



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

W E Cherry Elementary School

420 EDSON DR

Orange Park, FL 32073

904-278-2050

<http://wec.oneclay.net>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 78%
Alternative/ESE Center No	Charter School No	Minority Rate 50%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

W E Cherry Elementary School

Principal

Angela Whiddon

School Advisory Council chair

Kristie Lee & Herta Hoffman

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

Name	Title
Angela Whiddon	Principal
Amy Vann	Assistant Principal
Kristie Lee	Title I Coordinator
Herta Hoffman	Instructional Coach
General Education Teachers	Team Leaders
Julie Smithers	Technology Specialist
Dawn Sullivan	Student Services Personnel
Wendi Adkison	ESE Lead Teacher
Leslie Stubben	School Psychologist

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

Our SAC Committee is comprised of 22 members. 59% are parents or other members not employed at W.E. Cherry Elementary. Administration (1), Teachers (7), Support Personnel (1), Community Member (1), Parents (12).

Involvement of the SAC in the development of the SIP

All SAC members are presented with a rough draft of the SIP. Co-chairs present the different portions of the plan and ask for approval. All teachers, parents, community members, etc. must approve the

sections in order for us to make our SIP final. Questions and comments/changes are asked after explanation is given and if there are changes, a majority vote is taken to change the document. The SAC committee approves allocation of SAC funds. These funds are normally used to help support the extracurricular clubs as well as rewards given to students based on student achievement. Every January a climate survey is sent out to the WEC faculty, parents, and 5th grade students to complete. Based upon the survey, the SAC committee meets to investigate the trends of achievements and/or improvements needing to be made to improve WEC's academics as well as climate and culture.

Activities of the SAC for the upcoming school year

SAC will meet four times throughout the year (2 times in 2013; 2 times in 2014 before the duration of the academic school year). The SAC committee will complete the SIP into a final draft, give input and help generate Parent Involvement Ideas, find a common ground and approve the use of SAC funds, and finally review the WEC climate surveys to develop a plan for the continuing school year.

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

- Music Department - Instrument Repair/Curriculum - \$250
- Track Team T-Shirts and Refreshments - \$300
- Math Team: T-shirts, Entry Fees, & Transportation - \$500
- End of Year Rewards - \$1,000
- Limousine Ride for FCAT Success - \$1,000
- Family Involvement Incentives: \$125
- **Projected SAC funds: \$5 (per student) x 635 (current enrollment) = \$3,175.00

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:

Angela Whiddon

Principal

Years as Administrator: 13

Years at Current School: 10

Credentials

B.A. Degree University of North Florida Elementary Education
Masters' of Education, Educational Administration

Performance Record

From 2002 - 2012, W.E. Cherry was a Title I school that received in "A" school grade based on the Florida Comprehensive Achievement Test. In 2011, Angie was named Elementary Principal of Clay County.

Based on comparisons from the 2012 - 2013 FCAT, Reading and Math scores in 6th Grade proficiency percentages jumped 60% to 75% and 66% - 89% respectively. 3rd grade FCAT Reading and Math proficiency scores jumped from 59% - 71% and 59% - 70% respectively.

Amy Vann

Asst Principal

Years as Administrator: 5

Years at Current School: 9

Credentials

Bachelor of Arts in Education, University of North Florida, 1991
Masters of Education, Education Administration, Grand Canyon University, 2007

Performance Record

Based on comparisons from the 2012 - 2013 FCAT, Reading and Math scores in 6th Grade proficiency percentages jumped 60% to 75% and 66% - 89% respectively. 3rd grade FCAT Reading and Math proficiency scores jumped from 59% - 71% and 59% - 70% respectively.

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Herta Hoffman

Full-time / School-based

Years as Coach: 3

Years at Current School: 5

Areas

Reading/Literacy, Mathematics, Data

Credentials

BA Elementary Education, Drake University, 2005
 MA Educational Leadership, University of North Florida, 2010
 Teaching Certificate:
 Elementary Education, K-6
 Reading Endorsed, K-12
 Exceptional Student Education, K-12
 Physical Education, K-12
 Educational Leadership, K-12

Performance Record

Teacher of the Year, 2011
 Top 5 Teacher in Clay County, 2011
 From 2012 - 2013, FCAT Reading and Math scores in 6th Grade proficiency percentages jumped 60% to 75% and 66% - 89% respectively. 3rd grade FCAT Reading and Math proficiency scores jumped from 59% - 71% and 59% - 70% respectively.

Kellie Rodifer

Part-time / District-based

Years as Coach: 0

Years at Current School: 1

Areas

Reading/Literacy, RtI/MTSS

Credentials

VE K-12 Certified
 Reg Ed K-5 Certified
 ESOL Certified

Performance Record

2008-2009- School Grade A
 (3rd-6th grade Reading-Inclusion)
 FCAT Data (4th-6th graders, 21 total)- 91% of students showed developmental gains
 DIBELS (3rd-6th graders, 28 total)- 89% of students showed improvement from AP1 to AP3 in the area of fluency
 SuccessMaker (6th Graders, 10 total)- 88% of students made overall gains in comprehension
 2009-2010- School Grade A
 (3rd & 5th grade Reading/Math- Inclusion)
 FCAT Data (4- 5th graders)- (2/4) 50% increase in Reading and (2/4) 50% increase in Math
 FAIR-
 3rd graders- AP2 50% red; 50% yellow
 AP3 12% red; 88% yellow
 4th graders- AP2 50% red, 50% yellow
 AP3 33% red; 67% yellow
 2010-2011- School Grade A
 (3rd Grade Regular Education Classroom Teacher)
 FAIR-
 AP1- 23% red, 77% yellow
 AP2- 17% red, 75% yellow, 8 % green
 AP 3- 8% red, 92% yellow
 2011-2012- School Grade
 (3rd & 4th grade Reading/Math Inclusion)
 Performance Matters-
 Reading
 AP1- 79% red, 14% yellow, 7% green
 AP 2- 71% red, 29% yellow
 AP 3- 46% red, 31% yellow, 23% green
 Math
 AP1- 93% red, 3% yellow
 AP 2- 93% red, 3% yellow
 AP 3- 67% red, 25% yellow, 8% green

Classroom Teachers

of classroom teachers

52

receiving effective rating or higher

52, 100%

Highly Qualified Teachers

100%

certified in-field

52, 100%

ESOL endorsed

27, 52%

reading endorsed

5, 10%

with advanced degrees

14, 27%

National Board Certified

8, 15%

first-year teachers

0, 0%

with 1-5 years of experience

6, 12%

with 6-14 years of experience

25, 48%

with 15 or more years of experience

21, 40%

Education Paraprofessionals

of paraprofessionals

24

Highly Qualified

24, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Title I tuition/loan forgiveness incentives: Nelnet
2. Reduced Class Size: FL DOE
3. Comprehensive Professional Development: Amy Vann
4. Uninterrupted Reading Block: Classroom Teachers
5. Free Tutoring: Title I

6. Title I Instructional Support: Title I
7. Parent Teacher Resource Room: Title I
8. Parent Family Involvement Programs: Team Leaders
9. Technology Resources (i.e. SuccessMaker Lab): Title I
10. Community Resources (i.e. mentors): Volunteer Coordinator

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

Herta Hoffman will serve as Lauren Lee's mentor. Lauren Lee (Tip Plus) is a first year teacher working as a .6 Title I teacher. Herta Hoffman is certified in ESE and is a Curriculum Coach. She has served as an Inclusion VE teacher for two years, was a Clay County Teacher of the Year Top 5 Finalist and helped facilitate K-2 Common Core county wide implementation. Planned mentoring activities include: regular scheduled meetings and professional development.

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: 3,780

Increase student FCAT scores in writing, reading, and math.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data will be monitored weekly by extended day teachers using Moby Max. 2013-2014 FCAT Scores will determine effectiveness.

Who is responsible for monitoring implementation of this strategy?

After school tutoring coordinators: Brenda Gillander and Kristie Lee

Literacy Leadership Team (LLT)

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

Name	Title
Angela Whiddon	Principal
Nikki Urato, Holly Strickland, Paula Gibbens, Marlene Perea, Stacie Laoureux, Tracy Carroll, Kristine Watson	K-6 Team Leads
Kathy Nelson, Wendi Adkison	ESE Team Lead
Herta Hoffman	Reading Coach
Julie Smithers	Technology Specialist

How the school-based LLT functions

The team meets once a month in collaboration with the RTI team to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate professional development in the form of Professional Learning Communities and Lesson Study.

Major initiatives of the LLT

The LLT will work to effectively integrate the RtI process to ensure that students most "at risk" in reading receive intensive and immediate intervention services.

Every Teacher Contributes to Reading Instruction

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

Grades K-2, FAIR & DRA
Grades 3-6, Performance Matters & FCAT 2.0
Professional Development
Using High-Interest Reading Text

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

Each kindergarten teacher is responsible for ensuring each child successfully transitions to our elementary school program. To provide a smooth transition to school, W.E. Cherry offers Pre-kindergarten education as well as staggered enrollment for kindergarten students. Orientation to school begins prior to the start of the school year. When registering their child, parents are given a copy of the grade level expectations and initial kindergarten readiness skill to work on at home. Parent and students have the opportunity to attend a kindergarten orientation the week before school begins. Children and their parents visit the classroom and meet the teacher. Additionally, an Open House is held within the first 30 days of school to further inform parents how to best help their child during the transitional period. At the beginning of the school year, kindergarten teachers screen each child to determine the students' acquisition of specific skills and knowledge. Assessments include MacMillan Placement Test and a General Knowledge Assessment. On-going progress monitoring tools include the Florida Assessments for Instruction in Reading (FAIR) and a Math Diagnostic Test. Students with low reading readiness are given supplemental intensive reading instruction using SRA, Sing Spell, Vocabulary Labs, and/or other research based programs. The Florida Kindergarten Readiness Screener (FLKRS) is used during the first 30 days of school to determine school readiness and the child's ability to form meaningful relationships.

Programs currently in place to assist preschoolers with low readiness rates include Head Start and the State of Florida Voluntary Pre-kindergarten (VPK) and an ESE Pre-K program for students identified as developmentally delayed. All feeder preschools are invited to utilize the Parent Resource Room and materials provided by Title 1 funds.

School budgeted funds and district funding are dedicated to ensuring a pleasant and successful transition to our elementary program. The effectiveness of our preschool transition design is determined by data collected from the initial assessment and the FLKRS.

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	73%	66%	No	75%
American Indian				
Asian				
Black/African American	63%	55%	No	67%
Hispanic	64%	51%	No	68%
White	78%	73%	No	80%
English language learners				
Students with disabilities	67%	61%	No	70%
Economically disadvantaged	69%	63%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	180	65%	70%
Students scoring at or above Achievement Level 4	63	23%	28%

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>		28%
Students scoring at or above Level 7	20	57%	62%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	136	63%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	26	59%	64%

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]		34%
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]		29%
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]		29%

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	24	38%	43%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	12	100%	100%

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	71%	69%	No	74%
American Indian				
Asian				
Black/African American	63%	53%	No	66%
Hispanic	64%	67%	Yes	68%
White	73%	75%	Yes	76%
English language learners				
Students with disabilities	68%	69%	Yes	71%
Economically disadvantaged	67%	65%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	216	67%	72%
Students scoring at or above Achievement Level 4	52	19%	24%

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>		28%
Students scoring at or above Level 7	17	49%	54%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	157	73%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	29	74%	79%

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	15	22%	27%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		17%

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%

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			

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)	3		4
Participation in STEM-related experiences provided for students	239	37%	42%

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 <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> 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 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	21	3%	2%
Students who are not proficient in reading by third grade	19	30%	25%
Students who receive two or more behavior referrals	29	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	118	18%	13%

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

See Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement of grade level parent nights by 10%	669	62%	72%

Goals Summary

- G1.** Increase students' writing skills through incorporating writing throughout the content areas of Reading, Social Studies, Science, and Math.
- G2.** Increase Reading Scores by having students read individual, high interest literature and informational text
- G3.** Increase Science scores through school generated assessment

Goals Detail

G1. Increase students' writing skills through incorporating writing throughout the content areas of Reading, Social Studies, Science, and Math.

Targets Supported

- All Areas
- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Being a Writer, Journaling in Content Areas, The 120 Minute Literacy Block, Title I teachers for small groups, 1 Hour Common Planning blocks K-2, FCAT Tutoring, Parent Involvement nights

Targeted Barriers to Achieving the Goal

- 3 - 6 opted to not have 1 hour common planning block

Plan to Monitor Progress Toward the Goal

Quarterly grade sheets

Person or Persons Responsible

Angie Whiddon

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Quarterly grade sheets

G2. Increase Reading Scores by having students read individual, high interest literature and informational text

Targets Supported

- All Areas
- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Money provided by Title I for purchasing books, Reading A-Z Licenses, Reading PD, Title I push in for small groups, FCAT tutoring after school

Targeted Barriers to Achieving the Goal

- Students that are reading below grade level

Plan to Monitor Progress Toward the Goal

Running Records and January DRA

Person or Persons Responsible

Angie Whiddon/Herta Hoffman

Target Dates or Schedule:

Monthly

Evidence of Completion:

Reports

G3. Increase Science scores through school generated assessment

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Computer Labs, FOCUS, Title I, Science 5th Grade SRA kit

Targeted Barriers to Achieving the Goal

- In the past, we have not had a progress monitoring tool to track students' gains in Science

Plan to Monitor Progress Toward the Goal

FOCUS Assessment

Person or Persons Responsible

Angie Whiddon, Sara Kinion, Judith Kroft

Target Dates or Schedule:

August, December, February

Evidence of Completion:

Data Reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase students' writing skills through incorporating writing throughout the content areas of Reading, Social Studies, Science, and Math.

G1.B1 3 - 6 opted to not have 1 hour common planning block

G1.B1.S1 Hiring substitutes to block off time for common planning.

Action Step 1

How to have students write text based facts/thoughts/evidence through writing in journals

Person or Persons Responsible

Grades 3 - 6 Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Follow up forms with copies of Journal Entries

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

Journal entries and FCAT results.

Person or Persons Responsible

Angie Whiddon

Target Dates or Schedule

Quarterly/Yearly

Evidence of Completion

Copies of sample Journal Entries and FCAT results.

Plan to Monitor Effectiveness of G1.B1.S1

FCAT 2.0 Writing

Person or Persons Responsible

Grade 4

Target Dates or Schedule

April 2014

Evidence of Completion

Results from FCAT Writing

G2. Increase Reading Scores by having students read individual, high interest literature and informational text

G2.B1 Students that are reading below grade level

G2.B1.S1 DRA Lower Quartile students, new students, and students that are not meeting 80% on assessments (school & district) to identify which students are below grade level and match high interest text to their reading level for independent reading

Action Step 1

DRA students during beginning of the year and midyear

Person or Persons Responsible

Reading Teachers Grades 1 - 6

Target Dates or Schedule

August and January

Evidence of Completion

Reports

Facilitator:

Herta Hoffman

Participants:

Reading Teachers grades 1 - 6

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

Running Records

Person or Persons Responsible

Reading teachers 1 - 6

Target Dates or Schedule

Monthly

Evidence of Completion

Reports

Plan to Monitor Effectiveness of G2.B1.S1

FCAT 2.0 Reading

Person or Persons Responsible

Florida

Target Dates or Schedule

April 2014

Evidence of Completion

FCAT 2.0 Reading Scores

G3. Increase Science scores through school generated assessment

G3.B1 In the past, we have not had a progress monitoring tool to track students' gains in Science

G3.B1.S1 Create a science assessment given 3 times before the Science FCAT 2.0 to monitor student gains and areas of concern

Action Step 1

FOCUS Computer based assessment

Person or Persons Responsible

5th grade students

Target Dates or Schedule

August, December, & February

Evidence of Completion

Data Reports

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

FOCUS Assessment

Person or Persons Responsible

Angie Whiddon, Sara Kinion, Judith Kroft

Target Dates or Schedule

August, December, February

Evidence of Completion

Data Reports

Plan to Monitor Effectiveness of G3.B1.S1

FCAT 2.0 Science

Person or Persons Responsible

Florida

Target Dates or Schedule

April 2014

Evidence of Completion

Assessment Report

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

\$17,000 provided by Title I for purchasing of high interest books;
FCAT after school tutoring provided by Title I
Substitute money provided by State and local funds for common planning and professional development
Title I teachers and Assistants for small groups in the classrooms
SuccessMaker computer program and Title I assistant provided by Title I funds
Parent Involvement Nights to inform Parents about Curriculum and Reading

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.

G2. Increase Reading Scores by having students read individual, high interest literature and informational text

G2.B1 Students that are reading below grade level

G2.B1.S1 DRA Lower Quartile students, new students, and students that are not meeting 80% on assessments (school & district) to identify which students are below grade level and match high interest text to their reading level for independent reading

PD Opportunity 1

DRA students during beginning of the year and midyear

Facilitator

Herta Hoffman

Participants

Reading Teachers grades 1 - 6

Target Dates or Schedule

August and January

Evidence of Completion

Reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase students' writing skills through incorporating writing throughout the content areas of Reading, Social Studies, Science, and Math.	\$3
G2.	Increase Reading Scores by having students read individual, high interest literature and informational text	\$5,667
Total		\$5,670

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Regular, ESE & Title I Budget	\$3	\$3
Title I Grant	\$5,667	\$5,667
Total	\$5,670	\$5,670

Budget Details

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

G1. Increase students' writing skills through incorporating writing throughout the content areas of Reading, Social Studies, Science, and Math.

G1.B1 3 - 6 opted to not have 1 hour common planning block

G1.B1.S1 Hiring substitutes to block off time for common planning.

Action Step 1

How to have students write text based facts/thoughts/evidence through writing in journals

Resource Type

Evidence-Based Program

Resource

Substitutes

Funding Source

Regular, ESE & Title I Budget

Amount Needed

\$3

G2. Increase Reading Scores by having students read individual, high interest literature and informational text

G2.B1 Students that are reading below grade level

G2.B1.S1 DRA Lower Quartile students, new students, and students that are not meeting 80% on assessments (school & district) to identify which students are below grade level and match high interest text to their reading level for independent reading

Action Step 1

DRA students during beginning of the year and midyear

Resource Type

Evidence-Based Program

Resource

Reading A-Z Diagnostic Reading Assessment, Substitutes

Funding Source

Title I Grant

Amount Needed

\$5,667