2013-2014 SCHOOL IMPROVEMENT PLAN

Brentwood Elementary School

2500 VINSON AVE

Sarasota, FL 34232

941-361-6230

www.sarasotacountyschools.net/brentwood

School Demographics

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

Alternative/ESE Center	Charter School	Minority Rate
No	No	44%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
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
Brentwood Elementary School

Principal
John Weida

School Advisory Council chair
Caroline Robertson

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

Name	Title
John Weida	Principal
Brandon Johnson	Assistant Principal
Cindy Rassmussan	Guidance
Heather Wasserman	ESE Liaison/Behavior Teacher
Heather McAleer	ESE Liaison
Erin Tuttle	ESOL Liaison
Kelly Ayrault	Title I Resource 2nd/3rd Reading
Caroline Robertson	Title I Resource Writing/4th and 5th
Sara Herbert	Title I Resource 3rd/Response to Literature
Deanna Stevens	Title I Resource K/1st
Tarra Martello	Title I Resource Math

District-Level Information

District
Sarasota

Superintendent
Mrs. Lori White

Date of school board approval of SIP
11/19/2013

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

Caroline Robertson, Staff, Chair
John Weida, Principal
Brandon Johnson, Assistant Principal
Monic Serino, Staff, Secretary

Stefanie Riley, Staff
Jill Spence, Staff and Parent
Nick Mavrikas, Parent
Jennifer Greenan, Parent
Donna Forway, Parent
Robert Pere, Business Partner, Longhorn Steakhouse
Kimberly Rowe, Parent
Karla Coronado, Parent
Johanna Caminero, Parent
Concepcion Caminero, Parent
Oscar Correa. Parent
Ting Yam, Parent

Involvement of the SAC in the development of the SIP

We seek parental participation and input from our School Advisory Council during the school improvement plan development. SAC will review the data and goals, providing input and advice on funding.

Activities of the SAC for the upcoming school year

SAC meets quarterly and is open to all parents. The SAC meetings are advertised on the school calendar. The committee will be involved in the following activities:
SIP-development, revision, monitoring of interventions
Community of Caring, PBS, and Renaissance school-wide activities
Title I Parent Involvement Plan - development and revisions
Title I School Compact - development and revisions

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

School improvement funds will be allocated as follows:
School-wide Positive Behavior Support - 200
Community of Caring - 300
Renaissance - 400
Brentwood "Starbucks Store" - 300

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:

John Weida		
Principal	Years as Administrator: 11	Years at Current School: 7

Credentials	BA, Simpson College, degree in Elementary Education and Mental Disabilities; MS, Drake University, degree in Behavior Disorders; Ed.S, Nova University, degree in Educational Leadership, Florida and Iowa certified in K-12 mental disabilities and mental disorders; Ed
Performance Record	Principal 2010-Present Achieved AYP in 2010-2011. 13-B 12-A 11-A 10-B

Brandon Johnson		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	BS, Norfolk State University, degree in Interdisciplinary Studies; MEd, University of South Florida, degree in Educational Leadership; Florida certified in Educational Leadership K-12; Elementary Education K-6;ESOL Endorsement;Exceptional Student Education K-12
Performance Record	Assistant Principal 2011-Present 13-B 12-A 11-A

Instructional Coaches

# of instructional coaches
5

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

Instructional Coach Information:

Sara Herbert		
Part-time / School-based	Years as Coach: 1	Years at Current School: 11
Areas	Reading/Literacy, Mathematics, Data, RtI/MTSS, Other	
Credentials	Elementary Ed K-6; ESOL Endorsed	
Performance Record	It is her first year as a coach.	

Deanna Stevens		
Part-time / School-based	Years as Coach: 1	Years at Current School: 16
Areas	Reading/Literacy, Mathematics, Data, RtI/MTSS, Other	
Credentials	Elementary Education 1-6; ESOL K-12	
Performance Record	It is her first year as a coach.	

Tarra Martello		
Part-time / School-based	Years as Coach: 1	Years at Current School: 16
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other	
Credentials	Elementary Ed 1-6; ESOL Endorsed	
Performance Record	It is her first year as a coach.	

Caroline Robertson		
Part-time / School-based	Years as Coach: 1	Years at Current School: 9
Areas	Reading/Literacy, Mathematics, Data, RtI/MTSS, Other	
Credentials	Elementary Ed K-6; ESOL K-12; Reading Endorsed; Gifted Endorsement	
Performance Record	It is her first year as a coach.	

Kelly Ayrault		
Part-time / School-based	Years as Coach: 1	Years at Current School: 9
Areas	Reading/Literacy, Mathematics, Data, RtI/MTSS, Other	
Credentials	Elementary Ed 1-6; ESOL K-12; Reading Endorsement	
Performance Record	This is her first year as a coach.	

Classroom Teachers

# of classroom teachers
54

 # receiving effective rating or higher
53, 98%

 # Highly Qualified Teachers
100%

 # certified in-field
53, 98%

 # ESOL endorsed

32, 59%

 # reading endorsed

8, 15%

 # with advanced degrees

45, 83%

 # National Board Certified

7, 13%

 # first-year teachers

4, 7%

 # with 1-5 years of experience

12, 22%

 # with 6-14 years of experience

13, 24%

 # with 15 or more years of experience

29, 54%

Education Paraprofessionals

# of paraprofessionals

12

 # Highly Qualified

12, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

6

 # 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

Our strategy for recruiting and retaining highly qualified teachers is providing support and encouragement throughout the year. We routinely celebrate their success and provide constructive criticism when it is neccessary. Administration is responsible for knowing the staffs certification areas and creating a positive culture on our campus.

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

The mentor and mentee meet regularly to discuss strategies and facilitation skills. The pairings are made according to the area of expertise of the mentor. If the new hire is an exceptional education teacher we pair them up with a teacher who has a background in exceptional student education.

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 team meets once a week to engage in the following activities: The team will review summative and formative data to identify school, grade, team, and class level academic needs. Individual student information will be reviewed. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and the effectiveness of the intervention.

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

The school-based leadership team will employ continuous improvement process to create the SIP and monitor MTSS. A member of the leadership team is at every MTSS meeting to ensure that the interventions are done with fidelity. The leadership team is responsible for progress monitoring, reviewing interventions, and ensure that teachers are making the best instructional decision for every child. Input will be gathered from the grade level teams, the SAC/SDMT and district teams composed of specialists in the areas of instructional need to guide our instructional decisions.

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

The leadership team meets bi-monthly to discuss the progress of our SIP and MTSS team. We attend each MTSS meeting and sit down with our support staff bi-monthly to discuss any additional trainings needed to ensure proper implementation of the interventions. The leadership team also attends CPT to discuss any concerns about the MTSS process or the SIP plan.

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 school uses a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics, science and writing is utilized. In addition, we have a school based data management system that includes scores from the following: FAIR Reading assessment, Formative Math Benchmark Test, Science Benchmark Assessment, District Writing Assessment, Reading Wonders Theme Test, EnVision Math Assessment, Oral Reading Fluency, Running Records, SuccessMaker Math and Reading and FCAT Testmaker Science to summarize data for students at Tier 1, 2, and 3.

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

Our school has a grade level facilitator who is responsible for supporting our staff members. We have a parent conference before Tier II and at the beginning of Tier III. We do trainings throughout the year to

support the understanding of the process. The MTSS team meets once a week to discuss students in Tier II and Tier III.

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: 5,175

Brentwood's After School Learning club is an after school program designed to address the needs of our lowest 25% and students who need additional instruction in reading and math. The program will deliver instruction in a small group setting and focus on specific skill deficits of each student. The after-school club will consist of grades 2, 3 and 4.

Strategy Purpose(s)

- Instruction in core academic subjects

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

We will determine the effectiveness with a pre and post assessment on each student. We will also include our district assessments in the overall evaluation of the program. FAIR, Math Benchmark Asessment and bi-monthly test will be recorded on an excel spreadsheet and reviewed weekly.

Who is responsible for monitoring implementation of this strategy?

Sara Herbert, Lead Teacher Brentwood After School Learning Club

Literacy Leadership Team (LLT)

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

Name	Title
John Weida	Principal
Brandon Johnson	Assistant Principal
Kelly Ayrault	Title I Resource 2nd/3rd Reading
Sara Herbert	Title I Resource 4th/5th Writing
Tarra Martello	Title I Resource 3rd/Response to Literature
Deanna Stevens	Title I Resource K/1st Reading
Caroline Robertson	Title I Resource Math

How the school-based LLT functions

The LLT meets bi-monthly to review current data in all academic areas. The team attends PLC meetings for each grade level to discuss data and academic concerns. The LLT collaborates to determine what professional development is neccessary to meet the needs of the staff.

Major initiatives of the LLT

Disaggregating FAIR, SuccessMaker data, Running Records and Oral Reading Fluency data as well as developing and assisting in implementing one-on-one and small group interventions.

Every Teacher Contributes to Reading Instruction

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

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

At the end of each school year, students transitioning from preschool to kindergarten programs are discussed at MTSS/CARE team meetings to plan for their needs at local elementary schools.

Expected Improvements

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	70%	64%	No	73%
American Indian				
Asian				
Black/African American	47%	45%	No	52%
Hispanic	63%	47%	No	67%
White	74%	74%	Yes	77%
English language learners	56%		No	60%
Students with disabilities	50%		No	55%
Economically disadvantaged	63%	59%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	27%	35%
Students scoring at or above Achievement Level 4	110	37%	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		40%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		64%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	184	62%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	37	50%	54%

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)	39	62%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	18	29%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	25%	63%

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	41	46%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		54%

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	70%	60%	No	73%
American Indian				
Asian				
Black/African American	47%		No	52%
Hispanic	65%	43%	No	69%
White	76%	72%	No	78%
English language learners	63%		No	67%
Students with disabilities	46%		No	51%
Economically disadvantaged	63%	53%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	33%	37%
Students scoring at or above Achievement Level 4	81	27%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		66%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	178	60%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	48	64%	68%

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	26	26%	35%
Students scoring at or above Achievement Level 4	37	37%	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		35%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		35%

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	161	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	104	21%	19%
Students retained, pursuant to s. 1008.25, F.S.	8	1%	1%
Students who are not proficient in reading by third grade	15	14%	12%
Students who receive two or more behavior referrals	53	11%	9%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	45	9%	7%

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

On average, 90% of all parents will attend Title I Parent Conferences and provide input.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Participation in Title I Parent Conferences	85	85%	90%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. By the year 2014, there will be a minimum of a four percentage point increase in Reading, for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

G3. By the year 2014, there will be a minimum of a four percentage point increase, in Math, for all student subgroups when less than 70% are currently demonstrating an annual learning gain.

Goals Detail

G1. By the year 2014, there will be a minimum of a four percentage point increase in Reading, for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).

Targets Supported

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

Resources Available to Support the Goal

- FAIR Assessment, Title I Reading Resource coach, Reading Benchmark assessment data, Lab Aide support

Targeted Barriers to Achieving the Goal

- Teachers have experienced difficulty allocating time for small group and 1:1 instruction in Reading and Math.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

Targets Supported
- Writing

Resources Available to Support the Goal
- Response to Literature

- Write From the Beginning and Beyond Narrative and Expositiory Writing

- Thinking Maps

- Title I Writing Coach/Resource Teacher

Targeted Barriers to Achieving the Goal
- Writing instruction is not consistent across all grade levels

- Lack of tool for instructing and evaluating student writing

Plan to Monitor Progress Toward the Goal

monitor Write Score Data and Write From the Beginning and Beyond Rubic data

Person or Persons Responsible
Administration, Writing Coach, and teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Write Score data, Write From the Beginning and Beyond Data, FCAT data for writing

G3. By the year 2014, there will be a minimum of a four percentage point increase, in Math, for all student subgroups when less than 70% are currently demonstrating an annual learning gain.

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)

Resources Available to Support the Goal
- Title I Math Resource Teacher/Coach

Targeted Barriers to Achieving the Goal
- Teachers are unable to focus on specific skills immediately in order to remediate

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

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

G1. By the year 2014, there will be a minimum of a four percentage point increase in Reading, for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).

G1.B1 Teachers have experienced difficulty allocating time for small group and 1:1 instruction in Reading and Math.

G1.B1.S1 To provide time on their schedule for small group or individualized instruction for students experiencing difficulty in reading and math. Each teacher is assigned a 30 minute intervention block of time, daily. Students will be working on SuccessMaker while teacher provides 1:1 intervention.

Action Step 1

Intervention Block

Person or Persons Responsible

Principal, Assistant Principal, Teacher

Target Dates or Schedule

Daily

Evidence of Completion

On-going; SuccessMaker Data, Benchmark Data, Fluency Probes, FCAT data.

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

Formal and Informal Observations

Person or Persons Responsible

Princpal, Assistant Principal

Target Dates or Schedule

weekly

Evidence of Completion

Observation Tool (IIS), Reading Benchmark assessment data, SuccessMaker Reading data

Plan to Monitor Effectiveness of G1.B1.S1

Progress Monitoring Data

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

bi-monthly

Evidence of Completion

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

G2.B1 Writing instruction is not consistent across all grade levels

G2.B1.S1 Use of Professional Development Times to provide teachers with the tools (Write From the Beginning and Beyond) for providing explicit instruction in the different types of expository writing, but also clarify for the students how each type differs from other kinds of writing (such as narrative). Expository writing includes, but is not limited to: • Explaining How (Sequential), Reporting (Categorical), Reporting (Part to Whole), Reporting (Compare and Contrast), Describing (Focus on Attributes), Defining (Limited or Extensive), Explaining Why (Reasons/Causes for an Event), Explaining Why (Personal Opinion), Explaining Why (Point of View)

Action Step 1

Professional Development Instruction with Write From the Beginning and Beyond

Person or Persons Responsible

Title I Writing Coach

Target Dates or Schedule

Beginning in August, monthly during Professional Development Times

Evidence of Completion

Write From the Beginning and Beyond Grade Level Rubric data, Write Score data

Facilitator:

Caroline Robertson, John Weida

Participants:

All instructional staff

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

Monitor Write Score data and Write From the Beginning and Beyond Rubric Data

Person or Persons Responsible

Administration, Writing Coach, and Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Write Score Data, Write From the Beginning and Beyond Rubic Data, FCAT data for writing

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 Lack of tool for instructing and evaluating student writing

G2.B2.S1 Use of Professional Development Times to provide teachers with the tools (Write From the Beginning and Beyond) for providing explicit instruction in the different types of expository writing, but also clarify for the students how each type differs from other kinds of writing (such as narrative). Expository writing includes, but is not limited to: • Explaining How (Sequential), Reporting (Categorical), Reporting (Part to Whole), Reporting (Compare and Contrast), Describing (Focus on Attributes), Defining (Limited or Extensive), Explaining Why (Reasons/Causes for an Event), Explaining Why (Personal Opinion), Explaining Why (Point of View)

Action Step 1

Professional Development Instruction with Write From the Beginning and Beyond

Person or Persons Responsible

Title I Writing Coach

Target Dates or Schedule

Beginning August, monthly during Professional Development Times

Evidence of Completion

Write From the Beginning and Beyond Grade Level Rubric data

Facilitator:

Title I Writing Coach

Participants:

School-Wide

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

Professional Development Instruction with Write From the Beginning and Beyond

Person or Persons Responsible

Title I Writing Coach

Target Dates or Schedule

Beginning August, monthly during Professional Development Times

Evidence of Completion

Write From the Beginning and Beyond Grade Level Rubric data

Plan to Monitor Effectiveness of G2.B2.S1

monitor Write Score Data and Write From the Beginning and Beyond Rubic data

Person or Persons Responsible

Administration, Writing Coach, and teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Write Score data, Write From the Beginning and Beyond Data, FCAT data for writing

G3. By the year 2014, there will be a minimum of a four percentage point increase, in Math, for all student subgroups when less than 70% are currently demonstrating an annual learning gain.

G3.B2 Teachers are unable to focus on specific skills immediately in order to remediate

G3.B2.S1 The school will use SuccessMaker and Formative Benchmark Assessment scores to monitor student progress; areas of difficulty, custom courses, prescriptive scheduling

Action Step 1

Profesional Development Instruction in SuccessMaker reporting

Person or Persons Responsible

Administration, SME Coach

Target Dates or Schedule

September 24th and 26th

Evidence of Completion

Facilitator:

Administration, SME Coach

Participants:

School-Wide

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

Progress Monitoring Data

Person or Persons Responsible

Administraton, SME coach

Target Dates or Schedule

Pull SM data reports bi-monthly

Evidence of Completion

SuccessMaker Data Reports

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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 is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The district coordinates with Title II in ensuring staff development needs are provided. The district supports a Migrant Identifier/Recruiter who provides referral services and support to migrant students and families. The ID& R person coordinates with the Title I and other programs to ensure student and family needs are met. The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment. Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children

with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. Training is provided to make all teachers highly qualified. Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district. Homeless education case managers provide resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Program provides on-going outreach, training and tutoring. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students. The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided. Free and Reduced Lunch Program through federal funds.

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. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

G2.B1 Writing instruction is not consistent across all grade levels

G2.B1.S1 Use of Professional Development Times to provide teachers with the tools (Write From the Beginning and Beyond) for providing explicit instruction in the different types of expository writing, but also clarify for the students how each type differs from other kinds of writing (such as narrative). Expository writing includes, but is not limited to: • Explaining How (Sequential), Reporting (Categorical), Reporting (Part to Whole), Reporting (Compare and Contrast), Describing (Focus on Attributes), Defining (Limited or Extensive), Explaining Why (Reasons/Causes for an Event), Explaining Why (Personal Opinion), Explaining Why (Point of View)

PD Opportunity 1

Professional Development Instruction with Write From the Beginning and Beyond

Facilitator

Caroline Robertson, John Weida

Participants

All instructional staff

Target Dates or Schedule

Beginning in August, monthly during Professional Development Times

Evidence of Completion

Write From the Beginning and Beyond Grade Level Rubric data, Write Score data

G2.B2 Lack of tool for instructing and evaluating student writing

G2.B2.S1 Use of Professional Development Times to provide teachers with the tools (Write From the Beginning and Beyond) for providing explicit instruction in the different types of expository writing, but also clarify for the students how each type differs from other kinds of writing (such as narrative). Expository writing includes, but is not limited to: • Explaining How (Sequential), Reporting (Categorical), Reporting (Part to Whole), Reporting (Compare and Contrast), Describing (Focus on Attributes), Defining (Limited or Extensive), Explaining Why (Reasons/Causes for an Event), Explaining Why (Personal Opinion), Explaining Why (Point of View)

PD Opportunity 1

Professional Development Instruction with Write From the Beginning and Beyond

Facilitator

Title I Writing Coach

Participants

School-Wide

Target Dates or Schedule

Beginning August, monthly during Professional Development Times

Evidence of Completion

Write From the Beginning and Beyond Grade Level Rubric data

G3. By the year 2014, there will be a minimum of a four percentage point increase, in Math, for all student subgroups when less than 70% are currently demonstrating an annual learning gain.

G3.B2 Teachers are unable to focus on specific skills immediately in order to remediate

G3.B2.S1 The school will use SuccessMaker and Formative Benchmark Assessment scores to monitor student progress; areas of difficulty, custom courses, prescriptive scheduling

PD Opportunity 1

Profesional Development Instruction in SuccessMaker reporting

Facilitator

Administration, SME Coach

Participants

School-Wide

Target Dates or Schedule

September 24th and 26th

Evidence of Completion

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.5 or higher on the writing essay.	$28,612
	Total	$28,612

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program	Professional Development
Total	$28,612	$0	$28,612
Title I	$0	$0	
Title I Funds	$28,612	$28,612	

Budget Details

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

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

G2.B1 Writing instruction is not consistent across all grade levels

G2.B1.S1 Use of Professional Development Times to provide teachers with the tools (Write From the Beginning and Beyond) for providing explicit instruction in the different types of expository writing, but also clarify for the students how each type differs from other kinds of writing (such as narrative). Expository writing includes, but is not limited to: • Explaining How (Sequential), Reporting (Categorical), Reporting (Part to Whole), Reporting (Compare and Contrast), Describing (Focus on Attributes), Defining (Limited or Extensive), Explaining Why (Reasons/Causes for an Event), Explaining Why (Personal Opinion), Explaining Why (Point of View)

Action Step 1

Professional Development Instruction with Write From the Beginning and Beyond

Resource Type

Professional Development

Resource

Writing Program, Monthly Professional Development days for instructional staff, Substitutes for staff.

Funding Source

Title I Funds

Amount Needed

$28,612

G2.B2 Lack of tool for instructing and evaluating student writing

G2.B2.S1 Use of Professional Development Times to provide teachers with the tools (Write From the Beginning and Beyond) for providing explicit instruction in the different types of expository writing, but also clarify for the students how each type differs from other kinds of writing (such as narrative). Expository writing includes, but is not limited to: • Explaining How (Sequential), Reporting (Categorical), Reporting (Part to Whole), Reporting (Compare and Contrast), Describing (Focus on Attributes), Defining (Limited or Extensive), Explaining Why (Reasons/Causes for an Event), Explaining Why (Personal Opinion), Explaining Why (Point of View)

Action Step 1

Professional Development Instruction with Write From the Beginning and Beyond

Resource Type

Evidence-Based Program

Resource

Write From the Beginning and Beyond, Thinking Maps

Funding Source

Title I

Amount Needed

$0