal development, physical development and technology. The strategies for meeting the standards are included in explanations of each component of the curriculum.

Social Studies-Children explore Social Studies concepts during weekly social studies-focused, large-group activities, and Center Time activities.

Fine Arts-Children are exposed to art, dance, and music through a variety of weekly activities and the Creativity Center.

Physical Development-Children are given active time for outdoor play during the day, in addition to daily and weekly movement activities.

Technology-Technology is integrated throughout each week with the use of online math activities, computer time, and other digital resources.

Social and Emotional Development-Social-emotional development is addressed everyday through positive reinforcement, interactive activities, and engaging songs.

Language and Communication-All lessons are focused on language acquisition which includes oral language development and vocabulary activities.

Emergent Literacy: Reading-Children develop literacy skills for reading through exposure to multiple read-aloud selections each day and through daily phonological awareness and letter recognition activities.

Emergent Literacy: Writing-Children develop writing skills through daily writing activities and during Center Time.

Mathematics-The math strand is designed to develop children's early mathematical knowledge through various individual and group activities.

Science-Children explore scientific concepts and methods during weekly, hands-on, science-focused, and center time activities.

The VPK assessment is administered 3 times a year (September, January and May). The purpose of the assessment is to provide teachers with feedback regarding children's progress in attaining skills necessary for Kindergarten readiness. The assessment incudes progress monitoring in the areas of Print Knowledge, Phonological Awareness, Math and Oral Language/Vocabulary that are aligned with the standards.

Expected Improvements

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	87%	87%	Yes	88%
American Indian				
Asian	88%	95%	Yes	89%
Black/African American	72%	72%	Yes	75%
Hispanic	75%	73%	No	78%
White	90%	93%	Yes	91%
English language learners	63%	58%	Yes	66%
Students with disabilities	59%	57%	No	63%
Economically disadvantaged	74%	71%	No	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	22%	23%
Students scoring at or above Achievement Level 4	163	65%	66%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		78%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	174	75%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	26	83%	84%

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)	29	64%	66%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	36%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	30%	32%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	60	79%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		67%

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	85%	84%	No	87%
American Indian				
Asian	88%	91%	Yes	89%
Black/African American	60%	72%	Yes	64%
Hispanic	78%	70%	No	80%
White	91%	89%	No	92%
English language learners	66%	71%	Yes	69%
Students with disabilities	61%	55%	No	65%
Economically disadvantaged	63%	67%	Yes	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	24%	25%
Students scoring at or above Achievement Level 4	162	60%	61%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		68%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		2%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	167	71%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	23	68%	70%

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	43	35%	36%
Students scoring at or above Achievement Level 4	51	43%	43%

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%

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)	20		25
Participation in STEM-related experiences provided for students	730	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	34	4%	4%
Students retained, pursuant to s. 1008.25, F.S.	6	0%	0%
Students who are not proficient in reading by third grade	16	2%	2%
Students who receive two or more behavior referrals	21	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	17	2%	2%

Area 9: Parent Involvement

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

Parental involvement targets for the school

In 2012-2013, 277 volunteers(38%) registered over 11,389.82 hours. In 2013-14, parent volunteer hours will increase to over 12,000 hours and (40%) of registered volunteers.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parental Involvement	277	38%	40%

Goals Summary

G1.   Student proficiency in math will increase with the implementation of standards based rigorous instruction while embedding differentiated instruction that will meet the needs of all students.

Goals Detail

G1. Student proficiency in math will increase with the implementation of standards based rigorous instruction while embedding differentiated instruction that will meet the needs of all students.

Targets Supported

- 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

- 1. Common Core State Standards/ Next Generation Sunshine State Standards 2. Mathematical Practices 3. IMS 4. Go Math! 5. SOAR Math!

Targeted Barriers to Achieving the Goal

- Misconceptions with the Common Core State Standards as it aligns with the Next Generation Sunshine State Standards.

- Teachers have limited knowledge of how to differentiate instruction.

Plan to Monitor Progress Toward the Goal

Lesson plans, student performance data, and classroom instruction

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule:

Daily

Evidence of Completion:

iObservation, student performance data, lesson plans

Action Plan for Improvement

Problem Solving Key

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

G1. Student proficiency in math will increase with the implementation of standards based rigorous instruction while embedding differentiated instruction that will meet the needs of all students.

G1.B1 Misconceptions with the Common Core State Standards as it aligns with the Next Generation Sunshine State Standards.

G1.B1.S1 Professional Development for grades 3-5 on the implementation on NGSSS and the CCSS.(E)

Action Step 1

Professional Development will be provided for teachers on standards based instruction while embedding rigorous task and assessments.

Person or Persons Responsible

Math Resource Teacher Principal Assistant Principal CRT Teachers

Target Dates or Schedule

October-ongoing throughout PLC.

Evidence of Completion

Sign-in sheets, Formal and Informal observations.

Facilitator:

Math Resource Teacher

Participants:

All teachers

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

Monitoring will take place through professional development activities and weekly lesson plan.

Person or Persons Responsible

Principal Assistant Principal Math Resouce Teacher CRT

Target Dates or Schedule

On-going

Evidence of Completion

Coaching log and professional development activities, student performance data, iObservation

Plan to Monitor Effectiveness of G1.B1.S1

Administrators will formally/informally monitor implementation of rigorous standard based instruction and lessons.

Person or Persons Responsible

Principal Assistant Principal Math Resource Teacher CRT

Target Dates or Schedule

Daily

Evidence of Completion

iObservations, assessment data

G1.B3 Teachers have limited knowledge of how to differentiate instruction.

G1.B3.S1 Assisting teachers with creating rigorous centers that target student specific learning needs.(N)

Action Step 1

Rigorous tasks and centers that support specific needs.

Person or Persons Responsible

All teachers Math Resource Teacher

Target Dates or Schedule

On-going, PLC

Evidence of Completion

Assessment data

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Specific, targeted, rigorous centers

Person or Persons Responsible

Math Resource Teacher Principal Assistant Principal CRT

Target Dates or Schedule

Daily

Evidence of Completion

Assessment data

Plan to Monitor Effectiveness of G1.B3.S1

Classroom walk-throughs, iObservations, weekly lesson plans

Person or Persons Responsible

Math Resource Teacher Principal Assistant Principal CRT

Target Dates or Schedule

Daily

Evidence of Completion

Assessment data

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 II funds will be used to provide a staff training from Core Connections for 2nd-4th grade teachers. This writing workshop will provide Common Core writing strategies within the ELA.
SAI Funds were used to pay a portion of the Reading Intervention Teacher's salary.

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. Student proficiency in math will increase with the implementation of standards based rigorous instruction while embedding differentiated instruction that will meet the needs of all students.

G1.B1 Misconceptions with the Common Core State Standards as it aligns with the Next Generation Sunshine State Standards.

G1.B1.S1 Professional Development for grades 3-5 on the implementation on NGSSS and the CCSS.(E)

PD Opportunity 1

Professional Development will be provided for teachers on standards based instruction while embedding rigorous task and assessments.

Facilitator

Math Resource Teacher

Participants

All teachers

Target Dates or Schedule

October-ongoing throughout PLC.

Evidence of Completion

Sign-in sheets, Formal and Informal observations.