2013-2014 SCHOOL IMPROVEMENT PLAN

Madison Street Academy Of Visual And Performing Arts

401 NW MARTIN LUTHER KING JR AVE
Ocala, FL 34475
352-671-7250

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	16%

Alternative/ESE Center	Charter School	Minority Rate
No	No	37%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	A	A	A	A

SIP Authority and Template

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

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

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

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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
Madison St Acad Of Visual Perf

Principal
Jaycee Oliver

School Advisory Council chair
Steve Copeland

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

Name	Title
Jaycee Oliver	Principal
Cynthia Levandowski	Literacy Coach
Bret Mills	Peer Counselor
Joe Hartman	Guidance Counselor
Stacey Varner	Assistant Principal

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

Tonya Ashley - Parent
Steve Barrett - Community Member
Guisela Carrascosa - Parent
Jessica Cicione - Teacher
Andrew Copeland - Parent
Michael Daniels - Parent
Angela Davis - Teacher
Judy Giehl - Teacher
William James - Community Member
Angela Jones - Business Partner
Jaycee Oliver - Principal
Nancy Otero - Teacher

Lela Kerley - Parent
Sheila Ruotolo - Teacher

Involvement of the SAC in the development of the SIP

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 other business and community members who are representative of the ethnic, racial, and economic community served by the school. The SAC assist the administration in developing and evaluating the School Improvement Plan. They also give assistance with the planning and has a major part in the decision making process of programs.

Activities of the SAC for the upcoming school year

Our SAC committee will review the School Improvement Plan quarterly to determine the effectiveness of the plan
Discuss and revise the Parent Involvement Plan
Revise school compacts
View and discuss parent surveys
View and discuss student assessment data
Make informed decisions concerning school issues

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

SAC has limited funds, but will be utilized with purchasing additional resouces to support teachers with common core.

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:

Jaycee Oliver		
Principal	Years as Administrator: 11	Years at Current School: 4

Credentials	Masters in Education M.Ed Elementary Ed. (1-6) Ed Leadership (All levels) School Principal
Performance Record	While at Dr. N.H. Jones Elementary School for two years (2003-2005), our school earned a grade of A each year and met 100% of the requirements for AYP. When at Belleview Santos Elementary for two years (2005-2007), our school earned a grade of B each year. The first year BSE made Provisional AYP, making 97% of the criteria. The second year, we did not make AYP; however, our school did meet 95% of the criteria. While at Emerald Shores Elementary for three years (2007-2010), our school earned a C for the first two years and an A for the 2009-2010 year. We did not make AYP any of the three years; however, we did meet 87%, 85% and 87% of the AYP criteria, respectively.

Stacey Varner		
Asst Principal	Years as Administrator: 6	Years at Current School: 3

Credentials	Bachelors of Science in Elementary Education Masters in Educational Leadership Doctor of Education Elementary Education (All levels) Ed Leadership (All levels) School Principal (All levels)
Performance Record	As the testing coordinator at Wyomina Park Elementary School, the school earned a grade of an A and met 100% of the AYP criteria for the school year 2008-2009. As the Assistant Principal of Emerald Shores Elementary, the school earned an A for the 2009-2010 school year and a B for the 2010-2011 school year. We did not make AYP; however, we did meet 87% of the AYP criteria. At Madison Street Academy the school has earned an A for the 2011-2013 school years.

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Cynthia Levandowski		
Part-time / District-based	Years as Coach: 9	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Associate of Science Bachelor of Science Master of Science
Performance Record	As the Title 1/Reading Coach at Eighth Street Elementary, for the past 9 years, the school earned a grade of an A.

Classroom Teachers

# of classroom teachers
32

 # receiving effective rating or higher
32, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
32, 100%

 # ESOL endorsed
11, 34%

 # reading endorsed
4, 13%

 # with advanced degrees
13, 41%

 # National Board Certified
5, 16%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
2, 6%

 # with 6-14 years of experience
15, 47%

 # with 15 or more years of experience
17, 53%

Education Paraprofessionals

# of paraprofessionals
0

 # Highly Qualified

0

Other Instructional Personnel

# of instructional personnel not captured in the sections above

2

 # 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

School based administrators work to create a positive working environment with additional resources (provided through fundraisers) to support the vision and mission of a visual and performing arts magnet school.

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

1. Kim Taylor is paired with Sara Ward, they are on the same grade level. Mentor (Taylor) is Nationally Board Certified. They will plan collaboratively, share ideas/best practices and attend trainings together.
2. Sarah Kelly is paired with Katie McGrath they are on the same grade level. They will plan collaboratively, share ideas/best practices and attend trainings together.
3. Tina Harris is paired with Laura Kiser, they are on the same grade level. They will plan collaboratively, share ideas/best practices and attend trainings together.

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

Marion County uses a variety of source 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, AimsWeb) as well as local assessments (Focus Calendar Assessments, Benchmark Assessments, Quarterly Writing Assessments, Demand Writing, Document Based Questions, etc.) Performance Matters also for teacher comparisons by student, standard, and demographics. School and district are able to compare data as well as 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).

Tired data can be found in Performance Matters where intervention tier is identified and progress monitoring notes are documented. Additional information can be found in course selection for Reading

Intervention at the Secondary level in SMS. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of intervention.

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

The school-based MTSS leadership Team is comprised of the following members:
School principal - expert in disaggregate data, assistant principal - expert in curriculum and instruction, guidance counselor - expert in testing and guidance, ESE teacher - expert in ESE curriculum, Literacy Coach- expert in diagnosing reading problems and school psychologist - expert in diagnostic testing.

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

The school based leadership team should consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress should be monitored and intervention adjusted based on student growth data.
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 individual goals for students and to progress monitor student growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

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 source 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, AimsWeb) as well as local assessments (Focus Calendar Assessments, Benchmark Assessments, Quarterly Writing Assessments, Demand Writing, Document Based Questions, etc.) Performance Matters also for teacher comparisons by student, standard, and demographics. School and district are able to compare data as well as 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).
Tired data can be found in Performance Matters where intervention tier is identified and progress monitoring notes are documented. Additional information can be found in course selection for Reading Intervention at the Secondary level in SMS. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of intervention.

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 on-going professional development and recognition of success. Resources will be allocated based on need of both teacher and students.

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: 980	

Students are involved with dance, drama, music, art and technology before or after school. These enrichment study enables students to develop skiils such as abstract thinking, problem solving, self discipline and teamwork. It enhances self-esteem, build confidence and encourages respect for others. The enrichment activities are integrated into other curriculum and content areas. It is an important contribution to a well rounded educational system.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Data is collected throughout the year to determine if students are progressing. We collect data at the beginning of the year for baseline data, then we pull data quartely to determine if students are progressing.

Who is responsible for monitoring implementation of this strategy?

All Enrichment Area Teachers.

Literacy Leadership Team (LLT)

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

Name	Title
Jaycee Oliver	Principal
Stacey Varner	Assistant Principal
Cynthia Levandowski	Literacy Coach
Kelly Crosby	Kg. Teacher
Kerry Bray	1st Teacher
Kelly Toms	2nd Teacher
Judy Giehl	3rd Teacher
Angela Brown	4th Teacher
Nicole Welfel	5th Teacher
Sheila Ruotolo	Special Area

How the school-based LLT functions

The Literacy Leadership Team meets quarterly to review current reading data, monitor and discuss student progress and make instructional decisions to meet the needs of all students. Teacher leaders bring grade level concerns regarding testing and reading achievement to the team, the media specialist

reports current Accelerated Reader usage and data and the Assistant Principal reports FAIR and Reading Benchmark trends. .

Major initiatives of the LLT

The Major initiatives are to:
- Make instructional and professional development decisions based on data
- Review student progress in reading
- Promote differentiation of instruction
- Review most recent progress monitoring results
- Analyze assessment data (fluency checks, FAIR, district assessments)
- Recommend needed resources and/or support
- Review effectiveness of reading program and instructional strategies
- Determine appropriate placement of students in reading program
- Identify areas for professional development

Every Teacher Contributes to Reading Instruction

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

Improved reading skills can positively impact many facets of student academic performance. Students who have effectively read and understood reading assignments are better prepared for class, leading to improved class participation and more accurate and complete notes. Performance on exams and quizzes may be greatly improved as students become more proficient and effective readers. To ensure all teachers are contributing, the following strategies are implemented school-wide:
- Metacognition (thinking about thinking)
- Graphic/semantic Organizers
- Generating questions
- Summarizing

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

MCPS provide an Exception Student Education Pre-K Program at our schools for eligible 3 thru 5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten.
MCPS also provides a Summer VPK Program for all eligible Pre-K students.
FLKRS and ECHOS administered to kindergarteners within the first 30 days to evaluate the effectiveness of these our Pre-K programs.
Kindergarten registration kicked off in April 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 community based flyers, letters sent home with current students, and a Connect 5 message sent out. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help orient 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	91%	94%	Yes	92%
American Indian				
Asian				
Black/African American	76%	90%	Yes	78%
Hispanic	93%	88%	No	93%
White	94%	97%	Yes	95%
English language learners				
Students with disabilities	79%	100%	Yes	81%
Economically disadvantaged	87%	96%	Yes	88%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	16%	10%
Students scoring at or above Achievement Level 4	186	84%	90%

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)	59	71%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		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)	*[data excluded for privacy reasons]*		0%
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]*		0%
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]*		0%

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	80	90%	100%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	87%	91%	Yes	88%
American Indian		0%		
Asian		100%		
Black/African American	71%	90%	Yes	74%
Hispanic	93%	88%	No	93%
White	88%	91%	Yes	89%
English language learners		0%		
Students with disabilities	84%	0%	Yes	86%
Economically disadvantaged	82%	87%	Yes	84%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	26%	29%
Students scoring at or above Achievement Level 4	152	62%	65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	121	50%	54%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		100%

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	20	24%	28%
Students scoring at or above Achievement Level 4	49	58%	62%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		12
Participation in STEM-related experiences provided for students	132	30%	35%

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	7	1%	1%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	6	1%	1%
Students who receive two or more behavior referrals	6	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

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

We continue to strive toward 100% parental participation in school activities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
This years target will be set at 80% of our students having atleast one parent registered as an approved volunteer with the school.	305	69%	80%

Goals Summary

G1. Decrease number and percentage of students non-proficient in reading.

G2. Increase rigorous differentiated instruction in Reading and Writing to accomodate the range of readiness levels and learning styles for all students.

G3. Increase students ability to apply learned scientific principals to solve practical scientific questions and problems.

G4. Increase the number and percentage of students proficient in Math.

G5. Increase students' experience, knowledge, and understanding through the integration of science, technology, engineering, and mathematics.

G6. Decrease number and percentage of student discipline referrals.

G7. Increase the number of volunteers that are actively participating/volunteering within the school.

G8. Increase the number and percentage of students achieving a level 4 or 5 in Math.

Goals Detail

G1. Decrease number and percentage of students non-proficient in reading.

Targets Supported
- EWS - Elementary School

Resources Available to Support the Goal
- Addition in personnel (half-time reading coach) New MTSS AIMS WEB assessment and progress monitoring system

Targeted Barriers to Achieving the Goal
- Lack of inservice time to adequately train teachers in use of new programs and systems.

Plan to Monitor Progress Toward the Goal

Examine MTSS data and number/% of non-proficiency in reading.

Person or Persons Responsible
Administration

Target Dates or Schedule:
On-going; end-of-year

Evidence of Completion:
MTSS data and number/percent of non-proficiency in reading.

G2. Increase rigorous differentiated instruction in Reading and Writing to accomodate the range of readiness levels and learning styles for all students.

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

Resources Available to Support the Goal
- Teachers will develop a schedule of practice activities for their students that increase passage length and complexity over a static length of time. Teachers will implement Voyager Program for students who are struggling with phonics, fluency, vocabulary and comprehension. Teachers will implement Rewards for students who are struggling with decoding and fluency. Teachers will implement Successmaker for students who are stuggling with comprehension.
- Teachers will develop a schedule of practice activities to increase struggling areas in writing.

Targeted Barriers to Achieving the Goal
- Allocating time so teachers can be trained using the different programs.

Plan to Monitor Progress Toward the Goal

We will monitor progress with AimsWeb throughout the year. We will monitor using our district's benchmark assessment. We will momitor using our district's writing assessments given quartely throughout the year.

Person or Persons Responsible
Teachers, Administrators, Coach, Counselors, Psychologist

Target Dates or Schedule:
This will be on-going throughout the year.

Evidence of Completion:
Increasing scores on evaluation tools and classroom assessments.

G3. Increase students ability to apply learned scientific principals to solve practical scientific questions and problems.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Science texts and science learning activities.

Targeted Barriers to Achieving the Goal
- Teachers need professional development in the development and use of hands-on science activities.
- Students need to improve their ability to apply learned science information and concepts.

Plan to Monitor Progress Toward the Goal

Focus Calendar Assessments and district science benchmark assessments; Grade 5 FCAT Science

Person or Persons Responsible
Students

Target Dates or Schedule:
School-based and district schedule

Evidence of Completion:
Improvement in scores

G4. Increase the number and percentage of students proficient in Math.

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

Resources Available to Support the Goal
- GoMath teacher resources and TE, FastMath Program, other math resources utilized by the teacher

Targeted Barriers to Achieving the Goal
- Additional personnel to assist with math fact fluency and skills.

- Problem solving knowledge.

Plan to Monitor Progress Toward the Goal

The Fast Math program

Person or Persons Responsible
Teacher and Assistant Principal

Target Dates or Schedule:
Regularly/Daily

Evidence of Completion:
Student profiles maintained by the classroom teachers and the Fast Math program.

G5. Increase students' experience, knowledge, and understanding through the integration of science, technology, engineering, and mathematics.

Targets Supported

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- Local and regional opportunities for field trips to STEM related businesses, competitions, demonstrations, and educational fairs; Science lab; technology lab

Targeted Barriers to Achieving the Goal

- Scheduling, transportation, and costs associated with field trips; limited student time and software for classroom and lab computers

Plan to Monitor Progress Toward the Goal

Cross-reference science, math, and technology curriculum goals and increase number of extra-curricular STEM related activities. Record number of activities and number and percent of student participants at each grade level.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule:

On-going; annually

Evidence of Completion:

Increased number of STEM experiences

G6. Decrease number and percentage of student discipline referrals.

Targets Supported

- EWS - Elementary School

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:

G7. Increase the number of volunteers that are actively participating/volunteering within the school.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Personnel, special events, community outreach

Targeted Barriers to Achieving the Goal
- Having enough volunteer opportunities for parents

Plan to Monitor Progress Toward the Goal

Volunteer coordinator will monitor teachers and the teachers will monitor volunteers within their classroom

Person or Persons Responsible
Volunteer coordinator and teacher

Target Dates or Schedule:
As needed

Evidence of Completion:
The number of volunteers assisting in classrooms on campus

G8. Increase the number and percentage of students achieving a level 4 or 5 in Math.

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

Resources Available to Support the Goal
- GoMath teacher resources and TE's, Fast Math

Targeted Barriers to Achieving the Goal
- Accurate completion of multi-step mathematics required for complex problem solving.
- Enrichment Opportunities

Plan to Monitor Progress Toward the Goal

Informal teacher evaluations

Person or Persons Responsible
Teacher and administrators

Target Dates or Schedule:
Regularly

Evidence of Completion:
Informal teacher evaluations

Action Plan for Improvement

Problem Solving Key

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

G1. Decrease number and percentage of students non-proficient in reading.

G1.B1 Lack of inservice time to adequately train teachers in use of new programs and systems.

G1.B1.S1 Increase use of individual on-line training.

Action Step 1

On-line training

Person or Persons Responsible

Teachers and district personnel

Target Dates or Schedule

At teacher availability and convenience

Evidence of Completion

On-line records

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

Monitor training and use of new programs and systems

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student data and graphs

Plan to Monitor Effectiveness of G1.B1.S1

Monitor student progress through MTSS process

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

On-going

Evidence of Completion

Student data and graphs

G2. Increase rigorous differentiated instruction in Reading and Writing to accomodate the range of readiness levels and learning styles for all students.

G2.B1 Allocating time so teachers can be trained using the different programs.

G2.B1.S1 Teachers will develop a schedule of practice activities for their students that increase passage length and complexity over a static length of time.

Action Step 1

Endurance Reading/Fluency

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Fluency checks

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

Walk- throughs Observations

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Data-team meetings Progress Monitoring Meetings

Plan to Monitor Effectiveness of G2.B1.S1

AIMSWeb, District Assessments

Person or Persons Responsible

Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in students data based on AimsWeb and District Assessments.

G2.B1.S2 Provide training for teachers that will increase their use of Performance Matters & AIMSWeb data to enhance student learning.

Action Step 1

Trainings as offered by district

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Master Inservice Points Using data to guide instruction

Facilitator:

Offered by District through Moodle (online learning) & face to face.

Participants:

Classroom Teachers

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

AIMSWeb and District Assessments

Person or Persons Responsible

Administrators

Target Dates or Schedule

Throughout the year

Evidence of Completion

Disaggregate data - using it to guide instruction Data Team Meetings

Plan to Monitor Effectiveness of G2.B1.S2

AIMSWeb and District Assessments

Person or Persons Responsible

Administrators

Target Dates or Schedule

Throughout the year

Evidence of Completion

Disaggregate Data- using it to guide instruction Data Team Meetings

G2.B1.S3 Provide training for teachers that will increase their knowledge with scaffold and differentiated instruction.

Action Step 1

Differentiated Instruction/ scaffolding Training

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

As offered and or scheduled by the district and school administrators

Evidence of Completion

Implementation in classroom- observed through walk-throughs and observations.

Facilitator:

Offered by School Administrators and District

Participants:

Classroom Teachers

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

scaffolding and differentiated instruction

Person or Persons Responsible

Administrators

Target Dates or Schedule

Throughout the year

Evidence of Completion

Observation Walk-throughs

Plan to Monitor Effectiveness of G2.B1.S3

Scaffolding Differentiated Instruction

Person or Persons Responsible

Administrators

Target Dates or Schedule

Throughout the year

Evidence of Completion

Observation Walk-Throughs

G2.B1.S4 Develop an intervention, progress monitoring plan for students who either scored at level 1 or 2 and also in our lowest 25% based on FCAT 2.0 Reading and Writing Assessment for school year 2013.

Action Step 1

Intervention Programs; Rewards, Voyager, Successmaker, Corrective Reading, and teachers will incorporate writing across the curriculum to develop students' writing skills.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Increase Data on students based on AimsWeb, Benchmark and Demand Writings.

Facilitator:

District and Reading Coach will provide training

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Intervention Programs

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Throughout the year

Evidence of Completion

Increase data based on the evaluation tools.

Plan to Monitor Effectiveness of G2.B1.S4

Intervention Programs

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Throughout the year

Evidence of Completion

Increased data based on evaluation tools.

G3. Increase students ability to apply learned scientific principals to solve practical scientific questions and problems.

G3.B1 Teachers need professional development in the development and use of hands-on science activities.

G3.B1.S1 Teachers will use science curriculum maps and science lab activities to support their lessons.

Action Step 1

Curriculum maps/plans: science lab schedules; student grades

Person or Persons Responsible

Teachers

Target Dates or Schedule

regularly

Evidence of Completion

Student grades

Facilitator:

Participants:

Teachers

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

Review of grade level meeting notes; curriculum plans

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Grade level meetings and classroom observations

Evidence of Completion

Student grades, FCAs, district benchmark assessments, and Science FCAT

Plan to Monitor Effectiveness of G3.B1.S1

Review of grade level meeting notes; curriculum plans; student projects; student grades.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

On-going

Evidence of Completion

Review of grade level meeting notes; curriculum plans; student projects; student grades.

G3.B2 Students need to improve their ability to apply learned science information and concepts.

G3.B2.S1 Increase classroom use of science lab.

Action Step 1

Schedule planned activities in the science lab.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On a regular basis.

Evidence of Completion

Classroom science lesson plans.

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

Teacher science lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going; end of year

Evidence of Completion

Teacher science lesson plans

Plan to Monitor Effectiveness of G3.B2.S1

Student performance on tests and science benchmarks scores

Person or Persons Responsible

Teachers/Administration

Target Dates or Schedule

On-going

Evidence of Completion

Increased percentage of students receiving proficient scores.

G4. Increase the number and percentage of students proficient in Math.

G4.B1 Additional personnel to assist with math fact fluency and skills.

G4.B1.S1 Students in grades 1 through 5 will participate in the Fast Math program at least three times a week.

Action Step 1

The program has a tracking/report system that we will use to determine effectiveness.

Person or Persons Responsible

Teachers and Assistant Principal

Target Dates or Schedule

Regularly

Evidence of Completion

Student profiles maintained by the classroom teachers and the Fast Math program.

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

Checking with the teacher on a regular basis and check on the programs tracking system to see how often the program is being utilized.

Person or Persons Responsible

Teacher and Assistant Principal

Target Dates or Schedule

Regularly

Evidence of Completion

The Fast Math program and classroom teacher's reports.

Plan to Monitor Effectiveness of G4.B1.S1

Check with the classroom teacher and the program to monitor grades.

Person or Persons Responsible

Teacher and Assistant Principal

Target Dates or Schedule

Regularly

Evidence of Completion

Check the reporting system for Fast Math.

G4.B2 Problem solving knowledge.

G4.B2.S1 Daily exposure (preview/review) of math skills.

Action Step 1

Teachers regularly teaching math skills using higher order thinking and problem solving techniques.

Person or Persons Responsible

Teacher and Administration

Target Dates or Schedule

Regularly/Daily

Evidence of Completion

DBMA's and FCA's

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Teachers can make sure that they are teaching math skills daily and that it is recorded in their lesson plans. Administration can denote the same on walkthroughs on a regular basis.

Person or Persons Responsible

Teacher and Administration

Target Dates or Schedule

Regularly/Daily

Evidence of Completion

DBMA's and FCA results as well as other teacher given assessments.

Plan to Monitor Effectiveness of G4.B2.S1

Monitor the grades on classroom and district assessments.

Person or Persons Responsible

Teacher and Administration

Target Dates or Schedule

Regularly/Daily

Evidence of Completion

The successful completion would result from successful grades on assignments and assessments.

G5. Increase students' experience, knowledge, and understanding through the integration of science, technology, engineering, and mathematics.

G5.B1 Scheduling, transportation, and costs associated with field trips; limited student time and software for classroom and lab computers

G5.B1.S1 Grade-level and school-wide awareness/emphasis on STEM field trips.

Action Step 1

Grade-level meetings to discuss, select, and plan STEM field trips.

Person or Persons Responsible

Administration and grade level teams

Target Dates or Schedule

On-going

Evidence of Completion

Field trip records.

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

Monitor meetings and field trips

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Field trip records

Plan to Monitor Effectiveness of G5.B1.S1

Field trip records/reports/classroom follow-up activities.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Field trip records/reports/classroom follow-up activities.

G5.B1.S2 Grade-level and school-wide awareness/emphasis on STEM activities in classroom and lab.

Action Step 1

Grade level meetings; faculty meetings

Person or Persons Responsible

Teachers

Target Dates or Schedule

Grade level meetings; faculty meetings

Evidence of Completion

Grade level meeting notes

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Grade-level meetings; classroom observations

Person or Persons Responsible

Teachers; administration

Target Dates or Schedule

Grade-level meetings

Evidence of Completion

Grade-level meeting notes; lesson plans

Plan to Monitor Effectiveness of G5.B1.S2

Student products resulting from STEM related activities/experiences

Person or Persons Responsible

Teachers; administration

Target Dates or Schedule

On-going

Evidence of Completion

Student products resulting from STEM related activities/experiences

G7. Increase the number of volunteers that are actively participating/volunteering within the school.

G7.B1 Having enough volunteer opportunities for parents

G7.B1.S1 Assist teachers in finding out needs within the classroom and then scheduling volunteers to assist.

Action Step 1

Identify needs in the classroom and then organize/schedule volunteers to assist

Person or Persons Responsible

Volunteer coordinator and teacher

Target Dates or Schedule

As needed

Evidence of Completion

The number of volunteers assisting in classrooms on campus

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

Volunteer coordinator will monitor teachers and the teachers will monitor volunteers within their classroom

Person or Persons Responsible

Volunteer coordinator and teacher

Target Dates or Schedule

As needed

Evidence of Completion

The number of volunteers assisting in classrooms on campus

Plan to Monitor Effectiveness of G7.B1.S1

Volunteer coordinator will monitor teachers and the teachers will monitor volunteers within their classroom

Person or Persons Responsible

Volunteer coordinator and teacher

Target Dates or Schedule

As needed

Evidence of Completion

The number of volunteers assisting in classrooms on campus

G8. Increase the number and percentage of students achieving a level 4 or 5 in Math.

G8.B1 Accurate completion of multi-step mathematics required for complex problem solving.

G8.B1.S1 Implement the Focus Calendar supported through text materials and technology.

Action Step 1

Teachers will be trained on the new Common Core material in Math as well as on technology associated with interventions that will be given to students.

Person or Persons Responsible

Teacher and Administration

Target Dates or Schedule

Regularly

Evidence of Completion

Informal teacher evaluations

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Informal teacher evaluations.

Person or Persons Responsible

Teacher and Administration

Target Dates or Schedule

Regularly

Evidence of Completion

Informal teacher evaluations.

Plan to Monitor Effectiveness of G8.B1.S1

Informal teacher evaluations

Person or Persons Responsible

Teacher and Administration

Target Dates or Schedule

Regularly

Evidence of Completion

Informal teacher evaluations

G8.B2 Enrichment Opportunities

G8.B2.S1 Provide trainings and schedule collaborative planning time to help teachers learn how to provide enrichment opportunities for their students.

Action Step 1

Teachers will collaboratively plan and administration will schedule and train teachers on enrichment in the classroom.

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Student grades, teacher evaluations, and the training schedule

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Administrators will monitor/provide trainings and teachers will monitor their classroom to make sure students are receiving enrichment

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule

Regularly

Evidence of Completion

Students grades and informal teacher evaluations

Plan to Monitor Effectiveness of G8.B2.S1

Administrators will monitor/provide trainings and teachers will monitor their classroom to make sure students are receiving enrichment

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule

Regularly

Evidence of Completion

Student grades and informal teacher evaluations

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. Increase rigorous differentiated instruction in Reading and Writing to accomodate the range of readiness levels and learning styles for all students.

G2.B1 Allocating time so teachers can be trained using the different programs.

G2.B1.S2 Provide training for teachers that will increase their use of Performance Matters & AIMSWeb data to enhance student learning.

PD Opportunity 1

Trainings as offered by district

Facilitator

Offered by District through Moodle (online learning) & face to face.

Participants

Classroom Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Master Inservice Points Using data to guide instruction

G2.B1.S3 Provide training for teachers that will increase their knowledge with scaffold and differentiated instruction.

PD Opportunity 1

Differentiated Instruction/ scaffolding Training

Facilitator

Offered by School Administrators and District

Participants

Classroom Teachers

Target Dates or Schedule

As offered and or scheduled by the district and school administrators

Evidence of Completion

Implementation in classroom- observed through walk-throughs and observations.

G2.B1.S4 Develop an intervention, progress monitoring plan for students who either scored at level 1 or 2 and also in our lowest 25% based on FCAT 2.0 Reading and Writing Assessment for school year 2013.

PD Opportunity 1

Intervention Programs; Rewards, Voyager, Successmaker, Corrective Reading, and teachers will incorporate writing across the curriculum to develop students' writing skills.

Facilitator

District and Reading Coach will provide training

Participants

Classroom Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Increase Data on students based on AimsWeb, Benchmark and Demand Writings.

G3. Increase students ability to apply learned scientific principals to solve practical scientific questions and problems.

G3.B1 Teachers need professional development in the development and use of hands-on science activities.

G3.B1.S1 Teachers will use science curriculum maps and science lab activities to support their lessons.

PD Opportunity 1

Curriculum maps/plans: science lab schedules; student grades

Facilitator

Participants

Teachers

Target Dates or Schedule

regularly

Evidence of Completion

Student grades

Appendix 2: Budget to Support School Improvement Goals