

2013-2014 SCHOOL IMPROVEMENT PLAN

Metrowest Elementary

1801 LAKE VILMA DR
Orlando, FL 32835
407-296-6450

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 67%
Alternative/ESE Center No	Charter School No	Minority Rate 76%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	19
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	24
Part III: Coordination and Integration	32
Appendix 1: Professional Development Plan to Support Goals	33
Appendix 2: Budget to Support Goals	35

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

Metrowest Elementary

Principal

Patricia Smith

School Advisory Council chair

Heather Niemas

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

Name	Title
Patricia Smith	Principal
James Weis	Assistant Principal
Atresa Grubbs-Holmes	Assistant Principal
Michelle Pignolet	Curriculum Resource Teacher
Carol Smith	Reading Contact/MTSS/RTI
Denise Evans	Instructional Support/Math Coach
Valerie Dobson	Guidance Counselor
Marlene Baer	Curriculum Compliance Teacher
Roy Palise	Administrative Dean
Jeannette Ulloa	Behavior Specialist
Pamela Boynton	Staffing Specialist

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

Patricia Smith, Principal
 Heather Niemas, SAC Chair (Parent)
 Melissa Miller, Parent
 Linda Gardiner, Parent

Donnalla DeSue, Parent
Sharon Warner, Parent
Francella Lewis, Parent
Brian Banville, Parent
Cheri Godek, Member
Michelle Provine-Sterner, Community Member
Claudine Allumi, Community Member
Deberoh Watkins, 5th Grade Teacher
Kristin Lindhurst, 4th Grade Teacher
Patricia Maier, 3rd Grade Teacher
Ruthann Suess, 2nd Grade Teacher
Linda Sheldon, 1st Grade Teacher
Natalie Bitcon, Kindergarten Teacher
Valerie Dobson, Guidance Counselor
Irene Puskas, P.E. Teacher
Patricia Coefield, Classified Staff
Denise Samuelson, Community Members
Cindy Miller, Parent
Onchantho Am, Parent
Jatinder Ghatahora, Parent
Marlene Baer, CCT
Milagros Guadalupe, Parent

Involvement of the SAC in the development of the SIP

SAC Writing Day was held on May 24, 2013 to review the current plan and data. Suggestions were made regarding goals, barriers, resources, and professional development needed for each suggestion.

Activities of the SAC for the upcoming school year

SAC meetings will be held the second Wednesday of every month this year. We will have a SAC Writing Day in May to review this plan and make suggestions for next year.

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

Lexia Computer Software \$5000
Thinking Maps \$550
Professional Development \$2000
Positive Behavior Support Incentives \$5000
Sunshine Math \$2000
Science Fair \$250

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

Currently we are not in compliance with regards to our current SAC membership. Efforts are underway to increase community involvement and parental participation. Flyers will be sent home one week prior to the next meeting. An email E-Blast advertising the next upcoming meeting will be sent out through Additions approved parents and classroom teachers will be asked to encourage one parent to participate in SAC. We are also reaching out to our Partners in Education as well.

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Patricia Smith

Principal

Years as Administrator: 17

Years at Current School: 13

Credentials

Bachelor of Arts Elementary Education
 Master of Science in Educational Leadership
 Certifications
 Elementary Education
 Educational Leadership
 School Principal

Performance Record

All Data reflective of the MetroWest 2010-2011 school year.

School Grade: A

FCAT Proficiency:

83% - Meeting High Standards in Reading

85% - Meeting High Standards in Math

82% - Meeting High Standards in Writing

62% - Meeting High Standards in Science

71% - Making Learning Gains in Reading

67 % - Making Learning Gains in Math

62% - Lowest 25% Making Learning Gains in Reading

72% - Lowest 25% Making Learning Gains in Math

All Data reflective of the MetroWest 2011- 2012 school year.

School Grade: A

FCAT Proficiency:

78% - Meeting High Standards in Reading

76% - Meeting High Standards in Math

84% - Meeting High Standards in Writing

61% - Meeting High Standards in Science

83% - Making Learning Gains in Reading

79% - Making Learning Gains in Math

94% - Lowest 25% Making Learning Gains in Reading

72% - Lowest 25% Making Learning Gains in Math

All Data reflective of the MetroWest 2012- 2013 school year.

School Grade: A

FCAT Proficiency:

72% - Scoring Satisfactory in Reading

71% - Scoring Satisfactory in Math

62% - Scoring Satisfactory in Writing

68% - Making Learning Gains in Reading

65% - Making Learning Gains in Math

73% - Lowest 25% Making Learning Gains in Reading

60% - Lowest 25% Making Learning Gains in Math

James Weis

Asst Principal

Years as Administrator: 9

Years at Current School: 7

Credentials

Bachelor of Arts in Secondary English Language Arts
Master of Science in Educational Leadership

Certifications

English Grades 6-12

English Grades 5-9

Educational Leadership

Performance Record

All Data reflective of the MetroWest 2010-2011 school year.

School Grade: A

FCAT Proficiency:

83% - Meeting High Standards in Reading

85% - Meeting High Standards in Math

82% - Meeting High Standards in Writing

62% - Meeting High Standards in Science

71% - Making Learning Gains in Reading

67 % - Making Learning Gains in Math

62% - Lowest 25% Making Learning Gains in Reading

72% - Lowest 25% Making Learning Gains in Math

All Data reflective of the MetroWest 2011- 2012 school year.

School Grade: A

FCAT Proficiency:

78% - Meeting High Standards in Reading

76% - Meeting High Standards in Math

84% - Meeting High Standards in Writing

61% - Meeting High Standards in Science

83% - Making Learning Gains in Reading

79% - Making Learning Gains in Math

94% - Lowest 25% Making Learning Gains in Reading

72% - Lowest 25% Making Learning Gains in Math

All Data reflective of the MetroWest 2012- 2013 school year.

School Grade: A

FCAT Proficiency:

72% - Scoring Satisfactory in Reading

71% - Scoring Satisfactory in Math

62% - Scoring Satisfactory in Writing

68% - Making Learning Gains in Reading

65% - Making Learning Gains in Math

73% - Lowest 25% Making Learning Gains in Reading

60% - Lowest 25% Making Learning Gains in Math

Atresa Grubbs-Holmes

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Bachelor of Arts in Psychology,
 Master of Science in Education (Emotionally Handicapped),
 Educational Specialist in Curriculum, Instruction, and Technology
 Doctorate of Education in Organizational Leadership
 Certifications
 Educational Leadership
 Emotionally Handicapped K-12
 Elementary Education K-6
 Reading Endorsement

Performance Record

All Data reflective of the Apopka High
 School 2010-2011 school year.
 School Grade: B
 70% Meeting High Standards in Math
 46% Meeting High Standards in Reading
 76% Meeting High Standards in Writing
 40% Meeting High Standards in Science
 70% Making Learning Gains in Math
 49% Making Learning Gains in Reading
 44% Lowest 25% Making Learning Gains in Reading
 63% Lowest 25% Making Learning Gains in Math
 All Data reflective of the MetroWest 2011-
 2012 school year.
 School Grade: A
 FCAT Proficiency:
 78% - Meeting High Standards in Reading
 76% - Meeting High Standards in Math
 84% - Meeting High Standards in Writing
 61% - Meeting High Standards in Science
 83% - Making Learning Gains in Reading
 79% - Making Learning Gains in Math
 94% - Lowest 25% Making Learning Gains in Reading
 72% - Lowest 25% Making Learning Gains in Math
 All Data reflective of the MetroWest 2012- 2013 school year.
 School Grade: A
 FCAT Proficiency:
 72% - Scoring Satisfactory in Reading
 71% - Scoring Satisfactory in Math
 62% - Scoring Satisfactory in Writing
 68% - Making Learning Gains in Reading
 65% - Making Learning Gains in Math
 73% - Lowest 25% Making Learning Gains in Reading
 60% - Lowest 25% Making Learning Gains in Math

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Michelle Pignolet**

Full-time / School-based

Years as Coach: 6

Years at Current School: 6

Areas

Reading/Literacy, Other

Credentials

Bachelor of Science in Elementary Education
 Master of Science in Educational Leadership
 Certifications

Educational Leadership
 Elementary Education
 ESOL Elem/Secondary
 Exceptional Student Elem/Secondary

Performance Record

All Data reflective of the MetroWest 2010-2011 school year.
 School Grade: A

FCAT Proficiency:

83% - Meeting High Standards in Reading

85% - Meeting High Standards in Math

82% - Meeting High Standards in Writing

62% - Meeting High Standards in Science

71% - Making Learning Gains in Reading

67 % - Making Learning Gains in Math

62% - Lowest 25% Making Learning Gains in Reading

72% - Lowest 25% Making Learning Gains in Math

All Data reflective of the MetroWest 2011- 2012 school year.

School Grade: A

FCAT Proficiency:

78% - Meeting High Standards in Reading

76% - Meeting High Standards in Math

84% - Meeting High Standards in Writing

61% - Meeting High Standards in Science

83% - Making Learning Gains in Reading

79% - Making Learning Gains in Math

94% - Lowest 25% Making Learning Gains in Reading

72% - Lowest 25% Making Learning Gains in Math

All Data reflective of the MetroWest 2012- 2013 school year.

School Grade: A

FCAT Proficiency:

72% - Scoring Satisfactory in Reading

71% - Scoring Satisfactory in Math

62% - Scoring Satisfactory in Writing

68% - Making Learning Gains in Reading

65% - Making Learning Gains in Math

73% - Lowest 25% Making Learning Gains in Reading

60% - Lowest 25% Making Learning Gains in Math

Carol Smith		
Full-time / School-based	Years as Coach: 2	Years at Current School: 8
Areas	Reading/Literacy, RtI/MTSS	
Credentials	Bachelor of Science Master of Science Certifications Elementary Education ESOL Endorsement Health Elem/Secondary	
Performance Record	All Data reflective of the MetroWest 2010-2011 school year. School Grade: A FCAT Proficiency: 83% - Meeting High Standards in Reading 85% - Meeting High Standards in Math 82% - Meeting High Standards in Writing 62% - Meeting High Standards in Science 71% - Making Learning Gains in Reading 67 % - Making Learning Gains in Math 62% - Lowest 25% Making Learning Gains in Reading 72% - Lowest 25% Making Learning Gains in Math All Data reflective of the MetroWest 2011- 2012 school year. School Grade: A FCAT Proficiency: 78% - Meeting High Standards in Reading 76% - Meeting High Standards in Math 84% - Meeting High Standards in Writing 61% - Meeting High Standards in Science 83% - Making Learning Gains in Reading 79% - Making Learning Gains in Math 94% - Lowest 25% Making Learning Gains in Reading 72% - Lowest 25% Making Learning Gains in Math All Data reflective of the MetroWest 2012- 2013 school year. School Grade: A FCAT Proficiency: 72% - Scoring Satisfactory in Reading 71% - Scoring Satisfactory in Math 62% - Scoring Satisfactory in Writing 68% - Making Learning Gains in Reading 65% - Making Learning Gains in Math 73% - Lowest 25% Making Learning Gains in Reading 60% - Lowest 25% Making Learning Gains in Math	

Denise Evans

Full-time / School-based

Years as Coach: 2

Years at Current School: 14

Areas

Mathematics

Credentials

Bachelor of Science in Elementary Education
 Certifications
 Elementary Education
 ESOL Elem/Secondary

Performance Record

All Data reflective of the MetroWest 2010-2011 school year.

School Grade: A

FCAT Proficiency:

83% - Meeting High Standards in Reading

85% - Meeting High Standards in Math

82% - Meeting High Standards in Writing

62% - Meeting High Standards in Science

71% - Making Learning Gains in Reading

67 % - Making Learning Gains in Math

62% - Lowest 25% Making Learning Gains in Reading

72% - Lowest 25% Making Learning Gains in Math

All Data reflective of the MetroWest 2011- 2012 school year.

School Grade: A

FCAT Proficiency:

78% - Meeting High Standards in Reading

76% - Meeting High Standards in Math

84% - Meeting High Standards in Writing

61% - Meeting High Standards in Science

83% - Making Learning Gains in Reading

79% - Making Learning Gains in Math

94% - Lowest 25% Making Learning Gains in Reading

72% - Lowest 25% Making Learning Gains in Math

All Data reflective of the MetroWest 2012- 2013 school year.

School Grade: A

FCAT Proficiency:

72% - Scoring Satisfactory in Reading

71% - Scoring Satisfactory in Math

62% - Scoring Satisfactory in Writing

68% - Making Learning Gains in Reading

65% - Making Learning Gains in Math

73% - Lowest 25% Making Learning Gains in Reading

60% - Lowest 25% Making Learning Gains in Math

Classroom Teachers**# of classroom teachers**

93

receiving effective rating or higher

86, 92%

Highly Qualified Teachers

100%

certified in-field

93, 100%

ESOL endorsed

74, 80%

reading endorsed

11, 12%

with advanced degrees

31, 33%

National Board Certified

5, 5%

first-year teachers

2, 2%

with 1-5 years of experience

32, 34%

with 6-14 years of experience

31, 33%

with 15 or more years of experience

30, 32%

Education Paraprofessionals**# of paraprofessionals**

10

Highly Qualified

10, 100%

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

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. The school will select candidates that have highly qualified credentials during the interview and selection process.
2. Provide professional development in the areas of instructional strategies, technology integration, and

individualized instruction.

3. Placement of teachers will align with professional experience, professional goals, and certifications.

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

Mentors are chosen based on the number of years of experience they have on the grade level and in teaching. This pairing provides the mentee with a contact on their grade level to help them grow as a professional and become a proficient teacher at their current grade level.

1. During the summer, mentors contacted their mentees to begin mapping out a plan for this school year.
2. During preplanning a meeting was held to for mentors and mentees to address the beginning of the year needs.
3. Every Friday new teachers and those teachers with less than 3 years of teaching experience meet to participate in professional development from veteran teachers through a program named T.O.P.S. (Teachers Offering Professional 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

Grade level Professional Learning Community meetings are held weekly to discuss academic progress of the students on the grade level. Comparative data through common and weekly assessments are used to identify struggling learners and to plan and implement appropriate remediation to help students achieve mastery. When these tier one and tier two remediations are not successful for a particular student, teachers

alert the MTSS/RtI team (Whale Watchers) for additional assistance. The teachers identify the student, gives

student name to the Staffing Specialist, and begins to collect needed data (conferences, test data, work samples, interventions), Vision and hearing are completed. Staffing Specialist gathers information from Cumulative folder and relevant background information. Once the Whale Watcher form is completed, a meeting is scheduled with the classroom teacher. At this meeting behaviors and observations are discussed

as well as appropriate interventions. Academic concerns are also discussed at weekly PLC meetings on each grade level.

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

Our MTSS/RtI Leadership Team is comprised of the following: Principal, ESE Administrator, Staffing Specialist/ESE, School Psychologist, Curriculum Resource teacher, School counselor, Behavior Specialist, Dean, ELL Compliance teacher, Special Area teachers if applicable, classroom teacher. Our team is

called
the Whale Watcher Team.

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

MTSS/Rtl data and consequent needs are shared within the MTSS/Rtl team and a representative is part of the school improvement plan writing team. A representative is also a member of the SAC to serve as a voice for MTSS/Rtl issues as they pertain to the committee.

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

School based curriculum usually comprises Tier 1 interventions. Data from those tools are shared at the first Whale Watcher meeting. More intense Interventions and Progress Monitoring of targeted skill areas are then required using Research based materials; (Tier 2) New data and progress monitoring are reviewed after 4-6 weeks. Further recommendations are requested if needed to proceed to Tier 3. Tier 3 interventions are a second set of interventions that are put into place beyond the ninety minute reading block or forty minute intervention block.

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

Initial training of the staff was completed last year by the school psychologist and the staffing specialist who also provides updates as the need arises. There is a member of the MTSS/Rtl leadership team at each of the weekly Grade Level PLC to provide guidance and training customized to the particular needs of the group at that time. We are also beginning the MTSS/Rtl Behavior process Training which we will be implementing over the course of this, and the next two years. This school year our MTSS/Rtl team members and instructional resource staff will provide MTSS/Rtl update training using the Guiding Tools for Instructional Problem Solving, the MTSS/Rtl resources located on the Orange County Public School's Intranet, as well as support from the district MTSS/Rtl team. Training will be provided using the Guiding Tools for Instructional Problem Solving, the MTSS/Rtl resources located on the Orange County Public School's Intranet, as well as support from the district MTSS/Rtl team. MTSS/Rtl data and consequent needs are shared within the MTSS/Rtl team and a representative is part of the school improvement plan writing team. A representative is also a member of the SAC to serve as a voice for MTSS/Rtl issues as they pertain to the committee.

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: 3,840

Our students have the opportunity to receive tutoring after school beginning in December 2013. Beginning in December, tutoring will be offered to students who were retained in 3rd grade and those who are struggling. Beginning in January, tutoring will begin for students in 4th and 5th grade, students who scored a level 1 in reading 2013.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Mini assessments, FCAT 2.0, benchmarks assessments, and performance matters data will be collected and analyzed to determine the effectiveness of after school tutoring.

Who is responsible for monitoring implementation of this strategy?

Administration and the curriculum resource teacher will be responsible for monitoring the implementation of this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Patricia Smith	Principal
Carol Smith	Reading Contact/MTSS/RTI
Michelle Siles	Kindergarten Teacher
Linda Sheldon	First Grade Teacher
Cindy Wilson	First Grade Teacher
Nickesha Ricketts	First Grade Teacher
Candice Payne	Second Grade Teacher
Sherry Strickland	Third Grade Teacher
Maria Benitez	Third Grade Teacher
Heather Allen	Third Grade Teacher
Sarah Klunk	Fourth Grade Teacher
Deberoh Watkins	Fifth Grade Teacher
James Weis	Assistant Principal
Atresa Grubbs-Holmes	Assistant Principal

How the school-based LLT functions

Our LLT is comprised of the following: Principal, two Assistant Principals, Curriculum Resource teacher, Reading Resource teacher, and two classroom teachers from some grade levels. LLT Members share information learned at monthly meetings with their team members to help increase student achievement. The LLT is scheduled to meet on a monthly basis to review school level data regarding student performance on reading assessments including DRA, DRP, FAIR, Performance Matters, and in-program assessments. The LLT will work to ensure that the daily instructional materials align to address the needs of our students as identified by the assessments.

Major initiatives of the LLT

Review Orange County's K-12 Comprehensive Reading Plan.
Discuss FCAT 2.0 Reporting Categories and Content Focus Chart.
Examine the CIA Blueprint.
Discuss and share best practices in reading.
Provide professional development to ensure reading and literacy instruction are embedded into content area classes.

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	75%	72%	No	78%
American Indian				
Asian	90%	92%	Yes	91%
Black/African American	68%	61%	No	72%
Hispanic	64%	66%	Yes	68%
White	85%	80%	No	87%
English language learners	65%	61%	No	69%
Students with disabilities	48%	31%	No	54%
Economically disadvantaged	71%	66%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	33%	37%
Students scoring at or above Achievement Level 4	88	39%	41%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	271	68%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	72	73%	76%

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)	193	57%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	136	40%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	122	36%	39%

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	149	62%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	71%	No	80%
American Indian				
Asian	90%	90%	Yes	91%
Black/African American	67%	56%	No	70%
Hispanic	73%	66%	No	75%
White	88%	83%	No	89%
English language learners	74%	65%	No	77%
Students with disabilities	59%	38%	No	63%
Economically disadvantaged	73%	66%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	79	36%	40%
Students scoring at or above Achievement Level 4	82	35%	40%

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>		40%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	261	65%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	57	60%	63%

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	68	31%	34%
Students scoring at or above Achievement Level 4	74	33%	36%

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>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		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)	10		12
Participation in STEM-related experiences provided for students	1488	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	176	11%	8%
Students retained, pursuant to s. 1008.25, F.S.	58	3%	2%
Students who are not proficient in reading by third grade	86	5%	4%
Students who receive two or more behavior referrals	67	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	67	4%	3%

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

With a large student population we are working to increase the number of parents that participate in events held on campus. We are working to increase the rate of attendance so that more families are involved and showing support of the school. We have held Meet the Teacher, Open House, SAC Meetings, Report Card Conferences, Math/Science Night, Science Fair, This year we had 5,417.40 volunteer hours. However, we conducted a School Effective Survey with only 83 surveys completed, accounting for only 5% of our student body population.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
School Effectiveness Survey	83	5%	25%

Goals Summary

- G1.** We will increase our learning gains and proficiency in math and reading through implementing standards based rigorous instruction while differentiating to meet the needs of all students.

Goals Detail

G1. We will increase our learning gains and proficiency in math and reading through implementing standards based rigorous instruction while differentiating to meet the needs of all students.

Targets Supported

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

- Budget, Personnel, AR, Star, Lexia, Reading Plus, FCAT Explorer, Safari Montage, Florida Center for Reading Readiness, Think Central, Thinking Maps, Performance Matters,

Targeted Barriers to Achieving the Goal

- Implementation of strategies for students identified in Tier 2 and Tier 3.
- We find it challenging to ensure that all students in the lowest 25% receive the intensive data analysis needed to closely monitor their progress through the benchmarks.
- Teachers' lack of knowledge and understanding about implementing differentiated instruction limits the time spent effectively targeting individuals students learning needs.
- We currently have new teachers who have not been trained on Marzano's Art and Science of Teaching evaluation model and teachers who did not participate in the Deliberate Practice Pilot
- There is a lack of student motivation for learning.
- Students lack basic math operation skills.

Plan to Monitor Progress Toward the Goal

Learning gains and proficiency in reading and math will increase through implementing standards based instruction and differentiation. Administrator will review fidelity and effectiveness of goal throughout the year by continuous progress monitoring.

Person or Persons Responsible

Administration, Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

FAIR data, Performance Matters, benchmark assessments, and other student performance measures.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. We will increase our learning gains and proficiency in math and reading through implementing standards based rigorous instruction while differentiating to meet the needs of all students.

G1.B1 Implementation of strategies for students identified in Tier 2 and Tier 3.

G1.B1.S1 Students who are not performing to grade-level standards will receive intervention in Reading and Math during Tier 2 and/or Tier 3 intervention time during the school day. (I)

Action Step 1

Tier 2 and Tier 3 students who are performing below grade level.

Person or Persons Responsible

Instructional Coaches, grade level teachers, and administration

Target Dates or Schedule

daily

Evidence of Completion

PLC data meetings, mini assessments, classroom observations, Performance Matters, Intervention Plans, FAIR, Journey's Common Assessments, Go Math

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

Students will receive Tier 2 and Tier 3 interventions daily. Administrators will review lesson plans. Tier 2 and 3 students will be discussed at progress monitoring meetings.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

PLC data meetings, mini assessments, classroom observations, Performance Matters, Intervention Plans, FAIR, Journey's Common Assessments, Go Math, Performance Matters

Plan to Monitor Effectiveness of G1.B1.S1

Tier 2 and Tier 3 student scores should increase on assessments. Administrators will frequently review data of tier 2 and tier 3 intervention programs to determine effectiveness.

Person or Persons Responsible

Curriculum Resource Teacher, Classroom Teachers, Principal, Assistant Principals,

Target Dates or Schedule

Weekly PLC, Whale Watcher Conferences (Child Chats) with administration monthly,

Evidence of Completion

PLC data meetings, mini assessments, classroom observations, Performance Matters, Intervention Plans, FAIR, Journey's Common Assessments, Go Math, Performance Matters,

G1.B2 We find it challenging to ensure that all students in the lowest 25% receive the intensive data analysis needed to closely monitor their progress through the benchmarks.

G1.B2.S1 Collect and analyze data through the use of common assessments and professional learning communities to determine student mastery and appropriate interventions through the MTSS/Rtl process. (I)

Action Step 1

Weekly meetings to discuss performance of students

Person or Persons Responsible

Curriculum Resource Teacher, Reading Resource Teacher, Classroom Teachers, administration

Target Dates or Schedule

Weekly

Evidence of Completion

PLC data meetings, mini assessments, classroom observations, Performance Matters, Intervention Plans, FAIR, Journey's Common Assessments, Go Math, Performance Matters

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

Monitoring this subgroup's intervention and progress in the benchmarks will be done through weekly PLC meetings where student data will be tracked and the students in the subgroup will be looked at to ensure growth is occurring and they are progressing along with the other students in the class.

Person or Persons Responsible

Curriculum Resource Teacher, Reading Resource Teacher, Classroom Teachers, and administrators

Target Dates or Schedule

Weekly

Evidence of Completion

PLC data meetings, mini assessments, classroom observations, Performance Matters, Intervention Plans, FAIR, Journey's Common Assessments, Go Math, Performance Matters

Plan to Monitor Effectiveness of G1.B2.S1

Administrators will review and monitor individual student intervention plans.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC data meetings, mini assessments, classroom observations, Performance Matters, Intervention Plans, FAIR, Journey's Common Assessments, Go Math, Performance Matters

G1.B3 Teachers' lack of knowledge and understanding about implementing differentiated instruction limits the time spent effectively targeting individuals students learning needs.

G1.B3.S1 We will offer additional professional developments on the reading and math series, instructional technology programs, and Thinking Maps in order to differentiate instruction to meet the needs of our students. (E)

Action Step 1

Increase and improve the use of differentiated instruction through professional development

Person or Persons Responsible

Curriculum Resource Teachers, Reading Contact, Math Coach, Grade Level Teacher Leaders, administration

Target Dates or Schedule

ongoing

Evidence of Completion

Professsional Development Calendar, Participation Sign In Sheets, Deliberate Practice

Facilitator:

Curriculum Resource Teacher

Participants:

All teachers

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

Administration will review/monitor professional development activities.

Person or Persons Responsible

Administration, Curriculum Resource Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Participation Sign In Sheets for Professional Development, IObservation Feedback

Plan to Monitor Effectiveness of G1.B3.S1

Implementation of differentiated instruction strategies will be observed in the classroom. Strategies of DI should be evident in instruction as a result of professional development activities.

Person or Persons Responsible

Administration and Curriculum Resource Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

PLC data meetings, mini assessments, classroom observations, Performance Matters, Intervention Plans, FAIR, Journey's Common Assessments, Go Math, Performance Matters

G1.B4 We currently have new teachers who have not been trained on Marzano's Art and Science of Teaching evaluation model and teachers who did not participate in the Deliberate Practice Pilot

G1.B4.S1 We will provide differentiated professional development for teachers on Marzano's Art and Science of Teaching through PLCs. (E)

Action Step 1

Develop PLCs for new teachers and teacher who did not participate in the Deliberate Practice Pilot. Provide differentiated professional development.

Person or Persons Responsible

Teachers new to MetroWest and those who did not participate in the DP pilot last year, and all other who are interested.

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Participation Sign In Sheets, IObservations

Facilitator:

Assistant Principal

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Administrators will monitor professional development activities related to Marzano's Teacher Evaluation and deliberate practice.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Participation Sign In Sheets, Classroom Observations

Plan to Monitor Effectiveness of G1.B4.S1

Administrators will monitor new teacher understanding of Marzano's evaluation system and deliberate practice through observations and conferencing.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Participation Sign In Sheets, IObservation

G1.B5 There is a lack of student motivation for learning.

G1.B5.S1 We will incorporate Positive Behavior Support to increase student motivation and academic success. (N)

Action Step 1

Provide incentives to students to increase motivation.

Person or Persons Responsible

Administrators, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

List of incentives available

Action Step 2

We will provide professional development on Positive Behavior Support to teachers.

Person or Persons Responsible

Behavior Leadership Team

Target Dates or Schedule

August

Evidence of Completion

Identify and reward students for improved behavior and attitude towards learning.

Facilitator:

Behavior Leadership Team

Participants:

School Wide

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Behavior Leadership team will meet to monitor implementation of program.

Person or Persons Responsible

Behavior Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda, sign in sheets, and feedback from teachers

Plan to Monitor Effectiveness of G1.B5.S1

With the implementation of Positive Behavior Support we will decrease the number of students receiving more than one referral. Opportunities for student recognition will increase.

Person or Persons Responsible

Behavior Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Reduction in the number of students receiving more than one referral, recognition of students. PLC data meetings, assessments

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

Supplemental academic instruction funds are utilized to provide after school tutoring for retained students in grade and students who scored a level 1 on FCAT 2.0 in grades 4 and 5. This year we will provide offer tutoring for students who are projected to score a Level 1 on FCAT 2.0. Title II funds will be used to provide professional development.

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 learning gains and proficiency in math and reading through implementing standards based rigorous instruction while differentiating to meet the needs of all students.

G1.B3 Teachers' lack of knowledge and understanding about implementing differentiated instruction limits the time spent effectively targeting individuals students learning needs.

G1.B3.S1 We will offer additional professional developments on the reading and math series, instructional technology programs, and Thinking Maps in order to differentiate instruction to meet the needs of our students. (E)

PD Opportunity 1

Increase and improve the use of differentiated instruction through professional development

Facilitator

Curriculum Resource Teacher

Participants

All teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Professional Development Calendar, Participation Sign In Sheets, Deliberate Practice

G1.B4 We currently have new teachers who have not been trained on Marzano's Art and Science of Teaching evaluation model and teachers who did not participate in the Deliberate Practice Pilot

G1.B4.S1 We will provide differentiated professional development for teachers on Marzano's Art and Science of Teaching through PLCs. (E)

PD Opportunity 1

Develop PLCs for new teachers and teacher who did not participate in the Deliberate Practice Pilot. Provide differentiated professional development.

Facilitator

Assistant Principal

Participants

Teachers

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Participation Sign In Sheets, IObservations

G1.B5 There is a lack of student motivation for learning.

G1.B5.S1 We will incorporate Positive Behavior Support to increase student motivation and academic success. (N)

PD Opportunity 1

We will provide professional development on Positive Behavior Support to teachers.

Facilitator

Behavior Leadership Team

Participants

School Wide

Target Dates or Schedule

August

Evidence of Completion

Identify and reward students for improved behavior and attitude towards learning.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	We will increase our learning gains and proficiency in math and reading through implementing standards based rigorous instruction while differentiating to meet the needs of all students.	\$14,550
Total		\$14,550

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Professional Development	Total
Title II and School Improvement	\$7,550	\$500	\$1,500	\$9,550
Operational budget and School Improvement	\$0	\$5,000	\$0	\$5,000
Total	\$7,550	\$5,500	\$1,500	\$14,550

Budget Details

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

G1. We will increase our learning gains and proficiency in math and reading through implementing standards based rigorous instruction while differentiating to meet the needs of all students.

G1.B1 Implementation of strategies for students identified in Tier 2 and Tier 3.

G1.B1.S1 Students who are not performing to grade-level standards will receive intervention in Reading and Math during Tier 2 and/or Tier 3 intervention time during the school day. (I)

Action Step 1

Tier 2 and Tier 3 students who are performing below grade level.

Resource Type

Evidence-Based Materials

Resource

Lexia Computer Based program, Thinking Maps and Sunshine Math

Funding Source

Title II and School Improvement

Amount Needed

\$7,550

G1.B3 Teachers' lack of knowledge and understanding about implementing differentiated instruction limits the time spent effectively targeting individuals students learning needs.

G1.B3.S1 We will offer additional professional developments on the reading and math series, instructional technology programs, and Thinking Maps in order to differentiate instruction to meet the needs of our students. (E)

Action Step 1

Increase and improve the use of differentiated instruction through professional development

Resource Type

Evidence-Based Program

Resource

Professional development

Funding Source

Title II and School Improvement

Amount Needed

\$500

G1.B5 There is a lack of student motivation for learning.

G1.B5.S1 We will incorporate Positive Behavior Support to increase student motivation and academic success. (N)

Action Step 1

Provide incentives to students to increase motivation.

Resource Type

Evidence-Based Program

Resource

Incentive awards

Funding Source

Operational budget and School Improvement

Amount Needed

\$5,000

Action Step 2

We will provide professional development on Positive Behavior Support to teachers.

Resource Type

Professional Development

Resource

Professional Development

Funding Source

Title II and School Improvement

Amount Needed

\$1,500