

2013-2014 SCHOOL IMPROVEMENT PLAN

Reddick Collier Elementary School
4595 W HIGHWAY 316
Reddick, FL 32686
352-671-6070

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 58%
Alternative/ESE Center No	Charter School No	Minority Rate 72%

School Grades History

2013-14 D	2012-13 C	2011-12 C	2010-11 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
Focus Year 1	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Reddick Collier Elem. School

Principal

Jeannine Mills

School Advisory Council chair

Mrs. Krell

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

Name	Title
Joseph Suranni	Assistant Principal
Monica McPhee	Academy Coach
Angel Haworth	Reading Coach
Jordan Meffert	Writing Coach
Janice Ray	Guidance Counselor

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

The SAC is composed of parents teachers and community members. Mrs. Krehl is our chair and is a parent, Mr. Everett is our secretary and is a community member, Monica McPhee is our academic coach, Laura Mitchum is a parent, Kauleen Simmons is a kindergarten teacher and our recorder, Jordan Meffert is our writing coach, Carolyn Spangler is a paraprofessional and a parent, Larry Spangler is a community member and a parent, Darlene Geisel is a parent, and Melissa Bilotti is a parent Joseph Suranni is our assistant principal and Jeannine Mills is our principal.

Involvement of the SAC in the development of the SIP

The School advisory council will convene to review and adapt the plan for the 13-14 school year. All aspects of the plan will be discussed at the SAC meeting to ensure that it is congruent with the needs of our school and SAC will monitor fidelity of the implementation of the school improvement plan

Activities of the SAC for the upcoming school year

The school advisory council will meet regularly to monitor all aspects of the school improvement plan and to ensure that the plan that has been developed is being followed. The SAC will review school data and make recommendations as to improvement of student achievement based on the data.

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

We have 1200 dollars in school improvement funds. These funds will be used to purchase furniture for our school to replace furniture that is aging and in unusable condition. These funds will also be used for school beautification projects.

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jeannine Mills

Principal

Years as Administrator: 13

Years at Current School: 2

Credentials

Masters Educational Leadership-Florida Principal Certification

Performance Record

12-13 SY-1st year at Reddick Collier-Highest learning gains in county-most points toward school grade for subgroup learning gains. Raised school grade to near a B after only 1 year as principal. Also raised Oakcrest elementary to A school status 2 consecutive years as principal there for 7 years.

Joseph Suranni		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Florida certifications: Elementary Ed k-6, Reading Endorsement, Business Ed 6-12, Middle Grade Integrated Curriculum, Educational Leadership, Social Studies 7-12. Degrees includes, MBA, Webster University, EdS. Saint Leo University	
Performance Record	11 years of service in marion county schools A school 11 years in a row while serving as an ESE teacher and as a dean at two other schools in the district	

Instructional Coaches

of instructional coaches
1

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

Instructional Coach Information:

Angelique Haworth		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	EdS. Saint Leo University Educational Leadership-Florida Certification in Ed Leadership, ESOL k-5 and ESE K-12	
Performance Record	9 years in district, 9 years A school	

Classroom Teachers

of classroom teachers
27

receiving effective rating or higher
22, 81%

Highly Qualified Teachers
67%

certified in-field
21, 78%

ESOL endorsed
20, 74%

reading endorsed
2, 7%

with advanced degrees

12, 44%

National Board Certified

0, 0%

first-year teachers

1, 4%

with 1-5 years of experience

7, 26%

with 6-14 years of experience

13, 48%

with 15 or more years of experience

6, 22%

Education Paraprofessionals**# of paraprofessionals**

10

Highly Qualified

10, 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

Our school retains highly qualified teachers by providing meaningful professional development for our staff. Our school provides teachers with technology and resources they need to be successful and provide instruction within the framework of the common core. Our school provides mentoring to new teachers and coaching for both new teachers and experienced teachers. Our school recruits highly qualified teachers through the interview and selection process as positions become available. The principal and assistant principal are responsible for selecting and recruiting highly qualified teachers.

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

Teachers are teamed to include teams with new teachers and experienced teachers. In the event that there is a team of 3 teachers, and 2 are new, the experienced teacher on the team is the mentor for the two new teachers, likewise if there are 2 experienced teachers and 1 new teacher, both teachers

mentor the new teacher on the team. Coaching is also provided by administration for all new and experienced teachers.

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 process is followed at RCE-Students are progress monitored 3 times per school year and AIMSWEB houses this data. The data is looked at 3 times per school year to establish the need for intervention. The MTSS team meets to discuss and develop interventions on an individualized student basis. Students not proficient in math and/or reading receive targeted interventions that are monitored and graphed for progress monitoring. Fidelity checks are in place to ensure students receive their interventions with regularity. Our synergy team meets monthly to assess tier two problems and develop interventions for tier 2 problems. Identify the school-based MTSS Leadership Team is composed of Grade level teachers, Guidance Counselor, Administrators, ESE teachers, , School Psychologist, School Nurse, and Social Worker and Reading coach.

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

Principal-Oversee work of MTSS committee, review student and school data, leader of the synergy team
 Assistant Principal-Progress monitoring of students, data review of school wide and individual student data, member of the synergy team to discuss tier 2 problems
 Guidance Counselor-Works with MTSS team to ensure accurate records are kept for students in the MTSS process and that all forms are kept in cumulative folders, also ensures that MTSS processes follow students as they transfer from teacher to teacher or school to school.

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

Weekly meetings with grade level and MTSS leadership team to discuss tier 1 and tier 2 students.
 Monthly meetings with synergy team to discuss tier 2 and tier 3 problems and develop solutions, Weekly monitoring of students receiving tier 2 interventions, monthly meetings with SAC to share MTSS processes with parents. Our school based leadership team meets weekly to address the fidelity of the school improvement plan. Janice Ray, Guidance Counselor along with the intervention provider (teacher) complete fidelity checklists to ensure that interventions are being delivered with fidelity. Joseph Suranni, Assistant Principal, oversees the entire MTSS process to ensure that MTSS is administered with fidelity and to ensure that students receive the supports necessary for success or that other interventions are tried when necessary. Our student assistance team also meets to ensure fidelity of the MTSS process when problem solving and determining whether to move children from tier 2 to tier 3. Our student assistance team is composed of our guidance counselor, assistant principal, school psychologist, behavior specialist when necessary, principal and dean.

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

Data is gathered from benchmark assessments, focus calendar assessments, reading probes for comprehension and fluency, math remediations and other assessments. Data is housed in performance matters and in Aimsweb. Core instruction can be assessed through these data systems as well as

intensive supports in all subjects. Behavior data is housed in SMS and the universal screener is used to assess effectiveness of core instruction and intensive supports. The Universal screener is used 8 times per year to identify students in need of behavioral supports and tier 2 and 3 interventions.

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

The MTSS process is outlined for teachers through regular faculty meetings. Our grade level teams meet weekly to review data, determine students needing support and monitor data for those students receiving tier 2 and 3 interventions. In addition SAT meetings are scheduled to review data with our problem solving team to determine whether to escalate students to a higher tier or change intervention, or intensify the intervention. Parents are made aware of the MTSS process through our monthly newsletter, PTO and SAC meetings. Parents are also communicated with through the parent conference form required for the MTSS process. Parents are conferenced with twice annually if their child is in the MTSS process.

Literacy Leadership Team (LLT)

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

Name	Title
Angelique Haworth	Reading Coach
Monica McPhee	Academy Coordinator
Jordan Meffert	Writing Coach
Rebekah Winkler	Dean/Science Coach
Joseph Suranni	AP/Math Coach

How the school-based LLT functions

The literacy leadership team meets weekly on Tuesdays and Wednesdays with all grade level teams to look at data and analyze student performance on a variety of assessments. Data that is reviewed includes benchmark testing data, aimsweb data, FCA data, and progress monitoring data. Literacy coach provides guidance on K-12 reading plan, facilitates and supports data collection activities, assists in data analysis, provides professional development, and supports implementation of interventions.

Major initiatives of the LLT

The major initiatives of the literacy leadership team this year will be to look at data, identify those students in the core area of instruction, identify students needing tier 2 and tier 3 interventions. The LLT will also focus on data of our highest and lowest quartiles to ensure that they are making learning gains.

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

Title I provides a Pre-K/VPK program at our school. All students are fully integrated into the school thus helping them transition to Kindergarten. In addition information is provided to our parents from the Title I Office on the HIPPY (Home Instruction for Parents of Preschool Youngsters) program. MCPS provides an Exceptional Student Education Pre-K Program at our schools for eligible 3 thru 5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten.

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

Our School coordinates with Childhood Development Services and we offer a Head Start program for 3 thru 5 year olds.

Kindergarten registration kicked off in April continued throughout the summer.

Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to get Pre-K students registered for Kindergarten in April. A school based week long Kindergarten Round Up is planned for the Spring and is advertised through community based flyers, letters sent home with current students, and a Connect 5 message sent out. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help orient them to the school. Stagger Start is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, including FLKRS, and begin to develop one-on-one relationships with students.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	48%	Yes	54%
American Indian				
Asian				
Black/African American	40%	32%	No	46%
Hispanic	38%	42%	Yes	44%
White	69%	66%	No	72%
English language learners	22%	43%	Yes	30%
Students with disabilities	28%	14%	No	35%
Economically disadvantaged	48%	44%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	45%	54%
Students scoring at or above Achievement Level 4	36	36%	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%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	134	87%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	25	65%	61%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		50%

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	31	60%	61%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	53%	No	61%
American Indian				
Asian				
Black/African American	46%	41%	No	51%
Hispanic	58%	50%	No	63%
White	73%	74%	Yes	75%
English language learners	46%	36%	No	51%
Students with disabilities	40%	27%	No	46%
Economically disadvantaged	56%	50%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	54%	51%
Students scoring at or above Achievement Level 4	38	24%	

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	103	65%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	138	87%	

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	41%	53%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		18%

Florida Alternate Assessment (FAA)

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

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	18	5%	1%
Students retained, pursuant to s. 1008.25, F.S.	1	1%	0%
Students who are not proficient in reading by third grade	3	1%	0%
Students who receive two or more behavior referrals	38	10%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	52	14%	10%

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

Reddick Collier is a TitleI school and has a comprehensive online parent involvement plan to address parent involvement

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Students will receive targeted interventions in reading in an effort to increase fluency and comprehension and raise FCAT proficiency levels to 54% proficient on reading FCAT
- G2.** 70% of students in grades 3-5 will score level 3 on math FCAT
- G3.** Increase the number of 4th grade students scoring a Level 3.5 on FCAT 2.0 Writing from 43% to 65%.

Goals Detail

G1. Students will receive targeted interventions in reading in an effort to increase fluency and comprehension and raise FCAT proficiency levels to 54% proficient on reading FCAT

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- District provided curriculum, scheduling resources to make the most effective use of staff in providing intervention to students

Targeted Barriers to Achieving the Goal

- Knowledge of phonemic awareness Knowledge of phonics Student motivation Lack of prior knowledge in reading Students lack test taking strategies Students lack test taking strategies Student lack knowledge of multisyllabic words Lack of human resources necessary to provide effective interventions with fidelity

Plan to Monitor Progress Toward the Goal

Classroom Coaching, Reading professional development

Person or Persons Responsible

Reading Coach, Principal, Assistant Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Data from district assessments

G2. 70% of students in grades 3-5 will score level 3 on math FCAT

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Successmaker, Iready, math coaching and professional development, Math manipulatives and engaging center materials

Targeted Barriers to Achieving the Goal

- Students lack of prior knowlege, lack of parental involvement, inexperience teachers in grade 3 and 4

Plan to Monitor Progress Toward the Goal

Satisfactory FCA scores, benchmark scores, iready and fast math data and graphs will be used to decide if progress toward the goal is being made

Person or Persons Responsible

The assistant principal and academic coach will monitor progress

Target Dates or Schedule:

Data will be reviewed as assessments are administered

Evidence of Completion:

This is an ongoing process

G3. Increase the number of 4th grade students scoring a Level 3.5 on FCAT 2.0 Writing from 43% to 65%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Research based writing programs and implementation, professional development for writing teachers, coaching and mentoiring from writing coach

Targeted Barriers to Achieving the Goal

- Lack of vocabulary development Lack of Professional Development in writing in content areas Student motivation Lack of parent involvement

Plan to Monitor Progress Toward the Goal

Holistically scored demand writing will be used to decide if progress toward the goal is being made

Person or Persons Responsible

The writing coach and assistant principal will monitor data and progress toward the goal.

Target Dates or Schedule:

Data will be reviewed bimonthly on the 2nd Friday of the month

Evidence of Completion:

this will be an ongoing activity

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students will receive targeted interventions in reading in an effort to increase fluency and comprehension and raise FCAT proficiency levels to 54% proficient on reading FCAT

G1.B1 Knowledge of phonemic awareness Knowledge of phonics Student motivation Lack of prior knowledge in reading Students lack test taking strategies Students lack test taking strategies Student lack knowledge of multisyllabic words Lack of human resources necessary to provide effective interventions with fidelity

G1.B1.S1 Reading time provided for students during regular school-Incentives for children to reach reading goals, reading coach providing targeted instructional strategies for teachers

Action Step 1

Students will receive targeted interventions in reading to increase fluency. The district provided corrective reading program will be used to work toward this initiative

Person or Persons Responsible

Classroom teachers, reading coach, writing coach, academic coach and the assistant principal will work to provide interventions for students needing support

Target Dates or Schedule

students will receive interventions for 25 minutes per day at various times throughout the day

Evidence of Completion

fidelity checklists will be completed as part of the MTSS process to provide evidence

Facilitator:

A Haworth-Reading Coach

Participants:

All teachers

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

Data from progress monitoring will be reviewed to monitor fidelity.

Person or Persons Responsible

Data will be reviewed by the assistant principal and reading coach.

Target Dates or Schedule

Data will be monitored monthly on the first Friday of each month.

Evidence of Completion

Graphed data from progress monitoring will be collected as evidence of fidelity when providing interventions

Plan to Monitor Effectiveness of G1.B1.S1

FCAT reading will ultimately be the benchmark for success however progress toward goals as evidenced by posit trend lines when graphing data points of the intervention will also be used to determine success

Person or Persons Responsible

Classroom teachers, our guidance counselor, and our intervention teachers will collect and prepare data. Aimsweb will house that data and will also graph the data to help monitor progress.

Target Dates or Schedule

Data will be collected and evaluated bi weekly and monthly with a review every 8 weeks.

Evidence of Completion

This is an ongoing process

G2. 70% of students in grades 3-5 will score level 3 on math FCAT

G2.B1 Students lack of prior knowlege, lack of parental involvement, inexperience teachers in grade 3 and 4

G2.B1.S1 Provide professional development for begining teachers. host math club for students during break times throughout the day, extended learning time through tutoring after school

Action Step 1

Teachers will receive district provided professional development in math. A math club will be hosted by teachers and administrators during times in the daily schedule that allow for math enrichment

Person or Persons Responsible

Classroom Teachers, assistant principal, and paraprofessionals

Target Dates or Schedule

November 2013 until March 2014

Evidence of Completion

2014 FCAT data will be used to monitor task completion

Facilitator:

Assistant Principal, Common Core Lead Teacher

Participants:

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

Benchmark and FCA scores will be monitored to look for evidence of completion

Person or Persons Responsible

The Assistant Principal is responsible for monitoring this data

Target Dates or Schedule

Data will be monitored based on the frequency of assessment admibnistration

Evidence of Completion

Student assessment data will provide evidence of completion for this goal as well as the administration of FCAT testing

Plan to Monitor Effectiveness of G2.B1.S1

FCA, iready reporting, fastmath reports, benchmark testing and aimsweb data will be collected to measure for success. Poor implementation will produce low test scores and the data being reviewed will indicate that

Person or Persons Responsible

The assistant principal is responsible for preparing and charting data

Target Dates or Schedule

Data will be collected based on the frequency of test administration

Evidence of Completion

this is an ongoing process

G3. Increase the number of 4th grade students scoring a Level 3.5 on FCAT 2.0 Writing from 43% to 65%.

G3.B1 Lack of vocabulary development Lack of Professional Development in writing in content areas
Student motivation Lack of parent involvement

G3.B1.S1 Increase student vocabulary development through common core strategies and writing across the curriculum,

Action Step 1

Tutoring will be provided for students to help develop vocabulary and writing strategies. This tutoring will help students develop writing skills, vocabulary development, grammar skills and she will also provide professional development for teachers at all grade levels in these areas

Person or Persons Responsible

The writing coach will provide tutoring for students and will also provide professional development for teachers in all grade levels to help develop these skills

Target Dates or Schedule

Each Tuesday, we schedule PLC's to review data and provide professional development. The professional development will be provided through this scheduled timeframe. Tutoring will take place during an enrichment time.

Evidence of Completion

District demand writing scores will be reviewed to evaluate effectiveness

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

Each step of the plan will be observed. An administrator will attend all professional development with teachers and tutoring will be observed as well.

Person or Persons Responsible

The principal and assistant principal will monitor the professional development delivery as well as all data that supports or evidences success of the action plan

Target Dates or Schedule

Monitoring will occur on the first Friday of each month

Evidence of Completion

this is an ongoing activity

Plan to Monitor Effectiveness of G3.B1.S1

District demand writing scores will be collected and used as benchmarks for the success of the action plan and the steps associated with it.

Person or Persons Responsible

The assistant principal and writing coach will collect and review data

Target Dates or Schedule

Data will be collected based on administration of district demand writing assessments which are given approximately at bimonthly intervals

Evidence of Completion

District demand writing scores will be disaggregated to determine effectiveness

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-Substitute teachers are paid for out of Title 1 dollars to enable teachers to attend professional development. One Remediation paraprofessional is paid for through Title 1 dollars to help students in tier 2 and tier 3 of the MTSS process. Title 1 funds are also used to fund after school tutoring programs including a writing workshop, and our after school lego club . Title 1 funds are also used to fund staff development initiatives such as Kagan that are used school wide to increase engagement and achievement of our students. Title 1 funds are used to pay stip[ends to presenters who come to our school to provide professional development. OUr parent compact is paid for using title 1 funds. Travel expenditures associated with conference attendance for professional development are paid for with title 1 funds. Classroom supplies for studnets and books for parent involvement are alos purchased with title 1 funds. Technology items to enhance learning and engage students are also purchased using title 1 funding.

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. Students will receive targeted interventions in reading in an effort to increase fluency and comprehension and raise FCAT proficiency levels to 54% proficient on reading FCAT

G1.B1 Knowledge of phonemic awareness Knowledge of phonics Student motivation Lack of prior knowledge in reading Students lack test taking strategies Students lack test taking strategies Student lack knowledge of multisyllabic words Lack of human resources necessary to provide effective interventions with fidelity

G1.B1.S1 Reading time provided for students during regular school-Incentives for children to reach reading goals, reading coach providing targeted instructional strategies for teachers

PD Opportunity 1

Students will receive targeted interventions in reading to increase fluency. The district provided corrective reading program will be used to work toward this initiative

Facilitator

A Haworth-Reading Coach

Participants

All teachers

Target Dates or Schedule

students will receive interventions for 25 minutes per day at various times throughout the day

Evidence of Completion

fidelity checklists will be completed as part of the MTSS process to provide evidence

G2. 70% of students in grades 3-5 will score level 3 on math FCAT

G2.B1 Students lack of prior knowlege, lack of parental involvement, inexperience teachers in grade 3 and 4

G2.B1.S1 Provide professional development for begining teachers. host math club for students during break times throughout the day, extended learning time through tutoring after school

PD Opportunity 1

Teachers will receive district provided professional development in math. A math club will be hosted by teachers and administrators during times in the daily schedule that allow for math enrichment

Facilitator

Assistant Principal, Common Core Lead Teacher

Participants

Target Dates or Schedule

November 2013 until March 2014

Evidence of Completion

2014 FCAT data will be used to monitor task completion

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students will receive targeted interventions in reading in an effort to increase fluency and comprehension and raise FCAT proficiency levels to 54% proficient on reading FCAT	\$2,223
Total		\$2,223

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title I	\$2,223	\$2,223
Total	\$2,223	\$2,223

Budget Details

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

G1. Students will receive targeted interventions in reading in an effort to increase fluency and comprehension and raise FCAT proficiency levels to 54% proficient on reading FCAT

G1.B1 Knowledge of phonemic awareness Knowledge of phonics Student motivation Lack of prior knowledge in reading Students lack test taking strategies Students lack test taking strategies Student lack knowledge of multisyllabic words Lack of human resources necessary to provide effective interventions with fidelity

G1.B1.S1 Reading time provided for students during regular school-Incentives for children to reach reading goals, reading coach providing targeted instructional strategies for teachers

Action Step 1

Students will receive targeted interventions in reading to increase fluency. The district provided corrective reading program will be used to work toward this initiative

Resource Type

Professional Development

Resource

Professional development and inservice

Funding Source

Title I

Amount Needed

\$2,223