2013-2014 SCHOOL IMPROVEMENT PLAN

Wyomina Park Elementary School
511 NE 12TH AVE
Ocala, FL 34470
352-671-6370

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	71%

Alternative/ESE Center	Charter School	Minority Rate
No	No	60%

School Grades History

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

Wyomina Park Elementary School

Principal

Valda Niznik

School Advisory Council chair

Maria Kusmierz

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

Name	Title
Valda Niznik	Principal
Karen English	Assistant Principal
Tonya Epps	Reading Coach
Kerry Swan	Guidance Counselor
Wesley Bastie	Dean
Ruth Webb	Intervention Teacher

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

Maria Kusmierz , SAC Chair (parent)
Jimmy Mitchell - parent
Dorothy Mitchell - parent
Toby Doerffel - parent
Larry Doerffel - community
Ivan Meskimen - parent
Valda Niznik - Administrator
Susan Johnson - teacher
Ruth Webb - teacher
Ruth Velez - Non-instructional
Amy Meskimen - teacher

Marilyn Catalano -teacher
Tonya Epps - teacher

Involvement of the SAC in the development of the SIP

School data was shared with the SAC and a review of the current plan was done. SAC members provided input on areas that needed to be targeted in the 2013-2014 plan. Principal and assistant principal addressed areas of concern brought up by the members and a plan was discussed to address the areas that data indicated we needed to address.

Activities of the SAC for the upcoming school year

A review of the 2013-2014 SIP will be done at the first meeting. Additional meetings will include a review of data from the district benchmark that will given in December 2013. AIMSweb data will be monitored and shared with SAC in order to address areas of the SIP that will need to be amended as we move through the school year.

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

School Improvement Funds do not exist for SY 2013-2014.

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:

Valda Niznik		
Principal	Years as Administrator: 4	Years at Current School: 0

Credentials	BA-Elementary Education M. Ed. -Curriculum & Instruction M.Ed.- Educational Leadership and Policy Studies Certifications: Educational Leadership, Elementary Education, & Reading Endorsemen
Performance Record	Assistant Principal Horizon Academy at Marion Oaks: 2009-Grade C-(64%) did not meet AYP on Rdg or Math with ED, ELL & SWDs 2010-Grade C-(67%)-did not meet AYP on Rdg or Math with ED, ELL & SWDs Assistant Principal Marion Oaks Elementary 2011-2013 2011-C-did not meet AYP 2012-C-did not meet AYP

Karen English		
Asst Principal	Years as Administrator: 8	Years at Current School: 2

Credentials	Bachelor's in Elementary Education Master's in Ed. Leadership Certifications: Elementary Education 1-5 Educational Leadership Endorsements: Reading
Performance Record	2005-2006 District Admin. 2006-2007 District Admin. 2007-2008 District Admin 2008-2009 – C AYP-No 2009-2010 – C AYP-No 2010-2011 – B AYP-No 2011-2012-A AYP-N 2012-2013 - B AYP-N

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tonya Epps		
Full-time / District-based	Years as Coach: 0	Years at Current School: 0

Areas	Reading/Literacy
Credentials	Bachelor's of Arts Elementary Education Master of Education - Education Leadership Certification : Elementary Education -16 Educational Leadership
Performance Record	Tonya Epps is new to this position so there is no performance data to report.

Classroom Teachers

# of classroom teachers

34

 # receiving effective rating or higher

34, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

32, 94%

 # ESOL endorsed

28, 82%

 # reading endorsed

4, 12%

 # with advanced degrees

9, 26%

 # National Board Certified

0, 0%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

6, 18%

 # with 6-14 years of experience

14, 41%

 # with 15 or more years of experience
14, 41%

Education Paraprofessionals

# of paraprofessionals
12

 # Highly Qualified
12, 100%

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

The principal and assistant principal recruit current employees who have completed education programs and exhibit the desired qualities, post positions on district on-line Job Board, and partner new teachers with veteran staff.

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

Weekly grade level teams meet to discuss issues and concerns facing the grade level. They share ideas for lesson planning and best practices. Throughout the school year grade level teams meet for targeted staff development days and support each other in meeting the needs of the students in their classroom.
During classroom observations by the school administrators, teachers who are struggling with instructional practices are paired with a teacher who has demonstrated the ability to meet student needs. Additional classroom observations are made with follow up meetings with either the principal or assistant principal to discuss the instructional practices and whether or not improvement is being made.

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 core team meets on a regular basis to discuss school-wide concerns and to develop a focus based on data. After each school wide assessment, the team meets to discuss trends and possible actions needed. On a quarterly basis the team meets with each classroom teacher to monitor the response of each student individually to interventions put in placed based on data and to make further recommendations. The team may also be called to meet as situations arise regarding placement of new students and severe behavior issues. Monthly, one or more members of the team meet with grade levels to share grade level data and to discuss student data.
Step 1: Problem Identification – identify and define the target problem
Step 2: Problem Analysis – attempt to determine why the problem is occurring

Step 3: Intervention Design - decide what is going to be done about the problem
Step 4: Response to Intervention –Monitor progress and determine "Is it working?"

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

Valda Niznik, Principal - provides leadership, input, and over all guidance to the group
Karen English, Assistant Principal - provides overall input (academic and behavioral) and ensures the meeting in streamlined. Ensures the PMP is being adhered to, followed and monitored.
Kerry Swan, Guidance Counselor – Parent Liaison regarding status of PMP, testing, etc. Facilitates the meeting with the Principal or Assistant Principal. Also offers insight towards emotional well-being of students.
Nicole President, School Psychologist – Data interpretation, facilitator (when needed), conducts formal and informal student observations, conducts testing
Regina Bradford, Social Worker – provides input on outside factors that may impact student learning and behavior
Wes Bastie, Dean – facilitates behavior PMPs and SATs, offers insight to child behaviors, recommends behavioral interventions; monitors programs in place for behavior cases
Deanna Bonnel, Behavior Specialist – reports test results and offers behavioral interventions
Classroom teacher – writes the PMP, meets with the Assistant Principal, provides interventions, reports intervention progress
Tonya Epps, Reading Coach - provides input on instructional strategies
Ruth Webb, Intervention Teacher - provide input on instructional strategies

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

The core team meets on a regular basis to discuss school-wide concerns and to develop a focus based on data. After each school wide assessment, the team meets to discuss trends and possible actions needed. On a quarterly basis the team meets with each classroom teacher to monitor the response of each student individually to interventions put in placed based on data and to make further recommendations. The team may also be called to meet as situations arise regarding placement of new students and severe behavior issues. Monthly, one or more members of the team meet with grade levels to share grade level data and to discuss student data.

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

Marion County uses a variety of data to progress monitor students. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socio-economics, ELL, ESE, teacher and course. This data includes State Assessments (FCAT, FAIR) as well as local assessments (Focus Calendar Assessments, Benchmark Assessments, Quarterly Writing Assessments, Document Based Questions, etc.). Performance Matters also allows for teacher comparisons by student, standard, and demographics. Schools can compare data across the district and are able to compare data with similar schools across the State.
Discipline 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 the intervention tier is identified and progress monitoring notes are documented. Teachers keep data on individual student information relative to the progress within the intervention.

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

Marion County will continue to provide professional development to school leadership and support schools with bi-annual progress monitoring meetings with administration. Monthly meetings with school leadership will provide on-going professional development as well as small group/breakout sessions specific to MTSS.

School level professional development is delivered during pre-school, early release and during breakout sessions during collaborative planning and faculty meetings. The MTSS problem solving team meets regularly to look at data and develop on-going progress monitoring systems regarding implementation at the school site. Professional development is based on the needs of individuals at the school site and include opportunities in technology, intervention strategies and implementation of Common Core.

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: 720

? Provide after school tutoring for a six week period in order to help students master reading skills that they have been unable to master.

Strategy Purpose(s)

• Instruction in core academic subjects

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

Students are given a pre-test at the beginning of the tutoring session and then a post-test. We look at the result to determine whether or not the student has made reading improvement. During the 6-week tutoring session which is two days a week, teachers gather data to monitor reading improvement and use the data to adjust tutoring lessons to meet the needs of students.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal and Intervention Teacher

Strategy: Before or After School Program

Minutes added to school year: 720

Provide after school tutoring for a six week period in order to help students master math skills that they have been unable to master.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students are given a pre-test at the beginning of the tutoring session and then a post-test. We look at the result to determine whether or not the student has made improvement in mastering targeted math skills. During the 6-week tutoring session which is two days a week, teachers gather data to monitor improvement and use the data to adjust tutoring lessons to meet the needs of students.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal and Intervention Teacher

Literacy Leadership Team (LLT)

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

Name	Title
Valda Niznik	Principal
Karen English	Assistant Principal
Tonya Epps	Reading Coach
Ruth Webb	Intervention Teacher
Bebe Roberts	Classroom Teacher
Helen McDavid	Classroom Teacher
Elsa Agis	Classroom Teacher
Charity Corneliussen	Classroom Teacher
Milissa Hanna	Classroom Teacher
Wendy Thompson	Classroom Teacher

How the school-based LLT functions

The LLT meets monthly to discuss the academic progress of our students. The LLT looks at data from many sources, such as Benchmark, FCA's, and FAIR to determine which students need extra assistance and./or enrichment. The data results are then analyzed and we determine other resources that may be needed for students

Major initiatives of the LLT

The LLT will work on providing support to our teachers during their iii reading instruction in K-5. We will work with our LLT to increase reading fluency and vocabulary in our students and promote literacy schoolwide.

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

STAGGER START is a district initiative to assist students in transitioning into local elementary schools. Six (6) students per day attend school the first four days giving staff the opportunity to administer assessments, to develop one-on-one relationships with students and to eliminate anxiety is the primary focus of STAGGER START. FAIR and FLKRS are tools used to determine readiness needs. Florida's Voluntary Pre-K, Headstart, and Hippy (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschoolers with early literacy skills. Ongoing communication is provided to parents regarding these programs. Federal and state funding is used provide programs for our preschool children.

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	66%	59%	No	69%
American Indian				
Asian				
Black/African American	44%	44%	Yes	50%
Hispanic	69%	64%	No	72%
White	73%	64%	No	76%
English language learners				
Students with disabilities	43%	16%	No	48%
Economically disadvantaged	62%	56%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	20%	30%
Students scoring at or above Achievement Level 4	68	21%	31%

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]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	163	69%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	136	57%	62%

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)	11	46%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		9%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		13%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	41	60%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

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	60%	57%	No	64%
American Indian				
Asian				
Black/African American	49%	46%	No	54%
Hispanic	66%	52%	No	69%
White	63%	61%	No	67%
English language learners				
Students with disabilities	36%	24%	No	42%
Economically disadvantaged	57%	54%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	32%	37%
Students scoring at or above Achievement Level 4	54	23%	28%

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]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	181	76%	81%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	160	68%	73%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	30	39%	49%
Students scoring at or above Achievement Level 4	12	16%	26%

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]*		0%

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)			
Participation in STEM-related experiences provided for students			

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	158	28%	23%
Students retained, pursuant to s. 1008.25, F.S.	3	3%	1%
Students who are not proficient in reading by third grade	45	41%	31%
Students who receive two or more behavior referrals	70	12%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	58	10%	8%

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

During the 2013-2014 school year, 70% (350) of WPE parents will participate in at least one parent involvement activity. For complete details see our Parent Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	5	100%	6%

Goals Summary

G1. Increase the number of all students in grades 3-5 who are scoring at Level 3 or higher on the 2014 Math FCAT 2.0 by 10%. Subgroup increases: AA by 8%, Hisp. by 17%, White by 6%, SWD by 18% and ED by 7%.

G2. Increase the number of all students in grades 3-5 who are scoring at Level 3 or higher on the 2014 Math FCAT 2.0 by 10%. Subgroup increases: AA by 8%, Hisp. by 17%, White by 6%, SWD by 18% and ED by 7%.

G3.

G4. Increase the number of all students in grade 3-5 that are scoring at Level 3 and higher on Reading FCAT 2.0 by 10%. AA by 6%, Hisp. by 8%, White by 12%, SWD by 32%, ED by 10% .

G5. Increase the number of all students in grades 3-5 who are scoring at Level 3 or higher on the 2014 Math FCAT 2.0 by 10%. Subgroup increases: AA by 8%, Hisp. by 17%, White by 6%, SWD by 18% and ED by 7%.

G6. Increase the percent of students who score at the proficient level and above in writing on FCAT Writing 2.0 by 5%.

G7. Increase the percent of students scoring at Level 3 on FCAT Science 2.0 by 10% and increase the percent of student scoring at Level 4 by 10%.

Goals Detail

G1. Increase the number of all students in grades 3-5 who are scoring at Level 3 or higher on the 2014 Math FCAT 2.0 by 10%. Subgroup increases: AA by 8%, Hisp. by 17%, White by 6%, SWD by 18% and ED by 7%.

Targets Supported

Resources Available to Support the Goal
- We have Common Core Lead Teachers K-2 and 3-5 who attended training and then will facilitate collaborative meetings with teachers who teach math, district developed Moodle courses to provide staff development for teachers in teaching lessons that meet Common Core Standards in Mathematics, Title 1 dollars to provide after school tutoring to students who are non-proficient in math, Smart technology and software to support classroom instruction in mathematics.

Targeted Barriers to Achieving the Goal
- Students who are non-proficient need additional time to master math skills.
- Common Core Standards are now incorporated in our math series and are new to our teachers.

Plan to Monitor Progress Toward the Goal

Students will show a progression in mastering the concepts/skills that are the focus of the tutoring session by achieving a higher % correct on a weekly task.

Person or Persons Responsible
Teacher and Assistant Principal

Target Dates or Schedule:
Every two weeks the teacher will provide a progress report on students attending tutoring sessions.

Evidence of Completion:
Teacher and Assistant Principal will initial the data sheets that have been reviewed.

G2. Increase the number of all students in grades 3-5 who are scoring at Level 3 or higher on the 2014 Math FCAT 2.0 by 10%. Subgroup increases: AA by 8%, Hisp. by 17%, White by 6%, SWD by 18% and ED by 7%.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. Increase the number of all students in grade 3-5 that are scoring at Level 3 and higher on Reading FCAT 2.0 by 10%. AA by 6%, Hisp. by 8%, White by 12%, SWD by 32%, ED by 10% .

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

Resources Available to Support the Goal
- Reading Coach, Intervention Teacher, Weekly Read/National Geographic Magazine, Technology for Engaged Classrooms, collaborative planning for Developing Deeper Thinking, listening centers, ELL teacher, and ESE Inclusion teachers
- District support in training for the Core Reading Series with Common Core Standards.
- Implement a school-wide iii time for each grade level with additional staff assigned to each grade level during their iii.

Targeted Barriers to Achieving the Goal
- Implementation of new reading series with Common Core Standards and the transition to Common Core Standards.
- Students lack skills in fluency, phonics, and vocabulary.

Plan to Monitor Progress Toward the Goal

As grade level meetings are held the results from the above referenced assessments will be reviewed to monitor the implementation of this strategy and determine next steps.

Person or Persons Responsible
Principal, Assistant Principal, Reading Coach, Intervention Teacher, classroom teachers.

Target Dates or Schedule:
Monthly

Evidence of Completion:
Grade Level Agenda and meeting notes.

G5. Increase the number of all students in grades 3-5 who are scoring at Level 3 or higher on the 2014 Math FCAT 2.0 by 10%. Subgroup increases: AA by 8%, Hisp. by 17%, White by 6%, SWD by 18% and ED by 7%.

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

Resources Available to Support the Goal
- We have Common Core Lead Teachers K-2 and 3-5 who attend training and then facilitate collaborative meetings with teachers who teach math.
- District developed Moodle courses provide staff development for teachers in teaching lessons that meet Common Core Standards in Mathematics.
- Title 1 dollars provide after school tutoring to students who are non-proficient in math.
- Smart technology and software support classroom instruction in mathematics.

Targeted Barriers to Achieving the Goal
- Students who are non-proficient need additional time to master math skills.
- Common Core Standards are now incorporated in our math series and are new to our teachers. Number talk is just one area that teachers need some support and staff development.

Plan to Monitor Progress Toward the Goal

Students will show a progression in mastering the concepts/skills that are the focus of the tutoring session by achieving a higher % correct on a weekly task.

Person or Persons Responsible
Teacher and Assistant Principal

Target Dates or Schedule:
Every two weeks the teacher will provide a progress report on students attending tutoring sessions.

Evidence of Completion:
Teacher and Assistant Principal will initial the data sheets that have been reviewed.

G6. Increase the percent of students who score at the proficient level and above in writing on FCAT Writing 2.0 by 5%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Reading Coach, classroom teachers, FCAT 2.0 Anchor Papers, ESE Inclusion Teachers
- Reading Coach, classroom teachers, FCAT 2.0 Anchor Papers, ESE Inclusion Teachers

Targeted Barriers to Achieving the Goal
- A large percent of our Incoming 4th grade students are identified as non-proficient.

Plan to Monitor Progress Toward the Goal

Teachers will evaluate and record writing to monitor progress of students toward the goal of meeting proficiency in writing. 4th grade and 3rd writing teachers will meet at least monthly to examine student writing to determine strengths and weaknesses in the individual and group of students to guide lesson planning for writing instruction.

Person or Persons Responsible
Reading Coach, Intervention Teacher and/or Assistant Principal will meet with the writing teachers to look at data and student samples of writing.

Target Dates or Schedule:
At least monthly meetings will be held.

Evidence of Completion:
Notes from meetings will be kept.

G7. Increase the percent of students scoring at Level 3 on FCAT Science 2.0 by 10% and increase the percent of student scoring at Level 4 by 10%.

Targets Supported
- Science
- Science - Elementary School
- STEM

Resources Available to Support the Goal
- 5th grade master science teacher, supplies, District developed focus calendar assessments, district developed science maps, school science fair, district created lab that address the Four Bodies of Knowledge within the Next Generation Standards and district elementary science expo.

Targeted Barriers to Achieving the Goal
- Students have limited knowledge of the vocabulary necessary to master science concepts and limited understanding of the scientific process.

Plan to Monitor Progress Toward the Goal

Science teacher will evaluate the data to determine whether results are positive, questionable or poor. Based on the results of assessments and/or classroom activities the teacher will provide additional instruction in the areas that the results show poor or questionable results.

Person or Persons Responsible
Science teacher and Assistant Principal.

Target Dates or Schedule:
We will monitor the results of assessments two times during a grading period.

Evidence of Completion:
Lesson plans will be documented that a review of data has been done.

Action Plan for Improvement

Problem Solving Key

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

G1. Increase the number of all students in grades 3-5 who are scoring at Level 3 or higher on the 2014 Math FCAT 2.0 by 10%. Subgroup increases: AA by 8%, Hisp. by 17%, White by 6%, SWD by 18% and ED by 7%.

G1.B1 Students who are non-proficient need additional time to master math skills.

G1.B1.S1 Provide after school tutoring to our 3-5 students through the use of teachers and paraprofessionals.

Action Step 1

For a 10 week period we will provide after school tutoring to our 3-5 students who are non-proficient in math. They will be tutored by teachers and paraprofessionals.

Person or Persons Responsible

Teachers who apply and are selected to teach in the after school program.

Target Dates or Schedule

After school tutoring is provided twice a week for a 10 week period of time beginning in January.

Evidence of Completion

Students who are in the after school tutoring program are given a pre/post test.

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

During after school tutoring, attendance will be kept on the students enrolled in our program to make sure the students selected are attending all sessions. Daily work will be monitored by the teacher.

Person or Persons Responsible

Assistant Principal and classroom teacher.

Target Dates or Schedule

On a weekly basis the classroom teacher will evaluate the work being completed and request a meeting with the Assistant Principal if adequate progress is not being made by students who are in attendance during each tutoring session.

Evidence of Completion

The classroom teacher will make notations in his/her lesson plans to indicate what information was reviewed and the next steps for the group or individual student.

Plan to Monitor Effectiveness of G1.B1.S1

Daily work assignments will provide data on the students' mastery of math skills. Each week student work should indicate that progress is being made in acquiring/mastering skills that have been presented during tutoring sessions.

Person or Persons Responsible

Teacher will collect and chart data on their students' progress.

Target Dates or Schedule

Teachers will collect data weekly to document success or lack of success to determine which skills will be targeted for the next week.

Evidence of Completion

The data collected on students will be kept in a chart for easy review by the teacher.

G1.B2 Common Core Standards are now incorporated in our math series and are new to our teachers.

G1.B2.S1 Provide support to Mathematics teachers through training and collaborative planning sessions for developing deeper thinking in Mathematics through the use of technology with a focus on Common Core Standards.

Action Step 1

We will provide staff development to Mathematics teachers through the use of substitute teachers, supplies, and resources to teachers.

Person or Persons Responsible

Intervention teacher, Common Core Lead Teachers in Mathematics and Assistant Principal.

Target Dates or Schedule

This will be a year long process.

Evidence of Completion

Staff Development sign in sheets.

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G1.B2.S1

A review of the staff development activities will be done.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets from each staff development activity will be collected.

Plan to Monitor Effectiveness of G1.B2.S1

We will collect data on the number of teachers who attend school based staff development activities.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Leadership meeting notes will reflect the review of the data on staff development activities.

G4. Increase the number of all students in grade 3-5 that are scoring at Level 3 and higher on Reading FCAT 2.0 by 10%. AA by 6%, Hisp. by 8%, White by 12%, SWD by 32%, ED by 10% .

G4.B1 Implementation of new reading series with Common Core Standards and the transition to Common Core Standards.

G4.B1.S1 Provide Engaged Classrooms for teachers to support reading instruction in the classroom along with listening centers, and Weekly Reader to enrich vocabulary development.

Action Step 1

Through the use of technology (Engaged Classroom, Brain Pop, and listening centers) along with Weekly Readers, classroom teachers in K-5 will be able to more effectively develop lesson plans that support the acquisition of new vocabulary.

Person or Persons Responsible

Classroom teachers.

Target Dates or Schedule

This strategy is one that is being continued from previous years and will continue through-out the 2013-2014 school year.

Evidence of Completion

Documentation of the use of the technology and other resources will be monitored during classroom walk-throughs by the principal and assistant principal. In addition, lesson plans will document the use of the technology and other materials purchased to develop vocabulary. During collaborative planning teachers will bring evidence of the use of this strategy and the impact it has had on development of vocabulary in our students.

Facilitator:

Tonya Epps and Ruth Webb

Participants:

This staff development is open to all K-5 teachers.

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

The principal and assistant principal will look for evidence of the use of technology and other materials purchased to enrich vocabulary instruction as well as the documentation of the use in the teachers' lesson plans.

Person or Persons Responsible

The Reading Coach and assistant principal will monitor this strategy.

Target Dates or Schedule

Bi-weekly classroom visits will be conducted to observe the use of the materials and technology purchased to support vocabulary instruction in the classroom.

Evidence of Completion

Classroom logs will be initialed and dated to document the monitoring of this strategy.

Plan to Monitor Effectiveness of G4.B1.S1

The assessments that are found in the Wonders Reading Series will be used to document vocabulary development of our students as well as the District created Focus Calendar Assessments.

Person or Persons Responsible

Teachers will collect data on students.

Target Dates or Schedule

As teachers give an assessment the data will be collected and evaluated for mastery.

Evidence of Completion

As grade level meetings are held the results from the above referenced assessments will be reviewed to monitor the implementation of this strategy and determine next steps.

G4.B1.S2 Provide support to Language Arts teachers through training and collaborative planning session for developing deeper thinking through the use of technology, listening centers and Weekly Reader.

Action Step 1

We will provide staff development to Language Arts teachers through the use of substitute teachers, supplies, and resources to teachers.

Person or Persons Responsible

Reading Coach, Principal, and Assistant Principal

Target Dates or Schedule

This will be a year long process.

Evidence of Completion

Documentation of this strategy will be done through staff development sign in sheets

Facilitator:

Tonya Epps and Ruth Webb

Participants:

This is open to all K-5 teachers.

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

A review of the staff development activities will be done.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets from staff development activities will be collected.

Plan to Monitor Effectiveness of G4.B1.S2

We will collect data on the number of teachers who attend school based staff development activities.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Monthly the data will be collected.

Evidence of Completion

Leadership meeting notes will reflect the review of the data on staff development activities.

G4.B3 Students lack skills in fluency, phonics, and vocabulary.

G4.B3.S1 Provide after school tutoring to our 3-5 students through the use of teachers and paraprofessionals.

Action Step 1

For a 6 week period we will provide after school tutoring to our 3-5 students who are non-proficient in reading. They will be tutored by teachers and paraprofessionals.

Person or Persons Responsible

Teachers who apply and are selected to teach in the after school program.

Target Dates or Schedule

After school tutoring is provided twice a week for a six week period of time beginning in January.

Evidence of Completion

Students are given a pre/post test.

Plan to Monitor Fidelity of Implementation of G4.B3.S1

During after school tutoring, attendance will be kept on the students enrolled in our program to make sure students selected are attending all sessions. Daily work will be monitored by the teacher.

Person or Persons Responsible

Tutors and Assistant Principal

Target Dates or Schedule

On a weekly basis the tutor will evaluate the work being completed and request a meeting with the assistant principal and/or the intervention teacher if adequate progress is not being made by students who are in attendance during each tutoring session.

Evidence of Completion

The tutors will make notations in his/her lesson plans to indicate what information was reviewed and the next steps for the group or individual student.

Plan to Monitor Effectiveness of G4.B3.S1

Daily work assignments will provide data on the students' mastery of reading skills. Each week student work should indicate that progress is being made in acquiring/mastering skills that have been presented during tutoring

Person or Persons Responsible

Teachers will collect an chart data on their students' progress.

Target Dates or Schedule

Teachers will collect data weekly to document success or lack of success to determine which skills will be targeted for the next week.

Evidence of Completion

The data collected on students will be kept in a chart for easy review by the teacher.

G5. Increase the number of all students in grades 3-5 who are scoring at Level 3 or higher on the 2014 Math FCAT 2.0 by 10%. Subgroup increases: AA by 8%, Hisp. by 17%, White by 6%, SWD by 18% and ED by 7%.

G5.B1 Students who are non-proficient need additional time to master math skills.

G5.B1.S1 Provide after school tutoring to our 3-5 students through the use of teachers and paraprofessionals.

Action Step 1

For a 6 week period we will provide after school tutoring to our 3-5 students who are non-proficient in math. They will be tutored by teachers and paraprofessionals.

Person or Persons Responsible

Teachers who apply an are selected to teach in the after school program.

Target Dates or Schedule

After school tutoring is provided twice a week for a six week period of time beginning in January.

Evidence of Completion

Students who are in the after school tutoring program are given a pre/post test.

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

During after school tutoring, attendance will be kept on the students enrolled in our program to make sure the students selected are attending all sessions. Daily work will be monitored by the teacher.

Person or Persons Responsible

Assistant Principal and classroom teacher.

Target Dates or Schedule

On a weekly basis the classroom teacher will evaluate the work being completed and request a meeting with the assistant principal if adequate progress is not being made by students who are in attendance during each tutoring session.

Evidence of Completion

The classroom teacher will make notations in his/her lesson plans to indicate what information was reviewed and the next steps for the group or individual student.

Plan to Monitor Effectiveness of G5.B1.S1

Daily work assignments will provide data on the students' mastery of math skills. Each week student work should indicate that progress is being made in acquiring/mastering skills that have been presented during tutoring sessions.

Person or Persons Responsible

Teachers will collect and chart data on their students progress.

Target Dates or Schedule

Teachers will collect data weekly to document success or lack of success to determine which skills will be targeted for the next week.

Evidence of Completion

The data collected on students will be kept in a chart for easy review by teacher.

G5.B2 Common Core Standards are now incorporated in our math series and are new to our teachers. Number talk is just one area that teachers need some support and staff development.

G5.B2.S1 Provide support to Mathematics teachers through training and collaborative planning session for developing deeper thinking in Mathematics through the use of technology with a focus on Common Core Standards. Purchase professional resource, Number Talk, by Marilyn Burns for each grade level K-5.

Action Step 1

We will provide staff development to Mathematics teachers through the use of substitute teachers, supplies, and resources to teachers.

Person or Persons Responsible

Intervention Teacher, Common Core Lead Teachers in Mathematics and Assistant Principal

Target Dates or Schedule

This will be a year long process.

Evidence of Completion

Staff Development sign in sheets.

Facilitator:

Common Core Lead Teachers in Mathematics

Participants:

This is open to all K-5 teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S1

A review of the staff development activities will be done.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets from each staff development activity will be collected.

Plan to Monitor Effectiveness of G5.B2.S1

We will collect data on the number of teachers who attend school based staff development activities.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Leadership meeting notes will reflect the review of the data on staff development activities.

G6. Increase the percent of students who score at the proficient level and above in writing on FCAT Writing 2.0 by 5%.

G6.B1 A large percent of our Incoming 4th grade students are identified as non-proficient.

G6.B1.S1 A prompt will be given to students at the beginning of the school year to obtain a baseline score. Student writing will be scored using Anchor Papers from Florida DOE to insure that teachers are calibrated in their scoring and to verify that our teachers understand the scoring process.

Action Step 1

4th Grade writing teachers will work together to score the first demand writing prompt using anchor papers from Florida DOE to ensure teachers are calibrated in their scoring. Teachers will switch papers to score student writing to make sure they continue to be calibrated in the scoring of student writing.

Person or Persons Responsible

4th Grade teachers, reading coach, Assistant Principal

Target Dates or Schedule

This will be a year long process.

Evidence of Completion

Papers used to calibrate teacher scoring will have two scores on them and will be kept in a file by the teacher until the end of the year.

Facilitator:

Reading Coach and/or Assistant Principal

Participants:

4th Grade Writing Teachers

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

Staff Development sign in sheets will be monitored.

Person or Persons Responsible

Reading Coach and/or Assistant Principal

Target Dates or Schedule

After each schedule calibration work session the sign in sheets will be collected.

Evidence of Completion

Sign in sheets and samples of the papers that were scored.

Plan to Monitor Effectiveness of G6.B1.S1

Teachers will enter the District Demand Writing Scores in to Performance Matters and after the scores are entered the teachers, Reading Coach, Intervention Teacher, and Assistant Principal and/or Principal will meet to discuss the results.

Person or Persons Responsible

Data will be stored in the District data base that is easy to access by all teachers and administrators.

Target Dates or Schedule

Data will be kept by classroom teachers on the weekly writing activities that teacher plan for students and the quarterly District Demand Writing scores that are entered into Performance Matters.

Evidence of Completion

A copy of the scores for the quarterly Demand Writing Assessments will be printed.and kept in the Title 1 box.

G7. Increase the percent of students scoring at Level 3 on FCAT Science 2.0 by 10% and increase the percent of student scoring at Level 4 by 10%.

G7.B1 Students have limited knowledge of the vocabulary necessary to master science concepts and limited understanding of the scientific process.

G7.B1.S1 Provide targeted classroom lessons to develop scientific vocabulary and provide opportunities for students to practice the scientific process

Action Step 1

5th Science teacher will use the resources listed to provide targeted instruction in the classroom. A family science night will be held to teach parents and students the scientific process and how it relates to completing a science project.

Person or Persons Responsible

Science teacher

Target Dates or Schedule

This will be a year long process as outlined by our science curriculum map.

Evidence of Completion

Documentation in lesson plans and sign in sheets at the science night.

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

Review of lesson plans.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Lesson plan review will take place at least bi-weekly during classroom visits.

Evidence of Completion

Each classroom has a sign in sheet for administrators to initial when a classroom visit has taken place and a review of the lesson plans has been done.

Plan to Monitor Effectiveness of G7.B1.S1

Student grades on classroom assessments and projects will document student learning as well as the grades that students earn on the district developed labs and focus calendar assessments that assess student learning of the bodies of knowledge.

Person or Persons Responsible

Classroom teacher.

Target Dates or Schedule

Grades will be entered into Power Teacher which is the electronic grade book and the focus calendar assessment scores will be entered in to Performance Matters, the district data base for student data.

Evidence of Completion

A review of the data in Performance Matters will be done on a quarterly basis.

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
Wyomina Park Elementary has several programs that coordinate with other state and federal dollars available and integrate federal and state programs so that the school can meet state and NCLB requirements.
Specifically:
Title I Part A - Provides funding for additional paraprofessionals needed to work with at-risk students as well as staff development and parent involvement.
Title I, Part C- Migrant
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 who meet the federal eligibility to participate in the program.
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 II – Part D: - District receives supplemental funds for improving their basic education programs through the purchase of
small equipment to supplement education programs and technology in classrooms which will increase the instructional strategies
provided to students and in addition, for instructional software that will enhance literacy and math skills of struggling students and early childhood students
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 student identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Dropout prevention and academic intervention 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 prevent students from being left behind. Supplemental instruction strategies may include, but are not limited to modified curriculum, intensified reading instruction, after school instruction, tutoring, mentoring, class size reduction, and extended school year intensive skills development during summer school.
District receives funds for programs such as Red Ribbon Week and Bullying Prevention that support prevention of violence in and around the school and that prevent the illegal use of alcohol, tobacco, drugs and foster a safe, drug free learning environment that supports student achievement.
Florida Department of Agriculture and Consumer Services offers a grant to schools in the State of Florida. There is an application process to determine eligibility. Through the statewide application process for The Fresh Fruit and Vegetable Program only the schools with the highest Free/Reduced percentages were chosen. For the 2012-2013 school year Wyomina Park Elementary is one of two hundred and thirty schools statewide to be chosen and one of only six schools in Marion County.
Pre-Kindergarten program offered at selected school sites and State funded Pre-K program offered at select school during the school year and summer.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase the number of all students in grades 3-5 who are scoring at Level 3 or higher on the 2014 Math FCAT 2.0 by 10%. Subgroup increases: AA by 8%, Hisp. by 17%, White by 6%, SWD by 18% and ED by 7%.

G1.B2 Common Core Standards are now incorporated in our math series and are new to our teachers.

G1.B2.S1 Provide support to Mathematics teachers through training and collaborative planning sessions for developing deeper thinking in Mathematics through the use of technology with a focus on Common Core Standards.

PD Opportunity 1

We will provide staff development to Mathematics teachers through the use of substitute teachers, supplies, and resources to teachers.

Facilitator

Participants

Target Dates or Schedule

This will be a year long process.

Evidence of Completion

Staff Development sign in sheets.

G4. Increase the number of all students in grade 3-5 that are scoring at Level 3 and higher on Reading FCAT 2.0 by 10%. AA by 6%, Hisp. by 8%, White by 12%, SWD by 32%, ED by 10% .

G4.B1 Implementation of new reading series with Common Core Standards and the transition to Common Core Standards.

G4.B1.S1 Provide Engaged Classrooms for teachers to support reading instruction in the classroom along with listening centers, and Weekly Reader to enrich vocabulary development.

PD Opportunity 1

Through the use of technology (Engaged Classroom, Brain Pop, and listening centers) along with Weekly Readers, classroom teachers in K-5 will be able to more effectively develop lesson plans that support the acquisition of new vocabulary.

Facilitator

Tonya Epps and Ruth Webb

Participants

This staff development is open to all K-5 teachers.

Target Dates or Schedule

This strategy is one that is being continued from previous years and will continue through-out the 2013-2014 school year.

Evidence of Completion

Documentation of the use of the technology and other resources will be monitored during classroom walk-throughs by the principal and assistant principal. In addition, lesson plans will document the use of the technology and other materials purchased to develop vocabulary. During collaborative planning teachers will bring evidence of the use of this strategy and the impact it has had on development of vocabulary in our students.

G4.B1.S2 Provide support to Language Arts teachers through training and collaborative planning session for developing deeper thinking through the use of technology, listening centers and Weekly Reader.

PD Opportunity 1

We will provide staff development to Language Arts teachers through the use of substitute teachers, supplies, and resources to teachers.

Facilitator

Tonya Epps and Ruth Webb

Participants

This is open to all K-5 teachers.

Target Dates or Schedule

This will be a year long process.

Evidence of Completion

Documentation of this strategy will be done through staff development sign in sheets

G5. Increase the number of all students in grades 3-5 who are scoring at Level 3 or higher on the 2014 Math FCAT 2.0 by 10%. Subgroup increases: AA by 8%, Hisp. by 17%, White by 6%, SWD by 18% and ED by 7%.

G5.B2 Common Core Standards are now incorporated in our math series and are new to our teachers. Number talk is just one area that teachers need some support and staff development.

G5.B2.S1 Provide support to Mathematics teachers through training and collaborative planning session for developing deeper thinking in Mathematics through the use of technology with a focus on Common Core Standards. Purchase professional resource, Number Talk, by Marilyn Burns for each grade level K-5.

PD Opportunity 1

We will provide staff development to Mathematics teachers through the use of substitute teachers, supplies, and resources to teachers.

Facilitator

Common Core Lead Teachers in Mathematics

Participants

This is open to all K-5 teachers

Target Dates or Schedule

This will be a year long process.

Evidence of Completion

Staff Development sign in sheets.

G6. Increase the percent of students who score at the proficient level and above in writing on FCAT Writing 2.0 by 5%.

G6.B1 A large percent of our Incoming 4th grade students are identified as non-proficient.

G6.B1.S1 A prompt will be given to students at the beginning of the school year to obtain a baseline score. Student writing will be scored using Anchor Papers from Florida DOE to insure that teachers are calibrated in their scoring and to verify that our teachers understand the scoring process.

PD Opportunity 1

4th Grade writing teachers will work together to score the first demand writing prompt using anchor papers from Florida DOE to ensure teachers are calibrated in their scoring. Teachers will switch papers to score student writing to make sure they continue to be calibrated in the scoring of student writing.

Facilitator

Reading Coach and/or Assistant Principal

Participants

4th Grade Writing Teachers

Target Dates or Schedule

This will be a year long process.

Evidence of Completion

Papers used to calibrate teacher scoring will have two scores on them and will be kept in a file by the teacher until the end of the year.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	Increase the number of all students in grade 3-5 that are scoring at Level 3 and higher on Reading FCAT 2.0 by 10%. AA by 6%, Hisp. by 8%, White by 12%, SWD by 32%, ED by 10% .	$21,921
G5.	Increase the number of all students in grades 3-5 who are scoring at Level 3 or higher on the 2014 Math FCAT 2.0 by 10%. Subgroup increases: AA by 8%, Hisp. by 17%, White by 6%, SWD by 18% and ED by 7%.	$6,211
G7.	Increase the percent of students scoring at Level 3 on FCAT Science 2.0 by 10% and increase the percent of student scoring at Level 4 by 10%.	$1,590
	Total	$29,722

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Other	Personnel	Evidence-Based Program	Total
Title 1	$15,710	$8,918	$5,094	$0	$29,722
	$0	$0	$0	$0	$0
Total	$15,710	$8,918	$5,094	$0	$29,722

Budget Details

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

G1. Increase the number of all students in grades 3-5 who are scoring at Level 3 or higher on the 2014 Math FCAT 2.0 by 10%. Subgroup increases: AA by 8%, Hisp. by 17%, White by 6%, SWD by 18% and ED by 7%.

G1.B1 Students who are non-proficient need additional time to master math skills.

G1.B1.S1 Provide after school tutoring to our 3-5 students through the use of teachers and paraprofessionals.

Action Step 1

For a 10 week period we will provide after school tutoring to our 3-5 students who are non-proficient in math. They will be tutored by teachers and paraprofessionals.

Resource Type

Personnel

Resource

Funding Source

Amount Needed

G1.B2 Common Core Standards are now incorporated in our math series and are new to our teachers.

G1.B2.S1 Provide support to Mathematics teachers through training and collaborative planning sessions for developing deeper thinking in Mathematics through the use of technology with a focus on Common Core Standards.

Action Step 1

We will provide staff development to Mathematics teachers through the use of substitute teachers, supplies, and resources to teachers.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. Increase the number of all students in grade 3-5 that are scoring at Level 3 and higher on Reading FCAT 2.0 by 10%. AA by 6%, Hisp. by 8%, White by 12%, SWD by 32%, ED by 10% .

G4.B1 Implementation of new reading series with Common Core Standards and the transition to Common Core Standards.

G4.B1.S1 Provide Engaged Classrooms for teachers to support reading instruction in the classroom along with listening centers, and Weekly Reader to enrich vocabulary development.

Action Step 1

Through the use of technology (Engaged Classroom, Brain Pop, and listening centers) along with Weekly Readers, classroom teachers in K-5 will be able to more effectively develop lesson plans that support the acquisition of new vocabulary.

Resource Type

Technology

Resource

Engaged Classroom technology, listening centers, Brain Pop (software) and Weekly Reader

Funding Source

Title 1

Amount Needed

$15,710

G4.B1.S2 Provide support to Language Arts teachers through training and collaborative planning session for developing deeper thinking through the use of technology, listening centers and Weekly Reader.

Action Step 1

We will provide staff development to Language Arts teachers through the use of substitute teachers, supplies, and resources to teachers.

Resource Type

Other

Resource

Substitute teachers, supplies, and teacher resources

Funding Source

Title 1

Amount Needed

$3,664

G4.B3 Students lack skills in fluency, phonics, and vocabulary.

G4.B3.S1 Provide after school tutoring to our 3-5 students through the use of teachers and paraprofessionals.

Action Step 1

For a 6 week period we will provide after school tutoring to our 3-5 students who are non-proficient in reading. They will be tutored by teachers and paraprofessionals.

Resource Type

Personnel

Resource

Teachers and paraprofessionals for after school tutoring

Funding Source

Title 1

Amount Needed

$2,547

G5. Increase the number of all students in grades 3-5 who are scoring at Level 3 or higher on the 2014 Math FCAT 2.0 by 10%. Subgroup increases: AA by 8%, Hisp. by 17%, White by 6%, SWD by 18% and ED by 7%.

G5.B1 Students who are non-proficient need additional time to master math skills.

G5.B1.S1 Provide after school tutoring to our 3-5 students through the use of teachers and paraprofessionals.

Action Step 1

For a 6 week period we will provide after school tutoring to our 3-5 students who are non-proficient in math. They will be tutored by teachers and paraprofessionals.

Resource Type

Personnel

Resource

Substitute teachers, supplies, and teacher resources

Funding Source

Title 1

Amount Needed

$2,547

G5.B2 Common Core Standards are now incorporated in our math series and are new to our teachers. Number talk is just one area that teachers need some support and staff development.

G5.B2.S1 Provide support to Mathematics teachers through training and collaborative planning session for developing deeper thinking in Mathematics through the use of technology with a focus on Common Core Standards. Purchase professional resource, Number Talk, by Marilyn Burns for each grade level K-5.

Action Step 1

We will provide staff development to Mathematics teachers through the use of substitute teachers, supplies, and resources to teachers.

Resource Type

Other

Resource

Substitute teachers, professional resources, supplies for training

Funding Source

Title 1

Amount Needed

$3,664

G7. Increase the percent of students scoring at Level 3 on FCAT Science 2.0 by 10% and increase the percent of student scoring at Level 4 by 10%.

G7.B1 Students have limited knowledge of the vocabulary necessary to master science concepts and limited understanding of the scientific process.

G7.B1.S1 Provide targeted classroom lessons to develop scientific vocabulary and provide opportunities for students to practice the scientific process

Action Step 1

5th Science teacher will use the resources listed to provide targeted instruction in the classroom. A family science night will be held to teach parents and students the scientific process and how it relates to completing a science project.

Resource Type

Other

Resource

Supplies for parent activity during Science Night

Funding Source

Title 1

Amount Needed

$1,590