
2013-2014 SCHOOL IMPROVEMENT PLAN

Fessenden Elementary School

4200 NW 89TH PL
Ocala, FL 34482
352-671-4935

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 60%
Alternative/ESE Center No	Charter School No	Minority Rate 66%

School Grades History

2013-14 D	2012-13 C	2011-12 B	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
Focus Year 1	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Fessenden Elementary School

Principal

Isaac Burgess, IV

School Advisory Council chair

TBA

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

Name	Title
Isaac Burgess, IV	Principal
Gay Street	Assistant Principal
Shawn Woods	Peer Counselor
Susan Eatmon	Math/Science Coach
Jody Tennant	Reading Coach
Sandra Jackson	Guidance Counselor

District-Level Information

District

Marion

Superintendent

Mr. George D Tomin

Date of school board approval of SIP

11/12/2013

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

Isaac Burgess, IV - Principal

Gay Street, AP

Terri Christlieb - Teacher

Rose McCoy -member

Karlee Rochelle - member

Mrs. Morant - member

Mrs. Dawson - member

Mrs. Littles - member

Involvement of the SAC in the development of the SIP

Our SAC members provided input into the decision making process concerning the school's curriculum focus to improve student achievement of learning.

Activities of the SAC for the upcoming school year

Monthly our SAC will meet to collaborate and discuss the overall school program to include school vision and mission.

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

N/A

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:

Isaac Burgess, IV

Principal

Years as Administrator: 11

Years at Current School: 0

Credentials

School Principal (All Levels)

Psychology (grades 6-12)

Master's Degree in Educational Leadership NOVA Southeastern University

Bachelor's Degree In Psychology A&M University

Performance Record

2007-2008 Principal; Sunrise; School Not Eligible for school grade

2008-2009 Principal; Sunrise; School Not Eligible for school grade

October 2009-2010 Principal; Sunrise; School Grade A; AYP-No

2010-2011 Principal; Liberty Middle School; School Grade A;

AYP-No

2011-2012 Principal; Liberty Middle School; School Grade A; AYP

- No

2012-2013 Principal; MTI

Gay Street		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	Educational Leadership (all levels) Elementary Education (K-6) ESOL endorsement Specialist's Degree in Educational Leadership Master's Degree in Educational Leadership Bachelor's of Science Degree in Education	
Performance Record	2012-2013 Assistant Principal; Fessenden Elementary School Grade C; AYP No 2011-2012 Assistant Principal; Fessenden Elementary School Grade B; AYP No 2010-2011 Assistant Principal; Fessenden Elementary School Grade A; AYP No 2010-2011 Assistant Principal; Fessenden Elementary School Grade D; AYP No 2009-December 2010 Reading Coach, Saddlewood Elementary School Grade A; AYP - No 2008-2009 Reading Coach; Saddlewood Elementary School Grade A; AYP - Yes 2007 - 2008 Reading Coach; Saddlewood Elementary School Grade A; AYP - No	

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Susan Eatmon		
Full-time / District-based	Years as Coach: 5	Years at Current School: 0
Areas	Mathematics, Science, Data	
Credentials	Bachelors Degree in Elementary Education (Grades 1-6) Masters Degree in Educational Leadership ESOL Endorsement	
Performance Record	Testing Coordinator MTI 2007-2008 AYP; No Testing Coordinator MTI 2008-2009 AYP; No Testing Coordinator MTI 2009-2010 AYP; Yes Testing Coordinator MTI 2010-2011 Testing Coordinator MTI 2011-2012 Testing Coordinator MTI 2012 -2013	

Jody Tennant		
Full-time / District-based	Years as Coach: 7	Years at Current School: 0
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	Bachelors Degree in Elementary Education (K-6)	
	Masters Degree in Educational Leadership	
	ESOL Endorsed	
	Reading Endorsed	
Performance Record		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers**# of classroom teachers**

25

receiving effective rating or higher

25, 100%

Highly Qualified Teachers

100%

certified in-field

25, 100%

ESOL endorsed

18, 72%

reading endorsed

3, 12%

with advanced degrees

6, 24%

National Board Certified

1, 4%

first-year teachers

0, 0%

with 1-5 years of experience

13, 52%

with 6-14 years of experience

8, 32%

with 15 or more years of experience

4, 16%

Education Paraprofessionals**# of paraprofessionals**

13

Highly Qualified

13, 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 plan is to participate in on going collaborative meeting with school administration and school leadership members and provide opportunity to attend professional development activities. In addition, teachers are provided with support from the literacy coach and math/science coaching. Peer teachers are provided for our teachers to support them.

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

We have created a PLC for our the new teachers to Fessenden. We met pre-school week and have a monthly "new to Fessenden" meeting the leadership team members, to conduct student focused conversations. In addition, each grade level has a "team leader" that is the point person on the grade level to be able to answer questions, assist with school and district initiatives, and to develop capacity among our team members.

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

Through our SBLT meetings we collaboratively look at student, grade level and school wide trends with AIMSweb, Benchark, or other data and determine the school, grade level and individual needs. Then provide ongoing coaching, modeling and professional development to support student growth. Data will be progress monitored frequently for adjustments of instructional needs and interventions. This process will be ongoing to improve student engagement and teacher instructional needs.

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

The SBLT will analyze the data and problem solve together to meet organizational and student needs and ensure that resource allocation is matched to needs.

Administration will collaboratively work with SBLT and teachers to review school wide, grade, and student data on all areas listed below.

Coaches will observe, model, provide PD, and strategically plan based on data to support teacher's knowledge and meet student needs.

Peer Counselor will use the PBS model to document data to track and collaborate with teachers to improve student behavior school wide.

Guidance Counselor will conference with students and provide ongoing support to teachers for student attendance and Social Emotional Learning for student engagement.

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

Teachers will provide monthly or weekly progress monitoring of students depending on level of need based on assessment data. Team meetings will occur monthly to collaboratively discuss the student data and discuss students' growth. Coaches will observe and model lessons while using data to ensure program fidelity. Administration will conduct walk-throughs. Peer Counselor will meet regularly with teachers for ongoing support on student behaviors. Ongoing data will be monitored while providing instructional changes where and when needed.

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

Data reports, charts and graphs from AIMSweb benchmark assessment for Universal Screener and progress monitoring, Successmaker, Benchmark Assessments, weekly program assessments, FCAs, Demand Writing scores, reading and math fluency checks, FastMath, Read Naturally, Rewards, Corrective Reading, Saxon Phonics, GoMath, Brain Pop, SRA Science and PBS data will be monitored, reviewed and used for strategic planning during leadership, team and faculty meetings.

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

SBLT will provide ongoing support, collaboration and PD to teachers based on the academic student needs and data to build capacity for our staff. Parent nights, conferences, parent informational meetings during open house, Parent-School Compacts, SIP and newsletters will be extended to parents and families to support MTSS understanding.

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:** 8,100

Our computer lab is open before and after school providing our students with another learning opportunity based based on their individual needs. Students are chosen based on individual needs.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Student centered conversations with teachers indicating progress and skills the students are working on. In addition, teachers are utilizing comparison results data and executive director results from FCAs to help drive the student centered conversations concerning students.

Who is responsible for monitoring implementation of this strategy?

School principal, Assistant principal, AIMSWEB manager, Susan Eatmon

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Isaac Burgess, IV	Principal
Gay Street	Assistant Principal
Shawn Woods	Peer Counselor
Susan Eatmon	Math/Science Coach
Jody Tennant	Reading Coach
Debbie Pace	Media Specialist
Sandra Jackson	Guidance Counselor
Ashley Kemp	3rd Grade ELA Lead
Ramona Lewis	1st Grade ELA Lead

How the school-based LLT functions

Our LLT functions as a catalyst for academic improvements for our students through the monitoring of the progress of reading and writing proficiency. Our LLT will also provide professional development opportunities based on our academic needs for our ELA in all grade levels. The LLT have planned on meeting once a month; however our CC lead members are meeting with the K-2 and 3-5 teachers on a bi-weekly basis.

Major initiatives of the LLT

Our major initiatives are to improve our reading and writing scores, provide staff development and to problem solve areas that need improvement based on our ELA data. In addition, our major initiative is to effectively support the 3-5 implementation of Common Core and to support our K-2 common core initiative.

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

Our school participates in the Title I VPK program during the school year. Each classroom is staffed with a certified teacher and a paraprofessional with an enrollment of 20 students.

To be eligible to participate, students must meet the following requirements:

Live in the attendance area of the school with a Title I Pre-Kindergarten (VPK) program.

Be 4 years old on or before September 1st. The Title I Pre-Kindergarten (VPK) classrooms use ELLM Plus (Early Literacy and Training Module), a standards and research based literacy curriculum.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	43%	No	58%
American Indian				
Asian				
Black/African American	40%	24%	No	46%
Hispanic	48%	52%	Yes	53%
White	69%	56%	No	72%
English language learners	22%	42%	Yes	30%
Students with disabilities	42%	10%	No	48%
Economically disadvantaged	53%	42%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	43%	53%
Students scoring at or above Achievement Level 4	46	20%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	36	22%	32%
Students in lowest 25% making learning gains (FCAT 2.0)	17	10%	20%

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)	17	28%	23%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	25%	20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	20%	17%

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	29	38%	48%
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	56%	50%	No	60%
American Indian				
Asian				
Black/African American	51%	37%	No	56%
Hispanic	54%	57%	Yes	59%
White	63%	60%	No	67%
English language learners	32%	47%	Yes	39%
Students with disabilities	33%	28%	No	40%
Economically disadvantaged	55%	49%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	36%	46%
Students scoring at or above Achievement Level 4	61	25%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	33	21%	31%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	15	10%	20%

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	25	32%	42%
Students scoring at or above Achievement Level 4	22	28%	38%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		9
Participation in STEM-related experiences provided for students	483	94%	97%

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	61	12%	7%
Students retained, pursuant to s. 1008.25, F.S.	3	3%	1%
Students who are not proficient in reading by third grade	3	3%	1%
Students who receive two or more behavior referrals	49	10%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	3%	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

Our target for Parent involvement activities is to increase parental involvement participation by 10%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement attendance at the Fessenden Fiesta	75	15%	25%
Increase parent involvement attendance at the Parent Conference Night	25	5%	10%
		%	%

Goals Summary

- G1.** Student scoring at level 4 and/or above will increase by 10% in writing in 4th grade.
- G2.** The science goal is to increase the percentage of all students scoring at level 3 or higher by 10%.
- G3.** Students scoring at level 3 and/or above will increase by 15%; African American students will increase by 22%; Hispanic by 1%; White students by 16%; ELL by 12%; SWD by 38%; and ED by 16% in Reading.
- G4.** Students scoring at level 3 and/or above will increase by 15%; African American students will increase by 19%; Hispanic by 2%; White students by 7%; ELL by 10%; SWD by 12%; and ED by 11% in Math.

Goals Detail

G1. Student scoring at level 4 and/or above will increase by 10% in writing in 4th grade.

Targets Supported

- Writing

Resources Available to Support the Goal

- Our teachers will use Write Score (demand writing test that will give data regarding student current levels and feedback will be provided to assist teachers with lesson plans for specific student needs.) In addition, our teachers will use Write Steps as a curriculum for writing.

Targeted Barriers to Achieving the Goal

- Student lack back ground knowledge and basic writing structure.

Plan to Monitor Progress Toward the Goal

Student writings using Write Steps

Person or Persons Responsible

Classroom teachers, administrators, literacy coach

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increased writing scores for students

G2. The science goal is to increase the percentage of all students scoring at level 3 or higher by 10%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- District and school based personnel are the best resources to help the students reach this goal.

Targeted Barriers to Achieving the Goal

- Students lack the background knowledge and vocabulary from grades K-4.

Plan to Monitor Progress Toward the Goal

Implementing Science Quik Picks into the curriculum

Person or Persons Responsible

5th Grade Teachers

Target Dates or Schedule:

Daily throughout the year

Evidence of Completion:

Proficient scores in science classrooms and on district FCA's

G3. Students scoring at level 3 and/or above will increase by 15%; African American students will increase by 22%; Hispanic by 1%; White students by 16%; ELL by 12%; SWD by 38%; and ED by 16% in Reading.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- 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)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- District and school based staff development is the greatest resource that we can use to assist students with reading instruction, including building background knowledge and vocabulary, providing instruction in reading strategies, and encouraging children to read at home.
- Purchased SRA kits for our lower quartile students.

Targeted Barriers to Achieving the Goal

- Students lack of prior knowledge and vocabulary are barriers to the introduction of new topics or concepts within literacy pieces.
- Students lack of phonemic awareness, basic phonics knowledge, and decoding strategies prevent students from achieving literacy goals.

Plan to Monitor Progress Toward the Goal

Compare students in classrooms; compare students by sub groups, compare students in relationship to the district (executive director summary report PM)

Person or Persons Responsible

Teacher and administration

Target Dates or Schedule:

daily (depending upon the person) Weekly, bi-weekly, Monthly basis

Evidence of Completion:

Student data from FCAs' Wonders' series tests, SM, Benchmark, AIMSWEB

G4. Students scoring at level 3 and/or above will increase by 15%; African American students will increase by 19%; Hispanic by 2%; White students by 7%; ELL by 10%; SWD by 12%; and ED by 11% in Math.

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

- Common Core Go Math

Targeted Barriers to Achieving the Goal

- Initial instruction must be monitored and coached to increase the depth of the standards.

Plan to Monitor Progress Toward the Goal

Walk Throughs, Observations/Evaluations, Data, Student Centered Meetings, Early Release Professional Development

Person or Persons Responsible

Principal, Assistant Principal, School and District Math Coach, 3-5 Teachers

Target Dates or Schedule:

Weekly walk throughs, Monthly data, student centered meetings and professional development

Evidence of Completion:

2014 Math FCAT

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student scoring at level 4 and/or above will increase by 10% in writing in 4th grade.

G1.B1 Student lack back ground knowledge and basic writing structure.

G1.B1.S1 Provide professional development for Write Steps and provide additional time in the master schedule for the writing focus.

Action Step 1

Write Score and Write Step

Person or Persons Responsible

Classroom teachers & Jane Davis

Target Dates or Schedule

October 2013 training with follow-up monthly

Evidence of Completion

Lesson plans, sign in sheet

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

The use of the programs

Person or Persons Responsible

Administration, reading coach, Title I coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

lesson plans, student use, and observations

Plan to Monitor Effectiveness of G1.B1.S1

Student use of strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Improved student writing scores

G2. The science goal is to increase the percentage of all students scoring at level 3 or higher by 10%.

G2.B1 Students lack the background knowledge and vocabulary from grades K-4.

G2.B1.S1 5th Grade teachers will utilize the science Quik Picks for daily previewing and reviewing of skills and benchmarks.

Action Step 1

Teachers will use the Quik Pick materials.

Person or Persons Responsible

5th Grade Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Students will perform better on district assessments and the 2014 Science FCAT.

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

The teachers using the Quik Picks correctly on a daily basis for previewing and reviewing skills

Person or Persons Responsible

Principal, Assistant Principal, Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Completed Quik Pick books, Observations

Plan to Monitor Effectiveness of G2.B1.S1

Quik Pick books being used during the science block to support the science curriculum.

Person or Persons Responsible

5th Grade Teachers

Target Dates or Schedule

Daily

Evidence of Completion

There will be an increase in the scores of the district FCA's as well as an increase in the 2014 Science FCAT scores.

G3. Students scoring at level 3 and/or above will increase by 15%; African American students will increase by 22%; Hispanic by 1%; White students by 16%; ELL by 12%; SWD by 38%; and ED by 16% in Reading.

G3.B1 Students lack of prior knowledge and vocabulary are barriers to the introduction of new topics or concepts within literacy pieces.

G3.B1.S1 Increase the amount of instructional time in reading to 120 minutes allowing teachers to offer Tier I and Tier II instruction infused with Learning-Focused strategies (i.e., graphic organizers, essential questions, summarizing strategies)

Action Step 1

Infusing Tier 1 and Tier 2 practices into the extended literacy block in order to increase student performance in reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Teachers will implement action steps throughout the literacy block on a daily basis.

Evidence of Completion

Evidence of completion will include increased scores in regularly administered FCA's, annual FCAT scores, and student ability to read and comprehend as evidenced by students' oral responses and daily work.

Facilitator:

Moodle, Jody Tennant (Reading Coach), Ramona Lewis, ELA Lead K-2; Ashley Kemp, ELA 3-5 Lead

Participants:

Teachers

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

Administrators will conduct walk throughs, formal and informal observations, reflections, lesson plan reviews, strategic conversations

Person or Persons Responsible

Administration Mr. Isaac Burgess, IV - Principal Gay Street, AP

Target Dates or Schedule

Walk throughs will be conducted bi-Weekly and quarterly

Evidence of Completion

TNL data, minutes or summaries from conversations, emails, informal or formal student data,

Plan to Monitor Effectiveness of G3.B1.S1

Successmaker, FCAs, Benchmark, AIMSWEB, Wonder's tests,

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule

Daily, weekly, monthly based on assessment

Evidence of Completion

Minutes from the PLC meetings, Team leader PLCs, Leadership PLCs, Reading PLCs, Inclusion PLCs

G3.B1.S2 Use engaging technology to enhance lesson plans and student engagement

Action Step 1

Infusing Tier 1 and Tier 2 practices into the extended literacy block in order to increase student performance in reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Teachers will implement action steps throughout the literacy block on a daily basis.

Evidence of Completion

Evidence of completion will include increased scores in regularly administered FCA's, annual FCAT scores, and student ability to read and comprehend as evidenced by students' oral responses and daily work.

Facilitator:

Moodle, Jody Tennant (Reading Coach), Ramona Lewis, ELA Lead K-2; Ashley Kemp, ELA 3-5 Lead

Participants:

Teachers

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

Through collaborative strategic planning meeting school wide and grade level

Person or Persons Responsible

teacher, coaches, and AIMSweb managers

Target Dates or Schedule

daily, weekly, and monthly depending on program and needs

Evidence of Completion

SM, AIMSweb, Waterford, and Earobic teacher and student report

Plan to Monitor Effectiveness of G3.B1.S2

Walk thrus, reports

Person or Persons Responsible

Reading coach, Teachers, Administrators

Target Dates or Schedule

bi-weekly and monthly

Evidence of Completion

reports

G3.B1.S3 Hold collaborative PLC's quarterly to increase teacher usage of strategies

Action Step 1

Infusing Tier 1 and Tier 2 practices into the extended literacy block in order to increase student performance in reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Teachers will implement action steps throughout the literacy block on a daily basis.

Evidence of Completion

Evidence of completion will include increased scores in regularly administered FCA's, annual FCAT scores, and student ability to read and comprehend as evidenced by students' oral responses and daily work.

Facilitator:

Moodle, Jody Tennant (Reading Coach), Ramona Lewis, ELA Lead K-2; Ashley Kemp, ELA 3-5 Lead

Participants:

Teachers

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

Walk thrus, observations, student achievement

Person or Persons Responsible

Grade Team Leaders, Reading Coach, Administration

Target Dates or Schedule

After the quarterly meetings

Evidence of Completion

PLC agendas, TNL,

Plan to Monitor Effectiveness of G3.B1.S3

Increased student achievement

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

quarterly

Evidence of Completion

Student achievement

G3.B2 Students lack of phonemic awareness, basic phonics knowledge, and decoding strategies prevent students from achieving literacy goals.

G3.B2.S1 Teachers in grades Kindergarten, first, and second grades will implement phonemic awareness and phonics knowledge building toward decoding strategies using a Saxon Phonics lesson daily.

Action Step 1

Phonics lessons including phonemic awareness, alphabetic principles, and other prerequisites to building proficient decoding and fluency skills.

Person or Persons Responsible

Kindergarten, first and second grade teachers will implement phonics lessons

Target Dates or Schedule

Phonics lessons will be implemented daily in Kindergarten, first, and second grade classrooms.

Evidence of Completion

Student proficiency as evidenced in fluency checks, AIMS Web assessments, and student performance in comprehension activities.

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

The teachers are implementing SAXON phonics

Person or Persons Responsible

Administration and reading coach

Target Dates or Schedule

weekly

Evidence of Completion

Walk thrus, increased student achievement

Plan to Monitor Effectiveness of G3.B2.S1

Pulling the reports and analyzing the data

Person or Persons Responsible

Administration, Reading Coach, and Classroom Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Increased student achievement through classroom reports

G4. Students scoring at level 3 and/or above will increase by 15%; African American students will increase by 19%; Hispanic by 2%; White students by 7%; ELL by 10%; SWD by 12%; and ED by 11% in Math.

G4.B1 Initial instruction must be monitored and coached to increase the depth of the standards.

G4.B1.S1 Use engaging technology to enhance lesson planning and student engagement.

Action Step 1

Teachers will incorporate technology in their lesson plans and provide daily computer lab time

Person or Persons Responsible

3-5 Teachers

Target Dates or Schedule

Weekly/Daily

Evidence of Completion

Lesson Plans, Computer generated reports

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

Walk throughs, Checking lesson plans

Person or Persons Responsible

Principal, Assistant Principal, School and District Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through data, Lesson plans

Plan to Monitor Effectiveness of G4.B1.S1

Increased student engagement and participation

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

During weekly walk throughs

Evidence of Completion

Increased student learning

G4.B1.S2 Hold collaborative PLC quarterly to increase usage of strategies. Infuse CC instructional practices.

Action Step 1

Plan PLC meetings

Person or Persons Responsible

3-5 Teachers, Assistant Principal, Principal, School and District Math Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Notes from meeting

Plan to Monitor Fidelity of Implementation of G4.B1.S2

PLC Meetings

Person or Persons Responsible

Principal, Assistant Principal, School and District Math Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Notes and Teacher Participation

Plan to Monitor Effectiveness of G4.B1.S2

Increase of common core strategies infused within the lessons

Person or Persons Responsible

Principal, Assistant Principal, School and District Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Observation/Evaluations

G4.B1.S3 Teachers will participate in Common Core Module training.

Action Step 1

Common Core Training

Person or Persons Responsible

3-5 Teachers

Target Dates or Schedule

Early Release Days, In-service Days

Evidence of Completion

Completed course paperwork

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Common Core Module Training

Person or Persons Responsible

Principal, Assistant Principal, School and District Math Coach

Target Dates or Schedule

Early Release Days and District In-Service Days

Evidence of Completion

Course Paperwork

Plan to Monitor Effectiveness of G4.B1.S3

Common Core Module Training

Person or Persons Responsible

Principal, Assistant Principal, School and District Math Coach

Target Dates or Schedule

Early Release Days and District In-Service Days

Evidence of Completion

Observations and Evaluations of teacher implementation

G4.B1.S4 Common Core lead teachers will facilitate discussions based on modules to improve depth of instruction.

Action Step 1

Facilitate Discussions and provide trainings/assistance

Person or Persons Responsible

Common Core Lead Teachers

Target Dates or Schedule

Early Release Days and when needed

Evidence of Completion

2014 Math FCAT

Plan to Monitor Fidelity of Implementation of G4.B1.S4

Facilitative discussions

Person or Persons Responsible

Principal, Assistant Principal, School and District Math Coach

Target Dates or Schedule

Early Release Days

Evidence of Completion

Observations of Teacher Implementation

Plan to Monitor Effectiveness of G4.B1.S4

Facilitative Discussions

Person or Persons Responsible

Principal, Assistant Principal, School and District Math Coach

Target Dates or Schedule

Early Release Days

Evidence of Completion

Observations

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 Part A - Our Title I budget is used to purchase curriculum items needed at our school as well as providing personnel to assist with lowering our student to adult ratio providing small group and differentiated lessons to our students.

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families. Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate. Families must meet the federal eligibility to participate in the program.

Title I –Part D- Neglected and Delinquent

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Head Start: Pre-Kindergarten program offered at selected school sites

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School....

Other agencies that you may be collaborating with for various programs:

Marion County Children's Alliance

Education Foundation

Early Learning Coalition of Marion County

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.

G3. Students scoring at level 3 and/or above will increase by 15%; African American students will increase by 22%; Hispanic by 1%; White students by 16%; ELL by 12%; SWD by 38%; and ED by 16% in Reading.

G3.B1 Students lack of prior knowledge and vocabulary are barriers to the introduction of new topics or concepts within literacy pieces.

G3.B1.S1 Increase the amount of instructional time in reading to 120 minutes allowing teachers to offer Tier I and Tier II instruction infused with Learning-Focused strategies (i.e., graphic organizers, essential questions, summarizing strategies)

PD Opportunity 1

Infusing Tier 1 and Tier 2 practices into the extended literacy block in order to increase student performance in reading.

Facilitator

Moodle, Jody Tennant (Reading Coach), Ramona Lewis, ELA Lead K-2; Ashley Kemp, ELA 3-5 Lead

Participants

Teachers

Target Dates or Schedule

Teachers will implement action steps throughout the literacy block on a daily basis.

Evidence of Completion

Evidence of completion will include increased scores in regularly administered FCA's, annual FCAT scores, and student ability to read and comprehend as evidenced by students' oral responses and daily work.

G3.B1.S2 Use engaging technology to enhance lesson plans and student engagement

PD Opportunity 1

Infusing Tier 1 and Tier 2 practices into the extended literacy block in order to increase student performance in reading.

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Teachers will implement action steps throughout the literacy block on a daily basis.

Evidence of Completion

Evidence of completion will include increased scores in regularly administered FCA's, annual FCAT scores, and student ability to read and comprehend as evidenced by students' oral responses and daily work.

G3.B1.S3 Hold collaborative PLC's quarterly to increase teacher usage of strategies

PD Opportunity 1

Infusing Tier 1 and Tier 2 practices into the extended literacy block in order to increase student performance in reading.

Facilitator

Moodle, Jody Tennant (Reading Coach), Ramona Lewis, ELA Lead K-2; Ashley Kemp, ELA 3-5 Lead

Participants

Teachers

Target Dates or Schedule

Teachers will implement action steps throughout the literacy block on a daily basis.

Evidence of Completion

Evidence of completion will include increased scores in regularly administered FCA's, annual FCAT scores, and student ability to read and comprehend as evidenced by students' oral responses and daily work.

Appendix 2: Budget to Support School Improvement Goals