2013-2014 SCHOOL IMPROVEMENT PLAN

Ortega Elementary School

4010 BALTIC ST
Jacksonville, FL 32210
904-381-7460
http://www.duvalschools.org/ortega

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	63%

Alternative/ESE Center	Charter School	Minority Rate
No	No	67%

School Grades History

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School
Ortega Elementary School

Principal
Stephanie Shepard

School Advisory Council chair
Lee Seltzer

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

Name	Title
Stephanie Shepard	Principal
Shawna White	Assistant Principal
Jennifer Boettger	Reading Coach

District-Level Information

District
Duval

Superintendent
Dr. Nikolai P Vitti

Date of school board approval of SIP
1/7/2014

School Advisory Council (SAC)

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

Membership of the SAC

Stephanie Shepard- Prinicpal
Shawna White- Educational Support
Shelley Risley- Teacher
Lee Seltzer- Chair/ parent
Susan Geiger- Secretary/ parent
Mark Cross-parent
Michielle Wilson-parent
Renata Henderson-parent
Vickey Kimball- parent
Rosetta Bailey-Community Member

Involvement of the SAC in the development of the SIP

The SAC Committee has input into the School Improvement Plan at the first SAC meeting. The SAC is also responsible for reviewing the plan at mid year as well as at the end of the year in order to provide suggestions for improvement.

Activities of the SAC for the upcoming school year

1. Mid- year review of School Improvement Plan.
2. Final review of the School Improvement Plan.
3. Increase Parental Involvement/ Community Involvement/ Business Partners.
4. Analyze school-wide FCAT data by subgroups and become parent liaisons for the community.
5. Update bylaws
6. Become familiar with the budget process.
7. Provide input as to how SAC funds are utilized (if applicable)

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

Funds will be utilized for curriculum support materials.

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

N/A

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:

Stephanie Shepard		
Principal	Years as Administrator: 9	Years at Current School: 5

Credentials	BS in Elementary Education MEd in Educational Leadership ESOL Certification
Performance Record	Principal of Ortega Elementary 2012-2013 Grade: C Reading Mastery: 59% Math Mastery: 61% Writing Mastery: 79% Science Mastery: 43% Reading Gains: 61% Math Gains: 54% BQ Reading Gains: 48% BQ Math Gains: 58% _____ Principal of Ortega Elementary 2011-2012 Grade: B Reading Mastery: 56% Math Mastery: 63% Writing Mastery: 87% Science Mastery: 41% Reading Gains: 62% Math Gains: 60% BQ Reading Gains: 64% BQ Math Gains: 62% _____ Principal of Ortega Elementary 2010-2011 Grade: A Reading Mastery: 70% Math Mastery:81% Writing Mastery: 97% Science Mastery: 57% AYP: 100% criteria met Reading Gains: 61% Math Gains: 77% BQ Reading Gains: 53% BQ Math Gains: 77% _____ Principal of Ortega Elementary 2009-2010: Grade: B Reading Mastery: 66%, Math Mastery:76% Writing Mastery: 74% Science Mastery: 43%

AYP: 90%, white, black and economically disadvantaged did not make AYP in Reading,
Reading Gains: 56%
Math Gains: 80%
BQ Reading Gains:47%
BQ Math Gains: 80%

Shawna White		
Asst Principal	Years as Administrator: 4	Years at Current School: 1

Credentials	BS in Elementary Education MEd in Educational Leadership ESOL Certification
Performance Record	Assistant Principal of Stockton Elementary 2012-2013 Grade: A Reading Mastery: 85 Math Mastery: 83 Writing Mastery (3.5+): 63 Science Mastery: 75 Reading Gains: 71 Math Gains: 61 BQ Reading Gains: 71 BQ Math Gains: 61 _____ Assistant Principal of Stockton Elementary 2011-2012 Grade: A Reading Mastery: 84 Math Mastery: 81 Writing Mastery (3.5+/3.0): 53/88 Science Mastery: 67 Reading Gains: 68 Math Gains: 63 BQ Reading Gains: 68 BQ Math Gains: 63 _____ Assistant Principal of Stockton Elementary 2010-2011 Grade: A Reading Mastery: 95 Math Mastery: 94 Writing Mastery: 98 Science Mastery: 82 AYP: Yes Reading Gains: 75 Math Gains: 51 BQ Reading Gains: 75 BQ Math Gains: 65

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jennifer Boettger		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	BS in Pre-K Primary ESOL Endorsement
Performance Record	2nd Grade Teacher at Henry F. Kite Elementary 2012-2013 School Grade Grade: C FAIR Reading Mastery: 84% 2nd Grade Teacher at Henry F. Kite Elementary School 2011-2012 School Grade: D FAIR Reading Mastery: 94%

Classroom Teachers

# of classroom teachers

23

 # receiving effective rating or higher

22, 96%

 # Highly Qualified Teachers

100%

 # certified in-field

23, 100%

 # ESOL endorsed

16, 70%

 # reading endorsed

1, 4%

 # with advanced degrees

9, 39%

 # National Board Certified

0, 0%

 # first-year teachers

0, 0%

 # with 1-5 years of experience
10, 43%

 # with 6-14 years of experience
7, 30%

 # with 15 or more years of experience
6, 26%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
9

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

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

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

1. Monthly "New Teacher Meetings"- MINT Specialist and PDF
2. Assigning new teachers a mentor- Principal and PDF
3. Creating a "family" environment- Social/ School Climate Committee
4. Soliciting referrals from current employees- Principal and Assistant Principal
5. Professional Development Workshops- Principal, Assistant Principal, & PDF

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

1. Shaun Bennett (mentor- Gail Hadden) Mrs. Hadden is a veteran teacher who has been at Ortega for almost 20 years and has been in education for 26 years. She works well with and knows the majority of the students. She has great classroom management and can provide assistance to Mr. Bennett as he works with all grade levels.
2. David Swain (mentor- Shantrell Cruse) Ms. Cruse is a veteran teacher who has been in the profession for 11 years and has spent the majority of them at Ortega. She has a great rapport with students, teachers and parents. She will be able to provide assistance with the day to day expectations and procedures at Ortega.
3. Stefanie Jolley (mentor- Sharon Caruso)- Ms. Caruso is a veteran teacher who has been at Ortega for over 20 years and in the education profession for 36 years. She will serve as the point of contact for Ms. Jolley.

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 met during the summer to discuss the areas of academic focus for the 2013-2014 school year. Grade levels meet weekly with administration to discuss strengths and areas of focus in terms of grade level needs, individual needs and curriculum needs. This time is also used to look at data, determine deficiencies, and then next steps for addressing whole class and individual student needs. Small LINKS "Learning what I Need to Know to be Successful" groups will be developed to help with the individual needs of struggling learners. The MTSS team will continue to meet monthly to assess the progress monitoring data and student needs.

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

Principal- Ensure implementation with fidelity and determine future professional development needs.
Assistant Principal- Ensure implementation with fidelity and determine future professional development needs.
Reading Coach- Provide support and interventions for academic support in reading.
School Guidance Counselor- Provides support with program design and intervention
General Education Teachers (1 primary and 1 intermediate) - Provide information about core instruction, data, and delivers Tier 1&2 interventions.
Special Education Teacher (1 primary and 1 intermediate)- Participates in data collection and needs for further assessment and integrates activities for Tier 2&3 interventions.
Speech Pathologist- Provides support and interventions for language instruction

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

The Leadership team monitors the fidelity of the systems by conducting walk throughs using common observation tools.
The Leadership team meets weekly to debrief and determine next steps.

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

The MTSS team will use 2013 FCAT and FAIR data, 2013-2014 CGAs, IOWA, DAR, and iReady data to determine needs in all subject areas. The district's information system, Insight/Inform will be utilized to access district, school, class, and individual student data. We will also use absenteeism, referrals, and SESIR suspensions from Genesis when looking at behavior interventions. This will be done during grade level weekly meetings as well as weekly leadership meetings.

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

The MTSS team will continue to attend professional development provided by the district. The team will also continue to provide knowledge and training to the staff during early dismissal days and faculty meetings.

Literacy Leadership Team (LLT)

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

Name	Title
Stephanie Shepard	Principal
Jennifer Boettger	Reading Coach
Shawna White	Assistant Prinicipal
Gail Hadden	ESE
Lindsey Edwards	ESE

How the school-based LLT functions

The entire team will meet monthly to engage in school-wide problem solving to:
1. Determine whether universal and individual screening data are linked to instructional practices.
2. Review progress monitoring data to identify specific student needs and/or track students for future instructional practices.
3. Discuss the three tiered implementations process and whether it is being implemented with fidelity.
4. Identify further professional development needs.

Major initiatives of the LLT

Our major initiative will be to focus on reading and enhancing reading strategies. We will do this through the following strategies:
• Response to Intervention
• Using the CCSS for grades K-2 while using a blended model for 3rd -5th grade.
• Classroom observations looking at the Gradual Release Model
• Having cross grade articulation meetings
• Curriculum Alignment (ensuring curriculum and assessments align to student needs)
• Analysis of student work
• School-based Lesson Studies
• Examining FCAT Specifications to ensure a high level of complexity.

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

1. Ortega Elementary pre screens all incoming kindergarten children to assess basic reading and math skills.
2. We hold an Orientation prior to school beginning to allow parents and children an opportunity to become acclimated with the environment in an elementary school setting.

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	57%	59%	Yes	61%
American Indian				
Asian				
Black/African American	56%	49%	No	60%
Hispanic	44%	38%	No	50%
White	59%	78%	Yes	63%
English language learners				
Students with disabilities	31%	36%	Yes	38%
Economically disadvantaged	49%	52%	Yes	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	24%	40%
Students scoring at or above Achievement Level 4	55	31%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	72	61%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	14	48%	60%

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	43	79%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

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	71%	54%	No	74%
American Indian				
Asian				
Black/African American	72%	52%	No	75%
Hispanic	52%	15%	No	57%
White	69%	68%	No	72%
English language learners				
Students with disabilities	52%	46%	No	57%
Economically disadvantaged	64%	49%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	31%	40%
Students scoring at or above Achievement Level 4	41	23%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	63	54%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	17	58%	65%

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	20	32%	40%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

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

The school with increase overall parental participation as monitored by volunteer hours by 10%. This will increase the number of volunteer hours by 1400 to over 1500. Various volunteer opportunities would include classroom volunteers, DoDads, PTA, Museum Moms, SAC, Exhibit Nights, Art in the Park/90th Anniversary, Fall Festival, etc....

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Volunteer Hours	1400		

Area 10: Additional Targets

Additional targets for the school

Attendance
Suspension

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To decrease the number of students missing 10 or more days by 3%	146	32%	25%
To have no more than 1% of students receiving out of school suspension	5	1%	1%

Goals Summary

G1. Leadership and grade level teams will Implement math and reading interventions for 3rd-5th grade through small group instruction on a rotating basis.

G2. The resource team will Implement enrichment activities to enhance reading and math skills for higher performing students for 3rd-5th grade through small group instruction on a rotating basis.

G3. The goal is to improve instructional rigor by implementing the Gradual Release Model along with the use of interactive learning journals and small group instruction/ center rotations.

G4. To decrease the number of students missing 10 or more days from 32% to 25%. To decrease the number of students missing 20 or more days from 8% to 5%.

G5. Implement scientific investigations and web resources (Gizmos, Study Jams, Pearson, Brain Pop) in order to increase rigor and student achievement by increasing the number of students scoring at a level 3 or above from 43% to 50%.

G6. To have no more than 1% of students receiving out of school suspension.

G7. Implement web resources to supplement instruction (Brain Pop, SuccessMaker, iReady, Gizmos, and Reflex)

G8. The school with increase overall parental participation as monitored by volunteer hours by 10%. This will increase the number of volunteer hours by 1400 to over 1500.

Goals Detail

G1. Leadership and grade level teams will Implement math and reading interventions for 3rd-5th grade through small group instruction on a rotating basis.

Targets Supported

Resources Available to Support the Goal
- Leadership team, ESE Teachers, grade-level teachers, data for grouping students in math and reading, materials for interventions

Targeted Barriers to Achieving the Goal
- "LINKS" (Learning what I Need to Know in order to be Successful) is a new intervention strategy.

Plan to Monitor Progress Toward the Goal

Progress monitoring checks

Person or Persons Responsible
Administration and teachers

Target Dates or Schedule:
Bi weekly

Evidence of Completion:
Performance Tasks and Curriculum Guide Assessments.

G2. The resource team will Implement enrichment activities to enhance reading and math skills for higher performing students for 3rd-5th grade through small group instruction on a rotating basis.

Targets Supported

Resources Available to Support the Goal
- Resource teachers, music supplies, art supplies, P.E. equipment, and data for grouping students

Targeted Barriers to Achieving the Goal
- Teachers new to the district and the magnet theme

Plan to Monitor Progress Toward the Goal

Progress monitoring checks

Person or Persons Responsible
Administration and teachers

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
Performance tasks and Curriculum Guide Assessments

G3. The goal is to improve instructional rigor by implementing the Gradual Release Model along with the use of interactive learning journals and small group instruction/ center rotations.

Targets Supported

- Writing

- Science - Elementary School

Resources Available to Support the Goal

- Reading/ Writing -Notebooks/ Interactive Journals -Graphic organizers -Variety of complex texts in order to support small group instruction -Variety of small group level/age-appropriate, common core, small group activities. -Benchmark assessments

- Math/ Science -Notebooks/ Interactive Journals -Graphic organizers -Math manipulatives -Hand-on, Inquiry based activities -Benchmark assessments -Variety of nonfiction, complex texts in order to support small group instruction in science

Targeted Barriers to Achieving the Goal

- 46% of classroom teachers have between 1 and 5 years of teaching experience and lack knowledge of pedagogy and content.

Plan to Monitor Progress Toward the Goal

Student performance

Person or Persons Responsible

Principal and AP

Target Dates or Schedule:

ongoing

Evidence of Completion:

Student performance data from Curriculum Guide Assessments

G4. To decrease the number of students missing 10 or more days from 32% to 25%. To decrease the number of students missing 20 or more days from 8% to 5%.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- OnCourse/Genesis/Tardy System

Targeted Barriers to Achieving the Goal

- Parents' lack of understanding the importance of daily attendance and/or tardies and early check outs. Inconsistant parent contact information.

Plan to Monitor Progress Toward the Goal

Excessive absences spreadsheet (5 or more per month)

Person or Persons Responsible
Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Spreadsheet created by administration

G5. Implement scientific investigations and web resources (Gizmos, Study Jams, Pearson, Brain Pop) in order to increase rigor and student achievement by increasing the number of students scoring at a level 3 or above from 43% to 50%.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Portable computer labs, science tools/equipment, interactive journals, learning expeditions

Targeted Barriers to Achieving the Goal
- Limited availability to portable computer lab access and limited infrastructure to support wireless access

Plan to Monitor Progress Toward the Goal

Increased student achievement

Person or Persons Responsible
Teachers and Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Curriculum Guide Assessments

G6. To have no more than 1% of students receiving out of school suspension.

Targets Supported
- Additional Targets

Resources Available to Support the Goal
- Second Step, Code of Conduct, School Wide positive behavior incentives, CHAMPs/ Foundations materials

Targeted Barriers to Achieving the Goal
- High mobility rate

Plan to Monitor Progress Toward the Goal

School wide discipline reports and number of referrals

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
School wide discipline reports and number of referrals

G7. Implement web resources to supplement instruction (Brain Pop, SuccessMaker, iReady, Gizmos, and Reflex)

Targets Supported

Resources Available to Support the Goal
- Portable computer lab, classroom computers, internet

Targeted Barriers to Achieving the Goal
- Limited availability to portable computer lab access and limited infrastructure to support wireless access.

Plan to Monitor Progress Toward the Goal

Increase student achievement

Person or Persons Responsible
Classroom Teachers and Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Curriculum Guide Assessments

G8. The school with increase overall parental participation as monitored by volunteer hours by 10%. This will increase the number of volunteer hours by 1400 to over 1500.

Targets Supported
- Additional Targets

Resources Available to Support the Goal
- Monthly Volunteer Reports, Volunteer Opportunities, District Volunteer Application, PTA, and DoDads

Targeted Barriers to Achieving the Goal
- Varying times in which volunteers can serve.

Plan to Monitor Progress Toward the Goal

Number of hours volunteered by stakeholders

Person or Persons Responsible
Volunteer Coordinator

Target Dates or Schedule:
Monthly

Evidence of Completion:
Monthly, Mid-Year, and Annual Volunteer Reports

Action Plan for Improvement

Problem Solving Key

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

G1. Leadership and grade level teams will Implement math and reading interventions for 3rd-5th grade through small group instruction on a rotating basis.

G1.B1 "LINKS" (Learning what I Need to Know in order to be Successful) is a new intervention strategy.

G1.B1.S1 Clear expectations will be established.

Action Step 1

We will have a schedule for length and rotation for students in each grade level. Materials will be determined ahead of time. A time frame for progress monitoring will also be established.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Start of the intervention beginning in October

Evidence of Completion

When administration meets with teachers to discuss procedures of implementation.

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

Attendance in the groups

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

At each weekly session

Evidence of Completion

Attendance sheets

Plan to Monitor Effectiveness of G1.B1.S1

Students and teachers are actively participating in their LINKS groups.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Through collaborative meetings, planning, students' work and observation.

G2. The resource team will Implement enrichment activities to enhance reading and math skills for higher performing students for 3rd-5th grade through small group instruction on a rotating basis.

G2.B1 Teachers new to the district and the magnet theme

G2.B1.S1 Resource teachers collaborate together during PLC Mondays and Common Planning Time to work together in planning their instruction for enrichment.

Action Step 1

Common planning and collaboration

Person or Persons Responsible

Resource teachers

Target Dates or Schedule

Weekly, ongoing

Evidence of Completion

Lesson plans

Facilitator:

Administration and Reading Coach

Participants:

Resource Teachers

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

Common planning and collaboration time.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Planning meeting notes, lesson plans in place, collaboration of resource teachers.

Plan to Monitor Effectiveness of G2.B1.S1

Students and teachers are actively participating in their LINKS groups.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Collaborative meetings, planning, observations and students' work

G3. The goal is to improve instructional rigor by implementing the Gradual Release Model along with the use of interactive learning journals and small group instruction/ center rotations.

G3.B1 46% of classroom teachers have between 1 and 5 years of teaching experience and lack knowledge of pedagogy and content.

G3.B1.S1 Provide differentiated professional development for all new and experienced classroom teachers in the form of PLCs, Book Studies, Data Chats, Early Dismissal days and faculty meetings.

Action Step 1

Assess teachers strengths to determine next steps for professional development

Person or Persons Responsible

Principal, Assistant Principal and Reading Coach

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom walk throughs

Facilitator:

Principal, Assistant Principal and Reading Coach

Participants:

All classroom teachers based on need

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

Attendance of teachers, active participation of teachers, completion of tasks, and having and using current class data to inform instructional decisions

Person or Persons Responsible

Principal, AP, Reading Coach

Target Dates or Schedule

During each of the professional development opportunities

Evidence of Completion

Meeting agendas, data notebooks, and completion of tasks

Plan to Monitor Effectiveness of G3.B1.S1

Observe classroom implementation and track student performance

Person or Persons Responsible

Principal, AP, Coach

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom walk throughs, data chats, and lesson plans

G4. To decrease the number of students missing 10 or more days from 32% to 25%. To decrease the number of students missing 20 or more days from 8% to 5%.

G4.B1 Parents' lack of understanding the importance of daily attendance and/or tardies and early check outs. Inconsistant parent contact information.

G4.B1.S1 Integrate the importance of attendance into school wide functions, newsletters, websites and recognize students at quarterly and yearly awards assemblies.

Action Step 1

Reminders of importance of attendance during school wide functions, parent meetings, newsletters, and website.

Person or Persons Responsible

Teachers, Administrators & Guidance

Target Dates or Schedule

School wide functions, parent meetings, newsletters, website

Evidence of Completion

Newsletters, Conference Logs, Genesis Reports, On Course attendance reports, AIT meeting agendas/ minutes and Tardy Slips

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Student attendance

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Daily/Quarterly

Evidence of Completion

On Course and Genesis

Plan to Monitor Effectiveness of G4.B1.S1

On Course/Genesis

Person or Persons Responsible

CRT Operator & Administrators & Teachers

Target Dates or Schedule

Daily and quarterly

Evidence of Completion

Attendance reports

G5. Implement scientific investigations and web resources (Gizmos, Study Jams, Pearson, Brain Pop) in order to increase rigor and student achievement by increasing the number of students scoring at a level 3 or above from 43% to 50%.

G5.B1 Limited availability to portable computer lab access and limited infrastructure to support wireless access

G5.B1.S1 Create school wide computer lab schedule

Action Step 1

Create Schedule

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

October 2013

Evidence of Completion

Schedule

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Monitoring the use of web resources used via the portable computer lab

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Score Reports

Plan to Monitor Effectiveness of G5.B1.S1

Increased use of the portable computer lab by students

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reports indicating time spent on computers

G6. To have no more than 1% of students receiving out of school suspension.

G6.B1 High mobility rate

G6.B1.S1 Reinforce Code of Conduct and school wide expectations via administration made videotape and quarterly discipline assemblies.

Action Step 1

Create video of expectations and hold quarterly discipline assemblies for K-2 and 3-5.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Video and Master Calendar with dates of assemblies

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Number of referrals resulting in out of school suspension.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

School wide discipline reports in Genesis and school made spreadsheet for tracking referrals.

Plan to Monitor Effectiveness of G6.B1.S1

Quarterly behavior assemblies are held and Behavior Expectations Video is shown to new students.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Master Calendar with Dates of Assemblies

G7. Implement web resources to supplement instruction (Brain Pop, SuccessMaker, iReady, Gizmos, and Reflex)

G7.B1 Limited availability to portable computer lab access and limited infrastructure to support wireless access.

G7.B1.S1 Create school wide computer lab schedule

Action Step 1

Create schedule

Person or Persons Responsible

Principal and AP

Target Dates or Schedule

October 2013

Evidence of Completion

Schedule

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Monitor the use of available web resources used via the portable computer lab.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student score reports

Plan to Monitor Effectiveness of G7.B1.S1

Increase use of the Portable Computer lab by the students

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Reports indicating time spent on computers

G8. The school with increase overall parental participation as monitored by volunteer hours by 10%. This will increase the number of volunteer hours by 1400 to over 1500.

G8.B1 Varying times in which volunteers can serve.

G8.B1.S1 The school will ensure that there are ample volunteer opportunities provided to stakeholders, as well as, making sure that these events occur during various times of the day and school year.

Action Step 1

Create calendar of volunteer events and send notification to parents.

Person or Persons Responsible

Volunteer Coordinator, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Newsletter, Event Flyers, School Messenger Phone System

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Parents signing up for the events prior to them taking place.

Person or Persons Responsible

Volunteer Coordinator, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Parent event sign-up sheets and Volunteer Logs

Plan to Monitor Effectiveness of G8.B1.S1

Number of available volunteer opportunities and amount of volunteers

Person or Persons Responsible

Volunteer Coordinator

Target Dates or Schedule

Monthly

Evidence of Completion

Volunteer Log, Monthly, Mid-Year, and End of Year Reports

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. The resource team will Implement enrichment activities to enhance reading and math skills for higher performing students for 3rd-5th grade through small group instruction on a rotating basis.

G2.B1 Teachers new to the district and the magnet theme

G2.B1.S1 Resource teachers collaborate together during PLC Mondays and Common Planning Time to work together in planning their instruction for enrichment.

PD Opportunity 1

Common planning and collaboration

Facilitator

Administration and Reading Coach

Participants

Resource Teachers

Target Dates or Schedule

Weekly, ongoing

Evidence of Completion

Lesson plans

G3. The goal is to improve instructional rigor by implementing the Gradual Release Model along with the use of interactive learning journals and small group instruction/ center rotations.

G3.B1 46% of classroom teachers have between 1 and 5 years of teaching experience and lack knowledge of pedagogy and content.

G3.B1.S1 Provide differentiated professional development for all new and experienced classroom teachers in the form of PLCs, Book Studies, Data Chats, Early Dismissal days and faculty meetings.

PD Opportunity 1

Assess teachers strengths to determine next steps for professional development

Facilitator

Principal, Assistant Principal and Reading Coach

Participants

All classroom teachers based on need

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom walk throughs

Appendix 2: Budget to Support School Improvement Goals