2013-2014 SCHOOL IMPROVEMENT PLAN

Hampton Elementary School
10501 HAMPTON AVE
Hampton, FL 32044
904-966-6884
www.mybradford.us/hampton

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	68%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	11%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
A	C	B	C

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
Hampton Elementary School

Principal
Brenda Donaldson

School Advisory Council chair
Dr. Troy Appling

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

Name	Title
Rebecca Ansley	Curriculum Resource Teacher
Marie Appling	Teacher
Claudette Frees	Teacher
Sallye Scoggins	ESE Teacher
Brenda T. Donaldson	Principal

District-Level Information

District
Bradford

Superintendent
Mr. Chad Farnsworth

Date of school board approval of SIP
10/14/2013

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

Dr. Troy Appling, Chair
Kim Murphy, Vice-Chair
Marie Appling, Secretary
SAC Members:
Chuck Kramer
Tammy Delashmet
Gene Murphy
Stacy McGregor
Layne Stone

Involvement of the SAC in the development of the SIP

The School Advisory Council's function is to help develop and oversee the implementation of the School Improvement Plan (SIP). This will enable the shareholders to have an opportunity to be an active participant in the needs, priorities, and identification as well as the use of resources based on needs from parent surveys done annually.

Activities of the SAC for the upcoming school year

The School Advisory Council will meet, discuss, and approve the 2013-2014 School Improvement Plan (SIP) for Hampton Elementary School. The SAC team will approve the budget, any additions or deletions to the bylaws and review the School-wide Needs Assessment Survey taken during the Spring.

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

The SAC will purchase agendas for all students, K-5 ($500.00).

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
1

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

Administrator Information:

Brenda Donaldson		
Principal	Years as Administrator: 8	Years at Current School: 3

Credentials	B.S. Journalism & Communications(grades 6-12) Masters of Science Educational Media Specialist(PRE-K-12) English (grades 5-9) Educational Leadership (All levels) School Principal (All levels)
Performance Record	2005-2006 Grade A/AYP 2006/2007 Grade A/No AYP 2007-2008 Grade A/AYP 2008-2009 Grade C/No AYP 2009-2010 Grade A/No AYP 2010-2011 Grade C/No AYP 2011-2012 Grade B 2012-2013 Grade C

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Rebecca Ansley		
Part-time / School-based	Years as Coach: 3	Years at Current School: 3
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	M.S. Curriculum and Technology: B.A. Elementary Education (K-6)	
Performance Record	Curriculum Resource Teacher half time, school grade "C" (unofficial) 2012-2013 no AMO: school grade "D" in 2011-2012. no AYP	

Teri Shewmaker, District Reading Coach		
Part-time / District-based	Years as Coach: 5	Years at Current School: 1
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	BS Elementary Ed., USF	
Performance Record	Coach, 2007-2008 - Staff Developer, District - 2 schools-K-5, Reading/Writing, Walsingham (B) and Lakewood Elementary (C), Pinellas County Coach, 2008-2009 - Reading Coach, school based, reading, end of Reading First, James B. Sanderlin Elementary (C), Pinellas County Coach, 2009-2010 - Literacy Coach, school based, reading/writing, beginning of FAIR, James B. Sanderlin Elementary (C), Pinellas County Coach, 2010-2011- Literacy Coach, school based, reading/writing, beginning of FAIR, James B. Sanderlin Elementary (C), Pinellas County Teacher, 2011-2012, 2nd grade teacher, Pinellas County Teacher, 2012, August-September, 1st grade teacher, Pinellas County 2011-2012, FAIR target passage – AP3- 75% students at or above (12 out of 16) Coach, 2012-2013- Reading Coach, Bradford county	

Classroom Teachers

# of classroom teachers

9

 # receiving effective rating or higher

(not entered because basis is < 10)

 # Highly Qualified Teachers

100%

 # certified in-field

9, 100%

 # ESOL endorsed

7, 78%

 # reading endorsed

0, 0%

 # with advanced degrees

4, 44%

 # National Board Certified

0, 0%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

2, 22%

 # with 6-14 years of experience

4, 44%

 # with 15 or more years of experience

3, 33%

Education Paraprofessionals

# of paraprofessionals

3

 # Highly Qualified

3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

4

 # 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

All are highly Qualified - Principal responsible.

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

Teachers with a Temporary Teaching Certificate are required to complete the Professional Education Competency (PEC) Program in order to apply for a Professional Certificate when the 3-Year Temporary Certificate expires. New hires to the District who have not completed the PEC Program yet are assigned a mentor and required to complete the PEC Program during the first year of employment with the Bradford County School District. PEC Program candidates must complete a notebook portfolio of required activities during the program with the support of the HR Dept., school administration, and the mentor. Mentors must have completed Clinical Educator training to be a mentor. Mentors are paired with mentees by collaboration between school administration and the HR Director. Priority is given to pairing mentors and mentees with those from the same discipline, grade level, and/or department to facilitate a more successful mentorship.

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 Student Success Team attends monthly Multi Tier System Student Support MTSS/RtI meetings to discuss and monitor the program and events.
The Principal has the following responsibilities:
• oversees the entire process
• ensures that the Student Success Team is implementing MTSS/RtI with fidelity
• completes process checks to ensure implementation of intervention support and documentation
• ensures that there is adequate professional development to support MTSS/RtI implementation
• communicates with parents regarding school-based MTSS/RtI plans and activities. The Classroom Teachers (Primary and Intermediate) have the following responsibilities:
• provide information about core instruction
• participate in student data collection
• deliver Tier 1 instruction and intervention
• collaborate with other staff to implement Tier 2 interventions
• integrate Tier 1 materials and instruction with Tier 2 and 3 activities. Exceptional Student Education (ESE) Teachers assist by:
• participating in student data collection
• integrating core instructional activities and materials into Tier 3 instruction
• collaborating with general education teachers through activities such as co-teaching. The Classroom Resource Teacher's responsibilities include:
• working with the principal to provide support for the implementation of MTSS/RtI
• facilitating and supports data collection activities
• assisting in data analysis
• providing professional development and technical assistance to teachers regarding data-based instructional planning
• supporting the implementation of Tier 1, Tier 2, and Tier 3 Intervention plans. The School Psychologist assists by:
• participating in the collection, interpretation, and analysis of data
• facilitating development of intervention plan
• providing support for intervention fidelity and documentation
• providing assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation
• facilitating data-based decision making activities. The Speech Language Pathologist responsibilities

include:
• educating the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design
• assisting in the selection of screening measures
• helping identify systemic patterns of student need with respect to language skills. The Guidance Counselor will assist by:
• providing support services for students, teachers, and classrooms with identified needs in PBS
• working with the team to interpret data and devise plans for students and teachers
• assisting with professional development
• provides individual and small group counseling for students. The Positive Behavior Support Team assists by:
• coordinating the implementation of Positive Behavior Support(PBS). The District Reading Coach's responsibilities include:
• providing guidance on the K-12 Reading plan
• providing professional development
• providing support for intervention fidelity

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

Rebecca Ansley:
Sallye Scoggins:
Marie Appling:
Claudette Frees:
Brenda T. Donaldson, Principal

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

Common Core State Standards training and Monthly Meetings. The MTSS/RtI team met with SAC and the principal to review data and the needs related to academic and social/emotional areas. The team will work to align the objectives and goals.

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

• Baseline data: Florida Assessments in Instruction in Reading (FAIR), Performance Matters Math (Grades 2-5) and Science (Grades 3-5), County writing assessment, Positive Behavior Support (PBS), School-Wide Information System (SWIS), Continuous Improvement Model (CIM), STAR Early Literacy, STAR Reading and Math.
• Mid-Year Data: FAIR, Performance Matters Math (Grades 2-5) and Science (Grades 3-5), County writing assessment, PBS, RtI:B, CIM, Diagnostic Assessment (DAR), STAR Early Literacy, STAR Reading and Math
• End of Year Data: FAIR, FCAT Reading, Math, Science, STAR Early Literacy,Writing, STAR Reading and Math
• Frequency of Data Days: Twice a month for data analysis

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

On going Professional Development 2013-14.

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: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)
""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Rebecca Ansley	Curriculum Resource Teacher
Teri Shewmaker	District Reading Coach Elementary
Sallye Scoggins	ESE Teacher
Steve Acree	PE Teacher
Claudette Frees	1st Grade Teacher
Marie Appling	5TH Grade Teacher
Carol Baier	3rd Grade Teacher

How the school-based LLT functions

The team will meet monthly during Faculty Meetings. The team will plan reading-based events such as Book Bingo/Parent nights, Accelerated Reader activities, Literacy Week activities and guest speakers during Literacy Week. The team will also discuss testing times and data.

Major initiatives of the LLT

The major initiative will be to increase student reading scores through Junior Great Books (comprehension strategies) and Common Core (resources and activities)..

Every Teacher Contributes to Reading Instruction

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

Reading instruction does not stop with the reading block. Reading comprehension strategies and vocabulary strategies will be taught in conjunction with instruction in subject areas across the curriculum using adopted text and additional leveled texts contained in the classroom libraries that address the content covered in the adopted text. The Comprehension Instructional Sequence by JRF will be utilized to support deepening meaning in text comprehension and monthly focus skills will be utilized to monitor progress. Support and professional development from the Reading Coach and Curriculum Resource

Teacher will make this possible. Administrators will be responsible for monitoring through classroom walkthroughs. The fidelity checks will also be used to monitor integration of reading. All content area teachers will incorporate reading into subject areas with consideration to the following:

Guided instruction in comprehension using the comprehension instructional sequence. This may include before, during, and after reading/learning through explicit modeling of strategies acquired through professional development provided by the Reading Coach and Curriculum Resource Teachers.

Research based strategies including, but not limited to: text based discussion, cooperative learning, close reading, directed note taking, levels of questioning, responsive writing, research utilizing multiple sources, argumentative writing and speaking, and listening. Such comprehension strategies will guide students in understanding content text.

Utilization of additional complex text in each content area to support efforts towards close reading, differentiation and independent reading.

Students' instructional reading levels, so texts assigned are appropriate.

Each Classroom will support students in engaging in regular independent reading and understanding of complex text. Students will have access to classroom libraries and school libraries to ensure that students have daily opportunities inside and outside of the classroom to read texts of their choice. Libraries will include text on level for students as well as text with complexity levels that will challenge and motivate the students. Students will also be exposed to a wide variety of text to include: shorter, more challenging texts for the purpose of close reading and re-reading, novels, high quality newspaper, plays and magazine articles and rich websites. These text will enable students to read broadly and widely to build their knowledge and experience. The content area teachers will include the comprehension instructional sequence to support scaffolding through using complex text to support students' understanding of complex text.

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

Pre-K instructors and Kindergarten instructors meet once per semester to converse about curriculum expectations. Pre-K students will visit Kindergarten classes and Kindergarten teachers will visit the Pre-K Classes.

College and Career Readiness

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

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

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

Strategies for improving student readiness for the public postsecondary level

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	53%	56%	Yes	57%
American Indian				
Asian				
Black/African American				
Hispanic				
White	55%	58%	Yes	60%
English language learners				
Students with disabilities				
Economically disadvantaged	52%	51%	Yes	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	29%	31%
Students scoring at or above Achievement Level 4	16	24%	26%

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		*[data excluded for privacy reasons]*	2%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		*[data excluded for privacy reasons]*	1%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	*[data excluded for privacy reasons]*		50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			3%

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	48%	49%	Yes	53%
American Indian				
Asian				
Black/African American				
Hispanic				
White	50%	51%	Yes	55%
English language learners				
Students with disabilities				
Economically disadvantaged	42%	49%	Yes	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	37%	40%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		13%

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	*[data excluded for privacy reasons]*		1%

Learning Gains

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

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	*[data excluded for privacy reasons]*		35%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		14%

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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	12	8%	9%
Students retained, pursuant to s. 1008.25, F.S.	1	3%	4%
Students who are not proficient in reading by third grade	3	9%	10%
Students who receive two or more behavior referrals	5	3%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	5%	6%

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Using the school-wide math assessment program, students will increase level of proficiency--indicated by "On, Above Level"..

G2. Using the FCAT Science Assessment, students will increase level of proficiency---indicated by "On, Above Level".

G3. Using county supplied rubrics along with the Florida Writing rubric, students in all grade levels will increase writing proficiency from the baseline assessment given in the Fall to the final assessment given in the Spring.

Goals Detail

G1. Using the school-wide math assessment program, students will increase level of proficiency--indicated by "On, Above Level"..

Targets Supported

Resources Available to Support the Goal
- i-Ready lessons Scoot Pad lessons EnVision Curriculum 5th Grade - Eureka Math curriculum from CommonCore.org Renaissance Learning Resources: STAR Math and Math Facts in a Flash Manipulatives iPad Apps

Targeted Barriers to Achieving the Goal
- Due to focus on English Language Arts, lack of school-wide mathematical engagement.

Plan to Monitor Progress Toward the Goal

Examine i-Ready diagnostic data to monitor for growth.

Person or Persons Responsible
Principal, CRT and Teachers

Target Dates or Schedule:
Mid-year diagnostic

Evidence of Completion:
Data results

G2. Using the FCAT Science Assessment, students will increase level of proficiency---indicated by "On, Above Level".

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Study Island Science for 5th grade Brain Pop & Brain Pop Jr. for all grades 5th grade science investigation kits 4th grade life science investigation kit Discovery Education Streaming for all grades Discovery Education Science for all grades National Geographic Curriculum for all grades National Geographic Magazine for all grades 5th grade has additional support from PE teacher 2-3 days a week to facilitate labs. Classroom Gardens

Targeted Barriers to Achieving the Goal
- According to our Accelerated Reader data from the previous year, 80% of the tests were taken on Fiction and only 20% of the tests were taken on Nonfiction, thus a lack of student interest in nonfiction texts.

Plan to Monitor Progress Toward the Goal

Examine the 5th grade Performance Matters data.

Person or Persons Responsible
CRT / Teacher / Principal

Target Dates or Schedule:
February

Evidence of Completion:
Testing data

G3. Using county supplied rubrics along with the Florida Writing rubric, students in all grade levels will increase writing proficiency from the baseline assessment given in the Fall to the final assessment given in the Spring.

Targets Supported
- Writing

Resources Available to Support the Goal
- Curriculum Resource Teacher (CRT) Core Connections Training Florida Writes Anchor Sets Florida Writes Student Papers Encouragement of Cross-Curricular Writing Observing Star Teachers

Targeted Barriers to Achieving the Goal
- Not enough Core Connections Training for staff
- Lack of understanding of the writing proficiency rubrics

Plan to Monitor Progress Toward the Goal

Compare baseline and mid-year data to see if there is progress towards the goal.

Person or Persons Responsible
Principal, CRT and Teachers

Target Dates or Schedule:
Mid-year Data Meeting

Evidence of Completion:
Excel Spreadsheet

Action Plan for Improvement

Problem Solving Key

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

G1. Using the school-wide math assessment program, students will increase level of proficiency--indicated by "On, Above Level"..

G1.B6 Due to focus on English Language Arts, lack of school-wide mathematical engagement.

G1.B6.S1 Develop a school-wide focus on math using a bi-montly graphing project.

Action Step 1

Every two weeks, we are going to conduct a survey, make a table/chart, and graph data collected from each of the students. These will be displayed in the cafeteria.

Person or Persons Responsible

CRT / Teachers

Target Dates or Schedule

Fall Semester

Evidence of Completion

Charts, Data Results, and pictures of the graphs.

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Data will be received from all the classes. Grade-appropriate tables, charts and graphs will be created by each grade.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Finished bi-monthly graphs

Plan to Monitor Effectiveness of G1.B6.S1

i-Ready Diagnostic data, Performance Matters data, and STAR Math data will be used to gauge increased proficiency in the area of data.

Person or Persons Responsible

Principal, CRT and Teachers

Target Dates or Schedule

Data meetings

Evidence of Completion

Increased proficiency scores in all above areas.

G1.B6.S2 Encourage teachers to include geometry and measurement mini-lessons/skills in other disciplinary areas.

Action Step 1

Conduct an inservice meeting to discuss findings of the i-Ready Beginning of the Year Diagnostic assessment. Share the need to focus on Geometry as well as Measurement & Data. Then, brainstorm ways for each teacher to incorporate more of these skills and concepts.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Fall Semester

Evidence of Completion

Meeting Agenda and Brainstorm List

Plan to Monitor Fidelity of Implementation of G1.B6.S2

Encouragement of geometry, measurement & data inclusion into lessons will be monitored using lesson plans, i-Ready lesson progress, numeracy center, and classroom walkthroughs.

Person or Persons Responsible

Principal, CRT, Instructional Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

We will know this is working when we see an increase in overall proficiency using i-Ready Diagnostic data for K-5, Performance Matters Math data from grades 2-5, and STAR Math data from grades 1-5

Plan to Monitor Effectiveness of G1.B6.S2

i-Ready diagnostic data, Performance Matters Math data, and STAR math data will be examined to guage effectiveness of the focus on math.

Person or Persons Responsible

Principal, CRT and Teachers

Target Dates or Schedule

Data meetings

Evidence of Completion

Increased proficiency on the above assessments

G2. Using the FCAT Science Assessment, students will increase level of proficiency---indicated by "On, Above Level".

G2.B4 According to our Accelerated Reader data from the previous year, 80% of the tests were taken on Fiction and only 20% of the tests were taken on Nonfiction, thus a lack of student interest in nonfiction texts.

G2.B4.S1 Using AR reading quizzes, increase the amount of nonfiction reading/testing by 15%.

Action Step 1

Inform the teachers of our goal so that they can require/implement more nonfiction reading into their Individual Daily Reading (IDR) time or guided reading lessons.

Person or Persons Responsible

Principal

Target Dates or Schedule

Fall Semester

Evidence of Completion

Meeting Agenda or Email correspondence

Plan to Monitor Fidelity of Implementation of G2.B4.S1

We are going to examine the AR report to make sure that teachers are providing enough time for students to read and test on nonfiction books.

Person or Persons Responsible

Librarian / CRT / Teachers

Target Dates or Schedule

December

Evidence of Completion

AR report

Plan to Monitor Effectiveness of G2.B4.S1

We will look for an increase on Performance Matters Science tests in grades 3-5.

Person or Persons Responsible

Teachers / CRT / Principal

Target Dates or Schedule

February

Evidence of Completion

Increased Performance Matter Data and meeting notes/agenda

G2.B4.S2 Teachers need to increase the amount of time students spend reading nonfiction science texts.

Action Step 1

Inform teachers of the strategy so that teachers will incorporate more nonfiction science texts into their lessons and require more students to read nonfiction science during IDR.

Person or Persons Responsible

Teachers, Principal

Target Dates or Schedule

October / November

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B4.S2

The Principal will be monitoring lesson plans and do walk-throughs to make sure teachers are using more nonfiction texts.

Person or Persons Responsible

Principal / teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and walk-throughs

Plan to Monitor Effectiveness of G2.B4.S2

Monitor the increase the proficiency of students scores on the Performance Matters Science assessment for grades 3-5

Person or Persons Responsible

Teachers / Principal

Target Dates or Schedule

January

Evidence of Completion

Testing Data

G3. Using county supplied rubrics along with the Florida Writing rubric, students in all grade levels will increase writing proficiency from the baseline assessment given in the Fall to the final assessment given in the Spring.

G3.B2 Not enough Core Connections Training for staff

G3.B2.S1 Teachers will be given the opportunity to have the CRT co-plan and model/co-teach a writing lesson.

Action Step 1

Teachers will be encouraged throughout the school year by both the Principal and the CRT to do a co-planning and model/co-teaching lesson with the CRT.

Person or Persons Responsible

Principal, CRT and Teachers

Target Dates or Schedule

October (after Writing baseline is finished)

Evidence of Completion

Emails and Lesson Plans

Facilitator:

Susan Ames, Lynn Woods, and Teri Shewmaker

Participants:

All fourth (4th) grade teachers.

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Keep in contact with the teachers to ensure that they are taking advantage of the opportunity to improve writing performance.

Person or Persons Responsible

Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans & emails

Plan to Monitor Effectiveness of G3.B2.S1

Collect writing samples and look for improved scores on county writing assessments.

Person or Persons Responsible

CRT, Principal

Target Dates or Schedule

3 times a year during Data Meetings

Evidence of Completion

Samples and scores on the Excel spreadsheet

G3.B4 Lack of understanding of the writing proficiency rubrics

G3.B4.S1 We will work in a group to score writing assessments to establish common proficiency levels based on county rubrics.

Action Step 1

During a Professional Learning Community (PLC) workshop the Principal will inform the teachers that grading writing assessments will be done collaboratively. She will establish a meeting time so that teachers can work together and establish a common proficiency rating based on the county-supplied rubric.

Person or Persons Responsible

Principal and Teachers

Target Dates or Schedule

on-going

Evidence of Completion

Emails and meeting agendas

Facilitator:

Brenda T. Donaldson, Principal Rebecca Ansley, CRT

Participants:

All teachers, K-5th grade.

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Principal will provide time for teachers to get together and grade assessments. CRT will provide the Excel spreadsheet for teachers to record data.

Person or Persons Responsible

Principal and CRT

Target Dates or Schedule

on-going

Evidence of Completion

Excel spreadsheet from each grade

Plan to Monitor Effectiveness of G3.B4.S1

Participation in grading meeting and increased score consistency.

Person or Persons Responsible

Principal

Target Dates or Schedule

on-going

Evidence of Completion

Meeting sign-in sheets.

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, Part A: Title I, Part A provides computer-assisted instruction, paraprofessionals, material & supplies to support the academic achievement of students. After-school programs and summer school services are provided to eligible students to provide additional remediation. Professional development funds are utilized to ensure teachers receive professional development based on the goals and objectives in the Title I, Part A plan.

title I, Part C - Migrant: Bradford partners with a migrant liaison in Alachua County. The liaison works closely with the Title I director to ensure that migrant needs are met.

Title II: District receives supplemental funds for improving academic achievement. Bradford utilizes these funds to support reading at the secondary schools.

Title III: Services are provided through the district for educational materials to support the ELL liaison.

Title X - Homeless: Title I supplements the funds that are provided through Title X to support homeless students. Funds are used for student and school support. District homeless coordinator works with schools to identify and provide the necessary resources.

Supplemental Academic Instruction (SAI): SAI dollars are coordinated with Title I to provide highly qualified 3rd-grade teachers and to support summer school.

Violence Prevention Programs: Bullying Prevention Education Programs (TRA – Take Responsibility for your Actions)and Character Education Programs (Character Counts, Positive Action) are implemented to help with positive behaviors and decrease discipline referrals.

Nutrition Programs: N/A

Housing Programs: N/A

Head Start: Bullying Prevention Education Programs (TRA – Take Responsibility for your Actions)and Character Education Programs (Character Counts, Positive Action) are implemented to help with positive behaviors and decrease discipline referrals.

Adult Education: The Career Tech Center addresses adult education needs in Bradford County. It provides increased opportunities for training in specific fields such as nursing, cosmetology, masonry, carpentry, welding, commercial truck driving, and computer technology.

Career and Technical Education: The Career Tech Center addresses adult education needs in Bradford County in partnership with Bradford High School. It provides increased opportunities for training in specific fields such as nursing, cosmetology, masonry, carpentry, welding, commercial truck driving, and computer technology. Through the GED Exit option,students at risk of not graduating are given the opportunity to learn and grow in a nontraditional secondary environment.

Job Training: N/A

Other: IDEA and Title I work together to ensure that the educational goals of the district are aligned to meet the needs of all students. Funds are coordinated to provide services and 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.

G3. Using county supplied rubrics along with the Florida Writing rubric, students in all grade levels will increase writing proficiency from the baseline assessment given in the Fall to the final assessment given in the Spring.

G3.B2 Not enough Core Connections Training for staff

G3.B2.S1 Teachers will be given the opportunity to have the CRT co-plan and model/co-teach a writing lesson.

PD Opportunity 1

Teachers will be encouraged throughout the school year by both the Principal and the CRT to do a co-planning and model/co-teaching lesson with the CRT.

Facilitator

Susan Ames, Lynn Woods, and Teri Shewmaker

Participants

All fourth (4th) grade teachers.

Target Dates or Schedule

October (after Writing baseline is finished)

Evidence of Completion

Emails and Lesson Plans

G3.B4 Lack of understanding of the writing proficiency rubrics

G3.B4.S1 We will work in a group to score writing assessments to establish common proficiency levels based on county rubrics.

PD Opportunity 1

During a Professional Learning Community (PLC) workshop the Principal will inform the teachers that grading writing assessments will be done collaboratively. She will establish a meeting time so that teachers can work together and establish a common proficiency rating based on the county-supplied rubric.

Facilitator

Brenda T. Donaldson, Principal Rebecca Ansley, CRT

Participants

All teachers, K-5th grade.

Target Dates or Schedule

on-going

Evidence of Completion

Emails and meeting agendas

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Using county supplied rubrics along with the Florida Writing rubric, students in all grade levels will increase writing proficiency from the baseline assessment given in the Fall to the final assessment given in the Spring.	$500
	Total	$500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
General Fund	$500	$500
Total	$500	$500

Budget Details

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

G3. Using county supplied rubrics along with the Florida Writing rubric, students in all grade levels will increase writing proficiency from the baseline assessment given in the Fall to the final assessment given in the Spring.

G3.B4 Lack of understanding of the writing proficiency rubrics

G3.B4.S1 We will work in a group to score writing assessments to establish common proficiency levels based on county rubrics.

Action Step 1

During a Professional Learning Community (PLC) workshop the Principal will inform the teachers that grading writing assessments will be done collaboratively. She will establish a meeting time so that teachers can work together and establish a common proficiency rating based on the county-supplied rubric.

Resource Type

Evidence-Based Program

Resource

Principal and CRT developed and created material for the PLC.

Funding Source

General Fund

Amount Needed

$500