

2013-2014 SCHOOL IMPROVEMENT PLAN

Whispering Oak Elementary
15300 STONEYBROOK WEST PKWY
Winter Garden, FL 34787
407-656-7773

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 28%
Alternative/ESE Center No	Charter School No	Minority Rate 47%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Whispering Oak Elementary

Principal

Patricia Ramsey

School Advisory Council chair

Alais Salvador

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

Name

Teena Moore-Jenkins

Title

Assistant Principal

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 membership of the SAC includes 8 members

Alais Salvador is the SAC Chair

Margrett Guagliardo is the SAC Co-Chair

Sandy McFarland - Secretary

Pat Ramsey- Member

Kimberli White - Member

Sonia Guevara Robinson -Member

Betty Raz - Member

Maria Leon - Member

Involvement of the SAC in the development of the SIP

Dr. Ramsey, Principal, shared our school's data with the SAC and shared with them the areas she felt were areas that we as a school needed to focus on. Then the SAC discussed as a committee the areas of need and concern.

Activities of the SAC for the upcoming school year

The SAC committee will monitor data with administration and review the SIP. They will facilitate the school climate survey and share the results with the community. Assisting with our Five Star Recognition requirements is another activity they will be involved with this upcoming school year.

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:

Patricia Ramsey		
Principal	Years as Administrator: 17	Years at Current School: 8

Credentials	<p>Doctorate of Educational Leadership Masters of Educational Leadership Bachelors of Elementary Education</p>
Performance Record	<p>2012-2013 Whispering Oak Elementary School earned "A" grade; 83% of students in reading meeting high standards and 84% of students in math meeting high standards; 77% of the lowest 25% made learning gains in reading and 90% in math.</p> <p>2011-2012 Whispering Oak Elementary School earned "A" grade; 71% of students in reading meeting high standards and 71% of students in math meeting high standards; 61% of the lowest 25% made learning gains in reading and 41% in math.</p> <p>2010-2011 Whispering Oak Elementary School earned "A" grade; 85% of AYP criteria met; 89% of students in reading meeting high standards and 92% of students in math meeting high standards; 60% of the lowest 25% made learning gains in reading and 69% in math.</p> <p>2009-2010 Whispering Oak Elementary School earned "A" grade; 97% of AYP criteria met; 87% of students in reading meeting high standards and 89% of students in math meeting high standards; 63% of the lowest 25% made learning gains in reading and 65% in math.</p> <p>2008-2009 Whispering Oak Elementary School earned "A" grade; 100% of AYP criteria met; 88% of students in reading meeting high standards and 90% of students in math meeting high standards; 61% of the lowest 25% made learning gains in reading and 82% in math.</p> <p>2007-2008 Whispering Oak Elementary School earned "A" grade; 100% of AYP criteria met; 84% of students in reading meeting high standards and 88% of students in math meeting high standards; 54% of the lowest 25% made learning gains in reading and 60% in math.</p>

Clementine Moore-Jenkins

Asst Principal

Years as Administrator: 12

Years at Current School: 2

Credentials

Educational Leadership Master of Science
 Exceptional Student Education Bachelor of Science

Performance Record

2012-2013 Whispering Oak Elementary School earned "A" grade; 83% of students in reading meeting high standards and 84% of students in math meeting high standards; 77% of the lowest 25% made learning gains in reading and 90% in math.
 2011-2012 Whispering Oak Elementary School earned "A" grade; 71% of students in reading meeting high standards and 71% of students in math meeting high standards; 61% of the lowest 25% made learning gains in reading and 41% in math.
 2010-2011 Whispering Oak Elementary School earned "A" grade; 85% of AYP criteria met; 89% of students in reading meeting high standards and 92% of students in math meeting high standards; 60% of the lowest 25% made learning gains in reading and 69% in math.

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tiffany Stanley

Full-time / School-based Years as Coach: 5 Years at Current School: 8

Areas Reading/Literacy, Mathematics, Science, Data

Credentials Bachelors of Elementary Education

Performance Record

2012-2013 Whispering Oak Elementary School earned "A" grade; 83% of students in reading meeting high standards and 84% of students in math meeting high standards; 77% of the lowest 25% made learning gains in reading and 90% in math.

2011-2012 Whispering Oak Elementary School earned "A" grade; 71% of students in reading meeting high standards and 71% of students in math meeting high standards; 61% of the lowest 25% made learning gains in reading and 41% in math.

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2008-2009 Whispering Oak Elementary School earned "A" grade; 100% of AYP criteria met; 88% of students in reading meeting high standards and 90% of students in math meeting high standards; 61% of the lowest 25% made learning gains in reading and 82% in math.

Cathy Moore		
Full-time / School-based	Years as Coach: 5	Years at Current School: 5
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Masters in Educational Leadership Bachelors in Elementary Education	
Performance Record	<p>2012-2013 Whispering Oak Elementary School earned "A" grade; 83% of students in reading meeting high standards and 84% of students in math meeting high standards; 77% of the lowest 25% made learning gains in reading and 90% in math.</p> <p>2011-2012 Whispering Oak Elementary School earned "A" grade; 71% of students in reading meeting high standards and 71% of students in math meeting high standards; 61% of the lowest 25% made learning gains in reading and 41% in math.</p> <p>2010-2011 Whispering Oak Elementary School earned "A" grade; 85% of AYP criteria met; 89% of students in reading meeting high standards and 92% of students in math meeting high standards; 60% of the lowest 25% made learning gains in reading and 69% in math.</p> <p>2009-2010 Whispering Oak Elementary School earned "A" grade; 97% of AYP criteria met; 87% of students in reading meeting high standards and 89% of students in math meeting high standards; 63% of the lowest 25% made learning gains in reading and 65% in math.</p> <p>2008-2009 Whispering Oak Elementary School earned "A" grade; 100% of AYP criteria met; 88% of students in reading meeting high standards and 90% of students in math meeting high standards; 61% of the lowest 25% made learning gains in reading and 82% in math.</p>	

Karen Lawler		
Full-time / School-based	Years as Coach: 2	Years at Current School: 3
Areas	Reading/Literacy, Data	
Credentials	Bachelors in Elementary Education	
Performance Record	<p>2012-2013 Whispering Oak Elementary School earned "A" grade; 83% of students in reading meeting high standards and 84% of students in math meeting high standards; 77% of the lowest 25% made learning gains in reading and 90% in math.</p> <p>2011-2012 Whispering Oak Elementary School earned "A" grade; 71% of students in reading meeting high standards and 71% of students in math meeting high standards; 61% of the lowest 25% made learning gains in reading and 41% in math.</p>	

Classroom Teachers

of classroom teachers

50

receiving effective rating or higher

50, 100%

Highly Qualified Teachers

100%

certified in-field

49, 98%

ESOL endorsed

45, 90%

reading endorsed

10, 20%

with advanced degrees

27, 54%

National Board Certified

5, 10%

first-year teachers

1, 2%

with 1-5 years of experience

4, 8%

with 6-14 years of experience

21, 42%

with 15 or more years of experience

24, 48%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

7, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

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

Dr. Ramsey, Principal, will review resumes, check references and networks with colleagues to recruit/hire highly qualified teachers. The Leadership Team will provide ongoing professional development opportunities for the teachers. They will also monitor the school staff to maintain a positive and professional climate. Hold regular PLC meeting to collaborate with colleagues.

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

At the present time we have two teachers that are in the mentoring program. They are paired with a teacher on their grade level who is Clinical Ed certified. They meet on a regular basis to discuss lesson plans, grades, and any other concerns or questions the new teacher may have. Our Curriculum Resource Teacher, Tiffany Stanley, also serves as a mentor to both teachers, going into the classroom and observing as well as team teaching with them if needed.

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 Leadership Team and Classroom Teachers meet to discuss data and progress monitoring of the bottom 30% in Reading and Math. At this time assessments are analyzed to identify students who are below, meeting or exceeding expectations. The team also provides support, resources and intervention plans as needed for implementation. We will continue to decrease disproportionate classification in special education through MTSS by providing Tier 2 and Tier 3 level support.

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

The school based Leadership Team consists of the following staff members: Dr. Patricia Ramsey, Principal, provides a vision and ensures the implementation of intervention support as well as professional development to support the MTSS model. Mrs. Cathy Moore, Instructional Resource and Mrs. Lisa Roberts, Reading Teacher, assist with training, support and collaborates with general education teachers to support the fidelity of the MTSS model. Mrs. Pat Young, Staffing Specialist, assists with the implementation of the MTSS model and provides training support and intervention strategies. Ms. Karen Lawler, Resource Teacher, provides assistance on the K-12 reading plan and provides teachers with appropriate materials for intervention. Mrs. Cathy Moore & Mrs. Lisa Roberts, support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Mrs. Teena Moore-Jenkins, Assistant Principal, Mrs. Tiffany Stanley, Curriculum Resource Teacher and District (School) Psychologist will also provide support of teachers and students. The Classroom teachers who are responsible for Tier I and Tier II support within the classroom.

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

The Leadership team reviews data sources and discusses the school specific targets to monitor the progress of the MTSS and SIP. The team will also monitor the effectiveness of the interventions.

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

The Florida Comprehensive Assessment Test (FCAT) as well as the Progress Monitoring and Reporting Network (PMRN) will be used to summarize the tiered data. The Florida Assessment for Instruction in Reading (FAIR) will be administered along with a District Assessment and school wide assessments. A monitoring form was created to see the progress of identified students. The teachers will update weekly/monthly as needed. Child Chats will be held by the Leadership Team with teachers to discuss their students progress and review the data.

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

At the beginning of the school year Mrs. Moore and Mrs. Roberts met with each grade level to review the MTSS process and discuss students from the previous year who were monitored and identified for further assistance. Mrs. Moore and Mrs. Roberts will meet with the teachers on a regular basis to support them and review the data with them. The teachers will meet with the parents of the students who are in the MTSS process or just beginning to show them the plan and allow them to be a part of the 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: 240

Teachers will provide before or after school tutoring in reading and math one hour per week to assist students struggling to achieve grade level expectations.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The teachers will give a pre and post test to measure progress.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

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

Name	Title
Karen Lawler	Reading Resource Teacher

Name	Title
Patricia Ramsey	Principal
Teena Moore-Jenkins	Assistant Principal
Tiffany Stanley	Curriculum Resource Teacher
Cathy Moore	Instructional Resource Teacher
Bev Eichelberger	Media Specialist
Shannon Deveault	Intermediate Teacher
Nimisha Patel	Primary Teacher

How the school-based LLT functions

The school based LLT is a collaborative team which meets to ensure that all teachers are implementing strategies that increase the proficiency of literacy instruction. The school based LLT will also collaborate with the district Reading Leadership Team to support the reading related goals and objectives to increase student achievement in reading.

Major initiatives of the LLT

Using the Florida Continuous Improvement Model, the LLT will work with teachers to analyze student data, plan focused instruction, monitor progress through state and school assessments, adjust instruction in response to data, and address reading Common Core State Standards in all content areas.

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

Prior to the end of the school year our school holds a Kindergarten Orientation for those students who will be entering kindergarten the coming school year. The students and parents have classroom and school tours to learn about the classes as well as to see the school and all the activities they will be involved in when they enter.

Parents and students are encouraged to attend "Meet the Teacher" during preplanning week. At the beginning of the year students are given FLKRS and FAIR to determine their readiness for kindergarten skill development. The data is then used to drive the instruction.

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	76%	83%	Yes	78%
American Indian	81%	0%	Yes	83%
Asian	78%	93%	Yes	80%
Black/African American	63%	75%	Yes	66%
Hispanic	68%	70%	Yes	72%
White	83%	87%	Yes	85%
English language learners	62%	66%	Yes	66%
Students with disabilities	41%	48%	Yes	47%
Economically disadvantaged	63%	74%	Yes	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	24%	27%
Students scoring at or above Achievement Level 4	205	58%	61%

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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	177	80%	83%
Students in lowest 25% making learning gains (FCAT 2.0)	35	77%	80%

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)	43	72%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	26	43%	46%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	37%	40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	70	66%	69%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

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	78%	85%	Yes	81%
American Indian	88%	0%	Yes	89%
Asian	82%	93%	Yes	84%
Black/African American	63%	81%	Yes	66%
Hispanic	74%	73%	No	77%
White	86%	87%	Yes	87%
English language learners	70%	68%	No	73%
Students with disabilities	48%	57%	Yes	54%
Economically disadvantaged	66%	77%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	27%	30%
Students scoring at or above Achievement Level 4	200	57%	60%

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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	196	90%	93%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	47	90%	93%

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	39	29%	32%
Students scoring at or above Achievement Level 4	78	58%	61%

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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

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)	10		13
Participation in STEM-related experiences provided for students	713	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	77	9%	6%
Students retained, pursuant to s. 1008.25, F.S.	15	2%	1%
Students who are not proficient in reading by third grade	15	15%	12%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	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

At the beginning of the school year we have an Open House Night where parents are presented with information on the curriculum, field trips, online and technology programs that are available for them at home as well as the daily routines of the class. Our school held a Math and Science Curriculum Night. Parents and students were able to rotate through grade levels doing hands on activities. We also held a Masterpieces in May where Special Area teachers highlighted student's work and engaged families in interactive activities. We hosted a Portfolio Pride Night where the student's shared their work with their parents and their personal growth.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House	630	80%	83%
Math & Science Night	551	70%	73%
Masterpieces in May	535	68%	71%
Portfolio Pride Night	591	75%	78%

Goals Summary

- G1.** We will increase our writing scores, level 3.5 and higher, through implementing common core writing instruction focusing on conventions and a variety of writing styles. (N)
- G2.** Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups. (N)

Goals Detail

G1. We will increase our writing scores, level 3.5 and higher, through implementing common core writing instruction focusing on conventions and a variety of writing styles. (N)

Targets Supported

- Writing

Resources Available to Support the Goal

- Journey's Reading Program Write From the Beginning Write Score Common Core Writing Standards Thinking Maps

Targeted Barriers to Achieving the Goal

- Students are not prepared with a strong foundation in writing strategies and focused practice to prepare them for higher expectations of strong writing skills.
- The need for students to incorporate conventions of writing in their essays.

Plan to Monitor Progress Toward the Goal

Looking at the data we received from Write Score for our 4th grade students to see if their scores are increasing.

Person or Persons Responsible

The Leadership Team and Fourth Grade Teachers

Target Dates or Schedule:

September, October and December, 2014

Evidence of Completion:

Increase in the students who are scoring a level 3.5 or higher on the Write Score practice tests and Florida Writes.

G2. Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups. (N)

Targets Supported

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

Resources Available to Support the Goal

- MTSS Team, researched based instructional and intervention materials, progress monitoring and assessment data

Targeted Barriers to Achieving the Goal

- Teachers lack of knowledge and understanding of how to differentiate instruction

Plan to Monitor Progress Toward the Goal

Monitoring the differentiated instruction based on data in the classrooms

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

On going

Evidence of Completion:

Classroom Walkthroughs, Assessment Data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. We will increase our writing scores, level 3.5 and higher, through implementing common core writing instruction focusing on conventions and a variety of writing styles. (N)

G1.B1 Students are not prepared with a strong foundation in writing strategies and focused practice to prepare them for higher expectations of strong writing skills.

G1.B1.S1 Implement school wide focus on the development of students as writers with monthly prompts.

Action Step 1

Monthly prompts and using an outside vendor to score writing and calibrate 4th grade writing three times during the school year.

Person or Persons Responsible

The Literacy Leadership Team, Classroom Teachers and Write Score

Target Dates or Schedule

This will take place monthly throughout the school year.

Evidence of Completion

Data from the monthly prompts and FCAT Writes.

Facilitator:

Literacy Leadership Team and District Resource Staff

Participants:

K-5 Teachers

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

Monitoring the student data on writing prompts for each grade level.

Person or Persons Responsible

The Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student data from monthly prompts and Florida Writes

Plan to Monitor Effectiveness of G1.B1.S1

Continue to look at multiple sources of data from the monthly prompts and determine if we need to make changes to our instruction based on the findings.

Person or Persons Responsible

The Leadership Team and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

The data will show that students are increasing in their writing based on the rubric scoring from the monthly prompts.

G1.B2 The need for students to incorporate conventions of writing in their essays.

G1.B2.S1 School wide focus on vocabulary, spelling and grammar.

Action Step 1

Implementation of vocabulary, spelling and grammar instruction through Journey's Reading Program.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Lesson Plans, Classroom Walkthroughs

Facilitator:

District Resource Teachers and School Resource Teachers

Participants:

K-5 Teachers

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

Monitor lesson plans and data from classroom walkthroughs

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Students in grades K-5 will be focused on vocabulary, spelling and grammar throughout the school year as noted in the teacher lesson plans and from classroom walkthroughs.

Plan to Monitor Effectiveness of G1.B2.S1

Student's understanding of vocabulary, spelling and grammar through teacher observation and grades

Person or Persons Responsible

K-5 Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student's grades will reflect their progress on vocabulary, spelling and grammar.

G2. Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups. (N)

G2.B1 Teachers lack of knowledge and understanding of how to differentiate instruction

G2.B1.S1 Assisting teachers with creating rigorous lessons that target students specific learning needs.

Action Step 1

Creating rigorous lessons

Person or Persons Responsible

K-5 teachers; Resource Teachers

Target Dates or Schedule

Weekly lesson planning

Evidence of Completion

Assessment Data; PLC Meeting notes and Lesson Plans

Facilitator:

Resource Teachers

Participants:

K-5 Teachers

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

Rigorous lessons

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Classroom walkthroughs and lesson plans

Plan to Monitor Effectiveness of G2.B1.S1

Classroom walkthroughs Marzano iObservation and weekly lesson plans.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Assessment Data

G2.B1.S2 Strategic progress monitoring

Action Step 1

Reading/Math/ Writing intervention data and mini-assessment data

Person or Persons Responsible

K-5 Teachers

Target Dates or Schedule

On going

Evidence of Completion

Assessment Data

Facilitator:

Resource Teachers

Participants:

K-5 Teachers

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

Teachers administer weekly intervention progress monitoring and using mini-assessments.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment Data

Plan to Monitor Effectiveness of G2.B1.S2

Students are appropriately placed in the Tiered Level Support.

Person or Persons Responsible

MTSS Team/Leadership Team

Target Dates or Schedule

On Going

Evidence of Completion

Assessment Data, MTSS Data meeting notes

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

We receive Title II money. This year we will focus on closing the achievement gap in math. We will provide teachers with professional development opportunities such as attending the FCTM conference. We will use our Title II money to pay for the substitutes needed for the teachers attending the conference. Those teachers will come back and share information at PLC's as well as provide staff development to the rest of the staff.

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. We will increase our writing scores, level 3.5 and higher, through implementing common core writing instruction focusing on conventions and a variety of writing styles. (N)

G1.B1 Students are not prepared with a strong foundation in writing strategies and focused practice to prepare them for higher expectations of strong writing skills.

G1.B1.S1 Implement school wide focus on the development of students as writers with monthly prompts.

PD Opportunity 1

Monthly prompts and using an outside vendor to score writing and calibrate 4th grade writing three times during the school year.

Facilitator

Literacy Leadership Team and District Resource Staff

Participants

K-5 Teachers

Target Dates or Schedule

This will take place monthly throughout the school year.

Evidence of Completion

Data from the monthly prompts and FCAT Writes.

G1.B2 The need for students to incorporate conventions of writing in their essays.

G1.B2.S1 School wide focus on vocabulary, spelling and grammar.

PD Opportunity 1

Implementation of vocabulary, spelling and grammar instruction through Journey's Reading Program.

Facilitator

District Resource Teachers and School Resource Teachers

Participants

K-5 Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Lesson Plans, Classroom Walkthroughs

G2. Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups. (N)

G2.B1 Teachers lack of knowledge and understanding of how to differentiate instruction

G2.B1.S1 Assisting teachers with creating rigorous lessons that target students specific learning needs.

PD Opportunity 1

Creating rigorous lessons

Facilitator

Resource Teachers

Participants

K-5 Teachers

Target Dates or Schedule

Weekly lesson planning

Evidence of Completion

Assessment Data; PLC Meeting notes and Lesson Plans

G2.B1.S2 Strategic progress monitoring

PD Opportunity 1

Reading/Math/ Writing intervention data and mini-assessment data

Facilitator

Resource Teachers

Participants

K-5 Teachers

Target Dates or Schedule

On going

Evidence of Completion

Assessment Data

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	We will increase our writing scores, level 3.5 and higher, through implementing common core writing instruction focusing on conventions and a variety of writing styles. (N)	\$1,416
Total		\$1,416

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
SAI		\$1,416
Total		\$1,416

Budget Details

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

G1. We will increase our writing scores, level 3.5 and higher, through implementing common core writing instruction focusing on conventions and a variety of writing styles. (N)

G1.B1 Students are not prepared with a strong foundation in writing strategies and focused practice to prepare them for higher expectations of strong writing skills.

G1.B1.S1 Implement school wide focus on the development of students as writers with monthly prompts.

Action Step 1

Monthly prompts and using an outside vendor to score writing and calibrate 4th grade writing three times during the school year.

Resource Type

Evidence-Based Program

Resource

Write Score

Funding Source

SAI

Amount Needed

\$1,416