2013-2014 SCHOOL IMPROVEMENT PLAN

Hammett Bowen Jr. Elementary School
4397 SW 95TH ST
Ocala, FL 34476
352-291-7900

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	40%

Alternative/ESE Center	Charter School	Minority Rate
No	No	50%

School Grades History

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

SIP Authority and Template

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

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

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

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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
Hammett Bowen Jr. Elementary School

Principal
Leanna Dixon

School Advisory Council chair
Norman Kemper

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

Name	Title
Jennie Adams	Assistant Principal
Rosanne Hartley	Literacy Coach
Marty Clifford	Dean of Students
Saundra Hodge	Guidance Counselor
Dawn Maldonado	Intervention Specialist
Kim Shook	School Social Worker
Patty Dawkins	School Psychologist
Angelle Hillygus	Behavior Specialist
Rebecca Holman	ESE Liaison

District-Level Information

District
Marion

Superintendent
Mr. George D Tomyn

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

The majority of the SAC members are not employed by the school district. The SAC is composed of the Principal and an appropriately balanced number of teachers, education support employees, parents, and our business partner, and other community members who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The SAC addresses a portion of the school improvement plan at each meeting then volunteers from SAC meet with the school leadership team in late March or early April to finalize the SIP draft. We meet again in August to finalize the plan, using SAC members from the previous years.

Activities of the SAC for the upcoming school year

SAC will meet quarterly this year beginning in September. SAC members will review school curriculum, assist in decisions regarding school expenditures using SIP funds, help monitor the current year's SIP and help to develop the SIP for the following year.

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

1.Write-A-Play for grades K-5. This is a program that shows the importance of writing through workshops presented to all grades. Cost is approx. $2,000.00
2. Provide money for substitutes for teacher workshop on Common Core standards. Cost is approx. $1,400.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
Not In Compliance

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

Active measures are taken to recruit racial and ethnic minorities to serve on SAC. Personal invitations are extended at the beginning of the year to all. SAC members are also asked to contact acquaintances they know who they feel would be an active and willing SAC member.

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:

Leanna Dixon		
Principal	Years as Administrator: 20	Years at Current School: 7

Credentials	Educational Leadership, School Principal, Elementary Ed.
Performance Record	20 years as an administrator. While principal at North Marion Middle School, school grade went from a D to an A, While principal at Saddlewood Elementary, school grade went from a B to an A but did not make AYP in writing. At Hammett Bowen, school made an A and AYP in its first year in existence. Grade fell to a B in 07-08 and AYP not met in reading, math, or writing due to SWD students. In 2008-2009. The school made an A and AYP. In 2009-2010 the school earned a B grade but failed to make AYP due to our lowest 25%ile gains. In 2010-2011 the school once more made AYP and earned an A grade. We also earned an A grade in 2011-2012. Our grade dropped to a B in 2012-2013. In 2012-2013, 63% of students were proficient in reading, 66% were proficient in math, 54% were proficient in writing, and 67% were proficient in science.77% of our lowest 25% made reading gains and 67% of our lowest 25% made math gains

Jennie Adams		
Asst Principal	Years as Administrator: 11	Years at Current School: 7

Credentials	Educational Leadership, School Principal, Elementary Education
Performance Record	While at Dunnellon Middle, school grade increased from a C to a B. At Hammett Bowen since 2006-2007 At Hammett Bowen, school made an A and AYP in its first year in existence. Grade fell to a B in 07-08 and AYP not met in reading, math, or writing due to SWD students. In 2008-2009, the school made an A and AYP. In 2009-2010 the school earned a B grade but failed to make AYP due to our lowest 25%ile gains. In 2010-2011 the school once more made AYP and earned an A grade. We also earned an A grade in 2011-2012. The school grade was a B in 2012-2013. In 2012-2013, 63% of students were proficient in reading, 66% were proficient in math, 54% were proficient in writing, and 67% were proficient in science.77% of our lowest 25% made reading gains and 67% of our lowest 25% made math gains

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Rosanne Hartley

Full-time / District-based	Years as Coach: 4	Years at Current School: 4

Areas	Reading/Literacy
Credentials	Elementary Education
Performance Record	In 2009-2010 the school earned a B grade but failed to make AYP due to our lowest 25%ile gains. In 2010-2011 the school made AYP and earned an A grade. The school also earned an A grade in 2011-2012. The school earned a B in 2012-2013.

Classroom Teachers

# of classroom teachers

47

 # receiving effective rating or higher

47, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

47, 100%

 # ESOL endorsed

40, 85%

 # reading endorsed

2, 4%

 # with advanced degrees

15, 32%

 # National Board Certified

2, 4%

 # first-year teachers

1, 2%

 # with 1-5 years of experience

7, 15%

 # with 6-14 years of experience

40, 85%

 # with 15 or more years of experience

8, 17%

Education Paraprofessionals

# of paraprofessionals
9

 # Highly Qualified
9, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
8

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

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Posting positions on the district online job board Deb Mueller
2. Conduct School orientation to curriculum and facilities Jennie Adams
3. Develop and provide a new teacher support and assistance plan Jennie Adams
4. Arrange for classroom visitations to observe exemplary strategies and techniques Leanna Dixon, Jennie Adams

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

New teachers are paired with a veteran teacher preferably in their own grade level. New teachers are given the opportunity to shadow a veteran teacher to look for best practices.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The Team then meets periodically to set group goals for tier 2 students, individual goals for tier 3 students and to progress monitor student growth. The implementation of SAT is a well-defined process which begins with the completion of the SAT request. The Marion County Student Assistance Team Packet guides the team through the process in order to identify/implement effective research based interventions which positively affect student performance. SAT team includes teachers, administration, guidance and school psychologist. The team analyzes student growth and determines course of action. Data is consistently leveraged to adjust the action plan and to address new areas of need.

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

Administration is responsible for ensuring fidelity of the MTSS process
Guidance Counselor offers expertise in MTSS procedures and ESE staffing procedures
Behavior Specialist is included if student behavior is problematic
School Social Worker addresses attendance issues
School Psychologist serves as the MTSS coach and additional resource
Reading Coach provides mentoring, staff development and data analysis
Intervention Specialist is responsible for identifying students who are in need of remediation
Dean of Students addresses behavioral and/or safety issues

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

The school based leadership team consistently monitors student achievement data and provides intervention opportunities to students as needed. Progress is monitored and intervention adjusted based on student growth data. SAT meetings are held monthly to monitor student progress and new interventions are put into place when warranted.

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

Discipline and attendance data is housed in the Student Management System (SMS) and can be disaggregated using an internal software (Custom Reports).
Tiered data can be found in Performance Matters where intervention tier is identified and progress monitoring notes are documented. Teachers also keep data notebooks with individualized student information relative to the progress within the tier of intervention. Administration uses observations to check for fidelity of instruction.

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

MTSS support occurs at the District and School levels. The District provides support by allocating resources based on need. The District will progress monitor schools on a regular basis looking at student data within Performance Matters. Collaborative conversations will be scheduled during regular meetings with all schools.
Support at the school level includes ongoing professional development and recognition of success. Resources will be allocated based on need of both teachers and students.
School level professional development is delivered during preschool, early release and during breakout sessions during collaborative planning and faculty meetings. The MTSS problem solving teams meet regularly to look at data and develop ongoing progress monitoring systems regarding implementation at the school site. Professional development is based on the needs of individuals at the school site and includes opportunities in technology, intervention strategy, and implementation of Common Core.
Parents are informed when their child is placed on Tier 2 in the MTSS process through personal letters, conferences with the teacher/guidance counselor/administration. Parents have access to a parent portal on the internet which keeps them informed of their child's progress.

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: 0

Due to lack of funding, we will not have extended learning opportunities for our students this year

Strategy Purpose(s)

- Instruction in core academic subjects

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

Due to lack of funding, we will not have extended learning opportunities for our students this year

Who is responsible for monitoring implementation of this strategy?

Due to lack of funding, we will not have extended learning opportunities for our students this year

Literacy Leadership Team (LLT)

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

Name	Title
Leanna Dixon	Principal
Jennie Adams	Assistant Principal
Marty Clifford	Peer Counselor
Rosanne Hartley	Curriculum Coach
Linda Grant	School Librarian
Rebecca Holman	ESE Liaison
Dawn Maldonado	Intervention Teacher

How the school-based LLT functions

The Literacy Team meets weekly to analyze data, identify needs and develop, implement, and monitor a plan of action to address a school-wide need. Based on data, we will identify at risk students and adjust the plan of action accordingly.

Major initiatives of the LLT

The major initiatives of the LLT this year are to
1. Improve reading comprehension
2. Integrate reading skills across the curriculum, especially to support mathematics and science.

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

The Title I District office provides a Title I Pre-K/VPK program on selected campuses. All students are fully integrated into the school thus helping them transition to Kindergarten. In addition, information is provided to our parents from the Title I office on the HIPPY (Home Instruction for Parents of Preschool Youngsters) program.

MCPS provides an Exceptional Student Education Pre-K program at our schools for eligible 3-5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten.

FLKRS and ECHOS administered to kindergartners within the first 30 days to evaluate the effectiveness of our Pre-K programs.

Kindergarten registration kicked off in April and continued throughout the summer. Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to get Pre-K students registered for Kindergarten in April. A school based week long Kindergarten Round-Up is planned for the Spring and is advertised through coummunity based flyers, letters sent home with current students, and Connect 5 messages are sent out. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help oreint them to the school.

"Stagger Start" is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, including FLKRS, and begin to develop one on one relationships with students.

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	70%	63%	No	73%
American Indian				
Asian	67%	70%	Yes	70%
Black/African American	57%	60%	Yes	61%
Hispanic	67%	54%	No	70%
White	76%	67%	No	78%
English language learners	28%	31%	Yes	36%
Students with disabilities	47%	35%	No	52%
Economically disadvantaged	64%	57%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	23%	26%
Students scoring at or above Achievement Level 4	164	39%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	251	63%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	100	77%	80%

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)	34	60%	63%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	30%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	21%	24%

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	75	54%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	66%	No	75%
American Indian				
Asian	67%	100%	Yes	70%
Black/African American	57%	54%	No	61%
Hispanic	68%	51%	No	72%
White	79%	74%	No	81%
English language learners	53%	46%	No	57%
Students with disabilities	49%	39%	No	54%
Economically disadvantaged	67%	61%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	21%	24%
Students scoring at or above Achievement Level 4	122	31%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		70%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	257	66%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	260	67%	70%

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	27	21%	24%
Students scoring at or above Achievement Level 4	31	25%	28%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	300	77%	80%

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	62	8%	5%
Students retained, pursuant to s. 1008.25, F.S.	15	2%	0%
Students who are not proficient in reading by third grade	40	31%	28%
Students who receive two or more behavior referrals	20	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	2%	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

HBE will work to increase parent involvement by at least 3% from 2012-2013 through the use of our parent resource center and parent nights.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents of our lowest quartile of students	100	25%	28%

Goals Summary

G1. 70% of students in primary grades will master foundational skills as measured by end of course exams.

G2. 70% of non-proficient students in grades 4-5 will score in the proficient range on FCAT 2.0 in reading in 2014.

G3. The number of students in 5th grade scoring at level 3 and above on FCAT 2.0 Science will increase by 3%

G4. The number of 5th grade students who score at 4 or above on FCAT 2.0 Science will increase by 3%.

G5. The number of students in grades 4 - 5 scoring at level 3 and above in reading on FCAT 2.0 will increase by 3%.

G6. The number of 4th grade students scoring level 3.5 or above on FCAT writing will increase by 3%.

G7. The number of students in grades 4-5 making learning gains in math FCAT 2.0 will increase by 3%

Goals Detail

G1. 70% of students in primary grades will master foundational skills as measured by end of course exams.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle Learning Gains)

Resources Available to Support the Goal
- Core Curriculum Math Solutions

Targeted Barriers to Achieving the Goal
- Lack of foundational skills

Plan to Monitor Progress Toward the Goal

Program Assessments Teacher Observation Additional Classwork

Person or Persons Responsible
Teachers Intervention Specialist Administrators

Target Dates or Schedule:
Quarterly data meetings to determine progress, modify plans, revisit barriers or modify the goal itself.

Evidence of Completion:
Improved proficiency scores

G2. 70% of non-proficient students in grades 4-5 will score in the proficient range on FCAT 2.0 in reading in 2014.

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

Resources Available to Support the Goal
- Corrective Reading Program

Targeted Barriers to Achieving the Goal
- Reading Comprehension Decoding Skills

Plan to Monitor Progress Toward the Goal

Program Assessments Teacher Observation Additional Classwork

Person or Persons Responsible
Teachers Administrators Reading Coach

Target Dates or Schedule:
Quarterly data meetings to determine progress, modify plans, revisit barriers or modify the goal itself.

Evidence of Completion:
Improved Proficiency Scores

G3. The number of students in 5th grade scoring at level 3 and above on FCAT 2.0 Science will increase by 3%

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Core Curriculum Science On Wheels (S.O.W.) Lab A.I.M.S. Science Activities

Targeted Barriers to Achieving the Goal
- Limited background knowledge.

Plan to Monitor Progress Toward the Goal

Program Assessments Teacher Observation Additional Classwork

Person or Persons Responsible
Teachers Intervention Specialist Administrators

Target Dates or Schedule:
Quarterly data meetings to determine progress, modify plans, revisit barriers or modify the goal itself.

Evidence of Completion:
Improved proficiency scores

G4. The number of 5th grade students who score at 4 or above on FCAT 2.0 Science will increase by 3%.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Science on Wheels (S.O.W.) Lab Core Curriculum A.I.M.S. Science

Targeted Barriers to Achieving the Goal
- Lack of enrichment opportunities

Plan to Monitor Progress Toward the Goal

Program Assessments Teacher Observation Additional Classwork

Person or Persons Responsible
Teachers Intervention Specialist Administrators

Target Dates or Schedule:
Quarterly data meetings to determine progress, modify plans, revisit barriers or modify the goal itself.

Evidence of Completion:
Improved proficiency scores

G5. The number of students in grades 4 - 5 scoring at level 3 and above in reading on FCAT 2.0 will increase by 3%.

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

Resources Available to Support the Goal
- Corrective Reading Leveled Readers Class novel sets

Targeted Barriers to Achieving the Goal
- Reading Comprehension Decoding Skills Enrichment Opportunities

Plan to Monitor Progress Toward the Goal

Program Assessments Teacher Observation Additional Classwork

Person or Persons Responsible
Teachers Reading Coach Administrators

Target Dates or Schedule:
Quarterly data meetings to determine progress, modify plans, revisit barriers or modify the goal itself.

Evidence of Completion:
Improved proficiency scores

G6. The number of 4th grade students scoring level 3.5 or above on FCAT writing will increase by 3%.

Targets Supported
- Writing

Resources Available to Support the Goal
- CCR writing program

Targeted Barriers to Achieving the Goal
- Basic foundations of writing

Plan to Monitor Progress Toward the Goal

Classroom writing District demand writing FCAT 2.0 for fourth graders

Person or Persons Responsible
Classroom teachers Intervention Specialist Reading Coach

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Improved writing scores FCAT 2.0 for fourth graders

G7. The number of students in grades 4-5 making learning gains in math FCAT 2.0 will increase by 3%

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal
- Core Curriculum

Targeted Barriers to Achieving the Goal
- Foundational Math Skills Enrichment opportunities

Plan to Monitor Progress Toward the Goal

Program Assessments Teacher Observation Additional Classwork

Person or Persons Responsible
Teachers Intervention Specialist Administrators

Target Dates or Schedule:
Quarterly data meetings to determine progress, modify plans, revisit barriers or modify the goal itself.

Evidence of Completion:
Improved proficiency scores

Action Plan for Improvement

Problem Solving Key

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

G1. 70% of students in primary grades will master foundational skills as measured by end of course exams.

G1.B1 Lack of foundational skills

G1.B1.S1 Targeted groups for differentiated instruction with emphasis on intervention groups

Action Step 1

Core Curriculum Math Solutions Staff Development

Person or Persons Responsible

Administrators Intervention Specialist Teachers/ paraprofessionals

Target Dates or Schedule

Ongoing throughout 2013-2014 school year

Evidence of Completion

Program Assessments FCAT 2.0

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

Administrative walk-throughs and evaluations

Person or Persons Responsible

Administrators Intervention Specialist

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Teacher Evaluations

Plan to Monitor Effectiveness of G1.B1.S1

Program Assessments FCAT 2.0

Person or Persons Responsible

Administrators Teachers Intervention Specialist

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Assessment Scores

G2. 70% of non-proficient students in grades 4-5 will score in the proficient range on FCAT 2.0 in reading in 2014.

G2.B1 Reading Comprehension Decoding Skills

G2.B1.S1 Differentiated Instruction at 3-5 grade levels

Action Step 1

Program Assessments FCAT 2.0 Parent Resource Center

Person or Persons Responsible

Administrators Teachers/Paraprofessionals Reading Coach

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Assessment Scores

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

Fidelity Checklist Administrative walk-throughs and evaluations

Person or Persons Responsible

Administrators Reading Coach

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Fidelity Checklists Teacher Evaluations

Plan to Monitor Effectiveness of G2.B1.S1

Program Assessments FCAT 2.0

Person or Persons Responsible

Administrators Teachers Reading Coach

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Assessment Scores

G2.B1.S2 Remediation through Corrective Reading in grades 3-5 .

Action Step 1

Ensure Fidelity of Instruction Train teachers in Corrective Reading Assist in Data Analysis Implement programs with fidelity Parent Resource Center

Person or Persons Responsible

Administrators District Personnel Instructional Coach Teachers/ Paraprofessionals

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Data analysis FCAT Scores

Facilitator:

District Personnel

Participants:

Administrators District Personnel Instructional Coach Teachers/ Paraprofessionals

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

Fidelity Checklist, administrative walk throughs and evaluations.

Person or Persons Responsible

Administrators Reading Coach

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Fidelity Checklist Teacher Evaluation Student Performance

Plan to Monitor Effectiveness of G2.B1.S2

Program Assessments FCAT 2.0

Person or Persons Responsible

Administrators Teachers Reading Coach

Target Dates or Schedule

Ongoing throughout the 2013-2014 schoolyear

Evidence of Completion

Assessment Scores

G3. The number of students in 5th grade scoring at level 3 and above on FCAT 2.0 Science will increase by 3%

G3.B1 Limited background knowledge.

G3.B1.S1 Weekly use of S.O.W. to build background knowledge and provide hands-on learning opportunities. Enrichment and remediation strategies provided for parents during curriculum nights.

Action Step 1

Core Curriculum, S.O.W., Staff Development, Parent Night

Person or Persons Responsible

Administrators Intervention Specialist Teachers/ Paraprofessionals

Target Dates or Schedule

Ongoing throughout 2013-2014 school year

Evidence of Completion

Program Assessments FCAT 2.0 Science Fair

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

Administrative walk-throughs and evaluations

Person or Persons Responsible

Administrators Intervention Specialist

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Teacher Evaluations

Plan to Monitor Effectiveness of G3.B1.S1

Program Assessments FCAT 2.0 Science Fair

Person or Persons Responsible

Administrators Teachers Intervention Specialist

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Assessment Scores Science Fair Results

G4. The number of 5th grade students who score at 4 or above on FCAT 2.0 Science will increase by 3%.

G4.B1 Lack of enrichment opportunities

G4.B1.S1 Weekly use of the S.O.W. to enhance science lessons and provide hands-on learning opportunities.

Action Step 1

Core Curriculum S.O.W. Staff Development Parent Night Supplemental informational text

Person or Persons Responsible

Administrators Intervention Specialist Teachers

Target Dates or Schedule

Ongoing throughout 2013-2014 school year

Evidence of Completion

Program Assessments FCAT 2.0 Science Fair

Facilitator:

Science Lead Teacher

Participants:

Administrators Intervention Specialist Teachers

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

Administrative walk-throughs and evaluations

Person or Persons Responsible

Administrators Intervention Specialist

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Teacher Evaluations

Plan to Monitor Effectiveness of G4.B1.S1

Program Assessments FCAT 2.0 Science Fair

Person or Persons Responsible

Administrators Teachers Intervention Specialist

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Assessment Scores Science Fair Results

G5. The number of students in grades 4 - 5 scoring at level 3 and above in reading on FCAT 2.0 will increase by 3%.

G5.B1 Reading Comprehension Decoding Skills Enrichment Opportunities

G5.B1.S1 During reading differentiation students will be using intervention programs, leveled readers and class novel sets to remediate, challenge and extend their reading opportunities.

Action Step 1

Corrective Reading Class Novel Sets Leveled Readers Action Research

Person or Persons Responsible

Administrators Reading Coach Teachers/ paraprofessionals

Target Dates or Schedule

Ongoing throughout 2013-2014 school year

Evidence of Completion

Program Assessments FCAT 2.0

Facilitator:

Participants:

Administrators Reading Coach Teachers/ paraprofessionals

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

Fidelity Checklist Administrative walk-throughs and evaluations

Person or Persons Responsible

Administrators Reading Coach

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Fidelity Checklists Teacher Evaluations

Plan to Monitor Effectiveness of G5.B1.S1

Program Assessments FCAT 2.0

Person or Persons Responsible

Administrators Teachers Reading Coach

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Assessment Scores

G6. The number of 4th grade students scoring level 3.5 or above on FCAT writing will increase by 3%.

G6.B1 Basic foundations of writing

G6.B1.S1 Continued implementation of core writing program in grades K through 5 Enrichment and remediation strategies provided for parents during curriculum nights.

Action Step 1

Core Curriculum

Person or Persons Responsible

Classroom Teachers Intervention Specialist Reading Coach Paraprofessionals

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Program Assessment Weekly Classroom Writing Quarterly District Demand Writing

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Administrator walkthroughs and teacher evaluations

Person or Persons Responsible

Administrators Reading Coach

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Teacher evaluations

Plan to Monitor Effectiveness of G6.B1.S1

Weekly classroom writing Quarterly district demand writing

Person or Persons Responsible

Classroom Teachers Intervention Specialist Reading Coach

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Improved writing scores.

G7. The number of students in grades 4-5 making learning gains in math FCAT 2.0 will increase by 3%

G7.B1 Foundational Math Skills Enrichment opportunities

G7.B1.S1 Implement "Number Talk" to improve foundational skills Differentiated instruction in small groups Enrichment and remediation strategies provided for parents during curriculum nights.

Action Step 1

Core Curriculum Staff Development

Person or Persons Responsible

Administrators Intervention Specialist Teachers/ paraprofessionals

Target Dates or Schedule

Ongoing throughout 2013-2014 school year

Evidence of Completion

Program Assessments FCAT 2.0

Facilitator:

Math Lead Teacher

Participants:

Administrators Intervention Specialist Teachers/ paraprofessionals

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Administrative walk-throughs and evaluations

Person or Persons Responsible

Administrators Intervention Specialist

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Teacher Evaluations

Plan to Monitor Effectiveness of G7.B1.S1

Program Assessments FCAT 2.0

Person or Persons Responsible

Administrators Teachers Intervention Specialist

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year

Evidence of Completion

Assessment Scores

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 school uses district funds received from a grant to present anti-bullying strategies to our students. Speakers and resource materials are available through the Marion County Sheriff's Department. The District's physical/health education coordinator provides information and resources on nutrition education. Community outreach programs assist us in providing food for targeted families through the "Backpack Program" and school supplies are made available through the "Stuff the Bus" initiative. Our school has a parent liaison funded with Title I dollars and she works closely with the district's homeless liaison to support schools in meeting the needs of homeless children.

District funds are used to support our Migrant Program by the purchase school supplies, and providing a Saturday Boot Camp Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate. The Migrant Liaison works with schools and families to identify students and provide need referrals for families.

Title I, Part C- Migrant

Title I Part C funds are used to support our Migrant program by the purchase of school supplies. Title I monies are used to provide after school and Saturday tutorials for at risk students in order to improve grades, increase promotion, improve attendance and reduce the dropout rate. The District Migrant liaison works with schools and families to identify migrant students and provides need referrals for these families.

Title I, Part D

Not applicable

Title II

The District utilizes Title II funds to provide staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III

Title III funds provide District services for educational materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners. 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

Title X- Homeless

Title X The district Homeless Social Worker provides resources such as 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)

Tutoring is available after school for at risk students through the Supplemental Education Services.

Violence Prevention Programs

District supports programs such as Red Ribbon Week that support prevention of violence in and around the school, prevent the illegal use of alcohol, tobacco, drugs, and foster a safe, drug free environment that supports student achievement.

Nutrition Programs

We will continue to offer fresh fruits and vegetables to our students via our lunch program. Teachers will continue to teach students the importance of nutrition and how to make healthy nutritious choices.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education
N/A
Job Training
N/A
Other
Use of FDLRS (Florida Diagnostic and Learning Resource Services) for parent involvement and classroom assistance for ESE teachers.

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. 70% of non-proficient students in grades 4-5 will score in the proficient range on FCAT 2.0 in reading in 2014.

G2.B1 Reading Comprehension Decoding Skills

G2.B1.S2 Remediation through Corrective Reading in grades 3-5 .

PD Opportunity 1

Ensure Fidelity of Instruction Train teachers in Corrective Reading Assist in Data Analysis Implement programs with fidelity Parent Resource Center

Facilitator

District Personnel

Participants

Administrators District Personnel Instructional Coach Teachers/ Paraprofessionals

Target Dates or Schedule

Ongoing throughout the 2013-2014 school year.

Evidence of Completion

Data analysis FCAT Scores

G4. The number of 5th grade students who score at 4 or above on FCAT 2.0 Science will increase by 3%.

G4.B1 Lack of enrichment opportunities

G4.B1.S1 Weekly use of the S.O.W. to enhance science lessons and provide hands-on learning opportunities.

PD Opportunity 1

Core Curriculum S.O.W. Staff Development Parent Night Supplemental informational text

Facilitator

Science Lead Teacher

Participants

Administrators Intervention Specialist Teachers

Target Dates or Schedule

Ongoing throughout 2013-2014 school year

Evidence of Completion

Program Assessments FCAT 2.0 Science Fair

G5. The number of students in grades 4 - 5 scoring at level 3 and above in reading on FCAT 2.0 will increase by 3%.

G5.B1 Reading Comprehension Decoding Skills Enrichment Opportunities

G5.B1.S1 During reading differentiation students will be using intervention programs, leveled readers and class novel sets to remediate, challenge and extend their reading opportunities.

PD Opportunity 1

Corrective Reading Class Novel Sets Leveled Readers Action Research

Facilitator

Participants

Administrators Reading Coach Teachers/ paraprofessionals

Target Dates or Schedule

Ongoing throughout 2013-2014 school year

Evidence of Completion

Program Assessments FCAT 2.0

G7. The number of students in grades 4-5 making learning gains in math FCAT 2.0 will increase by 3%

G7.B1 Foundational Math Skills Enrichment opportunities

G7.B1.S1 Implement "Number Talk" to improve foundational skills Differentiated instruction in small groups Enrichment and remediation strategies provided for parents during curriculum nights.

PD Opportunity 1

Core Curriculum Staff Development

Facilitator

Math Lead Teacher

Participants

Administrators Intervention Specialist Teachers/ paraprofessionals

Target Dates or Schedule

Ongoing throughout 2013-2014 school year

Evidence of Completion

Program Assessments FCAT 2.0

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	70% of non-proficient students in grades 4-5 will score in the proficient range on FCAT 2.0 in reading in 2014.	$40,830
G4.	The number of 5th grade students who score at 4 or above on FCAT 2.0 Science will increase by 3%.	$3,909
G5.	The number of students in grades 4 - 5 scoring at level 3 and above in reading on FCAT 2.0 will increase by 3%.	$3,738
G7.	The number of students in grades 4-5 making learning gains in math FCAT 2.0 will increase by 3%	$39,420
	Total	$87,897

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Evidence-Based Materials	Evidence-Based Program	Total
Title 1	$80,250	$3,738	$3,909	$0	$87,897
	$0	$0	$0	$0	$0
Total	$80,250	$3,738	$3,909	$0	$87,897

Budget Details

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

G2. 70% of non-proficient students in grades 4-5 will score in the proficient range on FCAT 2.0 in reading in 2014.

G2.B1 Reading Comprehension Decoding Skills

G2.B1.S1 Differentiated Instruction at 3-5 grade levels

Action Step 1

Program Assessments FCAT 2.0 Parent Resource Center

Resource Type

Personnel

Resource

Stipend for one paraprofessional to manage Parent Resource Center after hours.

Funding Source

Title 1

Amount Needed

$1,410

G2.B1.S2 Remediation through Corrective Reading in grades 3-5 .

Action Step 1

Ensure Fidelity of Instruction Train teachers in Corrective Reading Assist in Data Analysis Implement programs with fidelity Parent Resource Center

Resource Type

Personnel

Resource

4 paraprofessional to deliver remediation/enrichment

Funding Source

Title 1

Amount Needed

$39,420

G3. The number of students in 5th grade scoring at level 3 and above on FCAT 2.0 Science will increase by 3%

G3.B1 Limited background knowledge.

G3.B1.S1 Weekly use of S.O.W. to build background knowledge and provide hands-on learning opportunities. Enrichment and remediation strategies provided for parents during curriculum nights.

Action Step 1

Core Curriculum, S.O.W., Staff Development, Parent Night

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. The number of 5th grade students who score at 4 or above on FCAT 2.0 Science will increase by 3%.

G4.B1 Lack of enrichment opportunities

G4.B1.S1 Weekly use of the S.O.W. to enhance science lessons and provide hands-on learning opportunities.

Action Step 1

Core Curriculum S.O.W. Staff Development Parent Night Supplemental informational text

Resource Type

Evidence-Based Materials

Resource

Weekly Reader

Funding Source

Title 1

Amount Needed

$3,909

G5. The number of students in grades 4 - 5 scoring at level 3 and above in reading on FCAT 2.0 will increase by 3%.

G5.B1 Reading Comprehension Decoding Skills Enrichment Opportunities

G5.B1.S1 During reading differentiation students will be using intervention programs, leveled readers and class novel sets to remediate, challenge and extend their reading opportunities.

Action Step 1

Corrective Reading Class Novel Sets Leveled Readers Action Research

Resource Type

Professional Development

Resource

10 teachers and 1 consultant for action research

Funding Source

Title 1

Amount Needed

$3,738

G6. The number of 4th grade students scoring level 3.5 or above on FCAT writing will increase by 3%.

G6.B1 Basic foundations of writing

G6.B1.S1 Continued implementation of core writing program in grades K through 5 Enrichment and remediation strategies provided for parents during curriculum nights.

Action Step 1

Core Curriculum

Resource Type

Personnel

Resource

Funding Source

Title 1

Amount Needed

G7. The number of students in grades 4-5 making learning gains in math FCAT 2.0 will increase by 3%

G7.B1 Foundational Math Skills Enrichment opportunities

G7.B1.S1 Implement "Number Talk" to improve foundational skills Differentiated instruction in small groups Enrichment and remediation strategies provided for parents during curriculum nights.

Action Step 1

Core Curriculum Staff Development

Resource Type

Personnel

Resource

4 paraprofessionals to assist with remediation and enrichment

Funding Source

Title 1

Amount Needed

$39,420