
2013-2014 SCHOOL IMPROVEMENT PLAN

Stanton Weirsdale Elementary School

16705 SE 134TH TER
Weirsdale, FL 32195
352-671-6150

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 37%
Alternative/ESE Center No	Charter School No	Minority Rate 30%

School Grades History

2013-14 A	2012-13 B	2011-12 A	2010-11 A	2009-10 C
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Stanton Weirsdale Elementary

Principal

Christine Sandy

School Advisory Council chair

Tammy Swinehart

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

Name	Title
Christine Sandy	Principal
Marilyn Hughes	Assistant Principal
Mary Vostrejs	Reading Coach
Tammy Swinehart	Academic Coach
Cristine Rowe	Kindergarten Teacher
Rebecca Counselman	First Grade Teacher
Mandy Adams	Second Grade Teacher
Trina Powell	Third Grade Teacher
Karen Strong	Fourth Grade Teacher
Kathy Andriola	Fifth Grade Teacher

District-Level Information

District

Marion

Superintendent

Mr. George D Tomy

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

There are 20 members on the SAC committee. 56% are parents and community representatives while 44% are employees. 15% of the members are Hispanic, 10% are African-American, and 75% are Caucasian. This is in direct correlation of the school's student population. Chairperson is Tammy Swinehart and Secretary is Karen Strong.

Involvement of the SAC in the development of the SIP

The School Advisory Council assist in the preparation and evaluation of the School Improvement Plan in order to achieve the state education goals and student performance standards. .

Activities of the SAC for the upcoming school year

The School Advisory Council assists in the preparation of the school's annual budget and authorizes expenditure of lottery funds provided to implement the SIP, if applicable. "The SAC shall be the sole body responsible for final decision making at Stanton-Weirsdale Elementary School relating to implementation of the provisions of 1008.345 and 1001.452."

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

If funds are made available, they will be used for student incentives for attendance, honor roll, student of the month and other achievements.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

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

The SAC is not in compliance due to the fact that there is presently no Business Partner for Stanton-Weirsdale Elementary. The school administration is working closely with the Education Foundation to find a partner.

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:

Christine Sandy

Principal

Years as Administrator: 18

Years at Current School: 2

Credentials

Degrees in Elementary Education, BA (K-6), Reading MA (K-12) and School Principal certification

Performance Record

2012-2013 Stanton Weirsdale Elementary; Principal- Grade: B
2009-2012 No school grade
2008-2009: Oakcrest Elementary; Principal- Grade: C
2007-2008: Oakcrest Elementary; Principal- Grade: C
2006-2007: Dunnellon Middle School; Principal; Grade B
2005-2006: Dunnellon Middle School; Principal; Grade: A
2004-2005: Dunnellon Middle School; Principal; Grade: C

Marilyn Hughes

Asst Principal

Years as Administrator: 15

Years at Current School: 29

Credentials

Degrees in Elementary Education , BA (K-6);Educational Leadership, MA, and School Principal certification

Performance Record

All years at Stanton-Weirsdale Elementary :
 2012-2013 Assistant Principal, Stanton Weirsdale Elementary;Grade B 2011-2012; Assistant Principal, Stanton Weirsdale Elementary;Grade A
 2010-2011; Assistant Principal, Stanton Weirsdale Elementary;Grade A
 2009-2010:Assistant Principal, Stanton Weirsdale Elementary;Grade C
 2008-2009: Assistant Principal, Stanton Weirsdale Elementary;Grade A
 2007-2008: Assistant Principal, Stanton Weirsdale Elementary;Grade B
 2006-2007: Assistant Principal, Stanton Weirsdale Elementary;Grade A
 2005-2006: Assistant Principal, Stanton Weirsdale Elementary;Grade A
 2004-2005: Assistant Principal, Stanton Weirsdale Elementary;Grade A

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Mary Vostrejs**

Full-time / District-based

Years as Coach: 0

Years at Current School: 0

Areas

Reading/Literacy

Credentials

Mrs. Vostrejs is holds a bachelors degree in Elementary education and is certified K-6 and ESOL.

Performance Record

Mrs. Vostrejs has no performance record as reading coach because this is her first year in the postion

Tammy Swinehart

Full-time / School-based

Years as Coach: 13

Years at Current School: 29

Areas

Mathematics, Science, Other

Credentials

Mrs. Swinehart holds a bachelor's degree in elementary education and a master's degree in Educational Leadership (all levels).

Performance Record

All years at Stanton-Weirsdale Elementary :

2012-2013 Academic Coach, Stanton Weirsdale Elementary; Grade B

2011-2012; Assistant Principal, Stanton Weirsdale Elementary; Grade A

2010-2011; Academic Coach, Stanton Weirsdale Elementary; Grade A

2009-2010: Academic Coach, Stanton Weirsdale Elementary; Grade C

2008-2009: Academic Coach, Stanton Weirsdale Elementary; Grade A

2007-2008: Academic Coach, Stanton Weirsdale Elementary; Grade B

2006-2007: Academic Coach, Stanton Weirsdale Elementary; Grade A

2005-2006: Academic Coach, Stanton Weirsdale Elementary; Grade A

2004-2005: Academic Coach, Stanton Weirsdale Elementary; Grade A

Classroom Teachers**# of classroom teachers**

25

receiving effective rating or higher

25, 100%

Highly Qualified Teachers

96%

certified in-field

25, 100%

ESOL endorsed

19, 76%

reading endorsed

3, 12%

with advanced degrees

4, 16%

National Board Certified

4, 16%

first-year teachers

0, 0%

with 1-5 years of experience

5, 20%

with 6-14 years of experience

5, 20%

with 15 or more years of experience

15, 60%

Education Paraprofessionals**# of paraprofessionals**

9

Highly Qualified

9, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

4

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

The District office holds job fairs and advertises position openings on the Marion County Schools website. Once a teacher is hired, an orientation is conducted by the district to help acclimate new employees to the district policies and procedures. District based inservices are provided for teachers to maintain and/or learn quality educational information in order to maintain certification and keep up-to-date on educational strategies and research. At the school level, we maintain an active website that highlights the many positive achievements and activities that occur on campus in order to help potential job seekers to be informed of the daily functions of the school. The Principal and Assistant Principal are diligent in public relation efforts in the community to create an interest in our school and are available to discuss how to become a part of the staff. Once a new staff member is hired, he or she is assigned a mentor teacher to help understand and navigate the process of implementing curriculum requirements and effectiveness of instruction and communication. Administration helps with retention process by providing a mentor teacher and giving feedback from observations throughout the school year.

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

Each beginning teacher or new to the school teacher will be assigned a mentor teacher with the grade level he or she is working in. Each new teacher will be provided school policies and procedures in written form through the School Policy Handbook and Faculty Newsletter. In addition, an orientation to the school through ongoing, personal interaction with the administration: tour, introductions, orientation to appropriate curriculum support material and school policies will be provided. He or she will meet with the mentor teacher on a weekly basis to maintain open communication, review the events which occurred prior in the week, and make sure that the teacher is following the curriculum maps from the district and that all district assessments are given on time.

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 MTSS Leadership Team functions through the following problem-solving process:

Step 1: Problem Recognition – The Instructional Leadership team will identify and define the target problem

Step 2: Problem Analysis – attempt to determine why the problem is occurring through data analysis and other input

Step 3: Intervention Design – determine best approach to solve the problem

Step 4: Implementation of Intervention – design tactics to resolve problem

Step 5: Response to Intervention – Monitor progress and determine effectiveness

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

The school based Leadership Team members as related to the school's MTSS and the SIP is comprised of the members of the Instructional Improvement Team.

Members and reasons for including are:

Principal, Mrs. Sandy- administration for final decisions

Assistant Principal of Curriculum, Mrs. Hughes- administration for final curriculum decisions

Dean, Mrs. Samuel- for input into behavior reports and recommendations

Guidance Counselor, Mrs. Wright- for processes and clarification on staffing recommendations

Classroom Teacher- Directly involved with student being discussed

Reading Coach, Mrs. Vostrejs- input into reading needs and resources

Academic Coach, Mrs. Swinehart- input into writing and math needs and resources

School Psychologist- for observation and testing input

Social Worker- for input and/or communication to or from parent

Behavior Specialist- for behavior and observation input

and others as needed.

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

Data-management systems include Performance Matters, PMRN, and Power Teacher Results. Through quarterly MTSS meetings held individually with each teacher, administration insures the fidelity of the school's MTSS implementation.

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, SWD, teacher and course. This data includes State Assessments (FCAT, FAIR) as well as local assessments (Focus Calendar Assessments, Benchmark Assessments, Benchmark Assessments, Quarterly Writing Assessments, Demand Writing, Document Based Questions, etc.) Performance Matters also allows 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).

Tiered data can be found in Performance Matters where intervention tier is identified and progress monitoring notes are documented. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of 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. Quarterly meetings with school leadership provide opportunity for on-going professional development as well as small group breakout sessions specific to MTSS. MTSS support occurs at the District and School levels. The District provides support by allocating resources based on needs. 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.

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: 60

After-school tutoring in reading, writing and math will be offered to students in third, fourth, and fifth grade.

Strategy Purpose(s)

- Instruction in core academic subjects

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

A skills pretest and post-test will be administered to assess students' growth during the program.

Who is responsible for monitoring implementation of this strategy?

Marilyn Hughes, Assistant Principal

Literacy Leadership Team (LLT)

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

Name	Title
Christine Sandy	Principal
Marilyn Hughes	Assistant Principal
Mary Vostrejs	Reading Coach
Terry Boutwell	K-2 ELA Lead Teacher
Emily Smith	3-5 ELA Lead Teacher

How the school-based LLT functions

The team meets quarterly or as needed to address issues pertaining literacy

Major initiatives of the LLT

The team is in charge of the task of gathering and analyzing data regarding literacy in order to make adjustments to instructional approaches and to inform staff of areas of importance or concern. Areas of literacy expectation may include (but are not limited to) FCAT results, and DBPM (District Benchmark Progress Monitoring) results.

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

Every teacher is required to teach lessons from the Marion County Curriculum Maps for reading which insures that Common Core is implemented and taught to fidelity. A 90 minute uninterrupted reading period is guaranteed for every teacher where it is required that during this time identified students on Tier 2 and Tier 3 MTSS are provided accommodations and taught to his or her level of understanding. Student reading improvement is monitored through monthly FCAs (Focus Calendar Assessments or Unit Tests) and remediated on areas of weakness. District Benchmark assessment provides detailed mid-year data as to each student's progress. Administration insures all of this occurs through walk-throughs and lesson plan evaluations.

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. Small groups of Kindergarten students attending school for the first three days, giving staff the opportunity to administer assessments, to develop one-on-one relationship 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 PreK program are 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 to provide programs for our preschool children. Information is provided for the VPK program and pre-registration of kindergarten by the guidance office.

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	65%	56%	No	69%
American Indian		0%		
Asian		0%		
Black/African American	43%	32%	No	49%
Hispanic	49%	48%	No	54%
White	71%	59%	No	74%
English language learners	38%	17%	No	44%
Students with disabilities	43%	21%	No	49%
Economically disadvantaged	59%	52%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	129	54%	57%
Students scoring at or above Achievement Level 4	76	32%	35%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	97	57%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	22	51%	54%

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	28%	31%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		21%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		16%

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	43	57%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	72%	71%	No	75%
American Indian		0%		
Asian		0%		
Black/African American	34%	58%	Yes	41%
Hispanic	73%	76%	Yes	75%
White	76%	72%	No	78%
English language learners	53%	50%	No	58%
Students with disabilities	49%	37%	No	54%
Economically disadvantaged	68%	69%	Yes	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	163	68%	72%
Students scoring at or above Achievement Level 4	99	42%	45%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	121	71%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	69%	72%

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	62	71%	74%
Students scoring at or above Achievement Level 4	32	38%	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		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)	90		150
Participation in STEM-related experiences provided for students	0	0%	30%

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	81	17%	14%
Students retained, pursuant to s. 1008.25, F.S.	7	9%	6%
Students who are not proficient in reading by third grade	35	44%	41%
Students who receive two or more behavior referrals	55	11%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Stanton-Weirsdale is a Title I school. The parent involvement plan is available for viewing at the following website:

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase attendance at Literacy Night Activity by at least 5%	63	13%	18%
Increase attendance at Science Night Activity by at least 5%	19	4%	9%

Goals Summary

- G1.** All third through fifth grade students in the lowest quartile will meet the vertical scale score increases required for FCAT 2.0 math learning gains.
- G2.** Fourth grade students achieving a Level 4 or higher on the Florida FCAT Writes 2.0 will increase by at least 3%.
- G3.** All third through fifth grade students will meet the vertical scale score increases required for FCAT 2.0 reading learning gains.

Goals Detail

G1. All third through fifth grade students in the lowest quartile will meet the vertical scale score increases required for FCAT 2.0 math learning gains.

Targets Supported

Resources Available to Support the Goal

- Academic Coach, new Go Math series, Curriculum Maps, FCAs, Tier 2/Tier 3 interventions, paraprofessionals, volunteers, parents, After-school tutoring, technology support, manipulatives, DBMAs, and incentive programs.

Targeted Barriers to Achieving the Goal

- Changes in the new math series with decreased time for planning, adjustment to common core, lack of collaborative planning time, increased class size, reduction in funding and decreased paraprofessional support. In addition, it appears there is a weakness in foundational math skills in grades 3-5 which therefore creates a lack in the foundational development for Number Operations skills.

Plan to Monitor Progress Toward the Goal

Observe lessons using manipulatives, math talks, math patterns, supplies, and technology to support initial math skills instruction.

Person or Persons Responsible

Administration and Academic Coach

Target Dates or Schedule:

Monthly

Evidence of Completion:

Lesson plans and walk throughs

G2. Fourth grade students achieving a Level 4 or higher on the Florida FCAT Writes 2.0 will increase by at least 3%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Academic Coach, District support staff, Write from the Beginning Writing Program, State Writing Sample Bank, Prior year's writing tests disk from the state.

Targeted Barriers to Achieving the Goal

- Lack of collaborative planning and data analysis time, increased class size, and lack of time to score practice papers.

Plan to Monitor Progress Toward the Goal

Administer district and state demand writings and track student's progress.

Person or Persons Responsible

Administration and classroom teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Performance Matters

G3. All third through fifth grade students will meet the vertical scale score increases required for FCAT 2.0 reading learning gains.

Targets Supported

Resources Available to Support the Goal

- Reading Coach, new Wonders Reading Series, Curriculum Maps, FCAs, Tier 2/Tier 3 interventions, paraprofessionals, volunteers, parents, Literacy Night programs, After-school tutoring, technology support, DBMAs, DBQs, and professional development

Targeted Barriers to Achieving the Goal

- Implementing a new reading series with decreased planning time, adjustment to common core, lack of collaborative planning time, increased class size, reduction in funding and decreased paraprofessional support. In addition, it appears there is a weakness in K-2 foundational skills and students lack the foundational development for reading.

Plan to Monitor Progress Toward the Goal

Amisweb and progress monitoring

Person or Persons Responsible

Reading Coach, Classroom Teacher, Administration

Target Dates or Schedule:

Three times a year

Evidence of Completion:

AimsWeb student results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All third through fifth grade students in the lowest quartile will meet the vertical scale score increases required for FCAT 2.0 math learning gains.

G1.B1 Changes in the new math series with decreased time for planning, adjustment to common core, lack of collaborative planning time, increased class size, reduction in funding and decreased paraprofessional support. In addition, it appears there is a weakness in foundational math skills in grades 3-5 which therefore creates a lack in the foundational development for Number Operations skills.

G1.B1.S1 Teachers will collaborate to identify Benchmarks for math and what manipulatives, math patterns and math talks are needed to support initial instruction.

Action Step 1

Collaborative meetings

Person or Persons Responsible

Academic Coach, classroom teachers, administration

Target Dates or Schedule

Monthly

Evidence of Completion

During walk-throughs, administration will observe manipulatives being used during initial skill instruction. Manipulatives, supplies and technology will be purchased through Title One budget in the amount of \$2129.00 to support this action.

Facilitator:

District Moodle inservices

Participants:

Academic Coach, classroom teachers, administration

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

Observe lessons using manipulatives, math talks, math patterns, supplies, and technology to support initial math skills instruction.

Person or Persons Responsible

Administration, academic coach

Target Dates or Schedule

Monthly

Evidence of Completion

Walk-throughs and lesson plans.

Plan to Monitor Effectiveness of G1.B1.S1

Check teacher's lesson plans to indicate the use of manipulative, math talks, math patterns, technology and supplies in the initial instruction of identified Benchmark math skills

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and walk throughs.

G2. Fourth grade students achieving a Level 4 or higher on the Florida FCAT Writes 2.0 will increase by at least 3%.

G2.B1 Lack of collaborative planning and data analysis time, increased class size, and lack of time to score practice papers.

G2.B1.S1 Teachers will conduct data analysis of last year's FCAT Writes 2.0, as well as classroom writes, to determine weaknesses and strengths in writing skills and utilize the information to drive instruction and develop incentive programs.

Action Step 1

Administration and Academic Coach will insure collaboration meetings occur to conduct data analysis.

Person or Persons Responsible

Classroom teachers, Academic Coach, administration

Target Dates or Schedule

Monthly

Evidence of Completion

Minutes of collaborative meetings.

Facilitator:

Academic Coach

Participants:

Classroom teachers, Academic Coach, administration

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

Check lesson plans to indicate grouping of students' needs based on data analysis during collaboration meetings.

Person or Persons Responsible

Academic Coach and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans and walk throughs.

Plan to Monitor Effectiveness of G2.B1.S1

Walk throughs will reflect strategies designed based upon data analysis.

Person or Persons Responsible

Administration and Academic Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Walk throughs

G3. All third through fifth grade students will meet the vertical scale score increases required for FCAT 2.0 reading learning gains.

G3.B1 Implementing a new reading series with decreased planning time, adjustment to common core, lack of collaborative planning time, increased class size, reduction in funding and decreased paraprofessional support. In addition, it appears there is a weakness in K-2 foundational skills and students lack the foundational development for reading.

G3.B1.S2 Targeted small group(s) will receive specific support for multisyllabic word reading by trained paraprofessional(s) and teachers on a weekly basis.

Action Step 1

Reading coach will train and support paraprofessionals and teachers in strategies and activities to strengthen multisyllabic word reading to be utilized in the classroom and after-school tutoring. Title One budget amount \$4806.00

Person or Persons Responsible

Reading Coach, Paraprofessionals, teachers

Target Dates or Schedule

Twice weekly

Evidence of Completion

Paraprofessional student log of dates and activities completed. After-school tutoring lesson plans.

Facilitator:

Reading Coach and administrator

Participants:

Reading Coach, Paraprofessionals, teachers

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

Check paraprofessional student record logs and lesson plans for tutoring.

Person or Persons Responsible

Reading Coach and administration

Target Dates or Schedule

Weekly

Evidence of Completion

Completion of student log and after-school tutoring program.

Plan to Monitor Effectiveness of G3.B1.S2

Students skills in reading multisyllabic words will improve.

Person or Persons Responsible

Reading Coach and administration

Target Dates or Schedule

Three times a year

Evidence of Completion

AimsWeb results

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 -Services are provided to ensure students requiring additional remediation through after-school tutoring programs. Title I – Part C – Migrant Program: N/A

Title I –Part D- Neglected and Delinquent N/A

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

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

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

Supplemental Academic Instruction (SAI) - N/A

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

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

Voluntary Pre-Kindergarten Program - State funded Pre-K program offered at select school sites 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. All third through fifth grade students in the lowest quartile will meet the vertical scale score increases required for FCAT 2.0 math learning gains.

G1.B1 Changes in the new math series with decreased time for planning, adjustment to common core, lack of collaborative planning time, increased class size, reduction in funding and decreased paraprofessional support. In addition, it appears there is a weakness in foundational math skills in grades 3-5 which therefore creates a lack in the foundational development for Number Operations skills.

G1.B1.S1 Teachers will collaborate to identify Benchmarks for math and what manipulatives, math patterns and math talks are needed to support initial instruction.

PD Opportunity 1

Collaborative meetings

Facilitator

District Moodle inservices

Participants

Academic Coach, classroom teachers, administration

Target Dates or Schedule

Monthly

Evidence of Completion

During walk-throughs, administration will observe manipulatives being used during initial skill instruction. Manipulatives, supplies and technology will be purchased through Title One budget in the amount of \$2129.00 to support this action.

G2. Fourth grade students achieving a Level 4 or higher on the Florida FCAT Writes 2.0 will increase by at least 3%.

G2.B1 Lack of collaborative planning and data analysis time, increased class size, and lack of time to score practice papers.

G2.B1.S1 Teachers will conduct data analysis of last year's FCAT Writes 2.0, as well as classroom writes, to determine weaknesses and strengths in writing skills and utilize the information to drive instruction and develop incentive programs.

PD Opportunity 1

Administration and Academic Coach will insure collaboration meetings occur to conduct data analysis.

Facilitator

Academic Coach

Participants

Classroom teachers, Academic Coach, administration

Target Dates or Schedule

Monthly

Evidence of Completion

Minutes of collaborative meetings.

G3. All third through fifth grade students will meet the vertical scale score increases required for FCAT 2.0 reading learning gains.

G3.B1 Implementing a new reading series with decreased planning time, adjustment to common core, lack of collaborative planning time, increased class size, reduction in funding and decreased paraprofessional support. In addition, it appears there is a weakness in K-2 foundational skills and students lack the foundational development for reading.

G3.B1.S2 Targeted small group(s) will receive specific support for multisyllabic word reading by trained paraprofessional(s) and teachers on a weekly basis.

PD Opportunity 1

Reading coach will train and support paraprofessionals and teachers in strategies and activities to strengthen multisyllabic word reading to be utilized in the classroom and after-school tutoring. Title One budget amount \$4806.00

Facilitator

Reading Coach and administrator

Participants

Reading Coach, Paraprofessionals, teachers

Target Dates or Schedule

Twice weekly

Evidence of Completion

Paraprofessional student log of dates and activities completed. After-school tutoring lesson plans.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Total
	\$0	\$0	\$0
Total	\$0	\$0	\$0

Budget Details

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

G1. All third through fifth grade students in the lowest quartile will meet the vertical scale score increases required for FCAT 2.0 math learning gains.

G1.B1 Changes in the new math series with decreased time for planning, adjustment to common core, lack of collaborative planning time, increased class size, reduction in funding and decreased paraprofessional support. In addition, it appears there is a weakness in foundational math skills in grades 3-5 which therefore creates a lack in the foundational development for Number Operations skills.

G1.B1.S1 Teachers will collaborate to identify Benchmarks for math and what manipulatives, math patterns and math talks are needed to support initial instruction.

Action Step 1

Collaborative meetings

Resource Type

Personnel

Resource

Funding Source

Amount Needed

\$0

G3. All third through fifth grade students will meet the vertical scale score increases required for FCAT 2.0 reading learning gains.

G3.B1 Implementing a new reading series with decreased planning time, adjustment to common core, lack of collaborative planning time, increased class size, reduction in funding and decreased paraprofessional support. In addition, it appears there is a weakness in K-2 foundational skills and students lack the foundational development for reading.

G3.B1.S2 Targeted small group(s) will receive specific support for multisyllabic word reading by trained paraprofessional(s) and teachers on a weekly basis.

Action Step 1

Reading coach will train and support paraprofessionals and teachers in strategies and activities to strengthen multisyllabic word reading to be utilized in the classroom and after-school tutoring. Title One budget amount \$4806.00

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed