



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Summers Elementary School

1388 SW MCFARLANE AVE

Lake City, FL 32025

386-755-8250

<http://www.columbia.k12.fl.us/summers/index.html>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 74%
Alternative/ESE Center No	Charter School No	Minority Rate 47%

School Grades History

2013-14 C	2012-13 C	2011-12 B	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

Summers Elementary School

Principal

Amy Stanton

School Advisory Council chair

Ann Henson

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

Name	Title
Amy Stanton	Principal
Sean Adams	Assistant Principal
Ann Henson	CRT
Jennifer Saucer	Instructional Coach
Holly Casey	Guidance Counselor
Kevin Evans	Media Specialist

District-Level Information

District

Columbia

Superintendent

Mr. Terry L Huddleston

Date of school board approval of SIP

10/8/2013

School Advisory Council (SAC)

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

Membership of the SAC

The chairman of our School Advisory is Ann Henson, CRT at Summers . Our principal, Amy Stanton, is the facilitator in the event the chairman is ill. Kristi Robinson, a fifth grade teacher, is our recorder and Dana Huggins is our meeting reminder. The council consists of 14 members. Twenty-nine percent are school related employees. Sixty-four percent are parents, and fourteen percent represent the community. Our racial/ethnic representation is as follows: seventy-one percent are white; twenty-one percent are black and seven percent are multiracial.

Involvement of the SAC in the development of the SIP

Our School Advisory Council reviewed the data from the 2013 FCAT. We discussed last year's target, the actual percent scored and then this year's target. Mrs. Stanton discussed the many strategies that have

been implemented this year. The members were then asked for additional input and suggestions. They agreed that we should focus on our economically disadvantaged students.

Activities of the SAC for the upcoming school year

The SAC will continue to analyze our progress monitoring tools such as Performance Matters and STAR Reading and Math. They will also be kept abreast of our best practices and formative assessments. They will also determine how the school improvement funds will best meet the needs of our students.

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

The School Advisory Council has not at this time determined the use of the school improvement funds. In the past we have used these funds for materials for enhancing classroom instruction and technology, hardware and software.

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:

Amy Stanton

Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Masters Degree in Education Leadership-
 B.A. Degree in Elementary Education-
 Biology 6-12 Certification
 Elementary K-6 Certification
 ESOL Certified

Performance Record

2010-2011 Worked as a catalyst for change in a school under Differentiated Accountability (Columbia High School) Successfully helped lead Columbia High School from a school grade of "D" to a "B". Led the Science Department in the FCIM model and in one year increased our 11th grade FCAT Science scores from a 32% to 42% passing rate

2011-2012 As a science coach and leader of the science department, facilitated the increase of the science scores to the state average for the first time for Columbia High School science on the Biology EOC.

2012-2013 As a district consultant at NEFEC for the northeastern Florida region implemented change in schools for role out of Common Core State Standards.

Sean Adams

Asst Principal

Years as Administrator: 8

Years at Current School: 1

Credentials

Masters Degree in Educational Leadership
 Bachelor Degree in Secondary Math 6-12

Performance Record

Columbia High School 2006 C
 Lake City Middle School 2007 B
 Lake City Middle School 2008 A
 Lake City Middle School 2009 A
 Lake City Middle School 2010 A
 Lake City Middle School 2011 A
 Lake City Middle School 2012 B
 Lake City Middle School 2013 C
 Lake City Middle School 2011 Reading AMO 59%
 2012 Reading AMO 59%
 2013 Reading AMO 63%
 2011 Math AMO 58%
 2012 Math AMO 57%
 2013 Math AMO 60%
 Learning gains low 25% 2011-2012 Reading 60%
 Learning gains low 25% 2012-2013 Reading 71%
 Learning gains low 25% 2011-2012 Math 59%
 Learning gains low 25% 2012-2013 Math 55%

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jennifer Saucer

Full-time / School-based

Years as Coach: 9

Years at Current School: 22

Areas

Reading/Literacy, Mathematics, Science, Data

Credentials

Masters of Education
 ESOL Endorsement
 Reading Endorsement

Performance Record

2012-2013: School Grade C; Reading Mastery 58%; Math Mastery 60%; Writing Mastery 55%; Science Mastery 49%; The AMO targets in Reading, Math, and Science were not met by any subgroup.
 2011-2012: School Grade B; Reading Mastery 61%; Math Mastery 61%; Science Mastery 51%; Writing Mastery 82%; Black and Economically Disadvantaged students did not meet AMO targets set in Reading and Math.
 2010-2011: School Grade A; Reading Mastery 81%; Math Mastery 80%; Science Mastery 47%; Writing Mastery 84%; Black and Economically Disadvantaged Students did not meet AMO Targets in Reading and Math.

Classroom Teachers

of classroom teachers

42

receiving effective rating or higher

0%

Highly Qualified Teachers

50%

certified in-field

41, 98%

ESOL endorsed

22, 52%

reading endorsed

9, 21%

with advanced degrees

5, 12%

National Board Certified

1, 2%

first-year teachers

5, 12%

with 1-5 years of experience

17, 40%

with 6-14 years of experience

12, 29%

with 15 or more years of experience

8, 19%

Education Paraprofessionals**# of paraprofessionals**

11

Highly Qualified

11, 100%

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

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Will continue using interns through St. Leo University. Utilizing mentoring program to retain newly hired teachers.

Persons responsible: Amy Stanton, Ann Henson, Jennifer Saucer, and Sean Adams

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

Each beginning teacher is assigned a mentor. The mentor and mentee meet weekly to discuss lesson plan instruction and data. The mentee is given released time to observe in other classrooms. The mentor is also released to observe mentee and provide feedback.

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 purpose of MTSS in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The MTSS process reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Problem Solving Model and ALL decisions are guided by the review and analysis of student data. At this time we do not have Migrant children. If and when they come, they will be identified under the MYSS system and receive appropriate services.

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

The school based leadership team serves on the MTSS Problem Solving Team. The School Improvement Plan is the working document that guides the work of the MTSS Problem Solving Team. Each member of the MTSS Problem Solving Team plays a role in:

1. Reviewing and analyzing screening and collateral data
2. Developing and testing hypothesis about why student/school problems are occurring (changeable barriers)
3. Developing and targeting interventions based on confirmed hypotheses
4. Establishing methods to track student progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and /or enrichment.
5. Developing progress monitoring goals to determine when students(s) need more or less support (frequency,duration, intensity) to meet established class, grade, and/or school goals. (e.g. use of data based decisions to fade, maintain, modify, or intensify interventions and/or enrichment)
6. Reviewing goal statements to ensure they are ambitious, time-bound and meaningful.
7. Assessing the fidelity of instruction/intervention implementation and other MTSS processes.

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

The Leadership Team conducts classroom observations. Also data meetings are held weekly to discuss student achievement.

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

Core Curriculum (Tier 1)

On going Progress Monitoring: easycbm, Performance Matters, STAR Reading, STAR Math

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

The MTSS coordinator and the MTSS Problem Solving Team will meet with staff individually and in grade levels to train them on the data based problem solving process. Teachers participate in weekly data meeting, faculty meeting, and professional development that support the process. Parents are invited to parent conferences to discuss their child's individual needs and to support understanding of each step in the problem solving 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: Summer Program

Minutes added to school year:

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Amy Stanton	Principal
Jennifer Saucer	Instructional Coach
Ann Henson	CRT
Holly Casey	Guidance Counselor
Sean Adams	Assistant Principal

How the school-based LLT functions

The Team meets weekly and meets with grade level chairs monthly. The Leadership team discusses MTSS, academic strengths and weaknesses of students at each grade level as well as strategies to improve learning and behavior.

Major initiatives of the LLT

The Leadership team will focus on Rigorous instruction in every classroom. Teachers will understand what rigorous instruction looks like and successfully implement rigorous lessons so that students are actively and meaningfully engaged.

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

Students in VPK will be administered the FLKRS in Kindergarten. These results will be shared with the VPK teacher so instructional adjustments can be made. These students will also have a Kindergarten Readiness screening to determine how prepared they are for Elementary. A Kindergarten Orientation will be held in April where parents will be given information of Kindergarten expectations and tips on ways to help prepare their child for Kindergarten. Teachers will also participate in ongoing Professional Development to development strategies to work with diverse learners.

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	67%	58%	No	70%
American Indian				
Asian				
Black/African American	50%	41%	No	55%
Hispanic	53%	46%	No	57%
White	77%	72%	No	79%
English language learners				
Students with disabilities	43%	23%	No	49%
Economically disadvantaged	56%	48%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	26%	33%
Students scoring at or above Achievement Level 4	83	29%	37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	201	69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	44	60%	65%

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)		<i>[data excluded for privacy reasons]</i>	
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	

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	40	55%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	69%	60%	No	72%
American Indian				
Asian				
Black/African American	52%	44%	No	57%
Hispanic	58%	31%	No	63%
White	78%	72%	No	81%
English language learners				
Students with disabilities	54%	33%	No	59%
Economically disadvantaged	62%	51%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	34%	40%
Students scoring at or above Achievement Level 4	74	26%	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		64%	68%

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	29	28%	33%
Students scoring at or above Achievement Level 4	22	21%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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)	668		660
Participation in STEM-related experiences provided for students	668	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	114	17%	15%
Students retained, pursuant to s. 1008.25, F.S.	48	7%	9%
Students who are not proficient in reading by third grade	23	4%	3%
Students who receive two or more behavior referrals	74	11%	9%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	22	3%	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

See Parent Involvement Plan, Title I School

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** The students will increase their proficiency on the Reading FCAT 2.0 from 58% to 70%.
- G2.** The students will increase their proficiency on the Mathematics FCAT 2.0 from 60% to 72%.

Goals Detail

G1. The students will increase their proficiency on the Reading FCAT 2.0 from 58% to 70%.

Targets Supported

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

Resources Available to Support the Goal

- PLC Collaboration, Formative Assessments, DA, MTSS, Intensive Interventions, Title 1 Funds, PTO, Community Outreach, Paraprofessionals, Technology including FOCUS, Achieves, CPALMS, FCAT Explorer, Accelerated Math and Accelerated Reading, Read Works, Scoop Pad, Discovery Education.

Targeted Barriers to Achieving the Goal

- Lack of instructional know how to bridge the achievement gap through differentiating instruction and motivating students in poverty.

Plan to Monitor Progress Toward the Goal

The data that will be collected will be learning gains on common formative assessments, Performance Matters, FCAT, STAR . Classroom Observations to include Copeland Observation Tool will demonstrate successful implementation in the classroom. A classroom demonstrating effective implementation will show differentiation for all students and will include but not limited to relationship building, cooperative learning, and engagement as well as meeting the rigor and cognitive complexity for each of the state tested benchmarks. This will result in students learning and increasing achievement. Poor implementation will be demonstrated by lack of motivation and engagement by some or all students and the rigor and cognitive complexity will not be met for the benchmarks. Poor implementation will result in some or all students not meeting expectations and not have learning gains. Support will be given in the classroom by instructional coach, and administrators as well as collaboration in PLC.

Person or Persons Responsible

Amy Stanton, Principal Jennifer Saucer, Instructional Coach

Target Dates or Schedule:

Data will be collected weekly/biweekly as common formative assessments that are imported into Performance Matters. Each week formative assessments results including item analysis will be evaluated and discussed.

Evidence of Completion:

Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, FCAT and STAR data as Summative assessments.

G2. The students will increase their proficiency on the Mathematics FCAT 2.0 from 60% to 72%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- PLC Collaboration
- Formative Assessment
- DA
- MTSS
- Intensive Interventions
- Title 1 Funds
- PTO
- Community Outreach
- Paraprofessionals
- Technology to include FOCUS, Achieves, CPALMS, FCAT Explorer, Accelerated Math and Reading, Read Works, Scoop Pad, Discovery Education

Targeted Barriers to Achieving the Goal

- Lack of instructional know how to bridge the achievement gap through differentiating instruction and motivating students in poverty.

Plan to Monitor Progress Toward the Goal

The data that will be collected will be learning gains on common formative assessments, Performance Matters, FCAT, STAR . Classroom Observations to include Copeland Observation Tool will demonstrate successful implementation in the classroom. A classroom demonstrating effective implementation will show differentiation for all students and will include but not limited to relationship building, cooperative learning, and engagement as well as meeting the rigor and cognitive complexity for each of the state tested benchmarks. This will result in students learning and increasing achievement. Poor implementation will be demonstrated by lack of motivation and engagement by some or all students and the rigor and cognitive complexity will not be met for the benchmarks. Poor implementation will result in some or all students not meeting expectations and not have learning gains. Support will be given in the classroom by instructional coach, and administrators as well as collaboration in PLC.

Person or Persons Responsible

Amy Stanton, Principal Jennifer Saucer, Instructional Coach

Target Dates or Schedule:

Data will be collected weekly/biweekly as common formative assessments that are imported into Performance Matters. Each week formative assessments results including item analysis will be evaluated and discussed.

Evidence of Completion:

Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, FCAT and STAR data as Summative assessments.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The students will increase their proficiency on the Reading FCAT 2.0 from 58% to 70%.

G1.B1 Lack of instructional know how to bridge the achievement gap through differentiating instruction and motivating students in poverty.

G1.B1.S1 Professional Learning Communities to include weekly data meetings.

Action Step 1

Professional Learning Communities by grade level will utilize data from formative and summative assessments to differentiate instruction. This process will include an understanding of data-driven standards-based instruction (what to teach), researched best instructional practice (how to teach), common formative assessment (students' understanding), and responding to students who need remediation, and enriching instruction for students that have already met learning goals.

Person or Persons Responsible

Professional Learning Communities will include all teachers, Instructional coach, Principal, Assistant Principal, and CRT.

Target Dates or Schedule

Professional Learning Communities will meet weekly on Wednesday during grade level planning times (40 minutes) as well as Wednesday afternoons from 2:30- 3:30 P.M.

Evidence of Completion

Each weeks agenda is completed, team minutes are documented, and common formative assessments recorded electronically.

Facilitator:

Instructional Coach, Jennifer Saucer and Principal Amy Stanton

Participants:

All teachers

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

Professional Learning Communities will meet to collect and discuss data on common formative assessments and change instruction as a result of these formative assessments. Evidence that instructional practice is changing as a result of differentiation will occur with walk through in classrooms.

Person or Persons Responsible

Amy Stanton, Principal Jennifer Saucer, Instructional Coach

Target Dates or Schedule

August 28th, 2013 through May 28th, 2014

Evidence of Completion

Data from FCAT, STAR, Performance Matters, FAIR, and Common Formative Assessments. Compilation of weekly agendas and team minutes.

Plan to Monitor Effectiveness of G1.B1.S1

Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC as a result of successful implementation. Evidence of quantitative data will demonstrate effectiveness. Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. This will result in additional support through collaboration in PLC to include facilitation by an administrator and instructional coach in the PLCs. Evidence of quantitative data will demonstrate ineffectiveness.

Person or Persons Responsible

Amy Stanton, Principal Jennifer Saucer, Instructional Coach

Target Dates or Schedule

Data will be collected weekly/biweekly as common formative assessments that are imported into Performance Matters. Each week formative assessments results including item analysis will be evaluated and discussed.

Evidence of Completion

Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, FCAT and STAR data as Summative assessments.

G1.B1.S2 Professional Development utilizing, A Framework for Understanding Poverty, by Ruby Payne**Action Step 1**

A book study to include professional learning opportunities utilizing "A Framework for Understanding Poverty" Ruby K. Payne, PH.D. Using the supplemental workbook for a hands-on approach to explore topics such as an overview, statistics, and key points to remember about poverty. Resource analysis including financial, emotional, mental, spiritual, and more. The role of language, story structure, and cognition strategies. Family structure and its impact on individuals. The "hidden rules" of economic class. Disciplinary interventions. Building relationships that work for students and parents. Participation in the series of modules will include All teachers including Instructional Coach, Guidance Counselor, CRT, as well as Principal and Assistant Principal.

Person or Persons Responsible

Amy Stanton, Principal Jennifer Saucer, Instructional Coach

Target Dates or Schedule

October 16th, 2013 through December 20th, 2013 teachers will complete training utilizing "A Framework for Understanding Poverty through hands-on workshops.

Evidence of Completion

In-service documentation to include follow-up opportunities. Agendas for each meeting. Classroom walk-through using Copeland Observation Tool.

Facilitator:

Jennifer Saucer, Instructional Coach Amy Stanton, Principal

Participants:

Participation in the series of modules will include All teachers including Instructional Coach, Guidance Counselor, CRT, as well as Principal and Assistant Principal.

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

Monitoring the implication will include professional follow-up opportunities by participates after each workshop. Collaborative discussion as implementation occurs in professional learning communities discussing the strategies and successes. Evidence of learning and implementing strategies will be observed in the classroom through administrative walk-through.

Person or Persons Responsible

Amy Stanton, Principal Jennifer Saucer, Instructional Coach

Target Dates or Schedule

Formal follow-up will occur after each workshop. Informal follow-up will occur in PLC.

Evidence of Completion

In-service points to include follow-up.

Plan to Monitor Effectiveness of G1.B1.S2

The data that will be collected will be learning gains on common formative assessments, Performance Matters, FCAT, STAR . Classroom Observations to include Copeland Observation Tool will demonstrate successful implementation in the classroom. A classroom demonstrating effective implementation will include differentiation based on needs to include relationship building, cooperative learning, and engagement all students. This will result in students learning and increasing achievement. Poor implementation will be demonstrated by lack of motivation and engagement by some or all students in the classroom therefore effecting their learning demonstrated by lack of learning gains. Support will be given in the classroom by instructional coach, and administrators as well as collaboration in PLC.

Person or Persons Responsible

Amy Stanton, Principal Jennifer Saucer, Instructional Coach Ann Henson, CRT

Target Dates or Schedule

Data will be collected weekly, biweekly, interim, and yearly.

Evidence of Completion

Result of Performance Matters, FCAT, STAR.

G1.B1.S4 Classroom Observations to include Instructional Coaching

Action Step 1

Using the Copeland Observational Tool, incorporate rigor and engagement in the classroom, will be used to coach and determine effectiveness of the barrier by facilitating an understanding of what each rubric and indicators looks like in the classroom. The observation tool training will be ongoing throughout the year with emphasize on indicators that include rigorous learning, engaging students, as well as differentiating instruction.

Person or Persons Responsible

Amy Stanton, Principal Jennifer Saucer, Instructional Coach

Target Dates or Schedule

This is an ongoing support, but will be emphasized from September 25th -December 20th, 2013.

Evidence of Completion

Evidence will be collected as ongoing walk through and classroom observations throughout the year. End of year formal observation will be used to summative evidence.

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Each teacher will receive a breakdown of Copeland Observation Tool, a laminated copy to use to score their own rubric to generate discussion, professional development to include an agenda on what each of the indicators means under student instructional engagement, rigorous learning and evidence of differentiated instruction. Administrators observation done twice monthly will provide evidence of highly effective instruction in these areas. Feedback will be continually and positive. Teachers not demonstrating effective rating to include student engagement, rigorous learning and evidence of differentiated instruction will be provided with feedback and support by administrator. They will also be given support to include further training on these indicators to include support from Instructional Coach, PD360, and Principal.

Person or Persons Responsible

Amy Stanton, Principal

Target Dates or Schedule

Monitoring will occur twice a month.

Evidence of Completion

Documentation of classrooms using students instructional engagement indicators.

Plan to Monitor Effectiveness of G1.B1.S4

Each teacher will receive a breakdown of Copeland Observation Tool, a laminated copy to use to score their own rubric to generate discussion, professional development to include an agenda on what each of the indicators means under student instructional engagement, rigorous learning and evidence of differentiated instruction. Administrators observation done twice monthly will provide evidence of highly effective instruction in these areas. Feedback will be continually and positive. Teachers not demonstrating effective rating to include student engagement, rigorous learning and evidence of differentiated instruction will be provided with feedback and support by administrator. They will also be given support to include further training on these indicators to include support from Instructional Coach, PD360, and Principal.

Person or Persons Responsible

Amy Stanton, Principal

Target Dates or Schedule

Data will be collected ongoing.

Evidence of Completion

Evidence will be ongoing with completion of final observation.

G2. The students will increase their proficiency on the Mathematics FCAT 2.0 from 60% to 72%.

G2.B1 Lack of instructional know how to bridge the achievement gap through differentiating instruction and motivating students in poverty.

G2.B1.S1 Professional Learning Communities to include weekly data meetings.

Action Step 1

Professional Learning Communities by grade level will utilize data from formative and summative assessments to differentiate instruction. This process will include an understanding of data-driven standards-based instruction (what to teach), researched best instructional practice (how to teach), common formative assessment (students' understanding), and responding to students who need remediation, and enriching instruction for students that have already met learning goals.

Person or Persons Responsible

Professional Learning Communities will include all teachers, Instructional Coach, Principal, Assistant Principal, and CRT

Target Dates or Schedule

Professional Learning Communities will meet weekly on Wednesdays during grade level planning times (40 minutes) as well as Wednesday afternoon from 2:30- 3:30 P.M.

Evidence of Completion

Each weeks agenda is completed, team minutes are documented, and common formative assessments recorded electronically.

Facilitator:

Amy Stanton- Principal Jennifer Saucer- Instructional Coach

Participants:

All Teachers and Leadership Team

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

Professional Learning Communities will meet to collect and discuss data on common formative assessments and change instruction as a result of these formative assessments. Evidence that instructional practice is changing as a result of differentiation will occur with walk through in classrooms.

Person or Persons Responsible

Amy Stanton, Principal Jennifer Saucer, Instructional Coach

Target Dates or Schedule

August 28th, 2013 through May 28th, 2014

Evidence of Completion

Data from FCAT, STAR, Performance Matters, FAIR, and Common Formative Assessments. Compilation of weekly agendas and team minutes.

Plan to Monitor Effectiveness of G2.B1.S1

Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC as a result of successful implementation. Evidence of quantitative data will demonstrate effectiveness. Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. This will result in additional support through collaboration in PLC to include facilitation by an administrator and instructional coach in the PLCs. Evidence of quantitative data will demonstrate ineffectiveness.

Person or Persons Responsible

Amy Stanton, Principal Jennifer Saucer, Instructional Coach

Target Dates or Schedule

Data will be collected weekly/biweekly as common formative assessments that are imported into Performance Matters. Each week formative assessments results including item analysis will be evaluated and discussed.

Evidence of Completion

Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, FCAT and STAR data as Summative assessments.

G2.B1.S2 Professional Development utilizing, A Framework for Understanding Poverty, by Ruby Payne**Action Step 1**

A book study to include professional learning opportunities utilizing "A Framework for Understanding Poverty" Ruby K. Payne, PH.D. Using the supplemental workbook for a hands-on approach to explore topics such as an overview, statistics, and key points to remember about poverty. Resource analysis including financial, emotional, mental, spiritual, and more. The role of language, story structure, and cognition strategies. Family structure and its impact on individuals. The "hidden rules" of economic class. Disciplinary interventions. Building relationships that work for everyone. Participation in the series of modules will include All teachers including Instructional Coach, Guidance Counselor, CRT, as well as Principal and Assistant Principal.

Person or Persons Responsible

Amy Stanton, Principal Jennifer Saucer, Instructional Coach

Target Dates or Schedule

October 16th, 2013 through December 20th, 2013 teachers will complete training utilizing "A Framework for Understanding Poverty through hands-on workshops.

Evidence of Completion

In-service documentation to include follow-up opportunities. Agendas for each meeting. Classroom walk-through using Copeland Observation Tool.

Facilitator:

Amy Stanton- Principal Jennifer Saucer- Instructional Coach

Participants:

Participation in the series of modules will include All teachers including Instructional Coach, Guidance Counselor, CRT, as well as Principal and Assistant Principal.

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

Monitoring the implication will include professional follow-up opportunities by participates after each workshop. Collaborative discussion as implementation occurs in professional learning communities discussing the strategies and successes. Evidence of learning and implementing strategies will be observed in the classroom through administrative walk-through.

Person or Persons Responsible

Amy Stanton, Principal Jennifer Saucer, Instructional Coach

Target Dates or Schedule

Formal follow-up will occur after each workshop. Informal follow-up will occur in PLC.

Evidence of Completion

In-service points to include follow-up.

Plan to Monitor Effectiveness of G2.B1.S2

The data that will be collected will be learning gains on common formative assessments, Performance Matters, FCAT, STAR . Classroom Observations to include Copeland Observation Tool will demonstrate successful implementation in the classroom. A classroom demonstrating effective implementation will include differentiation based on needs to include relationship building, cooperative learning, and engagement all students. This will result in students learning and increasing achievement. Poor implementation will be demonstrated by lack of motivation and engagement by some or all students in the classroom therefore effecting their learning demonstrated by lack of learning gains. Support will be given in the classroom by instructional coach, and administrators as well as collaboration in PLC.

Person or Persons Responsible

Amy Stanton, Principal Jennifer Saucer, Instructional Coach Ann Henson, CRT

Target Dates or Schedule

Data will be collected weekly, biweekly, interim, and yearly.

Evidence of Completion

Result of Performance Matters, FCAT, STAR.

G2.B1.S4 Classroom Observations to include Instructional Coaching

Action Step 1

Using the Copeland Observational Tool, incorporate rigor and engagement in the classroom, will be used to coach and determine effectiveness of the barrier by facilitating an understanding of what each rubric and indicators looks like in the classroom. The observation tool training will be ongoing throughout the year with emphasize on indicators that include rigorous learning, engaging students, as well as differentiating instruction.

Person or Persons Responsible

Amy Stanton, Principal Jennifer Saucer, Instructional Coach

Target Dates or Schedule

This is an ongoing support, but will be emphasized from September 25th -December 20th, 2013.

Evidence of Completion

Evidence will be collected as ongoing walk through and classroom observations throughout the year. End of year formal observation will be used to summative evidence.

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Each teacher will receive a breakdown of Copeland Observation Tool, a laminated copy to use to score their own rubric to generate discussion, professional development to include an agenda on what each of the indicators means under student instructional engagement, rigorous learning and evidence of differentiated instruction. Administrators observation done twice monthly will provide evidence of highly effective instruction in these areas. Feedback will be continually and positive. Teachers not demonstrating effective rating to include student engagement, rigorous learning and evidence of differentiated instruction will be provided with feedback and support by administrator. They will also be given support to include further training on these indicators to include support from Instructional Coach, PD360, and Principal.

Person or Persons Responsible

Amy Stanton, Principal

Target Dates or Schedule

Monitoring will occur once a week.

Evidence of Completion

Documentation of classrooms using students instructional engagement indicators.

Plan to Monitor Effectiveness of G2.B1.S4

Each teacher will receive a breakdown of Copeland Observation Tool, a laminated copy to use to score their own rubric to generate discussion, professional development to include an agenda on what each of the indicators means under student instructional engagement, rigorous learning and evidence of differentiated instruction. Administrators observation done twice monthly will provide evidence of highly effective instruction in these areas. Feedback will be continually and positive. Teachers not demonstrating effective rating to include student engagement, rigorous learning and evidence of differentiated instruction will be provided with feedback and support by administrator. They will also be given support to include further training on these indicators to include support from Instructional Coach, PD360, and Principal.

Person or Persons Responsible

Amy Stanton, Principal

Target Dates or Schedule

Data will be collected ongoing.

Evidence of Completion

Evidence will be ongoing with completion of final observation.

Coordination and Integration

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

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

Title I funds will be used to enhance classroom instruction as well as purchase hardware and software. The funds will also be used for Parent Involvement activities to increase parent participation in the educational process and for additional materials for the Parent Resource Checkout room.

Our Title II funds are disseminated from the Administrative Complex. Applications must be submitted for use of these funds.

SAI funds have not been allocated at this time. Once the funds have been allocated, personnel will be hired for classroom tutoring.

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. The students will increase their proficiency on the Reading FCAT 2.0 from 58% to 70%.

G1.B1 Lack of instructional know how to bridge the achievement gap through differentiating instruction and motivating students in poverty.

G1.B1.S1 Professional Learning Communities to include weekly data meetings.

PD Opportunity 1

Professional Learning Communities by grade level will utilize data from formative and summative assessments to differentiate instruction. This process will include an understanding of data-driven standards-based instruction (what to teach), researched best instructional practice (how to teach), common formative assessment (students' understanding), and responding to students who need remediation, and enriching instruction for students that have already met learning goals.

Facilitator

Instructional Coach, Jennifer Saucer and Principal Amy Stanton

Participants

All teachers

Target Dates or Schedule

Professional Learning Communities will meet weekly on Wednesday during grade level planning times (40 minutes) as well as Wednesday afternoons from 2:30- 3:30 P.M.

Evidence of Completion

Each weeks agenda is completed, team minutes are documented, and common formative assessments recorded electronically.

G1.B1.S2 Professional Development utilizing, A Framework for Understanding Poverty, by Ruby Payne

PD Opportunity 1

A book study to include professional learning opportunities utilizing "A Framework for Understanding Poverty" Ruby K. Payne, PH.D. Using the supplemental workbook for a hands-on approach to explore topics such as an overview, statistics, and key points to remember about poverty. Resource analysis including financial, emotional, mental, spiritual, and more. The role of language, story structure, and cognition strategies. Family structure and its impact on individuals. The "hidden rules" of economic class. Disciplinary interventions. Building relationships that work for students and parents. Participation in the series of modules will include All teachers including Instructional Coach, Guidance Counselor, CRT, as well as Principal and Assistant Principal.

Facilitator

Jennifer Saucer, Instructional Coach Amy Stanton, Principal

Participants

Participation in the series of modules will include All teachers including Instructional Coach, Guidance Counselor, CRT, as well as Principal and Assistant Principal.

Target Dates or Schedule

October 16th, 2013 through December 20th, 2013 teachers will complete training utilizing "A Framework for Understanding Poverty through hands-on workshops.

Evidence of Completion

In-service documentation to include follow-up opportunities. Agendas for each meeting. Classroom walk-through using Copeland Observation Tool.

G2. The students will increase their proficiency on the Mathematics FCAT 2.0 from 60% to 72%.

G2.B1 Lack of instructional know how to bridge the achievement gap through differentiating instruction and motivating students in poverty.

G2.B1.S1 Professional Learning Communities to include weekly data meetings.

PD Opportunity 1

Professional Learning Communities by grade level will utilize data from formative and summative assessments to differentiate instruction. This process will include an understanding of data-driven standards-based instruction (what to teach), researched best instructional practice (how to teach), common formative assessment (students' understanding), and responding to students who need remediation, and enriching instruction for students that have already met learning goals.

Facilitator

Amy Stanton- Principal Jennifer Saucer- Instructional Coach

Participants

All Teachers and Leadership Team

Target Dates or Schedule

Professional Learning Communities will meet weekly on Wednesdays during grade level planning times (40 minutes) as well as Wednesday afternoon from 2:30- 3:30 P.M.

Evidence of Completion

Each weeks agenda is completed, team minutes are documented, and common formative assessments recorded electronically.

G2.B1.S2 Professional Development utilizing, A Framework for Understanding Poverty, by Ruby Payne

PD Opportunity 1

A book study to include professional learning opportunities utilizing "A Framework for Understanding Poverty" Ruby K. Payne, PH.D. Using the supplemental workbook for a hands-on approach to explore topics such as an overview, statistics, and key points to remember about poverty. Resource analysis including financial, emotional, mental, spiritual, and more. The role of language, story structure, and cognition strategies. Family structure and its impact on individuals. The "hidden rules" of economic class. Disciplinary interventions. Building relationships that work for everyone. Participation in the series of modules will include All teachers including Instructional Coach, Guidance Counselor, CRT, as well as Principal and Assistant Principal.

Facilitator

Amy Stanton- Principal Jennifer Saucer- Instructional Coach

Participants

Participation in the series of modules will include All teachers including Instructional Coach, Guidance Counselor, CRT, as well as Principal and Assistant Principal.

Target Dates or Schedule

October 16th, 2013 through December 20th, 2013 teachers will complete training utilizing "A Framework for Understanding Poverty through hands-on workshops.

Evidence of Completion

In-service documentation to include follow-up opportunities. Agendas for each meeting. Classroom walk-through using Copeland Observation Tool.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The students will increase their proficiency on the Reading FCAT 2.0 from 58% to 70%.	\$900
Total		\$900

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title I	\$900	\$900
Total	\$900	\$900

Budget Details

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

G1. The students will increase their proficiency on the Reading FCAT 2.0 from 58% to 70%.

G1.B1 Lack of instructional know how to bridge the achievement gap through differentiating instruction and motivating students in poverty.

G1.B1.S2 Professional Development utilizing, A Framework for Understanding Poverty, by Ruby Payne

Action Step 1

A book study to include professional learning opportunities utilizing "A Framework for Understanding Poverty" Ruby K. Payne, PH.D. Using the supplemental workbook for a hands-on approach to explore topics such as an overview, statistics, and key points to remember about poverty. Resource analysis including financial, emotional, mental, spiritual, and more. The role of language, story structure, and cognition strategies. Family structure and its impact on individuals. The "hidden rules" of economic class. Disciplinary interventions. Building relationships that work for students and parents. Participation in the series of modules will include All teachers including Instructional Coach, Guidance Counselor, CRT, as well as Principal and Assistant Principal.

Resource Type

Professional Development

Resource

A Framework of Understanding Poverty and the supplemental workbook will be purchased for each teacher.

Funding Source

Title I

Amount Needed

\$900