



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Southside Elementary School
1901 WEBBER ST
Sarasota, FL 34239
941-361-6420
www.sarasotacountyschools.net/southside

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 23%
Alternative/ESE Center No	Charter School No	Minority Rate 19%

School Grades History

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

Southside Elementary School

Principal

Steven Dragon

School Advisory Council chair

Paula Ippolito

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

Name	Title
Steven E. Dragon	Principal
Susan Nations	Administrative Intern
Stephanie Chillemi-Rivera	ESE Liaison
Missy Windom	Kindergarten Leader
Amy Pedler	First Grade Leader
Ashby Davidson	Second Grade Leader
Pat Frederick	Third Grade Leader
Jessica Anderson	Fourth Grade Leader
Susan Stambrosky	Fifth Grade Leader
Christine Mattern	Special Area 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

The School Advisory Council includes the school principal and an appropriately balanced number of teachers(5), education support employees (1), parents (6), and business and community representatives (2).

Non-school-based employees comprise of 53% of the SAC membership. SAC members reflect the racial/ethnic and socioeconomic community served by the school.

Involvement of the SAC in the development of the SIP

Review student achievement data
 Assist in the on-going evaluation of the SIP throughout the 2013-2014 school year

Activities of the SAC for the upcoming school year

Review/discuss Flexible Supplement Allocation
 Review/revision of school policies and procedures
 Discussion about ongoing issues with student drop-off and pick-up
 Review and discussion of the staffing model for our school
 Presentation of ongoing partnerships with community organizations

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

SAC no longer receives a School Improvement Budget.

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Steven Dragon

Principal	Years as Administrator: 19	Years at Current School: 4
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Credentials	M.S. in Ed. Leadership from Nova Southeastern University BS in Elementary Ed. from Bridgewater State University, MA Certifications: Elementary Ed. 1-6, School Principal K-12
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Performance Record	Consistently maintains "A" school grade from 2004 to 2013 83% FCAT Reading Proficiency 2012-13 76% FCAT Math Proficiency 2012-13 86% FCAT Writing Proficiency 2012-13 75% FCAT Science Proficiency 2012-13 79% Reading Learning Gains 2012-13 75% Math Learning Gains 2012-13 63% Reading Learning Gains in Lowest Quartile 2012-13 61% Math Learning Gains in Lowest Quartile 2012-13
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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**

55

receiving effective rating or higher

49, 89%

Highly Qualified Teachers

91%

certified in-field

46, 84%

ESOL endorsed

48, 87%

reading endorsed

8, 15%

with advanced degrees

38, 69%

National Board Certified

3, 5%

first-year teachers

1, 2%

with 1-5 years of experience

14, 25%

with 6-14 years of experience

13, 24%

with 15 or more years of experience

28, 51%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

5

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

Steven E. Dragon, Principal & Susan Nations, Administrative Intern

Use of the Teacher Evaluation System (TES)

Provide on-going Professional Development

District support for teachers in need of assistance

Recently hired new instructional staff. All are highly effective teachers as documented by their evaluations and references. They were selected by a team representative of the open positions.

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

Ileana Manzano, Lead Mentor will be working with Alexandra Dashner, first year teacher. They are both kindergarten teachers and will be working together to complete the SCIP Program.

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 regularly each Tuesday to discuss individual students and their progress to the grade level curriculum. This multi-disciplinary team is responsible for aligning the needs of the students to the interventions and instruction. Members of the RtI team meet regularly with grade level teams to discuss student progress.

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

The RtI team is used to help identify those specific students who need assistance and are in student groups identified on the SIP that are in need of improvement.

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

The Rtl problem-solving process is used to correctly identify the students, examine the instruction they are receiving and adjust/provide instruction and interventions as necessary to promote student growth. The frequent evaluation of student progress by the Rtl team helps ensure that identified students are making progress and that areas of need are being met.

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 data used to identify students is multi-metric. We utilize student FCAT data for reading and math, FAIR data for reading, FCAT and LEARN data for science, district benchmark assessments for math, FCAT and regular writing prompt results for writing and ongoing progress monitoring data for reading and math. The data management system used to summarize this data is a progress monitoring spreadsheet that we have created that tracks these results. In addition, we use the district's AS400 data system to track our behavior results.

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

The MTSS team remains available to participate in team collaborative meetings and ongoing information is given to Curriculum Leaders during weekly meetings.

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: 1,800

After school enrichment activities are offered Monday through Friday throughout the school year (Sept. - May). These activities include a wide variety of arts clubs, sports, and academic enrichment.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Attitudinal surveys are utilized.

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
Steven E. Dragon	Principal

Name	Title
Susan Nations	Administrative Intern
Missy Windom	Kindergarten Leader
Amy Pedler	Grade 1 Leader
Ashby Davidson	Grade 2 Leader
Pat Frederick	Grade 3 Leader
Jessica Anderson	Grade 4 Leader
Susan Stambrosky	Grade 5 Leader
Christine Mattern	Special Area Leader
Stephanie Chillemi-Rivera	ESE Leader

How the school-based LLT functions

The team meets regularly 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

Schoolwide Reading Partner Program
 Reading Wonders Implementation
 Common Core Implementation
 Identify remedial students and target small group instruction
 Reading Counts Incentives
 Principal Luncheons with book talks

Every Teacher Contributes to Reading Instruction

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

Not required for Elementary Schools

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

We provide tours to incoming Kindergarten families and conduct a Kindergarten Orientation each spring.

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	86%	82%	No	87%
American Indian				
Asian				
Black/African American				
Hispanic	73%	57%	No	76%
White	87%	86%	No	88%
English language learners	58%		No	63%
Students with disabilities	67%		No	70%
Economically disadvantaged	78%	73%	No	80%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	22%	24%
Students scoring at or above Achievement Level 4	222	60%	62%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	292	79%	81%
Students in lowest 25% making learning gains (FCAT 2.0)	58	63%	67%

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)	28	61%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	23	50%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	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	97	87%	89%
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	85%	75%	No	87%
American Indian				
Asian				
Black/African American				
Hispanic	65%	53%	No	69%
White	87%	79%	No	88%
English language learners	65%		No	69%
Students with disabilities	67%		No	70%
Economically disadvantaged	76%	65%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	30%	32%
Students scoring at or above Achievement Level 4	169	46%	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	277	75%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	56	61%	65%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	21%	23%
Students scoring at or above Achievement Level 4	61	53%	55%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	100%

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)	5		7
Participation in STEM-related experiences provided for students	1550	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	46	8%	6%
Students retained, pursuant to s. 1008.25, F.S.	2	1%	0%
Students who are not proficient in reading by third grade	14	10%	8%
Students who receive two or more behavior referrals	8	1%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	1%

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

Southside Elementary School has one of the highest levels of parent involvement in the district's elementary schools. Maintaining the high level of parent involvement is targeted by working with the PTO and Southside Foundation to offer many volunteer opportunities at our school for our parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
No targets identified due to the high level of parental involvement			

Area 10: Additional Targets**Additional targets for the school**

Not needed at this time.

Specific Additional Targets

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

- G1.** SCIENCE GOAL - By the year 2014, there will be a two percentage point increase for all student groups currently demonstrating proficiency.
- G2.** READING GOAL - By the year 2014, there will be a 2% increase for all student groups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.
- G3.** MATH GOAL - By the year 2014, there will be a 2% increase for all student groups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.
- G4.**
- G5.** WRITING GOAL - By the year 2014, there will be a two percentage point increase for all student groups demonstrating 3.5 or higher on the writing assessment.

Goals Detail

G1. SCIENCE GOAL - By the year 2014, there will be a two percentage point increase for all student groups currently demonstrating proficiency.

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Fusion Science K-5 Schoolwide science activities (Celebrate Learning Day/Science, Science Fair, Science Club, Science Special, Sea Camp)

Targeted Barriers to Achieving the Goal

- A heightened awareness of the importance of continuous science instruction grades K-5

Plan to Monitor Progress Toward the Goal

Program assessments.

Person or Persons Responsible

Steven E. Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule:

Throughout the 2013-2014 school year.

Evidence of Completion:

State and district assessments, subject area tests, TES observations and evaluations

G2. READING GOAL - By the year 2014, there will be a 2% increase for all student groups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

Targets Supported

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

Resources Available to Support the Goal

- Schoolwide use of the PLANNING FOR INSTRUCTION 2013-14 booklet provided to all teachers.

Targeted Barriers to Achieving the Goal

- Limited funds for outside professional development.

Plan to Monitor Progress Toward the Goal

State and district student data and assessments. Subject area tests. TES observations and evaluations. Classroom walkthroughs.

Person or Persons Responsible

Steven E. Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule:

Throughout the 2013-2014 school year.

Evidence of Completion:

State and district assessments, subject area tests, TES observations and evaluations

G3. MATH GOAL - By the year 2014, there will be a 2% increase for all student groups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a 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, 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

- Implement schoolwide use of the PLANNING FOR INSTRUCTION 2013-2014 booklet provided to all teachers
- Utilize enVision Math program K-5

Targeted Barriers to Achieving the Goal

- Limited funds for outside professional development.
- Teacher comfort level of differentiation of instruction.

Plan to Monitor Progress Toward the Goal

State and district assessments. Subject area tests. TES observations and evaluations.

Person or Persons Responsible

Steven E. Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule:

Throughout the 2013-2014 school year.

Evidence of Completion:

State and district assessments, subject area tests, TES observations and evaluations

G4.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. WRITING GOAL - By the year 2014, there will be a two percentage point increase for all student groups demonstrating 3.5 or higher on the writing assessment.

Targets Supported

- Writing

Resources Available to Support the Goal

- District Writing Assessments.
- Team collaboration for writing instruction.

Targeted Barriers to Achieving the Goal

- High current writing scores

Plan to Monitor Progress Toward the Goal

State and district writing assessments

Person or Persons Responsible

Steven E. Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule:

Throughout the 2013-2014 school year.

Evidence of Completion:

Higher percent of students scoring 3.5 or higher on the writing assessment.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. SCIENCE GOAL - By the year 2014, there will be a two percentage point increase for all student groups currently demonstrating proficiency.

G1.B1 A heightened awareness of the importance of continuous science instruction grades K-5

G1.B1.S1 Blocking time in the master schedule for science instruction school-wide Observation of science lesson for TES

Action Step 1

PLC discussions regarding science planning Celebrate Science Day Science Fair "60 Seconds of Science" segment on School News Program Science on the specials wheel

Person or Persons Responsible

Classroom Teachers Steven E. Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

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

Classroom walkthroughs. Administrator reviews of lesson plans. Collaborative Planning Checklist at grade level team meetings.

Person or Persons Responsible

Steven E. Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

Plan to Monitor Effectiveness of G1.B1.S1

Program assessments.

Person or Persons Responsible

Steven E. Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

G2. READING GOAL - By the year 2014, there will be a 2% increase for all student groups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

G2.B1 Limited funds for outside professional development.

G2.B1.S1 Implement schoolwide use of the PLANNING FOR INSTRUCTION 2013-2014 booklet provided to all teachers.

Action Step 1

School-wide book study, "Mindset" by Carol Dweck "Review state and district benchmark data. Check completeness of lesson plans. CPT discussions. Schoolwide implementation of the Reading Comprehension Rubric provided for staff in the PLANNING FOR INSTRUCTION booklet.

Person or Persons Responsible

Steven E. Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

Facilitator:

Steven E. Dragon, Principal Susan Nations, Administrative Intern

Participants:

All staff will be invited

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

Review state and district benchmark data and assessments. Subject area tests. TES observations and evaluations. Classroom walkthroughs. Data collected by teachers using the Reading Comprehension Rubric.

Person or Persons Responsible

Classroom Teachers Steven E. Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

Plan to Monitor Effectiveness of G2.B1.S1

Review state (FAIR, FCAT) and district assessments. Review subject area tests. TES observations and evaluations. Classroom walkthroughs.

Person or Persons Responsible

Steven E. Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

G2.B1.S2 Conscientiously plan and implement differentiation of instruction to address the multiple learning styles/modalities of each student

Action Step 1

Classroom walkthroughs Documentation in lesson plans District benchmark assessments

Person or Persons Responsible

Steven Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule

Throughout the 2013 - 14 school year

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Classroom walkthroughs, TES observations and evaluations

Person or Persons Responsible

Steven Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

Plan to Monitor Effectiveness of G2.B1.S2

District benchmark assessments,

Person or Persons Responsible

Steven Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

G2.B1.S3 Vertical articulation meetings between grade levels focused on Common Core implementation grades K-2 and Common Core blending grades 3-5 will provide a more complete understanding of the Common Core Instructional Shifts K-5.

Action Step 1

Vertical articulation meetings between grade levels focused on Common Core implementation grades K-2 and Common Core blending grades 3-5

Person or Persons Responsible

Teachers Grades K - 5

Target Dates or Schedule

During the 2013-14 school year

Evidence of Completion

Meeting documentation given to teachers will be on file at the school site

Facilitator:

Curriculum Leaders at the grade levels

Participants:

Teachers Grades K-5

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Ongoing Curriculum Leader meetings

Person or Persons Responsible

Curriculum Leaders and Administration

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Curriculum Leader notes shared with all staff

Plan to Monitor Effectiveness of G2.B1.S3

Deeper understanding of the Common Core impact on instruction

Person or Persons Responsible

All teachers K-5

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Through classroom observation

G3. MATH GOAL - By the year 2014, there will be a 2% increase for all student groups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

G3.B1 Limited funds for outside professional development.

G3.B1.S1 Implement schoolwide use of the PLANNING FOR INSTRUCTION 2013-2014 booklet provided to all teachers.

Action Step 1

Review state and district benchmark data. Check for completeness of lesson plans. CPT discussions.

Person or Persons Responsible

Steven E. Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

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

Classroom walkthroughs TES observations and evaluations.

Person or Persons Responsible

Steven E. Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

Plan to Monitor Effectiveness of G3.B1.S1

State and district assessments. Subject area tests. TES observations and evaluations.

Person or Persons Responsible

Steven E. Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

G3.B1.S2 Vertical articulation meetings between grade levels focused on Common Core implementation grades K-2 and Common Core blending grades 3-5

Action Step 1

Vertical articulation meetings between grade levels focused on Common Core implementation grades K-2 and Common Core blending grades 3-5

Person or Persons Responsible

Curriculum leaders K-5

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Meeting documentation given to teachers will be on file at the school site.

Facilitator:

Curriculum leaders at grade levels

Participants:

Teachers Grades K-5

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

Ongoing Curriculum Leader meetings

Person or Persons Responsible

Curriculum Leaders and Administration

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Curriculum Leader notes shared with all staff

Plan to Monitor Effectiveness of G3.B1.S2

Deeper understanding of the Common Core impact on instruction

Person or Persons Responsible

All teachers K-5

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Through classroom observation

G3.B2 Teacher comfort level of differentiation of instruction.

G3.B2.S1 Conscientiously plan and implement differentiation of instruction to address the multiple learning styles/modalities of each student.

Action Step 1

Classroom walkthroughs Documentation in lesson plans.

Person or Persons Responsible

Steven E. Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

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

Classroom walkthroughs TES observations and evaluations.

Person or Persons Responsible

Steven E. Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

Plan to Monitor Effectiveness of G3.B2.S1

District benchmark assessments.

Person or Persons Responsible

Steven E. Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

G5. WRITING GOAL - By the year 2014, there will be a two percentage point increase for all student groups demonstrating 3.5 or higher on the writing assessment.

G5.B1 High current writing scores

G5.B1.S1 To maintain high scores through regular assessments and collaborative conversations during PLCs.

Action Step 1

Monitor writing scores and student performance through PLC conversations.

Person or Persons Responsible

Steven E. Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Higher percent of students scoring 3.5 or higher on the writing assessment.

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

Classroom walkthroughs TES Observations and evaluations Review samples of student writing

Person or Persons Responsible

Steven E. Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Higher percent of students scoring 3.5 or higher on the writing assessment.

Plan to Monitor Effectiveness of G5.B1.S1

Writing assessments. Student portfolio of writing

Person or Persons Responsible

Steven E. Dragon, Principal Susan Nations, Administrative Intern

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

Higher percent of students scoring 3.5 or higher on the writing assessment.

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 II dollars will be used to assist teachers attending conferences.

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. READING GOAL - By the year 2014, there will be a 2% increase for all student groups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

G2.B1 Limited funds for outside professional development.

G2.B1.S1 Implement schoolwide use of the PLANNING FOR INSTRUCTION 2013-2014 booklet provided to all teachers.

PD Opportunity 1

School-wide book study, "Mindset" by Carol Dweck "Review state and district benchmark data. Check completeness of lesson plans. CPT discussions. Schoolwide implementation of the Reading Comprehension Rubric provided for staff in the PLANNING FOR INSTRUCTION booklet.

Facilitator

Steven E. Dragon, Principal Susan Nations, Administrative Intern

Participants

All staff will be invited

Target Dates or Schedule

Throughout the 2013-2014 school year.

Evidence of Completion

State and district assessments, subject area tests, TES observations and evaluations

G2.B1.S3 Vertical articulation meetings between grade levels focused on Common Core implementation grades K-2 and Common Core blending grades 3-5 will provide a more complete understanding of the Common Core Instructional Shifts K-5.

PD Opportunity 1

Vertical articulation meetings between grade levels focused on Common Core implementation grades K-2 and Common Core blending grades 3-5

Facilitator

Curriculum Leaders at the grade levels

Participants

Teachers Grades K-5

Target Dates or Schedule

During the 2013-14 school year

Evidence of Completion

Meeting documentation given to teachers will be on file at the school site

G3. MATH GOAL - By the year 2014, there will be a 2% increase for all student groups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

G3.B1 Limited funds for outside professional development.

G3.B1.S2 Vertical articulation meetings between grade levels focused on Common Core implementation grades K-2 and Common Core blending grades 3-5

PD Opportunity 1

Vertical articulation meetings between grade levels focused on Common Core implementation grades K-2 and Common Core blending grades 3-5

Facilitator

Curriculum leaders at grade levels

Participants

Teachers Grades K-5

Target Dates or Schedule

Throughout the 2013-14 school year

Evidence of Completion

Meeting documentation given to teachers will be on file at the school site.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	READING GOAL - By the year 2014, there will be a 2% increase for all student groups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.	\$2,000
G3.	MATH GOAL - By the year 2014, there will be a 2% increase for all student groups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.	\$2,000
Total		\$4,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title II Professional Development Dollars	\$4,000	\$4,000
Total	\$4,000	\$4,000

Budget Details

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

G2. READING GOAL - By the year 2014, there will be a 2% increase for all student groups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

G2.B1 Limited funds for outside professional development.

G2.B1.S3 Vertical articulation meetings between grade levels focused on Common Core implementation grades K-2 and Common Core blending grades 3-5 will provide a more complete understanding of the Common Core Instructional Shifts K-5.

Action Step 1

Vertical articulation meetings between grade levels focused on Common Core implementation grades K-2 and Common Core blending grades 3-5

Resource Type

Professional Development

Resource

Utilizing current district-adopted materials and the Common Core standards

Funding Source

Title II Professional Development Dollars

Amount Needed

\$2,000

G3. MATH GOAL - By the year 2014, there will be a 2% increase for all student groups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

G3.B1 Limited funds for outside professional development.

G3.B1.S2 Vertical articulation meetings between grade levels focused on Common Core implementation grades K-2 and Common Core blending grades 3-5

Action Step 1

Vertical articulation meetings between grade levels focused on Common Core implementation grades K-2 and Common Core blending grades 3-5

Resource Type

Professional Development

Resource

Utilizing current district-adopted materials and the Common Core standards

Funding Source

Title II Professional Development Dollars

Amount Needed

\$2,000