2013-2014 SCHOOL IMPROVEMENT PLAN

Fruitville Elementary School

601 HONORE AVE

Sarasota, FL 34232

941-361-6200

www.sarasotacountyschools.net/fruitville

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	55%

Alternative/ESE Center	Charter School	Minority Rate
No	No	46%

School Grades History

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

Table of Contents

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
Fruitville Elementary School

Principal
Laura Kingsley

School Advisory Council chair
Melissa Fraley

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

Name	Title
Laura Kingsley	Principal
Steven French	Assistant Principal
Brandy Ferguson	Kindergarten Team Leader
Laurie Butler	First Grade Team Leader
Kay Harloff	Second Grade Team Leader
Cherie Hodge	Third Grade Team Leader
Danielle Ard	SPARK/AWC Team Leader
Cindy Millar	Fourth/Fifth Grades Team Leader
Risa Waugh	Specials Team Leader
Melissa Spinale	Support Staff Team Leader
Laura King	ASD Team Leader

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

Laura Kingsley - Principal
Melissa Fraley - Teacher(chair)
Norma Hunter - Classified
Bonnie Mitchell - Teacher

Federica Priano - Parent
Esteban Cavazos - Parent
Nancy See - Parent
Lt. Tim Enos- Community Representative
Fernanda Trujillo - Parent
Emzie Hulletty - Parent

Involvement of the SAC in the development of the SIP

The SAC committee meets monthly. They are charged with routinely reviewing school-wide progress monitoring data and summative data (FCAT) of Florida's high-stakes testing. Recommendations for improving programs through high impact strategies have come from these meetings. The SAC committee also reviews and renders final approval of the yearly School Improvement Plan, the annual Parent Involvement Plan, budgets and other needs assessment data to improve the overall program effectiveness and impact on student learning.

Activities of the SAC for the upcoming school year

Monitor student and school progress in attaining SIP goals and evaluate the appropriateness of the indicators of student progress and strategies and evaluation procedures which are selected to measure student performance.
Make reccomendations on the accumulation and reporting of data that is beneficial to parents.
Participate in the planning, renovation,construction, inspection and monitoring of school buildings and grounds.
Encourage an active parent groupand business partnership.
Assist the principal with site budget, staff development, implementation of instruction, staffing and strategic planning

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

There have been no school improvement funds allocated to date for the 2013-2014 school year.

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

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

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

Administrators

# of administrators
2

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

Administrator Information:

Laura Kingsley		
Principal	Years as Administrator: 18	Years at Current School: 13

Credentials	Ed D.
Performance Record	2012-2013 School Grade = A Learning gains = Reading 67% Math 76% Lowest 25% - Reading 59% Math 69% 2011-2012 School Grade = A Learning gains = 74% Reading 74% Math Lowest 25% - 74% Reading 63% Math 2010-2011 Met AYP School Grade = A Learning gains = 78% Reading 85% Math Lowest 25% - 76% Reading 86% Math 2009-2010 School Grade = A Learning gains = 73% Reading, 72% Math, 67% lowest 25% Reading, 55% lowest 25% Math 2008-2009 School Grade = A Learning gains = 74% Reading, 73% Math, 70% lowest 25% Reading, 74% lowest 25% Math

Steven D. French		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	M.S.
Performance Record	2012-2013 School Grade = A Learning gains = Reading 67% Math 76% Lowest 25% - Reading 59% Math 69% 2011-2012 School Grade = A Learning gains = 74% Reading 74% Math Lowest 25% - 74% Reading 63% Math

Instructional Coaches

# of instructional coaches
0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

62

 # receiving effective rating or higher

62, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

60, 97%

 # ESOL endorsed

56, 90%

 # reading endorsed

4, 6%

 # with advanced degrees

48, 77%

 # National Board Certified

8, 13%

 # first-year teachers

4, 6%

 # with 1-5 years of experience

22, 35%

 # with 6-14 years of experience

19, 31%

 # with 15 or more years of experience

21, 34%

Education Paraprofessionals

# of paraprofessionals

34

 # Highly Qualified

34, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

8

 # 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

Use of PRIDE Evaluation System
Regular meetings with new teachers (30 day and 90 day)
Partnering new teachers with veteran staff member (mentoring)
Provide professional develpoment to all staff members

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

Our school participates in the district wide SCIP mentoring program which provides all new teachers with an induction program to the district as well as a teacher mentor at our school. The mentor serves in the capacity to assist the new teacher with the transition to our school and/or the profession. Pairings are based on similar grade levels so mentor and mentee can plan together for instruction. There are monthly SCIP meetings to bring new teachers up to speed on district and school intiatives. In addition we have a district personnel who are assigned on an "as needed" basis to help coach instructional best practices.

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 Response to Intervention (RtI) team also known as Multi-Tiered System of Spports (MTSS) collaborates once a week to discuss existing data and information, identify students' needs, problem solve, and to make recommendations for future activities in regard to student's academicperformance, behavior, attendance, and overall school-wide adjustment. The RtI / MTSS designates a member of the team to work with each
grade level one time per week to discuss individual students and progress monitoring data. Based on the data review, instructional strategies are identified and a timeline of implantation will be constructed

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

Laura Kingsley - Principal- Administrative support
Steven French- Assistant Principal

Melissa Spianale - Guidance Counselor- 504/CARE facilitator
Debbie Neumann - Behavior Specialist - MTSS facilitator,
Stephanie Burger- School Social Worker,
Danieele Perkins- School Psychologist
Amy Menard/JulieJaquette- ESE Liaisons
JodiKleppinger - Speech and Language Pathologist
Kim Whitten - ESOL Liaison
The role of the RtI/MTSS team at Fruitville Elementary is to analyze relevant school data for the purpose of problem analysis,intervention development, and goal setting in order to develop and implement the SIP plan. Florida's Continuous Improvement Model (FCIM) guides our discussions.

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

Ongoing review of data using the district's Instructional Improvement Sytstem at PLC meetings, MTSS, SDMT and SAC

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 assessment data reported by the district Office of Research, Assessment, and Evaluation and ThinkGate system on the academic achievement of all students. Disaggregated AYP subgroup data by reading, mathematics, science, and writing is utilized. The school participates in FAIR, FOCUS (Science), Successmaker, the district Math and Writing Formative Benchmark Assessments to continuously progress monitor students at Tier 1, 2, and 3.
The school also has created progress monitoring spreadsheet used to summarize and track data behavioral data.

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

Each grade level is assigned a grade level facilitator which will work directly with each team at weekly PLC meetings to assist in understanding the MTSS process as well as help develop and implement appropriate interventions. Fall parent conferences are held to aide in communication between classroom teacher and families. Weekly MTSS meetings are held to improve processes and assist facilitators and classroom teachers. Updates from these meetings are immediately distributed to teachers to aide in understanding and communication.

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: 30,240

We offer a large variety of enrichment and academic opportunites. These areas include:
Running Club,Chess Club, Violin, Drama Kids, Wordsmith, Chorus, Art Club, Math Club, Reading Club, Writing Club, Soccer Club, Photography Club and tutoring.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Performance based tasks from each enrichment opportunity are presented to demonstrate overall effectiveness of the programs. The academic based programs will use school wide progress monitoring data to determine how students are performing towards mastery of their goals.

Who is responsible for monitoring implementation of this strategy?

School Administration

Literacy Leadership Team (LLT)

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

Name	Title
Laura Kingsley	Principal
Steven French	Assistant Principal
Laura King	ASD Team Leader
Brandy Ferguson	K Team Leader
Laurie Butler	1st Grade Team Leader
Kay Harloff	2nd grade Team Leader
Cherie Hodge	3rd Grade Team Leader
Cindy Millar	4/5 Team Leader
Danielle Ard	AWC/SPARK Team Leader

How the school-based LLT functions

The LLT team meets bi-weekly to discuss literacy initiatives. Grade level representatives meet with team members to introduce and implement literacy initiatives in the classroom

Major initiatives of the LLT

Implementation of new ELA Series
Implementation of Common Core
Implement monitoring process for remedial students
Implement Response to Literature

Every Teacher Contributes to Reading Instruction

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

In addition to every classroom teacher, our specials area teachers integrate reading and math instruction into their lesson plans and activities.

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

Every year we hold an annual K roundup that offers parents best practices, tips, and insight as to ways they can aide in effective transitions from Pre-K to K. In addition,our school implements a screening program over the summer to identify student readiness and allows teachers to instruct at appropriate instructional levels from day 1 of 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	78%	69%	No	80%
American Indian				
Asian				
Black/African American	53%		No	58%
Hispanic	66%	51%	No	69%
White	84%	80%	No	86%
English language learners	59%	23%	No	63%
Students with disabilities	62%	28%	No	66%
Economically disadvantaged	65%	54%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	23%	27%
Students scoring at or above Achievement Level 4	154	46%	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		67%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	225	67%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	50	59%	63%

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)	104	64%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	53	33%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	56	35%	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	81	72%	76%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

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	73%	70%	No	75%
American Indian				
Asian				
Black/African American	53%		No	58%
Hispanic	62%	59%	No	66%
White	79%	78%	No	81%
English language learners	58%	43%	No	62%
Students with disabilities	66%	31%	No	69%
Economically disadvantaged	60%	59%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	29%	33%
Students scoring at or above Achievement Level 4	138	41%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		54%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	255	76%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	58	69%	73%

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	23	23%	27%
Students scoring at or above Achievement Level 4	41	40%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	780	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	77	10%	6%
Students retained, pursuant to s. 1008.25, F.S.	6	1%	1%
Students who are not proficient in reading by third grade	12	10%	6%
Students who receive two or more behavior referrals	15	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	22	3%	2%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

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

This year we will conduct parenting workshops which cover a variety of topics. These topics include: ESOL needs, Technology, Report Cards, Math Needs, Sensory, Difficult Behavior, and FCAT

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
25% of our parents will attend at least 1 parent workshop	83	14%	25%

Goals Summary

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

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 for Level 3 students, when less than 70% are currently demonstrating proficiency(across Levels 3,4,5).There will be a minimum of a two percentage point increase for Level 3

Goals Detail

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

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

- enVision Math program, intervention block, Staff membersavailable before and after school

Targeted Barriers to Achieving the Goal

- Reduction of staff resources and supports to differentiate instruction based on student needs

Plan to Monitor Progress Toward the Goal

Progress Monitoring Data

Person or Persons Responsible

Administration Classroom teachers Grade level facilitators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student data toward academic goals MTSS notes student portfolio

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
- Thinking Maps Reading Wonders, Writer's workshop, PLC, Writing committee

Targeted Barriers to Achieving the Goal
- Transition of writing standards from FCAT 2.0 to Common Core

Plan to Monitor Progress Toward the Goal

Increased scoring based on rubric

Person or Persons Responsible
teachers

Target Dates or Schedule:
ongoing/ end of year assessment

Evidence of Completion:
writing samples/prompts FCAT data

G3. By the year 2014, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency(across Levels 3,4,5).There will be a minimum of a two percentage point increase for Level 3

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

Resources Available to Support the Goal
- ELA (Reading Wonders) Professional Development Dedicated intervention time in master schedule

Targeted Barriers to Achieving the Goal
- Blended NGSSS/CCSS curiculum in grades 3-5 Professional development in CCSS Implementation of new ELA series(Reading Wonders)

Plan to Monitor Progress Toward the Goal

Progress Monitoring Data

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Data discussion CPT notes

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 for Level 3 students,when less than 70% are currently demonstrating proficiency across Levels 3,4,5).There will be a minimum of a two percentage point increase for Level 3

G1.B1 Reduction of staff resources and supports to differentiate instruction based on student needs

G1.B1.S1 We will increase progress monitoring among grade level teams in collaboration with MTSS Team. PLC teams meet to identify priority curriculum objectives and to develop strategic lessons following the district's Instructional Focus Calendar, also to include prescriptive lesson plans for all Tier 3. Utilize available staff members for before and after school tutoring

Action Step 1

Collaborative planning on math instructional strategies and the implmentation of CCSS

Person or Persons Responsible

PLC work with Curriculum Specialist (Sue De'Angelo)

Target Dates or Schedule

ongoing

Evidence of Completion

PLC notes

Facilitator:

Participants:

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

Student data/ MTSS portfolio

Person or Persons Responsible

Administration MTSS facilitators

Target Dates or Schedule

Ongoing

Evidence of Completion

MTSS notes intervention paperwork portfolio

Plan to Monitor Effectiveness of G1.B1.S1

PLC discussions with facilitators MTSS meetings

Person or Persons Responsible

Administration MTSS Facilitators Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitoring data/student achievement

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 Transition of writing standards from FCAT 2.0 to Common Core

G2.B1.S1 Coordination of multi grade level committee and the establishment of grade level writing rubrics. Ongoing PD on writing strategies

Action Step 1

Coordination of multi- grade level committee, ongoing PD on writing strategies

Person or Persons Responsible

Administration classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Committee Meeting Outcomes Student Achievement

Facilitator:

Adminstration

Participants:

teachers

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

Establishment of writing committee and grade level rubrics

Person or Persons Responsible

Adminstration

Target Dates or Schedule

ongoing

Evidence of Completion

Committee notes and outcomes

Plan to Monitor Effectiveness of G2.B1.S1

Increased student performance on grade level rubrics

Person or Persons Responsible

Classroom teachers Administartion

Target Dates or Schedule

ongoing

Evidence of Completion

student achievement data

G3. By the year 2014, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency(across Levels 3,4,5).There will be a minimum of a two percentage point increase for Level 3

G3.B1 Blended NGSSS/CCSS curiculum in grades 3-5 Professional development in CCSS Implementation of new ELA series(Reading Wonders)

G3.B1.S1 Provide ongoing training on CCSS standards Professional Development and training in Reading Wonders

Action Step 1

Training on ELA series(Reading Wonders) Collaboration on implementation of new ELA series and CCSS

Person or Persons Responsible

Rachel Powers webinars PLC teams professional development

Target Dates or Schedule

ongoining throughout the year

Evidence of Completion

PLC agendas and notes Professional development sign in

Facilitator:

various presenters

Participants:

classroom teachers

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

Attend trainings and webinars Review PLC notes

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher feedback Progress Monitoring Data

Plan to Monitor Effectiveness of G3.B1.S1

Progress Monitoring Data

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Data discussions

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 II funds that we receive will be used to provide subs for our teachers to attend professional development activites and collaborate on best instructional practices and improve overall student performance.

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

G1.B1 Reduction of staff resources and supports to differentiate instruction based on student needs

G1.B1.S1 We will increase progress monitoring among grade level teams in collaboration with MTSS Team. PLC teams meet to identify priority curriculum objectives and to develop strategic lessons following the district's Instructional Focus Calendar, also to include prescriptive lesson plans for all Tier 3. Utilize available staff members for before and after school tutoring

PD Opportunity 1

Collaborative planning on math instructional strategies and the implmentation of CCSS

Facilitator

Participants

Target Dates or Schedule

ongoing

Evidence of Completion

PLC notes

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 Transition of writing standards from FCAT 2.0 to Common Core

G2.B1.S1 Coordination of multi grade level committee and the establishment of grade level writing rubrics. Ongoing PD on writing strategies

PD Opportunity 1

Coordination of multi- grade level committee, ongoing PD on writing strategies

Facilitator

Adminstration

Participants

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Committee Meeting Outcomes Student Achievement

G3. By the year 2014, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency(across Levels 3,4,5).There will be a minimum of a two percentage point increase for Level 3

G3.B1 Blended NGSSS/CCSS curiculum in grades 3-5 Professional development in CCSS Implementation of new ELA series(Reading Wonders)

G3.B1.S1 Provide ongoing training on CCSS standards Professional Development and training in Reading Wonders

PD Opportunity 1

Training on ELA series(Reading Wonders) Collaboration on implementation of new ELA series and CCSS

Facilitator

various presenters

Participants

classroom teachers

Target Dates or Schedule

ongoining throughout the year

Evidence of Completion

PLC agendas and notes Professional development sign in

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program
Total	$0	$0
	$0	$0

Budget Details

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

G3. By the year 2014, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency(across Levels 3,4,5).There will be a minimum of a two percentage point increase for Level 3

G3.B1 Blended NGSSS/CCSS curiculum in grades 3-5 Professional development in CCSS Implementation of new ELA series(Reading Wonders)

G3.B1.S1 Provide ongoing training on CCSS standards Professional Development and training in Reading Wonders

Action Step 1

Training on ELA series(Reading Wonders) Collaboration on implementation of new ELA series and CCSS

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed