



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Southside Elementary School

823 STANSBURY ST

Starke, FL 32091

904-966-6061

[www.mybradford.us/southside](http://www.mybradford.us/southside)

## School Demographics

**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
73%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
35%

## 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

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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.

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### Part I: Current School Status

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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.

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### Part II: Expected Improvements

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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).

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### Part III: Coordination and Integration

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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.

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### Appendix 1: Professional Development Plan to Support Goals

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

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### Appendix 2: Budget to Support Goals

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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

Southside Elementary School

##### Principal

Lisa Graham

##### School Advisory Council chair

Shawna Burkhalter

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

Name	Title
Lisa Graham	Principal
Sherree Alvarez	Assistant Principal
Audrey Murphy	Curriculum Resource Teacher
Kenneth Vogel	Guidance Counselor
Eugenia Whitehead	Community Representative
Darlene Padgett	Parent
Shawna Burkhalter	Chairman
Jennifer Hock	Teacher
Tangelia Howard	Teacher
Johnnie Mosley	Community Representative

#### 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 majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

#### Involvement of the SAC in the development of the SIP

The SAC reviewed the input from the parent and student surveys given at the end of the 2013 school year, as well as FCAT and SAT10 outcome data. SAC members also provided input on the ideas for improvement and target goals shared by the faculty and administration during SAC meetings at the beginning of the 2014 school year. SAC members particularly wanted to see math and writing scores increase, along with strengthening parent involvement.

### **Activities of the SAC for the upcoming school year**

The SAC will meet as needed to discuss and complete the School Improvement Plan at the beginning of the year. The SAC will meet every 6 to 8 weeks throughout the year to review progress monitoring data on the SIP goals to monitor progress and make changes in strategies if necessary. In the Spring of 2014, SAC will again survey parents, teachers, and students to gather qualitative data for the 2014-2015 School Improvement Plan. SAC members will also comprise part of the Title 1 Committee.

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

There are no funds for the School Advisory Committee to use. Certain activities that align with SAC goals will be funded through Title 1 funds.

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

## **Highly Qualified Staff**

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

### **Administrators**

#### **# of administrators**

2

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**

<b>Lisa Graham</b>		
Principal	Years as Administrator: 8	Years at Current School: 1
<b>Credentials</b>	Masters in Educational Leadership Bachelors in Journalism Certified Principal Certified in Journalism, English, Gifted, ESE, Middle Grades, ESOL hours	
<b>Performance Record</b>	Assistant Principal at Mandarin High School in Jacksonville, Florida responsible for the AICE program, ESE, ESOL, guidance and 25 High Achieving teachers with 1/5 of the student population. Principal at Renaissance Center which was an alternative school in Starke, Florida. High Performing teacher in Putnam county and a nominee for Teacher of the Year.	

<b>Sherree Alvarez</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
<b>Credentials</b>	M.S. Educational Leadership, B.S. Elementary (K - 6), Reading Endorsement, Florida Professional Certificate - Elementary (K-6) Reading Endorsement Educational Leadership - pending Participating in Principal Leadership Academy - scheduled completion July 2014.	
<b>Performance Record</b>	2012-2013 Asst. Principal - Southside Elementary, School Grade-C 2011-2012 District Reading Coach - District Grade - C 2010-2011 - Reading Coach - Starke Elementary, School Grade A 2009-2010 - Reading Coach - Starke Elementary, School Grade C 2008-2009 - Reading Coach - Starke Elementary, School Grade A 2007-2008 - Reading coach - Starke Elementary, School Grade C	

### Instructional Coaches

#### # of instructional coaches

2

#### # receiving effective rating or higher

(not entered because basis is &lt; 10)

#### Instructional Coach Information:



**Audrey Murphy**

Part-time / School-based

Years as Coach: 7

Years at Current School: 12

**Areas**

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

**Credentials**

BA Elementary Education

Certified Elementary Education 1-6 (Certificate Number 823371)

**Performance Record**

2006-2007 School Grade B

2007-2008 School Grade A

2008-2009 School Grade B

2009-2010 School Grade B

2010-2011 School Grade B

2011-2012 School Grade B

2012-2013 School Grade C

**Teri Shewmaker**

Part-time / District-based

Years as Coach: 5

Years at Current School: 1

**Areas**

Reading/Literacy

**Credentials**

B.S. Elementary Education

Primary Certification (1 - 6)

Reading Endorsement

**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

2013 Bradford County - District Grade C

2012 - Pinellas County - School Grade C

**Classroom Teachers****# of classroom teachers**

39

**# receiving effective rating or higher**

19, 49%

**# Highly Qualified Teachers**

8%

**# certified in-field**

39, 100%

**# ESOL endorsed**

15, 38%

**# reading endorsed**

2, 5%

**# with advanced degrees**

9, 23%

**# National Board Certified**

, 0%

**# first-year teachers**

3, 8%

**# with 1-5 years of experience**

8, 21%

**# with 6-14 years of experience**

18, 46%

**# with 15 or more years of experience**

10, 26%

**Education Paraprofessionals****# of paraprofessionals**

10

**# Highly Qualified**

10, 100%

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

10

**# receiving effective rating or higher**

10, 100%

**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**

We are committed to a 100% Highly Qualified teaching staff. Due to the current teacher surplus, we have highly qualified applicants for every position. - 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

Mentee will maintain a log of activities, maintain a portfolio throughout the year, and make time to meet with the mentor. Principal will conduct an initial observation. Mentor will conduct a minimum of 3 observations. Feedback will be provided to the Mentee. Principal will do final evaluation. Principal, Mentee and Mentor will meet to review all data and observation instructions, log sheets, and the Mentee portfolio.

Appropriate observation and evaluation along with communication as directed by District and State policy.

## 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 MtSS Leadership Team leads both the academic and behavioral sides of the MtSS model. The MtSS team meets monthly to discuss issues raised by Student Success Team meetings and determine what actions need to be implemented and by whom. A meeting agenda and minutes are kept and MtSS members report information back to the grade level teams.

Each grade group team meets regularly to engage in the following activities:

1. Monitor MtSS strategies
2. Insure fidelity
3. Identify and address professional development

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

The RtI Leadership consists of an administrator- Lisa Graham, Assistant Principal-Sherree Alvarez, Curriculum Resource Teacher-Audrey Murphy, Guidance Counselor- Ken Vogel, and an ESE Teacher-Robin Frazier. District Reading Coach-Teri Shewmaker.

Principal: Oversees the process. Ensures that the student success team is implementing MtSS with fidelity. Completes process checks ensure implementation of intervention support and documentation, ensures adequate professional development to support MtSS implementation, and communicates with parents regarding school-based MtSS plans and activities.

Assistant Principal: Works with the principal to provide the support for the implementation of MtSS Works with PBS Team to coordinate the implementation of Positive Behavior Support and works with the Student Success Team to ensure fidelity. Provides Tier 2 and Tier 3 mentoring/behavior instructional support.

Classroom Teachers (Curriculum Resource Teacher): Provides information about core instruction, participates in student data collection, collaborates with classroom teachers 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.

District Reading Coach:

Provides guidance on K-12 reading plan; collaborates on data collection activities and 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. School Psychologist: 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. Collaborates with Curriculum Resource Teacher to manage MTSS documentation.

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

#### **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 in Math and Science; Star Early Literacy, Reading and Math; District Writing Prompts for writing. The MtSS team will review School Improvement Plan, end of year data, and collaborate on the implementation of the new goals for upcoming year. The MtSS team will review on going progress monitoring data and issues raised in the grade level Student Success team meetings and will make suggestions to administration as needed to ensure the SIP is implemented with fidelity. Florida Assessments for Instruction in Reading (FAIR; Continuous Improvement Model (CIM); End of year: FAIR, Performance Matters, FCAT, Rtl-B.

Frequency of Data Days: Two days/month for data analysis

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

Our MtSS team has received training sponsored by the State, District, and Regional support levels. Our team has brought this training to the school level with several school based training sessions and additionally a three day session during the summer with a strong MTSSS emphasis. Positive Behavior Support Team attended Tier training, as well as, continuing PBS Coaches training throughout the year. Reading Coach and Curriculum Resource Teacher will provide ongoing professional development and input on interventions for each Tier during the Student Success Team meetings.

The MTSS process at the school level will be supported by monthly grade level and school level MTSSS meetings. This will include separate meetings as necessary for academics and behavior. The use of teachers assisting with the Tier 3 instruction for activities outside their assigned groups shall be minimal to preserve the fidelity of the intervention group. The curriculum resource teacher and guidance counselor shall collect and review completed H2 forms on a regular basis (at least once every 9 weeks. The district reading coach and curriculum resource teacher shall assist teachers providing Tier 2 and Tier 3 intervention with differentiation strategies for effective instruction.

### **Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 3,500

After School tutoring program in reading and math with certified teachers. Program will run approximately from the end of October through the middle of April. Students will meet twice a week for 1.5 hours. The number of participants will largely depend upon the number of teachers who will commit to the program. At this point we estimate about 40 students.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Outcome FCAT data from the Spring of 2013 and beginning of the year progress monitoring data from FAIR, STAR, and performance matters will be used to identify students. Students identified as "bubble kids" will be targeted for the first round of invitations.

**Who is responsible for monitoring implementation of this strategy?**

The principal, assistant principal, and the curriculum resource teacher will monitor the implementation and data tracking for this strategy.

**Literacy Leadership Team (LLT)**

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

Name	Title
Paula Traylor	Kindergarten Teacher
Kim Stucky	1st Grade Teacher
Tangalia Howard	1st Grade Teacher
Kristi Wells	2nd Grade Teacher
Vivian Ramsuer	3rd Grade Math
Kim Smith	4th Grade Teacher
Lisa Gault	5th Grade Teacher
Yvette Key	ESE Teacher
Audrey Murphy	Curriculum Resource Teacher
Sherree Alvarez	Assistant Principal
Lisa Graham	Principal
Sonya Baldree	Media Specialist

**How the school-based LLT functions**

The Literacy Leadership team will meet once every other month to:

- \*Review current and past reading data
- \*Determine differentiated professional development needs for literacy

- \*Encourage staff with literacy initiatives
- \*Plan and coordinate parent literacy activities
- \*Plan and coordinate student literacy recognition activities

### **Major initiatives of the LLT**

Book Bingo, Literacy Week: Jan PSA  
 Support common core resources and support  
 Support ongoing implementation of new reading curriculum  
 Support implementation of the School Improvement Plan and Title 1 Literacy initiatives

## **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**

Southside currently has a close relationship with the District Voluntary Pre Kindergarten program. Students

receive developmentally appropriate instruction to best prepare students to enter Kindergarten ready to learn. Students with problems, are identified and the intervention process can begin at the earliest appropriate time. We include the pre-K programs at Southside in a number of opportunities such as; assemblies and programs, faculty meetings, fall and spring PTO festivals and concerts.

The Pre-K parents are solicited to enroll and participate in orientation activities at the earliest time.

PRE SCHOOL TRANSITION: To assist preschool children from early childhood programs to our elementary

school program, the following occurs:

- \*Special needs students are identified, diagnosed and provided with the necessary services (OT/PT, Speech, Language, assisted technology, and other health related needs).

- \*Public notice of kindergarten availability (newspaper, radio, area preschools, etc.)

- \*Public notification of Kindergarten registration and requirements.

- \*Kindergarten orientation program for parents and guardians.

- \*Kindergarten Readiness Test (KRT);

- \*Parent Teacher Organization (PTO) sponsored events (Fall and Spring Festival, fundraisers).

- \*Meetings between PRE-K and Kindergarten teachers.

## 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%	46%	No	63%
American Indian				
Asian				
Black/African American	41%	21%	No	47%
Hispanic				
White	66%	56%	No	69%
English language learners				
Students with disabilities	38%	18%	No	44%
Economically disadvantaged	56%	37%	No	60%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	25%	30%
Students scoring at or above Achievement Level 4	50	20%	25%

### 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>		33%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		33%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		71%	74%
Students in lowest 25% making learning gains (FCAT 2.0)		91%	94%



**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)	[data excluded for privacy reasons]		75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		75%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		75%

**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	32	41%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	38%	No	59%
American Indian				
Asian				
Black/African American	41%	16%	No	47%
Hispanic				
White	61%	46%	No	65%
English language learners				
Students with disabilities	32%	27%	No	39%
Economically disadvantaged	52%	30%	No	57%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	25%	30%
Students scoring at or above Achievement Level 4	30	12%	17%

**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>		35%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		35%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		58%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		53%	58%

**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	22	26%	31%
Students scoring at or above Achievement Level 4	11	13%	18%

**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>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

**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)	2		3
Participation in STEM-related experiences provided for students	130	25%	35%

**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	67	13%	8%
Students retained, pursuant to s. 1008.25, F.S.	10	9%	5%
Students who are not proficient in reading by third grade	21	19%	14%
Students who receive two or more behavior referrals	105	20%	15%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	63	12%	10%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

See Parent Involvement Plan

**Specific Parental Involvement Targets**

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

- G1.** Integrate and increase responsive writing across all curriculum areas.
- G2.** Improve math scores by increasing focus on Common Core Math instructional strategies and best practices.
- G3.** Increased use of tracking student progress will facilitate student motivation and success.

## Goals Detail

### G1. Integrate and increase responsive writing across all curriculum areas.

#### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

#### Resources Available to Support the Goal

- Faculty trained in Common Core standards, and the Mary Lewis writing format.
- Implementation of systematic daily grammar instruction with supplemental curriculum.

#### Targeted Barriers to Achieving the Goal

- Teachers will need support in evaluating written responses with rubrics.

### Plan to Monitor Progress Toward the Goal

Review Mid Year Writing Prompt for increase in scores and proficiency.

#### Person or Persons Responsible

Curriculum Resource Teacher and Principal

#### Target Dates or Schedule:

November and February

#### Evidence of Completion:

Score sheets with breakdown or graph of improvements.

**G2. Improve math scores by increasing focus on Common Core Math instructional strategies and best practices.**

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

**Resources Available to Support the Goal**

- Common Core Math best practices identified in the Common Core Standards.
- Use of IReady Math programs to fill in student learning gaps.

**Targeted Barriers to Achieving the Goal**

- Wide variance of ability levels for mathematics in individual classrooms.

**Plan to Monitor Progress Toward the Goal**

Review of progress monitoring math scores at Mid year data meetings and March I Ready data

**Person or Persons Responsible**

Principal, Curriculum Resource Teacher, Assistant Principal

**Target Dates or Schedule:**

January, late March

**Evidence of Completion:**

artifacts - notes, memos, reports

**G3. Increased use of tracking student progress will facilitate student motivation and success.**

**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Marzano teacher evaluation rubrics and Resource Library on IObservation.
- Key faculty who can act as instructional leaders in this area.

**Targeted Barriers to Achieving the Goal**

- Teachers do not fully understand the use of formative assessment or are not confident in implementing the strategy.

## Plan to Monitor Progress Toward the Goal

Review the increase in number of teachers who reach applying with this element.

**Person or Persons Responsible**

Principal / Assistant Principal

**Target Dates or Schedule:**

January - May, 2014

**Evidence of Completion:**

Observation data from walkthroughs, informal, and formal observations.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Integrate and increase responsive writing across all curriculum areas.

**G1.B2** Teachers will need support in evaluating written responses with rubrics.

**G1.B2.S1** Grade groups can evaluate and score writing samples together in team meetings.

### Action Step 1

Set grade level team review of writing samples for the first two writing prompts.

#### Person or Persons Responsible

Curriculum Resource Teacher

#### Target Dates or Schedule

October and January

#### Evidence of Completion

Sign in sheets, and scored sheet s amples.

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

Review of sign in sheets and scored writing samples

#### Person or Persons Responsible

Assistant Principal / Principal with Literacy Council

#### Target Dates or Schedule

November and February

#### Evidence of Completion

Sign in sheets and notes from meetings.



### Plan to Monitor Effectiveness of G1.B2.S1

Review scores from writing prompts for improvement and increase in proficiency percentages.

**Person or Persons Responsible**

Curriculum Resource Teacher / Principal

**Target Dates or Schedule**

November and February

**Evidence of Completion**

Score sheets and notes/memo artifacts.

**G2.** Improve math scores by increasing focus on Common Core Math instructional strategies and best practices.

**G2.B2** Wide variance of ability levels for mathematics in individual classrooms.

**G2.B2.S1** Implement small group math instruction at specific ability levels instead of relying on whole group instruction.

**Action Step 1**

Facilitate a voluntary book study for teaching in small groups for mathematics instruction.

**Person or Persons Responsible**

Curriculum Resource Teacher

**Target Dates or Schedule**

October / November

**Evidence of Completion**

Sign in sheets, follow up forms

**Facilitator:**

Audrey Murphy

**Participants:**

Classroom and support teachers (voluntary - but strongly encouraged by administration)

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Review of book study professional development.

#### **Person or Persons Responsible**

Principal / Assistant Principal

#### **Target Dates or Schedule**

February or sooner (after completion of book study)

#### **Evidence of Completion**

Review of agendas, evaluations and sign in sheets and follow-up from book study.

### **Plan to Monitor Effectiveness of G2.B2.S1**

Observed increased use of small group math instruction in classroom.

#### **Person or Persons Responsible**

Principal / Assistant Principal / Curriculum Resource Teacher

#### **Target Dates or Schedule**

late November (or after book study)

#### **Evidence of Completion**

Observation data, lesson plans

**G3. Increased use of tracking student progress will facilitate student motivation and success.**

**G3.B1** Teachers do not fully understand the use of formative assessment or are not confident in implementing the strategy.

**G3.B1.S1** Provide specific professional development on Tracking Student Progress, and continually reiterate and supplement during faculty meetings, teacher newsletters, etc.

**Action Step 1**

Provide initial professional development in Tracking Student Progress.

**Person or Persons Responsible**

Principal or Assistant Principal -- for all teachers

**Target Dates or Schedule**

November 2013

**Evidence of Completion**

Sign in sheet, agenda, evaluations, followup forms

**Facilitator:**

Principal or Assistant Principal

**Participants:**

All regular, ESE, and support teachers.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Observe increased effective use of tracking student progress in the classroom.

**Person or Persons Responsible**

Principal and Assistant Principal

**Target Dates or Schedule**

October 2013 through May, 2014

**Evidence of Completion**

Observation data from walk throughs, informal and formal evaluations.

### **Plan to Monitor Effectiveness of G3.B1.S1**

Evaluate students using rubrics to track their individual learning. Correlate with unit test scores and other progress monitoring data.

#### **Person or Persons Responsible**

Curriculum Resource Teacher, Principal, and Assistant Principal

#### **Target Dates or Schedule**

Mid Year data meetings, and team meetings

#### **Evidence of Completion**

Artifacts - student rubric samples, reflection forms, conversations with students, observation data, and data reports.

## 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 provides computer assisted instruction, 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 I, Part A plan.

Plan and provide parent involvement meetings that utilize activities such as Scholastic Book programs, Book Bingo with Reading Tips, Parent Meet and Greet, and Southside grade level showcase.

Provide resources and support needed to implement Multi Tiered System of Student Support. Included on the academic side:

Data Analysis

Differentiated Instruction

Intervention

Progress monitoring assessments Computer based instruction

After school tutoring

On the behavior side this includes:

Positive Behavior Support (PBS)training CHAMPS Behavior Support

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 I, Part D: Title I part D provides funds to increase teacher effectiveness through providing funds for teachers to become highly qualified. This includes fee/tuition reimbursement and incentives.

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 are (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: 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. Students on campus are actively involved in the school 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.

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.*

**G2.** Improve math scores by increasing focus on Common Core Math instructional strategies and best practices.

**G2.B2** Wide variance of ability levels for mathematics in individual classrooms.

**G2.B2.S1** Implement small group math instruction at specific ability levels instead of relying on whole group instruction.

### PD Opportunity 1

Facilitate a voluntary book study for teaching in small groups for mathematics instruction.

#### Facilitator

Audrey Murphy

#### Participants

Classroom and support teachers (voluntary - but strongly encouraged by administration)

#### Target Dates or Schedule

October / November

#### Evidence of Completion

Sign in sheets, follow up forms

**G3. Increased use of tracking student progress will facilitate student motivation and success.**

**G3.B1** Teachers do not fully understand the use of formative assessment or are not confident in implementing the strategy.

**G3.B1.S1** Provide specific professional development on Tracking Student Progress, and continually reiterate and supplement during faculty meetings, teacher newsletters, etc.

**PD Opportunity 1**

Provide initial professional development in Tracking Student Progress.

**Facilitator**

Principal or Assistant Principal

**Participants**

All regular, ESE, and support teachers.

**Target Dates or Schedule**

November 2013

**Evidence of Completion**

Sign in sheet, agenda, evaluations, followup forms

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	Improve math scores by increasing focus on Common Core Math instructional strategies and best practices.	\$700
Total		\$700

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title 1	\$700	\$700
Total	\$700	\$700

### Budget Details

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

**G2.** Improve math scores by increasing focus on Common Core Math instructional strategies and best practices.

**G2.B2** Wide variance of ability levels for mathematics in individual classrooms.

**G2.B2.S1** Implement small group math instruction at specific ability levels instead of relying on whole group instruction.

#### Action Step 1

Facilitate a voluntary book study for teaching in small groups for mathematics instruction.

#### Resource Type

Professional Development

#### Resource

Book for PLC/Book Study/Lesson Study - Number Talks: Helping Children Build Mental Math and Computation Strategies by Sherry Parrish

#### Funding Source

Title 1

#### Amount Needed

\$700