



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Rideout Elementary School

3065 APALACHICOLA BLVD

Middleburg, FL 32068

904-291-5430

<http://roe.oneclay.net>

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 47%
Alternative/ESE Center No	Charter School No	Minority Rate 26%

School Grades History

2013-14 A	2012-13 A	2011-12 B	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

Rideout Elementary School

Principal

Laura Johnson

School Advisory Council chair

Tracy Burt/Carrie Dean

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

Name	Title
Laura Johnson	Principal
Adele Reed	Assistant Principal
Amy Johnson	Guidance Counselor/Co-ITF
Mallory King	Speech/Language Pathologist/Co-ITF
Lacey Worsdell	Reading Coach

District-Level Information

District

Clay

Superintendent

Mr. Charles E Vanzant, Jr

Date of school board approval of SIP

11/10/2013

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

Tracy Burt, Co-Chair
 Carrie Dean, Co-Chair
 Melody Hoffmann, Secretary
 Kathleen Kirnie, Parent/VE Teacher
 Colby Grant, Support Personnel
 Anne Haddock, Parent
 Veronica Colon, Parent
 Kellie Hudson, Parent
 Mike Boyd, Business Partner/Parent

Involvement of the SAC in the development of the SIP

The council reviewed current status data, with an emphasis on 2012-2013 student achievement information, to develop needs assessments and make recommendations for instructional goals and resource allocation. The team worked to align these goals with related professional development needs as well and instructional materials and resources, to prioritize budget items.

Activities of the SAC for the upcoming school year

The ROE School Advisory Council will meet monthly to review the implementation of the school improvement plan and determine needed changes, if applicable. They will monitor the effectiveness of the implementation of strategies through collegial conversation and data analysis. On an ongoing basis, student achievement data will be closely analyzed, as the team collaborates with the SBLT to target instruction and resources. The council will monitor return on investment for budgeted resources through analysis of student performance and/or changes in classroom practice.

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

School Improvement funds will be used to support instruction in the focus content areas of reading, writing, math, and science, as well as to support professional development in alignment with district and school initiatives. These include engagement, common core standards, and writing in the content areas. With a starting budget of approximately \$3000, approximately \$2000 will be allocated for instructional and assessment resources in the content areas, and \$1000 will be used for parent communication tools, professional development resources, and substitute teachers for coverage for teacher training.

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

N/A

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:

Adele Reed

Asst Principal

Years as Administrator: 4

Years at Current School: 4

Credentials

- Certified Elementary Ed 1-6; Educational Leadership, All Levels
- B.A. Elementary Education
- Master of Education, Ed Leadership

Performance Record

Subsequent to the spring 2011, 2012, and 2013 Florida Comprehensive Assessment Test administration, FL DOE reported the following performance results:

- A. Year
- B. Grade
- C. % at Level 3 or Higher in Reading
- D. % at Level 3 or Higher in Math
- E. % Meeting the Writing Standard
- F. % at Level 3 or Higher in Science
- G. % Making Learning Gains in Reading
- H. % Making Learning Gains in Math
- I. % of Lowest 25% Making Learning Gains in Reading
- J. % of Lowest 25% Making Learning Gains in Math

A. B. C. D. E. F. G. H. I. J.

2011 A 93 89 87 79 72 77 64 74

2012 B 69 64 65 59 67 66 50 49

2013 A 70 69 54 70 72 74 67 80

Refer to Expected Improvements Section for AMO data.

Refer to Expected Improvements Section for AMO data.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lacey Worsdell

Part-time / District-based

Years as Coach: 4

Years at Current School: 2

Areas

Reading/Literacy

Credentials

ESE K-12, Elementary Ed K-6, Ed. Leadership
 Masters of Education- Educational Leadership
 Full Reading Endorsement

Performance Record

As a classroom teacher in a Title 1 school 2002-2009 with ESE inclusion and bottom quartile students Mrs. Worsdell's success ranged from:
 Math- 82%-91% of my students scoring a level 3 or higher
 Reading- 78-84% of my students scoring a level 3 or higher
 There was only one year when Mrs. Worsdell didn't have 100% of her students make growth on the FCAT (2006-2007) . All but one student made growth that year.

Classroom Teachers**# of classroom teachers**

44

receiving effective rating or higher

45, 102%

Highly Qualified Teachers

102%

certified in-field

45, 102%

ESOL endorsed

11, 25%

reading endorsed

5, 11%

with advanced degrees

10, 23%

National Board Certified

4, 9%

first-year teachers

1, 2%

with 1-5 years of experience

13, 30%

with 6-14 years of experience

19, 43%

with 15 or more years of experience

12, 27%

Education Paraprofessionals**# of paraprofessionals**

13

Highly Qualified

13, 100%

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The ROE administrative team actively recruits prospective teachers at the district's annual recruiting fair and fosters the development of student teachers, paraprofessionals, and substitute teachers who wish to pursue full-time classroom teacher positions. ROE boasts a record of high-performance in Clay County, earning an "A" or "B" grade since the institution of the Florida A+ Program of school accountability. Teachers enjoy a primarily stable, non-mobile student population, and a highly supportive base of parents and community members. Teacher turnover rates at ROE are low, and teachers develop meaningful professional networks with their colleagues. Facilities at the school offer a comfortable, modern working environment, with fully networked computers in all classrooms, wireless network access in select areas, and enhanced classroom technology at all grades.

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

Prior to the start of each school year, beginning teachers are matched with and assigned a mentor teacher. These assignments are based on the performance records, teaching experience (grade, department, or specialization, and interpersonal strengths of mentor teachers, as well as identified areas of strength and need of novice teachers. Planned mentoring activities include: regularly scheduled mentor meetings, both with and without an administrator present, classroom coaching activities, and observation/feedback cycles between the new teacher and his/her mentor. These activities are designed to ensure ongoing support for new educators, opportunities for professional development and clinical improvement in a non-intimidating and comfortable atmosphere.

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

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 FAIR, 3-12 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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

All students receiving Tier 2 or Tier 3 interventions are tracked with the Performance Matters MTSS tracking system. Training on this tracking system took place in August, 2013. To assist administrators in identifying which students should be receiving interventions, administrators are able to pull a report from FOCUS that will indicate which students are receiving each tier of interventions, along with a date to reassess student performance. Students listed on the FOCUS reports will be addressed at the monthly intervention meetings. At this time, the teachers and administrators – as an intervention team – will make the decision as to continue interventions at the current level, change or intensify interventions, or discontinue the intervention.

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

Core reading instruction is analyzed at the K-2 level using FAIR. Data is accessed through the PMRN and also within the Performance Matters data warehouse. In grades 3-10 (and level 1 & 2 11th and 12th grade), core reading and math instruction is analyzed using benchmark assessments within the Performance Matters system. Supplemental and intensive supports in reading, mathematics, science and writing are analyzed using in-program assessments, progress monitoring assessments available through Performance Matters, District-supplied assessments, and through teacher-selected progress monitoring assessments. District specialists and reading/intervention coaches provided engagement strategy training during pre-planning of the 2013 school year and will continue to provide support in this area throughout the year.

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

Meetings have been scheduled with school administrators and district staff (October, January & May) to discuss MTSS implementation. Meetings with Intervention Team Facilitators will meet in August, January and May to discuss and clarify procedures for documenting MTSS plans for students. A brochure explaining MTSS has been updated and posted on the district website. Copies of this brochure are available to hand to parents during conferences.

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: 2,880

Before- and after-school tutoring opportunities offer targeted students (lower quartile, Level 1 and/or Level 2) opportunities for intensive remediation and instruction in core subjects of reading and math. Learning objectives for these sessions are identified using item analysis reports and strand detail information.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Baseline data on target students is collected from Performance Matters, PMRN, and teacher record prior to the start of tutoring. This information is formatively collected during regular Benchmark Assessment periods to monitor student progress and the effectiveness of extended learning opportunities. Classroom teachers and the School Based Leadership Team is responsible for monitoring the effectiveness of tutoring.

Who is responsible for monitoring implementation of this strategy?

The ROE administration will monitor the implementation of progress monitoring for tutoring students.

Literacy Leadership Team (LLT)

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

Name	Title
Laura Johnson	Principal
Victoria Johnson	Chairperson/Kdg Representative
Lacey Worsdell	Reading Coach
Tandy Morrison	1st Grade Rep
Denise Erwin	2nd Grade Rep
Frances Thompson	3rd Grade Rep
Allison Altwater	4th Grade Rep

Name	Title
Renee Pleasant	5th Grade Rep
Melissa Calcote	6th Grade Rep
Lynn Human	ESE Grade Rep
Cinda Merrill	Resource/Media Rep

How the school-based LLT functions

The Literacy Leadership Team meets quarterly to debrief on current state, district, and school reading initiatives. They articulate between and among grade levels to closely monitor the implementation of common core E/LA standards and ensure consistency and fluidity from grade to grade. The team will review reading data, as needed, and as an extension of the SBLT, make instructional recommendations. As members of the Leadership Team, administrators and coaches will impart knowledge gleaned from district level/state level trainings to ensure that text complexity, along with close reading and re-reading of texts, is central to lessons. These lessons will also include opportunities for extensive research and writing. With guidance from the Leadership Team, teachers will provide the appropriate level of support in instruction of complex texts to allow all students to meet grade level standards. The team will disaggregate data and report to teachers and administration, create data charts for display for students, encourage student performance in regularly scheduled events, and celebrate successes with students and teachers.

Major initiatives of the LLT

The primary focus of the Literacy Leadership Team at ROE during 2013-2014 will be to monitor and effectively support the implementation of the common core standards during the reading/language arts block. In addition, the team will support teachers in developing strategies and resources for effective Response to Intervention at all levels.

Every Teacher Contributes to Reading Instruction

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

Two of the four sixth-grade teachers at ROE have successfully completed NG-CARPD training. They routinely integrate reading in content-area instruction, and facilitate these efforts in all grade-level classrooms. Coaching, co-planning, full inclusion, and co-teaching within the grade level facilitate the integration of reading in all classes. The team also meets monthly to review student achievement data and ensure that progress is closely monitored and supported and every teacher contributes to the reading improvement of every student.

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

To assist in the transition from preschool to Kindergarten, the Kindergarten team conducts summer screening of all incoming students to determine levels of readiness and assist in appropriate classroom placement. The team also hosts "Kindergarten Night," prior to the start of school (8/8/13) during which they provide parents and students with information that will help students meet the academic and social requirements of early schoolage students. Within the first thirty days of school, all Kindergarteners are additionally screened using the statewide FLKRS/ECHOS assessments. Detailed information regarding Kindergarten learning standards, along with other assistive materials such as phonics guides, sight word

lists, and parent involvement guides are provided to parents during Open House (8/29/13). Mentoring relationships are developed for Kindergarten students through the facilitation of reading and writing buddies with upper primary and intermediate 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	80%	70%	No	82%
American Indian				
Asian				
Black/African American	46%	43%	No	51%
Hispanic	75%	64%	No	78%
White	83%	72%	No	84%
English language learners				
Students with disabilities	63%	52%	No	66%
Economically disadvantaged	76%	66%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	31%	36%
Students scoring at or above Achievement Level 4	118	39%	44%

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>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	217	72%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	36	67%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	56	54%	59%
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	76%	69%	No	78%
American Indian				
Asian				
Black/African American	58%	50%	No	63%
Hispanic	73%	58%	No	75%
White	77%	72%	No	79%
English language learners				
Students with disabilities	56%	51%	No	60%
Economically disadvantaged	68%	60%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	112	37%	43%
Students scoring at or above Achievement Level 4	95	31%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	173	74%	79%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	42	80%	85%

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	35	35%	40%
Students scoring at or above Achievement Level 4	24	35%	40%

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]		100%

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	57	10%	7%
Students retained, pursuant to s. 1008.25, F.S.	19	4%	2%
Students who are not proficient in reading by third grade	18	27%	22%
Students who receive two or more behavior referrals	28	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	79	14%	10%

Goals Summary

- G1.** Increase students' writing skills by integrating writing throughout every content area.
- G2.** Increase the effectiveness Of Professional Learning Communities.
- G3.** Increase the percentage of students making learning gains in reading and math with an emphasis on the lowest quartile(grades 4-6)/high risk (grades K-3).

Goals Detail

G1. Increase students' writing skills by integrating writing throughout every content area.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- 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)
- Social Studies
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Being a Writer
- Step Up to Writing

Targeted Barriers to Achieving the Goal

- Time for Professional Development
- Adequate teacher knowledge of effective strategies for writing instruction.

Plan to Monitor Progress Toward the Goal

Clay Writes data will be analyzed at each grade level CWT data will be analyzed monthly to determine if writing is being incorporated PLC logs will be analyzed to determine implementation successes and challenges

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly when analyzing data on Clay Writes, CWT, logs

Evidence of Completion:

Data summaries from Team Data meetings, ongoing achievement data in Writing

G2. Increase the effectiveness Of Professional Learning Communities.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- 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)
- Social Studies
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Ongoing training focused on PLC facilitation
- Survey Monkey teachers gauging the effectiveness of past PLC for identify areas of improvement
- Blackboard for PLC participation

Targeted Barriers to Achieving the Goal

- Providing PLC opportunities that target teachers' needs

Plan to Monitor Progress Toward the Goal

Professional Development Survey to Teachers via SurveyMonkey

Person or Persons Responsible

Adele Reed

Target Dates or Schedule:

First Survey before the PLC begins to indicate areas of effectiveness and areas of improvement September 23, 2013. Second Survey at the end of the PLC to indicate whether these areas improved May 15, 2014.

Evidence of Completion:

Survey Monkey Results

G3. Increase the percentage of students making learning gains in reading and math with an emphasis on the lowest quartile(grades 4-6)/high risk (grades K-3).

Targets Supported

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

Resources Available to Support the Goal

- Enrich and Reteach Instructional Cycles
- After-School Tutoring
- STAR Math

Targeted Barriers to Achieving the Goal

- Adequate school to home communication concerning skills/concepts and areas of improvement
- Adequate teacher knowledge of effective strategies for increasing student achievement.
- Availability of a common tool for measuring student progress in math.
- Adequate materials for interdisciplinary instruction (reading in social studies and science)

Plan to Monitor Progress Toward the Goal

Student make learning gains on the PM Assessments

Person or Persons Responsible

Teacher and Administration

Target Dates or Schedule:

Beginning, Middle, and End of Year Benchmark PM

Evidence of Completion:

PM Data Reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase students' writing skills by integrating writing throughout every content area.

G1.B1 Time for Professional Development

G1.B1.S1 Dedicated Thursday morning Professional Development every week from 7:30-8:15 (no meetings or conferences are scheduled during this time)

Action Step 1

Design master schedule with protected P.D. time weekly.

Person or Persons Responsible

Administrative staff

Target Dates or Schedule

Weekly, ongoing

Evidence of Completion

Master Schedule, Calendar reflecting that no meetings or workshops are scheduled.

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

Lesson Plans, Class Observation, CWT, Team Data meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Every 6 weeks Lesson Plans, on going

Evidence of Completion

Achievement Data, Team Data meetings minutes/agendas, PD 360 reports for Lesson Plans & CWT

Plan to Monitor Effectiveness of G1.B1.S1

Student Data Achievement in Writing

Person or Persons Responsible

Administration, Writing Committee

Target Dates or Schedule

Monthly

Evidence of Completion

Student Data Notebooks, Teacher Data Notebooks, Student Data Reports, Data Team Meetings/
Agendas

G1.B2 Adequate teacher knowledge of effective strategies for writing instruction.

G1.B2.S1 Step Up to Writing training

Action Step 1

Teacher Training in Step Up to Writing via FDLRS

Person or Persons Responsible

Admin

Target Dates or Schedule

Sept./Oct. 2013

Evidence of Completion

Workshop enrollment and completion forms.

Facilitator:

Susan Law

Participants:

Selected teachers

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

Monitor instructional delivery for evidence of Step Up integration

Person or Persons Responsible

Admin

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, PD360 Walkthroughs

Plan to Monitor Effectiveness of G1.B2.S1

Student achievement scores in writing

Person or Persons Responsible

Grade level teams

Target Dates or Schedule

Ongoing

Evidence of Completion

Data notebooks, achievement scores

G2. Increase the effectiveness Of Professional Learning Communities.

G2.B1 Providing PLC opportunities that target teachers' needs

G2.B1.S1 Design and launch Professional Development Selection Sheet that teachers will use to either select from predetermined PLC opportunities or provide information stating what alternative professional development trainings they would like to participate in.

Action Step 1

PD Selection Sheet/Study Group Election Board

Person or Persons Responsible

Adele Reed

Target Dates or Schedule

Pre-Planning August 6th

Evidence of Completion

PD Selection Sheet Report

Facilitator:

Adele Reed

Participants:

PLC facilitators and participants (if they choose to attend)

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

PD Sheet on file

Person or Persons Responsible

Adele Reed

Target Dates or Schedule

September 27, 2013

Evidence of Completion

sheets on file

Plan to Monitor Effectiveness of G2.B1.S1

Gauging the percentage of teachers who complete the PLC that they committed to attend

Person or Persons Responsible

Adele Reed

Target Dates or Schedule

End of PLC May 15, 2014

Evidence of Completion

Navigator Plus Documentation

G3. Increase the percentage of students making learning gains in reading and math with an emphasis on the lowest quartile(grades 4-6)/high risk (grades K-3).

G3.B1 Adequate school to home communication concerning skills/concepts and areas of improvement

G3.B1.S1 Student Planners to communicate student progress, methods of parent intervention, and school-to-home feedback.

Action Step 1

Student Planners Planners designed to meet the needs of the students and Teacher/Parent Communication K-2 Planners 3-5 Planners 6 Planners

Person or Persons Responsible

Administration

Target Dates or Schedule

All Year Beginning of the year planners are delivered to students

Evidence of Completion

Student Planners

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

Daily updates in Student Planners

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Everyday

Evidence of Completion

Students daily assignments and Parent/Teacher notes found within the planner

Plan to Monitor Effectiveness of G3.B1.S1

Parent Communication Survey Question on the Climate Survey

Person or Persons Responsible

SAC

Target Dates or Schedule

April or May 2014

Evidence of Completion

Parent Communication Survey Question Results

G3.B2 Adequate teacher knowledge of effective strategies for increasing student achievement.

G3.B2.S1 Provide comprehensive professional development in effective, cross-curricular teaching strategies.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 2

Provide structured professional development opportunities on research-based instructional strategies.

Person or Persons Responsible

Adele Reed

Target Dates or Schedule

Fall 2013

Evidence of Completion

PLC logs, Follow up forms

Facilitator:

Adele Reed

Participants:

K-6 Teachers, Administrators

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

PLC schedules, logs, follow up forms

Person or Persons Responsible

Admin

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC folders with sign-in sheets, logs, follow up forms

Plan to Monitor Effectiveness of G3.B2.S1

Lesson plans and teacher practice will evidence improved instruction and integration of effective teaching strategies.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

PD360 walkthrough data

G3.B3 Availability of a common tool for measuring student progress in math.

G3.B3.S1 STAR Math assessment program purchase and implementation in grades 3-6.

Action Step 1

Acquire and provide training on STAR Math program.

Person or Persons Responsible

Admin

Target Dates or Schedule

September 2013

Evidence of Completion

Sign-in sheet from training workshop, Purchase Order records

Facilitator:

Adele Reed

Participants:

Teachers in grades 3-6

Plan to Monitor Fidelity of Implementation of G3.B3.S1

STAR Math reports will evidence program implementation with students.

Person or Persons Responsible

Admin

Target Dates or Schedule

Ongoing, starting September 2013

Evidence of Completion

STAR Math reports, teacher data notebooks

Plan to Monitor Effectiveness of G3.B3.S1

STAR Math reports

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Class STAR reports

G3.B4 Adequate materials for interdisciplinary instruction (reading in social studies and science)

G3.B4.S1 Acquire materials to enhance science instruction with an emphasis on reading strategies

Action Step 1

Flinn Science materials will be purchased for the use by CAR-PD endorsed content area teachers for the enhancement of science instruction and to facilitate reading in the content areas.

Person or Persons Responsible

Purchased -Administration Implemented - Instructional Staff

Target Dates or Schedule

Fall 2013

Evidence of Completion

Purchase - PO/Invoice Implementation - Classroom Observation; Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Classroom Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Lesson Plans and PD 360 Walkthroughs

Plan to Monitor Effectiveness of G3.B4.S1

Student Achievement Scores - PM Science

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

PM Scores - Science

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase students' writing skills by integrating writing throughout every content area.

G1.B2 Adequate teacher knowledge of effective strategies for writing instruction.

G1.B2.S1 Step Up to Writing training

PD Opportunity 1

Teacher Training in Step Up to Writing via FDLRS

Facilitator

Susan Law

Participants

Selected teachers

Target Dates or Schedule

Sept./Oct. 2013

Evidence of Completion

Workshop enrollment and completion forms.

G2. Increase the effectiveness Of Professional Learning Communities.

G2.B1 Providing PLC opportunities that target teachers' needs

G2.B1.S1 Design and launch Professional Development Selection Sheet that teachers will use to either select from predetermined PLC opportunities or provide information stating what alternative professional development trainings they would like to participate in.

PD Opportunity 1

PD Selection Sheet/Study Group Election Board

Facilitator

Adele Reed

Participants

PLC facilitators and participants (if they choose to attend)

Target Dates or Schedule

Pre-Planning August 6th

Evidence of Completion

PD Selection Sheet Report

G3. Increase the percentage of students making learning gains in reading and math with an emphasis on the lowest quartile(grades 4-6)/high risk (grades K-3).

G3.B2 Adequate teacher knowledge of effective strategies for increasing student achievement.

G3.B2.S1 Provide comprehensive professional development in effective, cross-curricular teaching strategies.

PD Opportunity 1

Provide structured professional development opportunities on research-based instructional strategies.

Facilitator

Adele Reed

Participants

K-6 Teachers, Administrators

Target Dates or Schedule

Fall 2013

Evidence of Completion

PLC logs, Follow up forms

G3.B3 Availability of a common tool for measuring student progress in math.

G3.B3.S1 STAR Math assessment program purchase and implementation in grades 3-6.

PD Opportunity 1

Acquire and provide training on STAR Math program.

Facilitator

Adele Reed

Participants

Teachers in grades 3-6

Target Dates or Schedule

September 2013

Evidence of Completion

Sign-in sheet from training workshop, Purchase Order records

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Increase the percentage of students making learning gains in reading and math with an emphasis on the lowest quartile(grades 4-6)/high risk (grades K-3).	\$2,730
Total		\$2,730

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Program	Evidence-Based Materials	Professional Development	Total
School Improvement Funds	\$390	\$0	\$0	\$1,340	\$1,730
School Improvement funds	\$0	\$700	\$0	\$0	\$700
School Improvement	\$0	\$0	\$300	\$0	\$300
Total	\$390	\$700	\$300	\$1,340	\$2,730

Budget Details

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

G3. Increase the percentage of students making learning gains in reading and math with an emphasis on the lowest quartile(grades 4-6)/high risk (grades K-3).

G3.B1 Adequate school to home communication concerning skills/concepts and areas of improvement

G3.B1.S1 Student Planners to communicate student progress, methods of parent intervention, and school-to-home feedback.

Action Step 1

Student Planners
 Planners designed to meet the needs of the students and Teacher/Parent
 Communication K-2 Planners 3-5 Planners 6 Planners

Resource Type

Other

Resource

School specialty planners

Funding Source

School Improvement Funds

Amount Needed

\$390

G3.B2 Adequate teacher knowledge of effective strategies for increasing student achievement.

G3.B2.S1 Provide comprehensive professional development in effective, cross-curricular teaching strategies.

Action Step 2

Provide structured professional development opportunities on research-based instructional strategies.

Resource Type

Professional Development

Resource

Teacher training materials (Core Six, Common Core Lesson Book, Total Participation Techniques, and Best Practices)

Funding Source

School Improvement Funds

Amount Needed

\$1,340

G3.B3 Availability of a common tool for measuring student progress in math.

G3.B3.S1 STAR Math assessment program purchase and implementation in grades 3-6.

Action Step 1

Acquire and provide training on STAR Math program.

Resource Type

Evidence-Based Program

Resource

Computer-based math assessment program

Funding Source

School Improvement funds

Amount Needed

\$700

G3.B4 Adequate materials for interdisciplinary instruction (reading in social studies and science)

G3.B4.S1 Acquire materials to enhance science instruction with an emphasis on reading strategies

Action Step 1

Flinn Science materials will be purchased for the use by CAR-PD endorsed content area teachers for the enhancement of science instruction and to facilitate reading in the content areas.

Resource Type

Evidence-Based Materials

Resource

hands-on lab materials

Funding Source

School Improvement

Amount Needed

\$300