# 2013-2014 SCHOOL IMPROVEMENT PLAN

## Middleburg Elementary School

3958 MAIN ST
Middleburg, FL 32068
904-291-5485
http://mbe.oneclay.net

## School Demographics

| School Type | Title I | Free and Reduced Lunch Rate |
|---|---|---|
| Elementary School | Yes | 67% |

| Alternative/ESE Center | Charter School | Minority Rate |
|---|---|---|
| No | No | 15% |

## School Grades History

| 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|---|---|---|---|
| A | C | B | A |

## SIP Authority and Template

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

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

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

# Table of Contents

## 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**
Middleburg Elementary School

**Principal**
Becky Wilkerson

**School Advisory Council chair**
Jenny Gibson

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

| Name | Title |
|------|-------|
| Becky Wilkerson | Principal |
| Tammy Winkler | Assistant Principal |
| Betsy Salt | Title I Coach K-2 |
| Kimberly Wood | Reading Coach K-2 |
| Jackie Lawson | Reading Coach 3-6 |
| Chantel DeNapoli | Math Coach 3-6 |
| Richard Robinson | Guidance Counselor |
| Sarah Roundtree | School Psychologist |
| Jessica Duke | ESE Teacher, ITF |

#### District-Level Information

**District**
Clay

**Superintendent**
Mr. Charles E Vanzant, Jr

**Date of school board approval of SIP**
Pending

### 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

Becky Wilkerson- Administration
Tammy Winkler- Administration
Courtney Schumacher - SAC Secretary, 3rd grade Teacher
Jenny Gibson- SAC Chair, 4th grade Teacher
Julie Herringdine- Parent
Karrie Forrester - Parent
Maryanne Roguski- Parent

Kristen Rhodes - Parent
Michelle Cochran - Parent
Adrian Bussey - Parent, Support Person
Curtis Chitty - Business Partner, Publix

### Involvement of the SAC in the development of the SIP

SAC members are invited to participate in curriculum meetings to help develop the SIP. Each month, a section of the SIP is published in our monthly school newsletter with a space for parents to provide input regarding the SIP and return tot he school.

### Activities of the SAC for the upcoming school year

Participate in the development of the School Improvement Plan. Participate in school based decision making.

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

School Improvement funds will be used to purchase agendas for parent communication $3,001.12.

### 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:

**Becky Wilkerson**

| Principal | Years as Administrator: 17 | Years at Current School: 10 |
|---|---|---|

| | |
|---|---|
| **Credentials** | BA- Elementary Education, University of North Florida; MA- Educational Leadership, University of North Florida; Principal Certification, State of Florida. |
| **Performance Record** | Middleburg Elementary School has been an A or B school 9 of the ten years that I have been the Principal and a C school only once. 61% of our students made learning gains in Reading, 68% made gains in Math, 62% of our lower quartile students made gains in Reading and Math this past school year. |

| **Tammy Winkler** | | |
|---|---|---|
| Asst Principal | Years as Administrator: 1 | Years at Current School: 1 |

| | |
|---|---|
| **Credentials** | BA- Elementary Education, University of North Florida; MA- Educational Leadership, University of North Florida ESOL Endorsed Attended the Florida Reading Initiative |
| **Performance Record** | Middleburg Elementary School has been an A or B school 9 of the ten years that I have been the Principal and a C school only once. 61% of our students made learning gains in Reading, 68% made gains in Math, 62% of our lower quartile students made gains in Reading and Math this past school year. |

## Instructional Coaches

| **# of instructional coaches** |
|---|
| 4 |

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

| **Instructional Coach Information:** |
|---|

| **Kimberly Wood** | | |
|---|---|---|
| Full-time / District-based | Years as Coach: 2 | Years at Current School: 6 |

| | |
|---|---|
| **Areas** | Reading/Literacy, Data, RtI/MTSS |
| **Credentials** | MA - Elementary Education Begun Reading Endorsement Classes, will be completed in November. |
| **Performance Record** | Middleburg Elementary School was a B school in 2011-2012 and a C school in 2012-2103. 61% of our students made learning gains in Reading, 68% made gains in Math, 62% of our lower quartile students made gains in Reading and Math this past school year. In 2011-2012 61% of our students made gains in Reading, 62% made gains in Math. 53% of our lower quartile students made gains in Reading and 56% of our student made gains in Math. |

| Jackie Lawson | | |
|---|---|---|
| Full-time / District-based | Years as Coach: 1 | Years at Current School: 7 |

| | |
|---|---|
| **Areas** | Reading/Literacy, Data |
| **Credentials** | Bachelor's in Education from University of North Florida, Certified K-6<br>ESOL Endorsement<br>Currently in the process of taking classes towards Reading Endorsement |
| **Performance Record** | Middleburg Elementary School was a B school in 2011-2012 and a C school in 2012-2103. 61% of our students made learning gains in Reading, 68% made gains in Math, 62% of our lower quartile students made gains in Reading and Math this past school year. In 2011-2012 61% of our students made gains in Reading, 62% made gains in Math. 53% of our lower quartile students made gains in Reading and 56% of our student made gains in Math. |

| Betsy Salt | | |
|---|---|---|
| Full-time / District-based | Years as Coach: 1 | Years at Current School: 8 |

| | |
|---|---|
| **Areas** | Reading/Literacy, Mathematics, Data |
| **Credentials** | Bachelor's degree in Early Childhood (K-3) and Elementary Education (1-8) from The Ohio State University. ESOL endorsed Completed Reading Comp. 1 |
| **Performance Record** | Middleburg Elementary School was a B school in 2011-2012 and a C school in 2012-2103. 61% of our students made learning gains in Reading, 68% made gains in Math, 62% of our lower quartile students made gains in Reading and Math this past school year. In 2011-2012 61% of our students made gains in Reading, 62% made gains in Math. 53% of our lower quartile students made gains in Reading and 56% of our student made gains in Math. |

| Chantel DeNapoli | | |
|---|---|---|
| Full-time / District-based | Years as Coach: 1 | Years at Current School: 6 |

| | |
|---|---|
| **Areas** | Mathematics, Data |
| **Credentials** | Bachelors degree with a dual major in Elementary Education and Clinical/Counseling Psychology from Keene State College, in NH |
| **Performance Record** | Middleburg Elementary School was a B school in 2011-2012 and a C school in 2012-2103. 61% of our students made learning gains in Reading, 68% made gains in Math, 62% of our lower quartile students made gains in Reading and Math this past school year. In 2011-2012 61% of our students made gains in Reading, 62% made gains in Math. 53% of our lower quartile students made gains in Reading and 56% of our student made gains in Math. |

**Classroom Teachers**

**# of classroom teachers**
50

**# receiving effective rating or higher**
50, 100%

**# Highly Qualified Teachers**
100%

**# certified in-field**
50, 100%

**# ESOL endorsed**
11, 22%

**# reading endorsed**
2, 4%

**# with advanced degrees**
18, 36%

**# National Board Certified**
1, 2%

**# first-year teachers**
1, 2%

**# with 1-5 years of experience**
5, 10%

**# with 6-14 years of experience**
24, 48%

**# with 15 or more years of experience**
20, 40%

**Education Paraprofessionals**

**# of paraprofessionals**
6

**# Highly Qualified**
6, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**


**# receiving effective rating or higher**

**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 school Principal attends college campus job recruiting fairs as well as the Great Florida Teach-In to recruit the most qualified, in field and highly qualified teachers. Beginning Teachers are partnered with a mentor teacher (one of our Title I coaches) who meets with them weekly to assist the teacher. The Principal solicits input from current teachers, fellow administrators and college professors for the best and brightest candidates for the teaching profession. Struggling teachers are partnered with a mentor teacher (one of our Title one coaches or an experienced highly effective teacher) for support, model lessons and assistance as needed. In addition, they meet monthly with the Principal for feedback and support.

**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**

Beginning Teachers are partnered with a mentor teacher for the first and second year to assist with lesson planning, rituals and routines, modeling lessons, assistance with parent conferencing and any and all areas of the teaching position. They meet weekly at least and plan lessons together. The mentor teacher models effective teaching strategies, classroom management techniques, effective conferencing methods and any other areas that the beginning teacher asks for assistance with or there is evidence of a need.
Title I teachers, SPRINT teachers, or other professionals which have been proven to be highly effective in their academic area and grade level are used as mentor teachers and a support team for struggling teachers. The Principal assigns a support team to struggling teachers and plans collaboratively with the team very specific strategies to help the teacher in their areas of need. The support team will plan lessons, model lessons, observe lessons and provide feedback and provide professional development in the teachers' areas of need.

## 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:** 2,160

Early Bird Club- Students are selected based on prior year's FCAT scores in Reading and Math to attend a before school tutoring program in the Success Maker Lab in the area of their academic need. Students attend 2 days a week for 40 minutes each session for the entire school year.

### Strategy Purpose(s)

- Instruction in core academic subjects

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

Reports from Success Maker are run weekly and provided to the classroom teacher. The reports indicate the amount of time spent in the program, the percentage of questions answered correctly, the amount of growth the student made and indicates the particular areas the student is struggling in.

### Who is responsible for monitoring implementation of this strategy?

The Success Maker Lab manager, Stacey Gay
The Principal, Becky Wilkerson
The classroom teachers, Varies

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,080

Title I After School Clubs for Reading, Math, and Writing - 4th - 6th grade level 1 and 2 students as well as low performing 3rd grade students and students in Tier 2 or 3 plans will be invited to attend after school math, reading and writing clubs for 1 1/2 hour a day on Tuesday and Thursdays. Students will write in their math, reading or writing journals for the first 15 minutes, then will participate in learning games in their areas of weakness and attend the Success Maker Lab. The program will last for 24 weeks. Teachers will data proving they are successful with raising student achievement will be selected to lead these clubs.

### Strategy Purpose(s)

- Instruction in core academic subjects

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

Success Maker Reports, Rti data and Universal Screeners on classroom assessments will be used to determine the effectiveness of the program.

### Who is responsible for monitoring implementation of this strategy?

The Administration, Title I Coaches and Title I Academic Coaches will be responsible for monitoring the success of the program.

## Literacy Leadership Team (LLT)

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

| Name | Title |
|---|---|
| Becky Wilkerson | Principal |
| Tammy Winkler | Assistant Principal |
| Deirdre Romano | Teacher- Kindergarten |
| Nicole Galvan | Teacher – 1st Grade |
| Eileen Hazouri | Teacher – 2nd Grade |
| Erica Courtney | Teacher – 2nd Grade |
| Megan Padgett | Teacher – ESE |
| Linda Beason | Teacher – 3rd Grade |
| Nina Peters | Teacher – 4th Grade |
| Leslie Brown | Teacher – 5th Grade |
| Marilee Beaupre | Teacher – 6th Grade |

### How the school-based LLT functions

The Literacy Leadership Team (LLT) meets on the first Wednesday of every month at 7:30 in the media center. Both administrators, an ESE teacher, and a reading teacher from every grade level serve on this committee. The members of the LLT meet once per month with their grade group to review student achievement data. Successes are celebrated, and students are targeted for intense intervention.

Information from these data meetings is brought back and shared with the LLT. Members of the team will collaborate regularly, share best practices, discuss concerns, problem solve, and model effective teaching. The LLT will write the Reading section of the SIP and will ensure that strategies are implemented. This team will assist in planning activities during the year to encourage students to read such as AR celebrations and Literacy Week. Members will participate in Publix Literacy Night which promotes a partnership between our school, families, and the Middleburg community.

**Major initiatives of the LLT**

The major areas of focus for the LLT are text complexity, increasing the reading of non-fiction text to 50%, writing in response to reading across all content areas, engagement strategies, and PLCs.

## Every Teacher Contributes to Reading Instruction

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

After progress monitoring is complete, grade levels will meet to identify students who have met or exceeded benchmarks. They will target students in need of remediation in reading. All teachers at MBE contribute to reading improvement. Reading teachers teach reading and social studies. Math teachers teach math and science. Through data meetings, math teachers will be aware of struggling readers and will provide the necessary support for these students to be successful while comprehending nonfiction text.
3rd- 6th grade reading teachers are all being trained on DBQ and will use the Lesson Study model to teach one DBQ lesson each quarter.
Students will write in all subject areas.

## 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**

The local Head Start program takes a field trip to MBE at the end of the school year to prepare them for transition to Kindergarten the following year. During the summer, the Kindergarten teachers conduct screenings of our students entering Kindergarten to determine their readiness for Kindergarten. An orientation is held for the parents of our entering Kindergarten students prior to the start of school to prepare the parents for the Kindergarten year and to answer their questions.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

**Strategies for improving student readiness for the public postsecondary level**

# Expected Improvements

## 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 | 70% | 64% | No | 73% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 69% | 44% | No | 72% |
| Hispanic | 68% | 85% | Yes | 71% |
| White | 69% | 65% | No | 72% |
| English language learners | | | | |
| Students with disabilities | 57% | 43% | No | 61% |
| Economically disadvantaged | 68% | 56% | No | 71% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 75 | 32% | 37% |
| Students scoring at or above Achievement Level 4 | 76 | 32% | 37% |

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | 141 | 61% | 66% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 35 | 62% | 67% |

### 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) | | | |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | | | |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | | | |

### Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | | | |

## 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 | 33 | 41% | 47% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | | | |

## Area 3: Mathematics

### Elementary and Middle School Mathematics

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 64% | 60% | No | 68% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 61% | 50% | No | 65% |
| Hispanic | 63% | 92% | Yes | 67% |
| White | 63% | 60% | No | 67% |
| English language learners | | | | |
| Students with disabilities | 57% | 46% | No | 61% |
| Economically disadvantaged | 58% | 53% | No | 62% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 72 | 33% | 36% |
| Students scoring at or above Achievement Level 4 | 60 | 27% | 31% |

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Learning Gains | 155 | 68% | 73% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 33 | 62% | 67% |

## 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 |  |  |  |

## High School Mathematics

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 64% |  | No | 68% |
| American Indian |  |  |  |  |
| Asian |  |  |  |  |
| Black/African American | 61% |  | No | 65% |
| Hispanic | 63% |  | No | 67% |
| White | 63% |  | No | 67% |
| English language learners |  |  |  |  |
| Students with disabilities | 57% |  | No | 61% |
| Economically disadvantaged | 58% |  | No | 62% |

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (EOC and FAA) | | | |
| Students in lowest 25% making learning gains (EOC) | | | |

**Postsecondary Readiness**

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | | | |

**Algebra I End-of-Course (EOC) Assessment**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

**Geometry End-of-Course (EOC) Assessment**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

## 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 | 28 | 33% | 38% |
| Students scoring at or above Achievement Level 4 | 19 | 23% | 28% |

**Florida Alternate Assessment (FAA)**

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

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

**Florida Alternate Assessment (FAA)**

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

## High School Science

**Florida Alternate Assessment (FAA)**

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

**Biology I End-of-Course (EOC) Assessment**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

## 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 | | | |

**High Schools**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more *accelerated* STEM-related courses | | | |
| Completion rate (%) for students enrolled in *accelerated* STEM-related courses | | | |
| Students taking one or more advanced placement exams for STEM-related courses | | | |
| CTE-STEM program concentrators | | | |
| Students taking CTE-STEM industry certification exams | | | |
| Passing rate (%) for students who take CTE-STEM industry certification exams | | | |

## Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students enrolling in one or more CTE courses | | | |
| Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses | | | |
| Completion rate (%) for CTE students enrolled in *accelerated* courses | | | |
| Students taking CTE industry certification exams | | | |
| Passing rate (%) for students who take CTE industry certification exams | | | |
| CTE program concentrators | | | |
| CTE teachers holding appropriate industry certifications | | | |

## Area 7: Social Studies

**U.S. History End-of-Course (EOC) Assessment**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

**Civics End-of-Course (EOC) Assessment**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | | | |
| Students scoring at or above Achievement Level 4 | | | |

## 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 | | | |
| Students retained, pursuant to s. 1008.25, F.S. | 11 | 1% | 1% |
| Students who are not proficient in reading by third grade | | | |
| Students who receive two or more behavior referrals | | | |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 8 | 1% | 1% |

**Middle School Indicators**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | | | |
| Students who fail a mathematics course | | | |
| Students who fail an English Language Arts course | | | |
| Students who fail two or more courses in any subject | | | |
| Students who receive two or more behavior referrals | | | |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | | | |

**High School Indicators**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | | | |
| Students in ninth grade with one or more absences within the first 20 days | | | |
| Students in ninth grade who fail two or more courses in any subject | | | |
| Students with grade point average less than 2.0 | | | |
| Students who fail to progress on-time to tenth grade | | | |
| Students who receive two or more behavior referrals | | | |
| Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S. | | | |

### Graduation

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| Students dropping out of school, as defined in s.1003.01(9), F.S. | | | |
| Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b) | | | |
| Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. | | | |
| Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) | | | |

## 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

Muffins with Mom for Reading Strategies, Dads and Doughnuts for Reading Strategies, Open House, Family Math Night, Publix Literacy Night, 6th Grade Science Fair Night, Chorus Concerts (3), Parent Academic Tutors, Volunteer Orientation, Volunteer Appreciation Breakfast, Spring Fling, Breakfast with Santa, Field Trips, Class Parties, SAC Meetings, PAC Meeting, Parent Reading Night, Awards Assemblies, 6th Grade Promotion, Kindergarten Promotion, Agendas will be used to communicate with parents regarding academics, behavior, and upcoming events

**Specific Parental Involvement Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Muffins with Mom | | | 50% |
| Doughnuts with Dad | | | 55% |
| Open House | | | 55% |
| Family Math Night | | | 10% |
| Publix Literacy Night | | | 70% |
| Parent Reading Night | | | 10% |
| PAC Meeting | | | 5% |
| 6th Grade Science Fair Night | | | 25% |
| Chorus Concerts | | | 80% |
| Parent Academic Tutors | | | 10% |
| Volunteer Orientation | | | 5% |
| Volunteer Appreciation Breakfast | | | 12% |
| Spring Fling | | | 55% |
| Breakfast with Santa | | | 50% |
| Field Trips | | | 10% |
| Class Parties | | | 15% |
| SAC Meeting | | | 1% |
| PAC Meeting | | | 5% |
| Awards Assemblies | | | 55% |
| 6th Grade Promotion | | | 100% |
| Kindergarten Promotion | | | 100% |

## Area 10: Additional Targets

**Additional targets for the school**

**Specific Additional Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|

## Goals Summary

**G1.** Teachers use Engagement Strategies.

**G2.** Teachers and Administration will participate in Professional Learning Communities to improve instruction.

**G3.** Teachers will integrate writing across all content areas.

## Goals Detail

**G1.** Teachers use Engagement Strategies.

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- Parental Involvement
- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Kagan Structures foldable
- District Professional Development Training

### Targeted Barriers to Achieving the Goal

- Teacher willingness to change instructional practices.

### Plan to Monitor Progress Toward the Goal

Increase use of Engagement Strategies by Teachers

**Person or Persons Responsible**
Administrators, teachers, and Title 1 coaches

**Target Dates or Schedule:**
monthly

**Evidence of Completion:**
PD 360 reports

**G2.** Teachers and Administration will participate in Professional Learning Communities to improve instruction.

### Targets Supported
- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- Parental Involvement
- EWS
- EWS - Elementary School

### Resources Available to Support the Goal
- Schedule allows for common planning time
- provide substitutes to allow teachers time to meet with PLCs and /or observe model lessons
- School-wide data,
- instructional materials as needed (For example, video clips, paper) Whole Brain Teaching for Challenging Kids-(and the rest of your class too!) 8 books

### Targeted Barriers to Achieving the Goal
- Time

## Plan to Monitor Progress Toward the Goal

PLC Meetings to improve instruction

### Person or Persons Responsible
Becky Wilkerson, Tammy Winkler

### Target Dates or Schedule:
monthly

### Evidence of Completion:
PLC Logs, minutes from meetings, Learning Walks

**G3.** Teachers will integrate writing across all content areas.

### Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- Parental Involvement
- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Journals
- Being a Writer Training and Materials
- Title 1 Coaches-
- Exemplars

### Targeted Barriers to Achieving the Goal

- Teachers' skill level with integrating writing in all content areas.

## Plan to Monitor Progress Toward the Goal

Writing samples

### Person or Persons Responsible
Teachers

### Target Dates or Schedule:
monthly

### Evidence of Completion:
rubrics, Data Notebooks, Kindergarten-2nd grade Report Cards, walk throughs, and work samples

# Action Plan for Improvement

**Problem Solving Key**

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

**G1.** Teachers use Engagement Strategies.

**G1.B1** Teacher willingness to change instructional practices.

**G1.B1.S1** Modeling Engagement strategies.

### Action Step 1

Engagement Strategies will be modeled at faculty meetings.

**Person or Persons Responsible**

Administrators, teachers, Title 1 coaches

**Target Dates or Schedule**

monthly

**Evidence of Completion**

agendas, sign in sheets

**Facilitator:**

Tiffany Hradil- Engagement and Collaboration

**Participants:**

All faculty

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

Teachers will implement Engagement Strategies

**Person or Persons Responsible**

Becky Wilkerson, Tammy Winkler

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Learning walks

**Plan to Monitor Effectiveness of G1.B1.S1**

Engagement Learning Walks

### Person or Persons Responsible

Becky Wilkerson, Tammy Winkler

### Target Dates or Schedule

weekly

### Evidence of Completion

PD 360 reports will provide evidence regarding % of teachers implementing engagement strategies.

**G2.** Teachers and Administration will participate in Professional Learning Communities to improve instruction.

**G2.B1** Time

**G2.B1.S1** Build schedules to allow for common planning time.

### Action Step 1

Master Schedules will allow common planning time for PLCs. Teachers and administrators will have 50 minutes before school and grade groups will have common resource time during the school day.

### Person or Persons Responsible

Tammy Winkler

### Target Dates or Schedule

Summer time

### Evidence of Completion

Master Schedules

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

Common Planning Time is used for Professional Learning.

### Person or Persons Responsible

Becky Wilkerson, Tammy Winkler, Lead Teachers, PLC Leaders

### Target Dates or Schedule

monthly

### Evidence of Completion

Agendas, minutes, PLC Meeting Logs

**Plan to Monitor Effectiveness of G2.B1.S1**

Learning Walks and Data Meetings

### Person or Persons Responsible

Teachers and Administrators

### Target Dates or Schedule

weekly/monthly

### Evidence of Completion

PD360, work samples, Data notebooks, agendas, Learning Goal Template

**G2.B1.S2** Provide substitutes to allow teachers to meet with PLCs, observe model lessons, and review student achievement data

### Action Step 1

Substitutes will be provided

### Person or Persons Responsible

Sharon Amato

### Target Dates or Schedule

as needed

### Evidence of Completion

Sign in sheets

### Facilitator:

Lisa Johnson- DBQ, Darlene Herbert- Being a Writer

### Participants:

3rd-6th English Language Arts teachers- DBQ All English language Arts teachers- Being a Writer

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

Teachers and Administrators attend PLCs.

### Person or Persons Responsible

Teachers and Administrators

### Target Dates or Schedule

Throughout the year

### Evidence of Completion

Sign in sheets, follow up forms

**Plan to Monitor Effectiveness of G2.B1.S2**

Learning Walks, School-wide data

### Person or Persons Responsible

Becky Wilkerson, Tammy Winkler, Teachers

### Target Dates or Schedule

weekly

### Evidence of Completion

PD 360 data, Data Notebooks

**G3.** Teachers will integrate writing across all content areas.

**G3.B1** Teachers' skill level with integrating writing in all content areas.

**G3.B1.S1** Model and share writing exemplars in all content areas at faculty meetings.

### Action Step 1

Exemplars are shared at faculty meetings

#### Person or Persons Responsible

Teachers across all content areas.

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Faculty meeting sign in sheets, agendas, exemplar

#### Facilitator:

Darlene Herbert- Being a Writer, Lisa Johnson- DBQ

#### Participants:

All Language arts teachers will attend Being a Writer. 3rd-6th ELA teachers will attend DBQ.

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

Student writings in all content areas

#### Person or Persons Responsible

Becky Wilkerson, Tammy Winkler, teachers, Title 1 coaches

#### Target Dates or Schedule

monthly

#### Evidence of Completion

journals, learning walks

**Plan to Monitor Effectiveness of G3.B1.S1**

Improved Student Writing scores

**Person or Persons Responsible**

teachers

**Target Dates or Schedule**

monthly

**Evidence of Completion**

rubrics, Clay Writes, FCAT Writing scores

## 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 1 dollars purchased Being a Writer materials for grades K- 6th, writing journals, Kagan Structures foldables, and substitutes to cover classrooms for PLCs, Professional Development and model lessons. Title 1 funded salaries for Title 1 coaches and assistants who will help with implementation of these strategies. Local dollars provide substitutes for PLC Meetings, model lessons, and Data meetings.

## 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.** Teachers use Engagement Strategies.

**G1.B1** Teacher willingness to change instructional practices.

**G1.B1.S1** Modeling Engagement strategies.

### PD Opportunity 1

Engagement Strategies will be modeled at faculty meetings.

**Facilitator**

Tiffany Hradil- Engagement and Collaboration

**Participants**

All faculty

**Target Dates or Schedule**

monthly

**Evidence of Completion**

agendas, sign in sheets

**G2.** Teachers and Administration will participate in Professional Learning Communities to improve instruction.

**G2.B1** Time

**G2.B1.S2** Provide substitutes to allow teachers to meet with PLCs, observe model lessons, and review student achievement data

### PD Opportunity 1

Substitutes will be provided

#### Facilitator

Lisa Johnson- DBQ, Darlene Herbert- Being a Writer

#### Participants

3rd-6th English Language Arts teachers- DBQ All English language Arts teachers- Being a Writer

#### Target Dates or Schedule

as needed

#### Evidence of Completion

Sign in sheets

**G3.** Teachers will integrate writing across all content areas.

**G3.B1** Teachers' skill level with integrating writing in all content areas.

**G3.B1.S1** Model and share writing exemplars in all content areas at faculty meetings.

### PD Opportunity 1

Exemplars are shared at faculty meetings

#### Facilitator

Darlene Herbert- Being a Writer, Lisa Johnson- DBQ

#### Participants

All Language arts teachers will attend Being a Writer. 3rd-6th ELA teachers will attend DBQ.

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Faculty meeting sign in sheets, agendas, exemplar

## Appendix 2: Budget to Support School Improvement Goals

**Budget Summary by Goal**

| Goal | Description | Total |
|------|-------------|-------|
| G2. | Teachers and Administration will participate in Professional Learning Communities to improve instruction. | $10,000 |
| | Total | $10,000 |

**Budget Summary by Funding Source and Resource Type**

| Funding Source | Personnel | Total |
|----------------|-----------|-------|
| Local and Title 1 budget | $10,000 | $10,000 |
| Total | $10,000 | $10,000 |

**Budget Details**

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

**G2.** Teachers and Administration will participate in Professional Learning Communities to improve instruction.

**G2.B1** Time

**G2.B1.S2** Provide substitutes to allow teachers to meet with PLCs, observe model lessons, and review student achievement data

**Action Step 1**

Substitutes will be provided

**Resource Type**

Personnel

**Resource**

Funding will pay salaries for substitutes who will cover classrooms while teachers participate in PLCs or observe model lessons.

**Funding Source**

Local and Title 1 budget

**Amount Needed**

$10,000