



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Lawtey Elementary School

22703 PARK ST

Lawtey, FL 32058

904-966-6795

www.mybradford.us/lawtey

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
69%

Alternative/ESE Center
No

Charter School
No

Minority Rate
27%

School Grades History

2013-14
D

2012-13
C

2011-12
C

2010-11
B

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
Focus Year 1	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Lawtey Elementary School

Principal

Lynn Bryan

School Advisory Council chair

Carol Redding

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

Name	Title
Ginny Anfinson	Behavior Resource Teacher and Exceptional Ed Teacher
Stephanie Loper	Title I Resource Teacher
Denise Ricks	Curriculum Resource Teacher
Carol Redding	Media Specialist

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

The SAC is comprised of three parents , one school based person, one community member and the principal. It represents the demographic of our school.

Involvement of the SAC in the development of the SIP

Each year, the SAC meets to review the draft, give input, and give final approval to both the School Improvement Plan and the Title I Parent Involvement Plan. They also meet throughout the year to review data and implementation progress.

Activities of the SAC for the upcoming school year

The SAC will meet at least four times throughout the year to review the School Improvement Plan draft, give input, and give final approval to both the School Improvement Plan and the Title I Parent Involvement Plan. They also review data and implementation progress of the two plans.

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

We have appoximately \$4,000 left over from years when the state funded the School Advisory Council. No projections have been made for spending that money this year.

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:**Lynn Bryan**

Principal

Years as Administrator: 1

Years at Current School: 4

Credentials

EDS in Educational Leadership - NOVA University
MS in Elementary Education - NOVA University
BA in Mental Retardation - University of Florida
Additional Certifications:
Principal
Reading, ESOL & Gifted Endorsements
Specific Learning Disabilities

Performance Record

19 years Alachua County teacher grades 1 - 3 in ESE, Title I, and Gifted
10 years Alachua County Curriculum Resource Teacher
3 years Bradford County Reading Coach and CRT
1 year Bradford County administrator

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

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

Denise Ricks		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	<p>BA in Elementary Ed</p> <p>MA in Educational Leadership</p> <p>Language Arts Grades 5-9 Certification</p> <p>Reading Endorsement</p> <p>Clinical Educator Endorsement</p>	
Performance Record	<p>Grades 6th - 8th Language Arts Teacher Lake Butler Middle School 2000-2007</p> <p>3rd Grade General Education 2007-2013</p> <p>Curriculum Resource Teacher Lawtey Elementary School 2013-present</p> <p>NEFEC Florida Reading Initiative Trainer 2002-2005</p> <p>Department of Education Common Core Standards for Florida Trainer 2013</p> <p>Bradford District Curriculum Trainer/ Planner 2013-present</p> <p>Clinical Educator Mentor 2009-2013</p>	

Classroom Teachers

of classroom teachers

19

receiving effective rating or higher

0%

Highly Qualified Teachers

95%

certified in-field

18, 95%

ESOL endorsed

4, 21%

reading endorsed

3, 16%

with advanced degrees

2, 11%

National Board Certified

0, 0%

first-year teachers

1, 5%

with 1-5 years of experience

2, 11%

with 6-14 years of experience

4, 21%

with 15 or more years of experience

12, 63%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

District Recruitment Program through HR - Randy Whytsell, School building administrators, District personnel.
Providing On-going Professional Development - District Reading Coach, School Curriculum Resource Teacher, District personnel
FCIM Bi-Monthly grade level collaborative meetings - Curriculum Resource Teacher, District Reading Coach, District Personnel and Principal

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

Mentor and mentee are participating in the District beginning teacher program that will be documented by the satisfactory completion of the portfolio.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets a minimum of once every two weeks to engage in the following activities: 1.) Discuss success stories about interventions in the classroom. 2.) Discuss commonalities for strategies to be used in the classroom. 3.) Discuss targeted strategies in dealing with classroom challenges and/or unsuccessful students.

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

Principal: Oversees the process.

Behavior Resource Teacher: Works with the principal to provide the support for the implementation of RTI. Coordinates the implementation of Positive Behavior Support and works with the Student Success Team to ensure fidelity.

Classroom Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Reading Coaches: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Ensures that the student success team is implementing RtI with fidelity.

Completes process checks ensure implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

School Guidance Counselor: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides

professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills
Guidance Counselor:

Provides support services for students, teachers, and classrooms with identified needs in PBS. Works with the team to interpret data and devise plans for students/teachers. Helps to implement school wide PBS activities and professional development. Provides individual and small group counseling for students.

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

The leadership team uses several elements to ensure fidelity of MTSS and SIP. Beginning with a basic infrastructure with includes professional development and support. Data meetings, leadership resources from district office staff and evaluation of student progress as MTSS progresses. The problem solving worksheet including Behavior Intervention Plans and Functional Intervention Plans also assist in monitoring success.

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

Our school uses the following data to summarized tiered data:
FCAT, SAT-10, Progress Monitoring (Think Gate) and FAIR (Florida Assessment in Reading) Testing.

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

Training has been offered through a web based program this past year. Continued training will be done through professional development by the Reading Coach and/or District Staff as needed for 2013-2014 school year. Training was also provided during Common Core workshops this summer. .

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 54,000

Approximately 20 students each in grades three - five will be tutored two afternoons per week as follows:

3rd grade Math for 6 week session 2 days/ week for 75 minutes

4th grade Writing 6 week session 2 days/ week for 75 minutes

5th grade Science 6 week session 2 days/ week for 75 minutes

Strategy Purpose(s)

- Instruction in core academic subjects

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

Pre and post tests

Who is responsible for monitoring implementation of this strategy?

The principal, Title I teacher, and CRT

Literacy Leadership Team (LLT)

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

Name	Title
Denise Ricks	Curriculum Resource Teacher
Stephanie Loper	Title I Resource Teacher
Lori Caren	K-1st Learning Community Leader
Nancy Esford	2nd -3rd Learning Community Leader
Estella Pendarvis	4th-5th Learning Community Leader
Ginny Anfinson	Behavior Resource Teacher
Carol Redding	Media Specialist & SAC Chair
Cheri Whitehead	District Reading Text Selection school representative
Lynn Bryan	Principal

How the school-based LLT functions

The LLT provides guidance to the principal and meets at least approximately every 6 weeks to discuss school-wide literacy needs, initiatives, and parent involvement.

The members understand their role as literacy leaders and seek regular input from their peers. A shared decision making approach is facilitated because this group is broad based.

Major initiatives of the LLT

Book Fair & Parent Curriculum Night

AR and Home Connect software training with parents

Free book give-away made possible through our local Education Foundation

Participation in the state-wide Literacy Week

Sunshine State Readers and Lawtey Treasure Book Incentive Program
Grade group Academic Showcase activities in May

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

In the spring, a Kindergarten Open House/ Orientation meeting is held for incoming students and their families.

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	58%	56%	Yes	63%
American Indian				
Asian				
Black/African American	50%	40%	Yes	55%
Hispanic				
White	61%	58%	No	65%
English language learners				
Students with disabilities	30%	35%	Yes	37%
Economically disadvantaged	52%	50%	Yes	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	28%	40%
Students scoring at or above Achievement Level 4	19	23%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	46	56%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	49	66%	70%

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	[data excluded for privacy reasons]		40%

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	42%	59%	Yes	48%
American Indian				
Asian				
Black/African American	33%	40%	Yes	40%
Hispanic				
White	44%	62%	Yes	50%
English language learners				
Students with disabilities	22%	25%	Yes	30%
Economically disadvantaged	37%	50%	Yes	43%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	40%	50%
Students scoring at or above Achievement Level 4	15	19%	25%

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]		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	45	82%	83%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	46	83%	84%

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]		30%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		20%

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]		100%

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)	1		2
Participation in STEM-related experiences provided for students	33	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	21	9%	5%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	2	5%	4%
Students who receive two or more behavior referrals	9	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	3%	2%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Communication with parents will improve over last year both on use of the website, as well as other forms of communication

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
85% or more parents will agree on the Title I Survey they feel informed about school activities	72	75%	85%

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.** To improve the percent of students proficient in writing, science, math, and reading through teachers tracking classroom progress toward reaching a class learning goal and students tracking progress toward individual goals..
- G2.** To increase the level of rigor in reading, math, and science instruction.

Goals Detail

G1. To improve the percent of students proficient in writing, science, math, and reading through teachers tracking classroom progress toward reaching a class learning goal and students tracking progress toward individual goals..

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science - Elementary School

Resources Available to Support the Goal

- Renaissance reports (STAR math and Reading, AR, Math Facts in a Flash)
- I Ready computer generated reports
- Writing Samples
- FAIR & Performance Matters test data
- Curriculum Resource Teacher / Reading Coach
- Title I / ESES teachers
- Marzano strategies, videos
- Making Meaning Tests
- Rubistar
- Peer Teachers

Targeted Barriers to Achieving the Goal

- Unfamiliarity with data reports
- Teachers understanding the value

Plan to Monitor Progress Toward the Goal

Class FAIR reading, Performance Math and Science, and writing assessment scores will be reviewed by teachers and administration

Person or Persons Responsible

Principal and CRT

Target Dates or Schedule:

Each progress monitoring period (3x/ year) and grading period 4x/ year)

Evidence of Completion:

Class test data from FAIR, Performance Matters Science, STAR Reading and Math, iReady Math, Making Meaning Comprehension, and writing assessments

G2. To increase the level of rigor in reading, math, and science instruction.

Targets Supported

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

Resources Available to Support the Goal

- Making Meaning
- Marzano Strategies
- Envision Math
- National Geographic Science
- Common Core Standards

Targeted Barriers to Achieving the Goal

- Teachers lack skills for rigorous implementation of the Common Core Standards for ELA and Math, as well as the Next Generation Sunshine State Standards in Science.
- Teachers lack familiarity with ways to increase rigor in science (that's based on the NGSS Science Standards).

Plan to Monitor Progress Toward the Goal

Teacher Showcase (demonstration/ sharing with peers) of rigorous science lessons

Person or Persons Responsible

Each grade level team or Learning Community

Target Dates or Schedule:

May faculty meeting

Evidence of Completion:

Staff participation Lesson & unit plans Teacher demonstrations

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To improve the percent of students proficient in writing, science, math, and reading through teachers tracking classroom progress toward reaching a class learning goal and students tracking progress toward individual goals..

G1.B4 Unfamiliarity with data reports

G1.B4.S2 On two early-release days, professional development will be devoted to helping teachers maximize the use of computer generated reports.

Action Step 1

Instructional software exploration to provide teachers support with the following programs used regularly by students: iReady Math, Envision math, Renaissance reading and math, Kidspiration, Reading Eggs, Edline, Discovery Ed

Person or Persons Responsible

Lynn Bryan, Denise Ricks, Carol Redding, Stephanie Loper

Target Dates or Schedule

November 2013 and February 2014

Evidence of Completion

Sign in sheets

Facilitator:

Denise Ricks

Participants:

All Instructional Personnel

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Teachers will generate reports they learned about during the Professional Development.

Person or Persons Responsible

PD facilitators

Target Dates or Schedule

Oct and Feb

Evidence of Completion

Follow up assignments from the PD created by teachers

Plan to Monitor Effectiveness of G1.B4.S2

Monitoring for increased use of the technology on which teachers were trained during the PD

Person or Persons Responsible

Principal, CRT, Media Specialist

Target Dates or Schedule

Months following each PD

Evidence of Completion

Usage reports to see how often teachers and students are using the tech programs Class and/ or individual student reports generated by PD participants

G1.B5 Teachers understanding the value

G1.B5.S1 Professional Learning Communities will study and discuss why tracking progress towards class and individual learning goals is a high yield strategy.

Action Step 1

Professional Learning Communities will meet for four 1/2 day sessions before February.

Person or Persons Responsible

Four PLC groups (K-1 grades, 2nd-3rd grades, 4th-5th grades, and the resource teachers)

Target Dates or Schedule

during the school day Oct, Dec, Jan, Feb

Evidence of Completion

Sign in sheets

Facilitator:

Principal

Participants:

All instructional staff

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

Planning and follow up meetings between district staff facilitators and PD facilitators

Person or Persons Responsible

Carol Clyatt and Rick Stephens District level support

Target Dates or Schedule

Before and after each PD session

Evidence of Completion

Agenda and Notes from PD sessions Calendar of meetings

Plan to Monitor Effectiveness of G1.B5.S1

Homework (reflection surveys) and reflection discussion about strategies discussed

Person or Persons Responsible

PD participants

Target Dates or Schedule

Homework after each PD session and review discussions at the beginning of sessions 2, 3, and 4

Evidence of Completion

Session notes Reflection Surveys

G2. To increase the level of rigor in reading, math, and science instruction.

G2.B1 Teachers lack skills for rigorous implementation of the Common Core Standards for ELA and Math, as well as the Next Generation Sunshine State Standards in Science.

G2.B1.S2 Teachers will visit other classes in and outside our district to see evidence of rigorous instruction.

Action Step 1

Visits to exemplary classrooms in Bradford and surrounding counties will be scheduled for teachers to visit

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Calendar of visits Notes from visits

Facilitator:

Principal and CRT

Participants:

All teachers

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

Peer conferences

Person or Persons Responsible

Teachers, CRT

Target Dates or Schedule

In grade level meetings with the CRT following each classroom visit

Evidence of Completion

Reflection surveys for PLC PD

Plan to Monitor Effectiveness of G2.B1.S2

Classroom instruction will show more rigor

Person or Persons Responsible

Teachers

Target Dates or Schedule

Following visits to other classes

Evidence of Completion

iObservation Teacher conferences

G2.B1.S3 Teachers will participate in a book study to increase their understanding of rigor and the Common Core Standards.

Action Step 1

Book Study of Pathways to the Common Core by Lucy Caulkins

Person or Persons Responsible

Teachers who choose to participate including Lead teachers

Target Dates or Schedule

2nd semester

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S3

(Pathways to the Common Core, by Lucy Caulkins) activities created by participants for use in their classrooms following each book study meeting

Person or Persons Responsible

Book Study Leader (CRT)

Target Dates or Schedule

During classroom lessons

Evidence of Completion

iObservation Informal walkthroughs conducted by the principal and CRT

Plan to Monitor Effectiveness of G2.B1.S3

Evidence of Common Core implementation during instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

January through May

Evidence of Completion

Lesson and unit plans Learning Goals and activities Scales Student engagement Parent feedback
iObservation

G2.B3 Teachers lack familiarity with ways to increase rigor in science (that's based on the NGSS Science Standards).

G2.B3.S1 Teachers will develop a school-wide science scope and sequence that includes the major components of science for each grade.

Action Step 1

Science: A school-wide scope and sequence will be created to help all teachers and parents become more familiar with the science focus at each grade

Person or Persons Responsible

teachers at each grade

Target Dates or Schedule

Early Release Day in November

Evidence of Completion

Science - Completed school-wide scope and sequence document

Facilitator:

Principal and CRT

Participants:

Classroom teachers in grades K -5

Plan to Monitor Fidelity of Implementation of G2.B3.S1

A review of the Scope and Sequence will be conducted to check for inclusion of the key components of the State Science Standards for each grade level. Teachers at each grade level will become familiar with the broad expectations for each grade.

Person or Persons Responsible

Principal, CRT, 5th grade teacher

Target Dates or Schedule

Upon completion of the final draft of the Scope and Sequence in a faculty or grade level meeting.

Evidence of Completion

Teacher friendly School-wide Science Scope and Sequence disseminated to all staff members Parent friendly information document sent home with students

Plan to Monitor Effectiveness of G2.B3.S1

Meaningful science lessons will be taught based on the School-wide plan

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Formal and informal observations

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 1, Part A provides computer assisted instruction, paraprofessionals and material and 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 1, Part A plan.

Title I, Part C-Migrant: Bradford partners with a migrant liaison in Alachua County. The liaison works closely with the Title 1 director to ensure that migrant needs are met.

Title II: The 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 1 supplements the funds that are provided through Title X to support homeless students. Funds are used for student materials and school support. District homeless coordinator works with schools to identify and provide the necessary resources. The district has secured a Homeless Specialist through a Title X grant for the 2013 school year. The Homeless Specialist will be providing services to the students under the Duties of the Homeless Liaison, sec.772[g][6]

Supplemental Academic Instruction (SAI): SAI dollars are coordinated with Title 1 to provide highly qualified teachers for summer school for students that qualify.

Violence Prevention Programs: Bullying Prevention Education Programs (TRA- Take Responsibility for your Actions)and Character Education (Character Counts, Positive Action), as well as, Positive Behavior Support (PBS)are implemented to help students make positive decision when interacting with their peers.

Nutrition Programs: N/A

Housing Programs: N/A

Head Start: Pre-K classrooms located on and off elementary campuses help to ease the transition to Kindergarten. Active communication exists between Pre-K and the regular program.

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, welding, auto mechanics and technology.

Career and Technical Education: The Career Technical Center partners with Bradford High to provide opportunities for advancement in the fields of nursing, welding, mechanics and other areas. 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 goal 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.

G1. To improve the percent of students proficient in writing, science, math, and reading through teachers tracking classroom progress toward reaching a class learning goal and students tracking progress toward individual goals..

G1.B4 Unfamiliarity with data reports

G1.B4.S2 On two early-release days, professional development will be devoted to helping teachers maximize the use of computer generated reports.

PD Opportunity 1

Instructional software exploration to provide teachers support with the following programs used regularly by students: iReady Math, Envision math, Renaissance reading and math, Kidspiration, Reading Eggs, Edline, Discovery Ed

Facilitator

Denise Ricks

Participants

All Instructional Personnel

Target Dates or Schedule

November 2013 and February 2014

Evidence of Completion

Sign in sheets

G1.B5 Teachers understanding the value

G1.B5.S1 Professional Learning Communities will study and discuss why tracking progress towards class and individual learning goals is a high yield strategy.

PD Opportunity 1

Professional Learning Communities will meet for four 1/2 day sessions before February.

Facilitator

Principal

Participants

All instructional staff

Target Dates or Schedule

during the school day Oct, Dec, Jan, Feb

Evidence of Completion

Sign in sheets

G2. To increase the level of rigor in reading, math, and science instruction.

G2.B1 Teachers lack skills for rigorous implementation of the Common Core Standards for ELA and Math, as well as the Next Generation Sunshine State Standards in Science.

G2.B1.S2 Teachers will visit other classes in and outside our district to see evidence of rigorous instruction.

PD Opportunity 1

Visits to exemplary classrooms in Bradford and surrounding counties will be scheduled for teachers to visit

Facilitator

Principal and CRT

Participants

All teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Calendar of visits Notes from visits

G2.B3 Teachers lack familiarity with ways to increase rigor in science (that's based on the NGSS Science Standards).

G2.B3.S1 Teachers will develop a school-wide science scope and sequence that includes the major components of science for each grade.

PD Opportunity 1

Science: A school-wide scope and sequence will be created to help all teachers and parents become more familiar with the science focus at each grade

Facilitator

Principal and CRT

Participants

Classroom teachers in grades K -5

Target Dates or Schedule

Early Release Day in November

Evidence of Completion

Science - Completed school-wide scope and sequence document

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To improve the percent of students proficient in writing, science, math, and reading through teachers tracking classroom progress toward reaching a class learning goal and students tracking progress toward individual goals..	\$1,876
G2.	To increase the level of rigor in reading, math, and science instruction.	\$672
Total		\$2,548

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Total
District budget	\$1,876	\$0	\$1,876
Title I	\$0	\$672	\$672
Total	\$1,876	\$672	\$2,548

Budget Details

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

G1. To improve the percent of students proficient in writing, science, math, and reading through teachers tracking classroom progress toward reaching a class learning goal and students tracking progress toward individual goals..

G1.B5 Teachers understanding the value

G1.B5.S1 Professional Learning Communities will study and discuss why tracking progress towards class and individual learning goals is a high yield strategy.

Action Step 1

Professional Learning Communities will meet for four 1/2 day sessions before February.

Resource Type

Personnel

Resource

Substitutes for teachers while they participate in the PLC sessions Anticipate having subs for 28 days Average sub pay (includes hourly rate, medicare, and social security) \$67

Funding Source

District budget

Amount Needed

\$1,876

G2. To increase the level of rigor in reading, math, and science instruction.

G2.B1 Teachers lack skills for rigorous implementation of the Common Core Standards for ELA and Math, as well as the Next Generation Sunshine State Standards in Science.

G2.B1.S2 Teachers will visit other classes in and outside our district to see evidence of rigorous instruction.

Action Step 1

Visits to exemplary classrooms in Bradford and surrounding counties will be scheduled for teachers to visit

Resource Type

Professional Development

Resource

substitutes to cover classes while teachers conduct visits

Funding Source

Title I

Amount Needed

\$600

G2.B1.S3 Teachers will participate in a book study to increase their understanding of rigor and the Common Core Standards.

Action Step 1

Book Study of Pathways to the Common Core by Lucy Caulkins

Resource Type

Professional Development

Resource

Books for teachers to use in their Book Study group on Common Core Standards (approximately 6 books @ \$12/ each if we can't borrow enough)

Funding Source

Title I

Amount Needed

\$72