
2013-2014 SCHOOL IMPROVEMENT PLAN

Maplewood Elementary School

4751 SE 24TH ST
Ocala, FL 34471
352-671-6820

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 43%
Alternative/ESE Center No	Charter School No	Minority Rate 40%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
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

Maplewood Elementary School

Principal

Laura Burgess

School Advisory Council chair

Liana McMillan, Parent

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

Name	Title
Laura Burgess	Principal
Brian Greene	Assistant Principal
Claire Smith	Assistant Principal
Alisa Uhle	Reading Coach
Amy Denesha	Guidance Counselor
Julie Abbruzzi	Guidance Counselor
Terri Robinson	Media Specialist
	Lead Teachers~ each grade level

District-Level Information

District

Marion

Superintendent

Mr. George D Tomin

Date of school board approval of SIP

11/12/2013

School Advisory Council (SAC)

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

Membership of the SAC

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

Involvement of the SAC in the development of the SIP

The primary objective of the SAC is to assist in the preparation, evaluation and implementation of the School Improvement Plan. The SAC reviews relevant school data, identifies problem areas develops and

monitors improvement strategies which determines student success. The SAC offers, votes and approves the plan as outlined.

Activities of the SAC for the upcoming school year

SAC will meet quarterly. At that time data will be shared with SAC members. Once the SAC is presented with the latest data, decisions will be made as to the direction of SAC approved school improvement effort. SAC acts as a guiding force to evaluate instructional curricular, instructional and financial structures within the school. The SAC also approves teacher incentive money, if applicable.

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

None at this time.

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Laura Burgess

Principal

Years as Administrator: 9

Years at Current School: 0

Credentials

B.S. English,
M.S. Ed. Leadership Certification
School Principal Certification,
6-12 E.S.O.L. Endorsed
Gifted Endorsed

Performance Record

2012-2013 South Ocala- School Grade B
Level 3 and above in reading 59%, Level 3 and above Math 65%,
Level 3 and above Science 62%, % Making Learning Gains;
Reading 65%, Math 67%
2011-2012 South Ocala- School Grade A
2011-2010 South Ocala- School Grade B

Brian Greene		
Asst Principal	Years as Administrator: 2	Years at Current School: 0
Credentials	5-9 Social Studies K-6 Elementary M.S. Ed. Leadership B.S. and M.S. Criminal Justice	
Performance Record	<p>2011-2012: MJCF was not measured for AYP, nor received school grades or alternative school ratings. 62% improvement in student reading lexile scores, 29% were reading proficient as measured by the FCAT, 47% were math proficient as measured by the FCAT, 71% of students improved between pre and post assessments with 59% of this showing greater than 1 grade level improvement, increased food handling certification by 36%, had a 84% return to school rate, armed 34 students with CPR and First Aid certification, 6 students graduated from the Three Keys entrepreneurship program, and obtained an 87% GED pass rate.</p> <p>2010-2011: MJCF was not measured for AYP, nor received school grades or alternative school ratings. MJCF had students who did qualify for FCAT measurement that consists of all student subgroups. Learning gains for these students from the 09-10 to 10-11 school year included: 1) Reading- 30% increase for students who obtained a 300 Scale Score or above, 16% growth in total proficiency, 2) Math- 22% growth in total proficiency, 3) Writing- 20% growth in level 3 attainment, maintained 40% proficiency for level 4 attainment and above.</p> <p>2009-2010: MJCF was not measured for AYP, nor received school grades or alternative school ratings. MJCF was deemed “Exemplary” by the Juvenile Justice Educational Enhancement Program (JJEEP) and FDOE Quality Assurance (QA) standards.</p>	
Claire Smith		
Asst Principal	Years as Administrator: 10	Years at Current School: 0
Credentials	B.S.; K-12 SLD and EH, M.S. Ed. Leadership, School Principal Certification	
Performance Record	<p>Hillcrest is a Center School for students with significant cognitive disabilities and is a non-graded school. All students are alternately assessed.</p> <p>AYP Status: All Hillcrest students are SWD 2009-2010 AYP (No) 85% of Criteria met 2010-2011 AYP (No) 77% of Criteria Met 2011-2012 AYP (No)</p>	
Instructional Coaches		

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Alisa Uhle**

Full-time / District-based

Years as Coach: 1

Years at Current School: 0

Areas

Reading/Literacy

CredentialsB.S. K-6 Elementary
ESOL K-12**Performance Record**

2012-2013- South Ocala- School Grade B. Level 3 and above in reading 59%, Level 3 and above Math 65%, Level 3 and above Science 62%, % Making Learning Gains Reading 65%, Making Learning Gains Math 67%

Classroom Teachers**# of classroom teachers**

59

receiving effective rating or higher

0%

Highly Qualified Teachers

78%

certified in-field

59, 100%

ESOL endorsed

43, 73%

reading endorsed

5, 8%

with advanced degrees

22, 37%

National Board Certified

2, 3%

first-year teachers

0, 0%

with 1-5 years of experience

5, 8%

with 6-14 years of experience

31, 53%

with 15 or more years of experience

23, 39%

Education Paraprofessionals

of paraprofessionals

36

Highly Qualified

36, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Utilize the district on-line system to screen for qualified applicants; Review resumes, certifications, and conduct interviews of eligible personnel
2. Provide leadership opportunities
3. Maintain optimum staff morale and a positive atmosphere for learning through on-going daily activities, special events, customized staff development, special events, PBS and recognition.
4. Provide peer/monitoring support for new staff

Persons responsible: Principal, Assistant Principal(s), Literacy Coach

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

Maplewood Elementary does not have any first year teachers at this time; however peer/mentor teachers will be assigned to staff who have moved to a new grade-level and/or new to school. Throughout the school year they will participate in grade level collaborative meetings as well as schoolwide activities. Professional development opportunities will be provided at the school site, district level and on-line; Moodle. The administration will observe several times throughout the school year and provide feedback to the new teacher. Assistance will be provided as needed. The responsibility of our teacher mentoring program/plan will be provided by the administration, selected faculty members who are qualified and/or district personnel.

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 SynergyTeam, comprised of school based administration, dean, reading coach, district level staff; school psychologist, behavior specialist and social worker, will meet on a monthly basis to discuss the needs of the school as well as AIMSweb; monitoring the effectiveness of intervention programs by evaluating the data collection of identified students. Also, Title I paraprofessionals are assigned to specific grade level to collaboratively plan with general education teachers to work with groups of students as well as collecting data for Tier students.

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

The school-based leadership team will meet collaboratively to establish and monitor the school-wide learning and development goals, the instructional/intervention plans, development to achieve goals, and to allocate the resources needed to fully implement instructional/intervention plans with fidelity. The school-based leadership team consists of: Principal and Assistant Principal, Classroom Teacher, Behavior Specialist, Social Worker, Guidance Counselor, School Psychologist.

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

Strategies used to increase appropriate levels of fidelity occur; Identifying, promoting, and training school staff about evidence-based instructional practices that all students can result in maximum effectiveness if Tier 1, provide professional development opportunities integrating multiple initiatives, and utilizing data based problem solving.

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

The Universal Screener: AMISweb will be used to access and analyze data to monitor the effectiveness provided supports for students. Utilizing AIMSweb will result in empowering educators quickly and accurately; receive immediate feedback needed to make data-based decisions regarding instruction and programming

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

The Synergy team conducted a half day inservice on the MTSS process which included a detailed powerpoint and description of the process as well as a snapshot of what each tier looks like. This included participation of the guidance team, assistant principals, social workers, behavior specialists, Academic Coach and psychologist. The team will establish a list of appropriate interventions that will offer data-based problem solving.

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:** 723

Every student will have access to the IXL math program at home and in extended day. This program enables students to work above grade level and achieve high level math problems based on strand development.

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?

Every student will have access to FCAT Explorer at home and in extended day. Each student will gain knowledge in the Next Generation Sunshine State Standards in an interactive technology environment. This will give the enrichment student the opportunity to work on above grade level standards.

Who is responsible for monitoring implementation of this strategy?

Every student will participate in an Accelerated Reading program at home. Students will be offered incentives to read additional material over and above the required classroom reading.

Strategy: Extended Day for All Students**Minutes added to school year:****Strategy Purpose(s)**

""

How is data collected and analyzed to determine the effectiveness of this strategy?**Who is responsible for monitoring implementation of this strategy?****Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

Name	Title
Laura Burgess	Principal
Brian Greene	Assistant Principal
Claire Smith	Assistant Principal
Alisa Uhle	Literacy Coach
Doris Tucker	Dean
Amy Denesha	Guidance Counselor
Julie Abbruzzi	Guidance Counselor
	Lead Teacher from each grade level

How the school-based LLT functions

The LLT will meet one time weekly for collaborative planning, review student data and program implementation to identify students at-risk and to drive classroom instruction. The LLT will work together to identify strategies that will be used to help maintain and improve student performance. The strategies will also be monitored and adjusted as needed.

Major initiatives of the LLT

The major initiatives for the LLT will be: the schoolwide implementation of the new reading series, successfully utilize AIMSweb, monitoring of the ELA block, successfully implement the Common Core Standards for K - 5, integrate reading skill accross the curriculum to support math and science, establishment of remedial and enrichment based reading activities, and constant review of reading data.

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 kindergarten students in transitioning into local elementary schools. Six students per day (per kindergarten classroom) attend school the first 3 days of school giving staff the opportunity to administer assessments, develop a one-on-one relationship with students as well as reducing any anxiety students may experience. AIMSweb and FLKRS are measurement tools used to determine readiness needs. Florida's Voluntary Pre-k, Headstart, and HIPPY (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschools 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. When students enter Kindergarten they are assessed on 7 developmental areas during FLKRS testing. The Kindergarten teachers are responsible for implementing the instructional strategies relevant to the individual needs of our Kindergarten 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	66%	58%	No	69%
American Indian				
Asian				
Black/African American	54%	41%	No	59%
Hispanic	55%	56%	Yes	60%
White	71%	65%	No	74%
English language learners	44%	50%	Yes	50%
Students with disabilities	41%	34%	No	47%
Economically disadvantaged	59%	48%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	24%	86%
Students scoring at or above Achievement Level 4	124	34%	86%

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>		30%
Students scoring at or above Level 7	10	31%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	298	70%	86%
Students in lowest 25% making learning gains (FCAT 2.0)	77	72%	86%

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)	12	41%	80%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	34%	80%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	46%	80%

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	50	43%	86%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		70%

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	74%	63%	No	77%
American Indian				
Asian				
Black/African American	66%	50%	No	69%
Hispanic	68%	69%	Yes	72%
White	78%	65%	No	80%
English language learners	68%	70%	Yes	72%
Students with disabilities	53%	34%	No	58%
Economically disadvantaged	69%	55%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	30%	86%
Students scoring at or above Achievement Level 4	119	32%	86%

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>		70%
Students scoring at or above Level 7	10	31%	70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	301	71%	86%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	295	59%	80%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	30	24%	80%
Students scoring at or above Achievement Level 4	28	23%	78%

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>		20%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

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

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	125	15%	5%
Students retained, pursuant to s. 1008.25, F.S.	1	0%	0%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals	26	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	36	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

Maplewood Elementary staff and school personnel will work together to increase our parent involvement at least by 5 % from 2013-2014 through the use of the parent portal and parent nights.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Portal Activation	430	59%	80%
Curriculum Informational Nights	489	67%	80%

Goals Summary

- G1.** Our goal is to have a 20% increase of parents involved in Parent nights. These events will enable them to learn effective strategies to help their students at home.
- G2.** In grades 3-5, 86% of our Students with Disabilities (SWD) will make learning gains in reading and math as measured by the Florida Alternate Assessment.
- G3.** Our math goal is to increase AMO's: all students from 63% to 77% or higher; Black students from 50% to 69%, Hispanic students from 69% to 72%, White students from 65% to 80%; ELL students from 70% to 72%, SWD students from 34% to 58%, ED from 55% to 72%
- G4.** In grades 3-5, 80% (288) of our students will achieve mastery on the 2014 FCAT Writes.
- G5.** Our reading goal is to increase the AMO's: all students from 58% to 69%; Black/African American students from 41% to 59%, Hispanic students from 56% to 60%, White Students from 65% to 74%, ELL students 50% to 60%, SWD students from 34% to 47% and ED 48%

Goals Detail

G1. Our goal is to have a 20% increase of parents involved in Parent nights. These events will enable them to learn effective strategies to help their students at home.

Targets Supported

Resources Available to Support the Goal

- Parent Night events, School Connection strategies

Targeted Barriers to Achieving the Goal

- Parents may not be aware of the school activities provided to them to assist their child at home.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. In grades 3-5, 86% of our Students with Disabilities (SWD) will make learning gains in reading and math as measured by the Florida Alternate Assessment.

Targets Supported

- Reading (AMO's, FAA, Learning Gains)

Resources Available to Support the Goal

- The training and implementation of the Unique Learning System to assist students taking the Florida Alternate Assessment.

Targeted Barriers to Achieving the Goal

- Limited training and lack of understanding with the implementation of the Unique Learning System (ULS)

Plan to Monitor Progress Toward the Goal

Walk through, review pretest and posttest

Person or Persons Responsible

Principal: Laura Burgess Assistant Principals: Brian Greene, Claire Smith

Target Dates or Schedule:

monthly

Evidence of Completion:

ULS graphs

G3. Our math goal is to increase AMO's: all students from 63% to 77% or higher; Black students from 50% to 69%, Hispanic students from 69% to 72%, White students from 65% to 80%; ELL students from 70% to 72%, SWD students from 34% to 58%, ED from 55% to 72%

Targets Supported

Resources Available to Support the Goal

- Houghton Mifflin Harcourt , Go Math! series is a comprehensive math series that will be utilized in every grade level. Each class will offer differentiated instruction in reading daily. IXLMath, is a web based comprehensive math program utilized as additional math supports with in each classroom.

Targeted Barriers to Achieving the Goal

- Teachers need training and the ability to make data based decisions as well as training in the proper implementation and utilization of math intervention strategies and materials.

Plan to Monitor Progress Toward the Goal

Goal process, analysis of reports

Person or Persons Responsible

Principal, Assistant Principal(s), Leadership team

Target Dates or Schedule:

Leadership Team Meetings are scheduled weekly.

Evidence of Completion:

School wide data, Tier 1,2,3 graphs and data

G4. In grades 3-5, 80% (288) of our students will achieve mastery on the 2014 FCAT Writes.

Targets Supported

- Writing

Resources Available to Support the Goal

- Selected Staff members, Wow! You're a writer, Razzle Dazzle, DBQ's

Targeted Barriers to Achieving the Goal

- There is a lack of: basic foundational writing skills, training in scoring with new rubrics guidelines, time on task for writing instruction and time to provide interventions.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible**Target Dates or Schedule:****Evidence of Completion:**

G5. Our reading goal is to increase the AMO's: all students from 58% to 69%; Black/African American students from 41% to 59%, Hispanic students from 56% to 60%, White Students from 65% to 74%, ELL students 50% to 60%, SWD students from 34% to 47% and ED 48%

Targets Supported**Resources Available to Support the Goal**

- Corrective Reading Program, REWARDS program, AIMSweb and Waterford program, Reaching Coach, Additional classroom support.

Targeted Barriers to Achieving the Goal

- Teachers need training in the proper implementation and utilization of reading intervention strategies and materials.

Plan to Monitor Progress Toward the Goal

Goal process

Person or Persons Responsible

Principal, Assistant Principal(s), Teachers.

Target Dates or Schedule:

Monthly

Evidence of Completion:

Tier 1, 2 and 3 graphs and data.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal is to have a 20% increase of parents involved in Parent nights. These events will enable them to learn effective strategies to help their students at home.

G1.B1 Parents may not be aware of the school activities provided to them to assist their child at home.

G1.B1.S1 Information will be included in the newsletters and reminder flyers will be sent home. Provide assistance for parent portal sign up, the use of Connect 5

Action Step 1

school newsletters, classroom newsletters, school flyers, surveys, sign in sheets.

Person or Persons Responsible

Administration, Teachers, Literacy Coach

Target Dates or Schedule

There will be several parent nights during the school year.

Evidence of Completion

Documents will be kept by the administration

Facilitator:

District Contacts

Participants:

Administration

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

Sign in sheets and parent surveys will be collected at the end of each activity. Connect 5; training will be provided to the administration .

Person or Persons Responsible

Administration, Literacy Coach

Target Dates or Schedule

There will be several parent nights throughout the school year.

Evidence of Completion

The parents will share input on the survey and sign in sheet to indicate the number of participants in each activity.

Plan to Monitor Effectiveness of G1.B1.S1

Surveys will be analyzed; the number of participants will be counted for each activity and compared to last years participants.

Person or Persons Responsible

Administration, Literacy Coach

Target Dates or Schedule

There will be several parent nights throughout the school year.

Evidence of Completion

This will be documented through the sureveys and sign in sheets. We will make changes based on the comments provided by the parents.

G2. In grades 3-5, 86% of our Students with Disabilities (SWD) will make learning gains in reading and math as measured by the Florida Alternate Assessment.

G2.B1 Limited training and lack of understanding with the implementation of the Unique Learning System (ULS)

G2.B1.S1 On-going staff development in the ULS curriculum as well as visiting classrooms at a different school site that is implementing ULS; organization, carryout of lesson and student responses.

Action Step 1

ULS training

Person or Persons Responsible

District in-service and ESE trainers.

Target Dates or Schedule

Monthly

Evidence of Completion

Increased student outcome in the ULS ongoing progress monitoring, pretest/posttest.

Facilitator:

District ESE trainers.

Participants:

Teachers in the self-contained environment that have students exempt from FCAT.

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

The pre and post tests will be monitored.

Person or Persons Responsible

Principal, Assistant Principal(s)

Target Dates or Schedule

Monthly

Evidence of Completion

ULS progress monitoring reports.

Plan to Monitor Effectiveness of G2.B1.S1

Students will increase in the outcome from pre to post test .

Person or Persons Responsible

ESE teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student performance as evidenced on ULS graphs.

G3. Our math goal is to increase AMO's: all students from 63% to 77% or higher; Black students from 50% to 69%, Hispanic students from 69% to 72%, White students from 65% to 80%; ELL students from 70% to 72%, SWD students from 34% to 58%, ED from 55% to 72%

G3.B1 Teachers need training and the ability to make data based decisions as well as training in the proper implementation and utilization of math intervention strategies and materials.

G3.B1.S1 Provide time for collaborative grade level planning accross the curriculum as well as additional support to classroom teachers and paraprofessionals, modeling effective decision making for student needs and choosing appropriate materials for differentiated instruction.

Action Step 1

Implementation of math curriculum and web-based intervention programs.

Person or Persons Responsible

Principal, Assistant Principal(s)

Target Dates or Schedule

Monitor small group instruction to ensure instructional leaders and paraprofessionals are following a prescribed, designed schedule with implementation of research based programs.

Evidence of Completion

Monitor differentiated instructional lesson plans outlined in weekly lesson planning, data from the intervention programs, district based testing data

Facilitator:

District Staff, School based administration

Participants:

All instructional staff

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

Implementation of district expectations, web-based intervention programs, administrative walkthroughs and evaluation observations

Person or Persons Responsible

Principal, Assistant Principal(s)

Target Dates or Schedule

The administration will follow the MCIES timeline for walkthroughs (4), informal (1), and formal observations (1)

Evidence of Completion

There will be electronic data available for administrative walkthroughs and evaluation observations and anecdotal notes from coaching/mentoring.

Plan to Monitor Effectiveness of G3.B1.S1

Effective decision making for students needs in order to increase school wide learning gains.

Person or Persons Responsible

Principal, Assistant Principal(s)

Target Dates or Schedule

The administration will follow the MCIES timeline for walkthroughs (4), informal (1), and formal observations (1)

Evidence of Completion

Administration will utilize student data from AIMSweb, FCA's and the results of high stakes test results throughout the year.

G4. In grades 3-5, 80% (288) of our students will achieve mastery on the 2014 FCAT Writes.

G4.B1 There is a lack of: basic foundational writing skills, training in scoring with new rubrics guidelines, time on task for writing instruction and time to provide interventions.

G4.B1.S1 Differentiated instruction will be provided to students to improve their foundational and/or higher level writing skills in small group instruction.

Action Step 1

The Literacy Coach and selected staff will provide coaching and training for strategies in writing.

Person or Persons Responsible

Select teachers, Literacy Coach

Target Dates or Schedule

During the first quarter of school, collaborative planning and curriculum materials

Evidence of Completion

Implementation of the school based writing program and materials utilized in the classroom;
Evidence shown in demand writings.

Facilitator:

School administrator

Participants:

Literacy Coach, Select Staff

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

District demand Writings and student journals

Person or Persons Responsible

Teachers, Literacy Coach

Target Dates or Schedule

There will be three District Demand Writings given during the year. There will also be school based writing prompts given to the students in between District Demand writings.

Evidence of Completion

Student results will be available in Performance Matters. The information will also be reviewed in the School Based Leadership team meetings.

Plan to Monitor Effectiveness of G4.B1.S1

The effectiveness will be monitored by the success of student performance.

Person or Persons Responsible

Teachers, Literacy Coach

Target Dates or Schedule

The effectiveness of the strategies will be monitored after each set of prompts are scored.

Evidence of Completion

Teachers, Literacy Coach and selected staff will use rubrics to focus on the specific needs of individual, small groups and/or whole groups of students. The information gathered will help to drive instruction.

G5. Our reading goal is to increase the AMO's: all students from 58% to 69%; Black/African American students from 41% to 59%, Hispanic students from 56% to 60%, White Students from 65% to 74%, ELL students 50% to 60%, SWD students from 34% to 47% and ED 48%

G5.B1 Teachers need training in the proper implementation and utilization of reading intervention strategies and materials.

G5.B1.S1 Differentiated instruction will be provided to all grade levels to address the specific needs of the students in small groups.

Action Step 1

Training will be provided on how to use AIMSweb data to drive instruction and/or deliver differentiated instruction to all students.

Person or Persons Responsible

Teachers, Literacy Coach

Target Dates or Schedule

AIMSweb data will be gathered three times during the school year.

Evidence of Completion

The assessment results will generate interventions for students specific needs.

Facilitator:

Literacy Coach, Administration, Moodle

Participants:

School staff

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

Fidelity Reading Checklist, Administrative Walkthroughs, evaluations and observations

Person or Persons Responsible

Administrators, Reading Coach

Target Dates or Schedule

The administration will follow the MCIES timeline for walkthroughs (4), informal (1), and formal observations (1)

Evidence of Completion

There will be electronic data available for administrative walk-throughs and evaluation observation and anecdotal notes from coaching/mentoring.

Plan to Monitor Effectiveness of G5.B1.S1

The School based leadership team meets weekly to review data charts and graphs as well as reviewing effectiveness of student progress.

Person or Persons Responsible

Administrators, Teachers and Reading Coach

Target Dates or Schedule

The administration will follow the MCIES timeline for walkthroughs (4), informal (1), and formal observations (1)

Evidence of Completion

Review the implementation of AIMSweb data, intervention program student data and observations.

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I

Part A- Maplewood has several programs that coordinate with other state and federal dollars available and integrate federal and state programs, so the school can meet state and NCLB requirements. Title I funds will be provided to support after-school tutoring. Funds from federal, state and local programs such as: IDEA-funding paraprofessionals; Title I- funding staff development, personnel, and materials; Title VI- Red Ribbon; and Voluntary Pre-K program through the Learning Coalition are integrated to meet all student needs.

Part C- Migrant- District funds are used to purchase:

~ School supplies

~ Provide an After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

~ Provide a Migrant Liaison that works with schools and families to identify students and provide referrals for families meeting the federal eligibility to participate in the program.

Part D- 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. District receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplemental education programs. Technology in classroom that will increase the instructional strategies provided to students and for Instructional software that will enhance literacy and math skills of struggling students and early childhood students.

Title III

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- Homeless

District Homeless Social Worker provides resources (Clothing, school supplies, social service referrals) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. When necessary, the district's homeless liaison is instrumental in supporting the needs of the students at Maplewood Elementary with clothes, shoes, and school supplies for students designated as homeless.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Program

N/A

Nutrition Program

A Fresh Fruit and Vegetable program funded by the USDA is available for all students through our Nutrition Services department. Our Marion County Health Department is coordinating efforts to complete our Wellness

student screenings and provide our school clinic nurse with information.

Housing Program

N/A

Head Start

Pre-Kindergarten programs are offered at selected school sites throughout the district

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other-

Law Enforcement - Ocala Police Department and the Marion County Sheriffs Department host events to promote safety; Bike Safety Week; Marion County Fire Rescue promotes fire safety through the Fire Prevention Week campaign.

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. Our goal is to have a 20% increase of parents involved in Parent nights. These events will enable them to learn effective strategies to help their students at home.

G1.B1 Parents may not be aware of the school activities provided to them to assist their child at home.

G1.B1.S1 Information will be included in the newsletters and reminder flyers will be sent home. Provide assistance for parent portal sign up, the use of Connect 5

PD Opportunity 1

school newsletters, classroom newsletters, school flyers, surveys, sign in sheets.

Facilitator

District Contacts

Participants

Administration

Target Dates or Schedule

There will be several parent nights during the school year.

Evidence of Completion

Documents will be kept by the administration

G2. In grades 3-5, 86% of our Students with Disabilities (SWD) will make learning gains in reading and math as measured by the Florida Alternate Assessment.

G2.B1 Limited training and lack of understanding with the implementation of the Unique Learning System (ULS)

G2.B1.S1 On-going staff development in the ULS curriculum as well as visiting classrooms at a different school site that is implementing ULS; organization, carryout of lesson and student responses.

PD Opportunity 1

ULS training

Facilitator

District ESE trainers.

Participants

Teachers in the self-contained environment that have students exempt from FCAT.

Target Dates or Schedule

Monthly

Evidence of Completion

Increased student outcome in the ULS ongoing progress monitoring, pretest/posttest.

G3. Our math goal is to increase AMO's: all students from 63% to 77% or higher; Black students from 50% to 69%, Hispanic students from 69% to 72%, White students from 65% to 80%; ELL students from 70% to 72%, SWD students from 34% to 58%, ED from 55% to 72%

G3.B1 Teachers need training and the ability to make data based decisions as well as training in the proper implementation and utilization of math intervention strategies and materials.

G3.B1.S1 Provide time for collaborative grade level planning accross the curriculum as well as additional support to classroom teachers and paraprofessionals, modeling effective decision making for student needs and choosing appropriate materials for differentiated instruction.

PD Opportunity 1

Implementation of math curriculum and web-based intervention programs.

Facilitator

District Staff, School based administration

Participants

All instructional staff

Target Dates or Schedule

Monitor small group instruction to ensure instructional leaders and paraprofessionals are following a prescribed, designed schedule with implementation of research based programs.

Evidence of Completion

Monitor differentiated instructional lesson plans outlined in weekly lesson planning, data from the intervention programs, district based testing data

G4. In grades 3-5, 80% (288) of our students will achieve mastery on the 2014 FCAT Writes.

G4.B1 There is a lack of: basic foundational writing skills, training in scoring with new rubrics guidelines, time on task for writing instruction and time to provide interventions.

G4.B1.S1 Differentiated instruction will be provided to students to improve their foundational and/or higher level writing skills in small group instruction.

PD Opportunity 1

The Literacy Coach and selected staff will provide coaching and training for strategies in writing.

Facilitator

School administrator

Participants

Literacy Coach, Select Staff

Target Dates or Schedule

During the first quarter of school, collaborative planning and curriculum materials

Evidence of Completion

Implementation of the school based writing program and materials utilized in the classroom;
Evidence shown in demand writings.

G5. Our reading goal is to increase the AMO's: all students from 58% to 69%; Black/African American students from 41% to 59%, Hispanic students from 56% to 60%, White Students from 65% to 74%, ELL students 50% to 60%, SWD students from 34% to 47% and ED 48%

G5.B1 Teachers need training in the proper implementation and utilization of reading intervention strategies and materials.

G5.B1.S1 Differentiated instruction will be provided to all grade levels to address the specific needs of the students in small groups.

PD Opportunity 1

Training will be provided on how to use AIMSweb data to drive instruction and/or deliver differentiated instruction to all students.

Facilitator

Literacy Coach, Administration, Moodle

Participants

School staff

Target Dates or Schedule

AIMSweb data will be gathered three times during the school year.

Evidence of Completion

The assessment results will generate interventions for students specific needs.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our goal is to have a 20% increase of parents involved in Parent nights. These events will enable them to learn effective strategies to help their students at home.	\$900
G2.	In grades 3-5, 86% of our Students with Disabilities (SWD) will make learning gains in reading and math as measured by the Florida Alternate Assessment.	\$8,407
G3.	Our math goal is to increase AMO's: all students from 63% to 77% or higher; Black students from 50% to 69%, Hispanic students from 69% to 72%, White students from 65% to 80%; ELL students from 70% to 72%, SWD students from 34% to 58%, ED from 55% to 72%	\$3,300
G4.	In grades 3-5, 80% (288) of our students will achieve mastery on the 2014 FCAT Writes.	\$2,404
G5.	Our reading goal is to increase the AMO's: all students from 58% to 69%; Black/African American students from 41% to 59%, Hispanic students from 56% to 60%, White Students from 65% to 74%, ELL students 50% to 60%, SWD students from 34% to 47% and ED 48%	\$123,010
Total		\$138,021

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Technology	Personnel	Evidence-Based Materials	Total
Title I	\$9,307	\$3,300	\$123,010	\$0	\$135,617
Title 1	\$0	\$0	\$0	\$2,404	\$2,404
Total	\$9,307	\$3,300	\$123,010	\$2,404	\$138,021

Budget Details

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

G1. Our goal is to have a 20% increase of parents involved in Parent nights. These events will enable them to learn effective strategies to help their students at home.

G1.B1 Parents may not be aware of the school activities provided to them to assist their child at home.

G1.B1.S1 Information will be included in the newsletters and reminder flyers will be sent home. Provide assistance for parent portal sign up, the use of Connect 5

Action Step 1

school newsletters, classroom newsletters, school flyers, surveys, sign in sheets.

Resource Type

Other

Resource

Funding Source

Title I

Amount Needed

\$900

G2. In grades 3-5, 86% of our Students with Disabilities (SWD) will make learning gains in reading and math as measured by the Florida Alternate Assessment.

G2.B1 Limited training and lack of understanding with the implementation of the Unique Learning System (ULS)

G2.B1.S1 On-going staff development in the ULS curriculum as well as visiting classrooms at a different school site that is implementing ULS; organization, carryout of lesson and student responses.

Action Step 1

ULS training

Resource Type

Other

Resource

The district provides on-site ULS training. Materials are needed to support student learning.

Funding Source

Title I

Amount Needed

\$8,407

G3. Our math goal is to increase AMO's: all students from 63% to 77% or higher; Black students from 50% to 69%, Hispanic students from 69% to 72%, White students from 65% to 80%; ELL students from 70% to 72%, SWD students from 34% to 58%, ED from 55% to 72%

G3.B1 Teachers need training and the ability to make data based decisions as well as training in the proper implementation and utilization of math intervention strategies and materials.

G3.B1.S1 Provide time for collaborative grade level planning accross the curriculum as well as additional support to classroom teachers and paraprofessionals, modeling effective decision making for student needs and choosing appropriate materials for differentiated instruction.

Action Step 1

Implementation of math curriculum and web-based intervention programs.

Resource Type

Technology

Resource

Students will have the oportunity to practice IXL's math skill which are aligned to the Florida Next Generation Sunshine State Standards (Common Core). The administration will provide curriculum support via training, coaching, mentoring and/or providing resources to teachers and assistants to effectively implement instructional IXL- Site License

Funding Source

Title I

Amount Needed

\$3,300

G4. In grades 3-5, 80% (288) of our students will achieve mastery on the 2014 FCAT Writes.

G4.B1 There is a lack of: basic foundational writing skills, training in scoring with new rubrics guidelines, time on task for writing instruction and time to provide interventions.

G4.B1.S1 Differentiated instruction will be provided to students to improve their foundational and/or higher level writing skills in small group instruction.

Action Step 1

The Literacy Coach and selected staff will provide coaching and training for strategies in writing.

Resource Type

Evidence-Based Materials

Resource

Teachers will be trained to effectively use the scoring rubrics and best practice strategies to provide writing instruction.

Funding Source

Title 1

Amount Needed

\$2,404

G5. Our reading goal is to increase the AMO's: all students from 58% to 69%; Black/African American students from 41% to 59%, Hispanic students from 56% to 60%, White Students from 65% to 74%, ELL students 50% to 60%, SWD students from 34% to 47% and ED 48%

G5.B1 Teachers need training in the proper implementation and utilization of reading intervention strategies and materials.

G5.B1.S1 Differentiated instruction will be provided to all grade levels to address the specific needs of the students in small groups.

Action Step 1

Training will be provided on how to use AIMSweb data to drive instruction and/or deliver differentiated instruction to all students.

Resource Type

Personnel

Resource

The Literacy Coach and other school personnel will provide support via training, coaching, mentoring, and/or providing resources to teachers and instructional paraprofessionals.

Funding Source

Title I

Amount Needed

\$123,010