



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Arlington Elementary School

1201 UNIVERSITY BLVD N

Jacksonville, FL 32211

904-745-4900

<http://www.duvalschools.org/arlingtonelementary>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
71%

Alternative/ESE Center
No

Charter School
No

Minority Rate
80%

School Grades History

2013-14
C

2012-13
B

2011-12
A

2010-11
C

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Arlington Elementary School

Principal

Paula Smith F

School Advisory Council chair

Ferdinand Juluke

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

Name	Title
Sanethette Shubert	Assistant Principal
Jerrica Hall	Reading Coach
Chrissy Struska	Math Coach
Tamara Hartsfield	VPK Teacher
Matt Peterson	Shared Decision Chair -5th grade
Misty Yates	3rd grade Teacher
Kristy Scarborough	School Counselor
Sheryl Coleman	Art Teacher
Donnasha Waters	4th grade Teacher
Paula Smith	Principal

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

Melissa Green - Parent; Sandy Kessler-Faith-based Partner, Ferdinand Juluke-SAC Chair, Kristy Scarborough-Counselor, Sanethette Shubert-AP, Paula Smith-Principal, Marjorie Stephens-Community Rep, and Andrea Tinsley-Parent.

Involvement of the SAC in the development of the SIP

Midyear review in January, the SIP is updated with midyear of formative data with SAC members. At that time strategies are discussed that are showing progress and well as those that are not having a large impact.

Activities of the SAC for the upcoming school year

The focus for SAC will be our school increasing the number of children who are proficient in reading, math and science. In addition, we will focus on incentives for all children exhibiting a years growth. The SAC will work to help us gain and maintain a dedicated business partner. In addition, they will support the school by assisting the Parental Involvement Activities to increase the involvement of families. This continues to be a struggle for our school.

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

Funds will be used to reward students for exhibiting a years growth; in addition funds will be used as incentives for field trips and those student meeting their reading goal for each quarter.

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:

Paula Smith F

Principal

Years as Administrator: 10

Years at Current School: 6

Credentials

Degrees:BS: Elementary Education; MEd: Educational Leadership

Certifications:Elementary Education 1-6;Educational Leadership K-12

Level II Principal Certification for state of Florida

Performance Record

Principal of Arlington Elementary in 2012-13:School Grade: B; Reading Proficiency 53%; Math Proficiency 64%; Writing Proficiency: 52%; Science Proficiency 24%. Changes were made with Writing assessment in 2012 and we were held harmless one letter grade drop due decline across the state. There was great growth in learning gains of 73% in Math. In addition students in the Lowest 25% earned 51% in Reading, which is a decline from prior year at 84%.

2011-2012:

School Grade: A; Reading Proficiency 58%; Math Proficiency 62%; Writing Proficiency: 90%; Science Proficiency 34%. With new cut scores mandated by the state in Spring of 2012, we still earned 117 points, with great growth in learning gains of 83% in Reading and 88% in Math. In addition students in the Lowest 25% earned 84% in Reading and 77% in Math.

2010-2011:

School Grade: C; Reading Mastery 62%; Math Mastery 60%; Writing Mastery: 85%;Science Mastery 31%. AYP: 85%-Not proficient – Black and SES students in Math & Reading

2009-2010:

School Grade: A; Reading Mastery 76%; Math Mastery 71%; Writing Mastery: 90%;Science Mastery 50%. AYP: 92%-Not proficient – Black students in Math

2008-2009:

School Grade: A; Reading Mastery 71%; Math Mastery 74%; Writing Mastery: 83%;Science Mastery 33%. AYP: 100%

Sanethette Shubert

Asst Principal

Years as Administrator: 4

Years at Current School: 1

Credentials

Degrees:BS: Elementary Education; MEd: Educational Leadership

Certifications:Elementary Education 1-6;Educational Leadership K-12

Performance Record

Assistant Principal of Kernan Middle School in 2011-13:School Grade: A for all 3 years

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Jerrica Hall**

Full-time / School-based

Years as Coach: 1

Years at Current School: 16

Areas

Reading/Literacy

Credentials

Degrees:BS: Elementary Education; Certifications:Elementary Education 1-6

Performance Record

2012-13-School Grade B - Reading Interventionist position; 51% learning gains for lowest 25%

2011-12-School Grade A - 5th Grade ELA Teacher with 50% proficiency - New FCAT 2.0

2010-11 School Grade C - 5th Grade ELA Teacher with 62% proficiency

2009-10 School Grade A - 5th Grade ELA Teacher with 93% proficiency

2008-09 School Grade A - 5th Grade ELA Teacher with 74% proficiency

Chrissy Struska

Full-time / School-based

Years as Coach: 1

Years at Current School: 3

Areas

Mathematics

Credentials

Degrees:BS: Elementary Education; Certifications:Elementary Education K-6.

Performance Record

2012-13-School Grade B - Math Interventionist position; 77% learning gains for lowest 25%

2011-12-School Grade A - 4th Grade Math/Science Teacher with 79% proficiency - New FCAT 2.

Classroom Teachers**# of classroom teachers**

24

receiving effective rating or higher

23, 96%

Highly Qualified Teachers

100%

certified in-field

24, 100%

ESOL endorsed

9, 38%

reading endorsed

1, 4%

with advanced degrees

5, 21%

National Board Certified

0, 0%

first-year teachers

4, 17%

with 1-5 years of experience

4, 17%

with 6-14 years of experience

8, 33%

with 15 or more years of experience

8, 33%

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

1) Conduct thorough interviews in order to ensure that new applicants have a clear understanding of the work ethic, commitment and professional growth expectations for all faculty members. 2) Provide and assign Mentors and Instructional Coach to assist with individual teacher instructional needs. 3) Maintain a supportive, collaborative, learning community and consistently extend professional growth opportunities for teachers based on their individual needs. - Administration and members of Leadership team execute these strategies.

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

Jerrica Hall is the Professional Development Facilitator (PDF) that pairs new teachers with veteran teachers that have experience within the grade level and can model effective attributes that are desired by new teachers. Priscilla Blow is paired with Waynette Brooks - both 2nd grade teachers; Cris Yanchik is paired with Matt Peterson - 1st year PE teacher with another male teacher; Debra Collier and Vonceil Flowers is paired with Stephanie Upchurch and Reading Coach/ Math Coach for additional support since there are two new teachers in same grade level.

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

There is a committee that meet monthly to discuss implementation and the effectiveness of master schedule . This leadership team is representative of varying grade levels and departments. The team analyzes the formative and informative data to track and monitor progress and implementation.

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

Principal and Assistant Principal along with Instructional coaches monitor fidelity. The school-based MTSS Team assisted with the development of the school improvement plan by providing input from their areas of expertise that will assist the school in meeting the needs of our students who are struggling. As the team meets monthly, team members will use their expertise as we create and implement plans to assist individual students with their weak areas. Members of the team will meet with their grade levels and departments to discuss school-wide data and the instructional implications. These discussions will springboard grade level initiatives to address common deficiencies.

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

The team will meet biweekly to review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also regularly collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

District data system called Insight and Inform has all formative and informative data house for all stakeholders to have access. Sources include: FCAT, Curriculum Guide Assessments, FKLRS, IOWA Reading Comprehension, Diagnostic Assessment of Reading and I-Ready Mathematics. Data is gathered from the grade level teams who are conducting the intervention. School based forms have been created by content to ensure consistency in data that is collection. An additional form of data management will also include the Inform/Insight Data Management System which will assist in getting a comprehensive view of an individual student's progress over time.

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

Provide MTSS team with time for data chats to share procedures with all faculty and staff. In addition, substitutes are provided for them to meet as a group to look at students' data with teachers and determine the next steps needed in the MTSS process. Individual conferences are held when major concerns arise about a particular student to address concerns for parents and teachers.

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: Weekend Program

Minutes added to school year: 2,880

Saturday school tutoring in Language Arts, Math and Science; Targeted bottom quartile students in 3rd, 4th & 5th grades.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Attendance data and formative assessments based on targeted benchmarks.

Who is responsible for monitoring implementation of this strategy?

Principal and Assistant Principal.

Literacy Leadership Team (LLT)

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

Name	Title
Jerrica Hall	Reading Coach
Laura Palmer	Medai Specialist
Elaine Roche'	5th grade ELA Teacher
Lynn Peel	4th Grade ELA Teacher
Kim Phillips	3rd Grade ELA Teacher
Vonceil Flowers	1st Grade Teacher
Stephane Upchurch	1st Grade Teacher
Deborah Dean	Kindergarten Teacher
Paula Smith	Principal

How the school-based LLT functions

The LLT will meet monthly to plan school-wide literacy activities; Principal – Paula Smith
Provide a common vision for the use of data-based decision-making; ensures that the school-based team is implementing literacy activities; ensures adequate professional development to support quality reading instruction is occurring; and communicates with parents regarding school-based literacy plans and activities.

Reading Coach – Jerrica Hall

Assists the principal with providing a common vision for the use of data-based decision-making; ensures that the school-based team is implementing literacy activities; ensures adequate professional development to support quality reading instruction is occurring; and communicates with parents regarding school-based literacy plans and activities.

Primary General Education Teachers – Flowers, Upchurch, & Dean

Provides information about core instruction; provides input on developmentally appropriate activities for students; inputs ideas for bridging gaps between primary grades.

Intermediate General Education Teachers – Roche, Peel, & Phillips

Provides information about core instruction; provides input on developmentally appropriate activities for students; inputs ideas for bridging gaps between intermediate grades.

Media Specialist Teacher – Laura Palmer

Provides information about core instruction; provides input on developmentally appropriate activities for students; develops school wide literacy events to support our Reading goals.

Major initiatives of the LLT

The major initiatives will be to provide plan enriching literacy activities for the students. Those activities range from school wide Book of the Month assemblies, annual Book Fair, Reading Pep Rally. Each quarter students are rewarded quarterly for meeting the 25 book goal. In addition, there will be a focus on incorporating literature that encompasses response to literature across all content areas. There will be a Literacy Night in January 2014 focusing on poetry and fluency of reading concepts shared with parents.

Every Teacher Contributes to Reading Instruction

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

Book of the Month is a school wide program that all teachers receive a copy of the month and read and reinforce concept throughout the month; Each month there is a culminating assembly for students to recapture main concepts and valuable discussion to support reading comprehension. These assemblies range from Reader's Theater and custom read-a-louds.

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

During pre-planning a kindergarten orientation is held for students and parents to acclimate them to Arlington Elementary and communicate school expectations. In addition we hold an Open House for Pre-K and Kindergarten during the first month of school to review basic rituals/routines for pre-school transition. FAIR, Pre-K Assessment and FLKRS are state assessments used to document progress and any needed intervention early. The data from these assessments is used to group students for differentiated instruction and to provide immediate intensive intervention (iii). Toward the end of the school year, we will invite area day care providers to visit our school to give upcoming kindergartners a preview of our school.

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	53%	Yes	57%
American Indian				
Asian				
Black/African American	50%	49%	No	55%
Hispanic				
White	58%	75%	Yes	63%
English language learners				
Students with disabilities	50%		Yes	55%
Economically disadvantaged	53%	53%	Yes	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	37%	37%
Students scoring at or above Achievement Level 4	15	16%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	27	47%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	11	51%	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	13	52%	65%
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	48%	64%	Yes	54%
American Indian				
Asian				
Black/African American	43%	63%	Yes	49%
Hispanic				
White	58%	63%	Yes	63%
English language learners				
Students with disabilities	42%		Yes	48%
Economically disadvantaged	48%	66%	Yes	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	40%	41%
Students scoring at or above Achievement Level 4	22	24%	26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	42	73%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	19	73%	75%

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	<i>[data excluded for privacy reasons]</i>		23%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

Florida Alternate Assessment (FAA)

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

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		21
Participation in STEM-related experiences provided for students	10	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	20	8%	5%
Students retained, pursuant to s. 1008.25, F.S.	27	10%	5%
Students who are not proficient in reading by third grade	11	28%	15%
Students who receive two or more behavior referrals	10	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	26	10%	5%

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

Schools' Title I Parental Involvement Plan is also be uploaded to state DOE website.

Specific Parental Involvement Targets

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

- G1.** Increase the number of 5th grade students that are proficient by 5% on the 2014 Science 2.0 FCAT.
- G2.** Increase the percentage of proficiency (3 or above) on the 2014 Reading FCAT2.0 by 5% or more at each grade level.
- G3.** Increase the number of level 3 students on the Math 2014 FCAT 2.0 by 10% across all grade levels (3rd - 5th).

Goals Detail

G1. Increase the number of 5th grade students that are proficient by 5% on the 2014 Science 2.0 FCAT.

Targets Supported

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

Resources Available to Support the Goal

- District Science Specialist, Administration, Math Coach, Professional Development (school-based), Curriculum Guide, Informational Texts, Gradual Release Model

Targeted Barriers to Achieving the Goal

- Teachers lack of knowledge in the content area of Science. Lack of comfort with Gradual Release Model Student lack of understanding of vocabulary Hands on experiences within the Science classroom (lack of Science Lab)

Plan to Monitor Progress Toward the Goal

Student will show an increase on 2014 Science 2.0 FCAT

Person or Persons Responsible

5th Grade students

Target Dates or Schedule:

Spring 2014

Evidence of Completion:

2014 Science 2.0 FCAT Scores

G2. Increase the percentage of proficiency (3 or above) on the 2014 Reading FCAT2.0 by 5% or more at each grade level.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- School Based Instructional Coach, District Specialist, Teacher and Coach Academy, Informative/Summative Data, Researched Based Strategies, Technology (Success Maker, Edmodo...), Professional Learning Community, Grade Level Collaboration/Vertical Alignment Articulation, Data Chats

Targeted Barriers to Achieving the Goal

- Lack of Instructional Strategies
- Students reading below grade level expectations

Plan to Monitor Progress Toward the Goal

Teachers' instruction will be apparent through walk-throughs using varying research-based strategies; Students will be able to articulate what they are learning.

Person or Persons Responsible

All teachers and students

Target Dates or Schedule:

Daily

Evidence of Completion:

FCAT 2.0 Reading Scores; Language Arts CGA data; formative and informative data.

G3. Increase the number of level 3 students on the Math 2014 FCAT 2.0 by 10% across all grade levels (3rd - 5th).

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

- District Specialist, School Based Math Coach, Administration, Professional Development, Curriculum Guide Teacher Academy.

Targeted Barriers to Achieving the Goal

- Lack of Content Knowledge for Novice Teachers Lack of alignment between instruction and assessments Students lacking strategies to solve mathematics problems

Plan to Monitor Progress Toward the Goal

Increase in student assessment data in the area of math.

Person or Persons Responsible

Math Teachers, Math Coach, Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

2014 FCAT 2.0 Scores, Mathematics CGA Baseline/Post assessment data,

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the number of 5th grade students that are proficient by 5% on the 2014 Science 2.0 FCAT.

G1.B1 Teachers lack of knowledge in the content area of Science. Lack of comfort with Gradual Release Model Student lack of understanding of vocabulary Hands on experiences within the Science classroom (lack of Science Lab)

G1.B1.S1 Utilize Gradual Release Model understanding the components of each, Science Specialist provides support through professional development training.

Action Step 1

Teachers will fully understand how to teach a science lesson using the Gradual Release Model.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, interactive science journals, lesson delivery

Facilitator:

Tommie Mercer, Science Specialist and Matthew Peterson, Science Lead Teacher

Participants:

All Teachers

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

Implementation of science lessons using Gradual Release Model

Person or Persons Responsible

Assistant principal, Science Specialist

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans, lesson delivery, student work artifacts, student assessment data

Plan to Monitor Effectiveness of G1.B1.S1

Implementation of science lessons using gradual release model

Person or Persons Responsible

Principal, Assistant Principal, Science Specialist

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Lesson Delivery, Lesson Feedback Form

G1.B1.S2 Teachers will conduct a weekly science lab for all students.

Action Step 1

Develop and implement science lab lessons.

Person or Persons Responsible

All Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Lesson delivery,

Facilitator:

Tommie Mercer, Science Specialist

Participants:

All Science Teachers

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

Develop and implement science lab lessons

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Lesson delivery, Informal/Formal observation feedback

Plan to Monitor Effectiveness of G1.B1.S2

Development and Implementation of science lab lessons

Person or Persons Responsible

Principal, Assistant Principal, Science Specialist

Target Dates or Schedule

Weekly

Evidence of Completion

Student formal/informal Assessment Data, Teacher Lesson Plans

G2. Increase the percentage of proficiency (3 or above) on the 2014 Reading FCAT2.0 by 5% or more at each grade level.

G2.B1 Lack of Instructional Strategies

G2.B1.S1 Common Planning/PLC, Grade Level Articulation, Lesson Study and Implementation of Researched Based Strategies that will acquire students to apply higher order thinking skills

Action Step 1

Teachers will participate actively in Professional Learning Communities

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Common Planning Time-at least once a week

Evidence of Completion

Classroom walkthroughs, Lesson Plans, Interactive Journals, Data Notebooks and Lesson Feedback Forms as well as the Delivery of the lesson

Facilitator:

Jerrica Hall (Reading Coach), Mary Noll (K-2 Reading Specialist) and Brenda Mathisen (3-5 Reading Specialist)

Participants:

All Teachers

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

Teachers will participate in Professional Learning Communities/Vertical Articulation and design lessons that will allow students to apply Higher level/Critical thinking strategies.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Once a Week

Evidence of Completion

Lesson Delivery, Lesson Plans, Meeting Minutes/Agendas and Data Notebooks

Plan to Monitor Effectiveness of G2.B1.S1

Teachers will plan together during common planning

Person or Persons Responsible

All teachers

Target Dates or Schedule

once per week

Evidence of Completion

lesson delivery, lesson plans, meeting minutes, classroom walk-throughs

G2.B2 Students reading below grade level expectations

G2.B2.S1 Utilize the American Reading Core Independent Leveled Readers that are Common Core derived, Target students that are performing below grade level expectations and strategically design lessons that will assist them with skills/strategies pertinent to reading, Data Driven Literacy Centers (Fluency, Word Study..)

Action Step 1

Develop a Community of Learners through Literacy

Person or Persons Responsible

All Students

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Literacy Centers, Small group Instruction focusing on skills/strategies that will develop strong readers, students' test scores (Students should exemplify improvements on Formative/ Summative Assessments) and Reading Logs/Interactive Reading Journals

Facilitator:

Jerrica Hall (Reading Coach) Mary Noll (K-2 Reading Specialist) and Brenda Mathisen (3-5 Reading Specialist)

Participants:

All Literacy Teachers

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

Track the students reading progression using various literacy materials.

Person or Persons Responsible

Literacy Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, Lesson Delivery, Students Reading Logs/Interactive Reading Journals and Student data

Plan to Monitor Effectiveness of G2.B2.S1

Evidence of teaching using various resources, ie: ARC, literacy centers, guided-reading.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Daily

Evidence of Completion

walk-throughs, formative and informative data; student reading logs and interactive journals

G3. Increase the number of level 3 students on the Math 2014 FCAT 2.0 by 10% across all grade levels (3rd - 5th).

G3.B1 Lack of Content Knowledge for Novice Teachers Lack of alignment between instruction and assessments Students lacking strategies to solve mathematics problems

G3.B1.S1 Develop and Implement Common Planning with all teachers.

Action Step 1

Create a master schedule which allows common planning for specific content area teachers.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Teachers will have 55 minutes of common planning time everyday.

Evidence of Completion

Master schedule

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

Implementation of common planning among teachers.

Person or Persons Responsible

Principal, Assistant Principal, and Math Coach

Target Dates or Schedule

weekly

Evidence of Completion

Meeting Agenda, Meeting Minutes

Plan to Monitor Effectiveness of G3.B1.S1

Common Planning among all Math teachers.

Person or Persons Responsible

Administration and Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Development of Common Lessons and Assessments, Meeting Agendas and minutes

G3.B1.S2 Implement a Lesson Study with Math teachers.

Action Step 1

Develop a schedule to implement a Lesson Study with math teachers.

Person or Persons Responsible

3rd, 4th, 5th grade math teachers and Math Coach

Target Dates or Schedule

8 Week Cycle in the Winter

Evidence of Completion

Lesson Plans and Teacher Reflections

Facilitator:

Christina Struska, Math Coach and Pat Kenney, Math Specialist

Participants:

All 3rd, 4th, 5th math teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Lesson Study

Person or Persons Responsible

Math Teachers

Target Dates or Schedule

Winter - 8 Week Cycle

Evidence of Completion

Teacher Lesson Reflections, Lesson Plans, Meeting Agendas

Plan to Monitor Effectiveness of G3.B1.S2

Lesson Study

Person or Persons Responsible

Math Coach

Target Dates or Schedule

During 8 Week Cycle

Evidence of Completion

Classroom visits with feedback.

G3.B1.S3 Provide content specific professional development.

Action Step 1

Identify teacher needs and math coach leads professional development sessions on targeted areas of concern.

Person or Persons Responsible

Math coach, all math teachers

Target Dates or Schedule

On-going, at least once per week.

Evidence of Completion

Meeting agendas, Lesson Plans, Meeting Notes

Facilitator:

Christina Struska, Math Coach and Pat Kenney, Math Specialist

Participants:

All math teachers grades K-5.

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Professional Development

Person or Persons Responsible

Assistant Principal and Math Coach

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Logs, Monitoring Sheets, Meeting Agendas, Meeting Minutes

Plan to Monitor Effectiveness of G3.B1.S3

Professional Development

Person or Persons Responsible

Assistant Principal and Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Observations, Lesson Plans, Meeting Minutes

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

The Title I funds are used in a variety of ways to support academic goals and parental support. Majority of the funds are used to purchase classroom materials including guided reading books, fund field trips to provide students with educational experiences, and to provide professional development for teacher's on best practices and effective instructional strategies. In addition, these funds are used to provide extended learning activities for students, particularly after school tutoring; . Additional resources and support are provided such as the Parent Resource Center that provides a lending library of Academic and social skills materials to support parents as they work with their families. The center supports activities which promote positive parenting, early literacy, and family involvement.

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. Increase the number of 5th grade students that are proficient by 5% on the 2014 Science 2.0 FCAT.

G1.B1 Teachers lack of knowledge in the content area of Science. Lack of comfort with Gradual Release Model Student lack of understanding of vocabulary Hands on experiences within the Science classroom (lack of Science Lab)

G1.B1.S1 Utilize Gradual Release Model understanding the components of each, Science Specialist provides support through professional development training.

PD Opportunity 1

Teachers will fully understand how to teach a science lesson using the Gradual Release Model.

Facilitator

Tommie Mercer, Science Specialist and Matthew Peterson, Science Lead Teacher

Participants

All Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, interactive science journals, lesson delivery

G1.B1.S2 Teachers will conduct a weekly science lab for all students.

PD Opportunity 1

Develop and implement science lab lessons.

Facilitator

Tommie Mercer, Science Specialist

Participants

All Science Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Lesson delivery,

G2. Increase the percentage of proficiency (3 or above) on the 2014 Reading FCAT2.0 by 5% or more at each grade level.

G2.B1 Lack of Instructional Strategies

G2.B1.S1 Common Planning/PLC, Grade Level Articulation, Lesson Study and Implementation of Researched Based Strategies that will acquire students to apply higher order thinking skills

PD Opportunity 1

Teachers will participate actively in Professional Learning Communities

Facilitator

Jerrica Hall (Reading Coach), Mary Noll (K-2 Reading Specialist) and Brenda Mathisen (3-5 Reading Specialist)

Participants

All Teachers

Target Dates or Schedule

Common Planning Time-at least once a week

Evidence of Completion

Classroom walkthroughs, Lesson Plans, Interactive Journals, Data Notebooks and Lesson Feedback Forms as well as the Delivery of the lesson

G2.B2 Students reading below grade level expectations

G2.B2.S1 Utilize the American Reading Core Independent Leveled Readers that are Common Core derived, Target students that are performing below grade level expectations and strategically design lessons that will assist them with skills/strategies pertinent to reading, Data Driven Literacy Centers (Fluency, Word Study..)

PD Opportunity 1

Develop a Community of Learners through Literacy

Facilitator

Jerrica Hall (Reading Coach) Mary Noll (K-2 Reading Specialist) and Brenda Mathisen (3-5 Reading Specialist)

Participants

All Literacy Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Literacy Centers, Small group Instruction focusing on skills/strategies that will develop strong readers, students' test scores (Students should exemplify improvements on Formative/ Summative Assessments) and Reading Logs/Interactive Reading Journals

G3. Increase the number of level 3 students on the Math 2014 FCAT 2.0 by 10% across all grade levels (3rd - 5th).

G3.B1 Lack of Content Knowledge for Novice Teachers Lack of alignment between instruction and assessments Students lacking strategies to solve mathematics problems

G3.B1.S2 Implement a Lesson Study with Math teachers.

PD Opportunity 1

Develop a schedule to implement a Lesson Study with math teachers.

Facilitator

Christina Struska, Math Coach and Pat Kenney, Math Specialist

Participants

All 3rd, 4th, 5th math teachers

Target Dates or Schedule

8 Week Cycle in the Winter

Evidence of Completion

Lesson Plans and Teacher Reflections

G3.B1.S3 Provide content specific professional development.

PD Opportunity 1

Identify teacher needs and math coach leads professional development sessions on targeted areas of concern.

Facilitator

Christina Struska, Math Coach and Pat Kenney, Math Specialist

Participants

All math teachers grades K-5.

Target Dates or Schedule

On-going, at least once per week.

Evidence of Completion

Meeting agendas, Lesson Plans, Meeting Notes

Appendix 2: Budget to Support School Improvement Goals