



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Swimming Pen Creek Elementary School

1630 WOODPECKER LN

Middleburg, FL 32068

904-278-5707

<http://spc.oneclay.net>

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
52%

Alternative/ESE Center
No

Charter School
No

Minority Rate
35%

School Grades History

2013-14
B

2012-13
A

2011-12
A

2010-11
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	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	16
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	24
Part III: Coordination and Integration	38
Appendix 1: Professional Development Plan to Support Goals	39
Appendix 2: Budget to Support Goals	40

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

Swimming Pen Creek Elementary School

Principal

Tracy McLaughlin

School Advisory Council chair

Trisha Stewart

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

Name	Title
Tracy McLaughlin	Principal
Vicki Padgett	Assistant Principal
Trisha Stewart	Behavior Resource Teacher
Stacy Suits	School Psychologist
Renee Taylor	Instructional Coach
Jackie Welch	Guidance/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

Trisha Stewart - SAC Chair, Jennifer Bolebruch - Teacher, Bridgett Johnson - Support Employee, Stephanie Holden - Parent, Grace Duckworth - Community Member, Tina Wray - Parent,

Involvement of the SAC in the development of the SIP

The SAC committee will be presented with this year's current FCAT data, and school demographics. The committee will review the strengths and weaknesses of the school, and will discuss and develop SMART goals objectives, and budget expenditures. The committee will discuss ways to improve parent involvement as mentioned in the School Improvement Survey.

Activities of the SAC for the upcoming school year

The SAC committee will review the School Improvement Plan, professional development and budgeted expenditures. The committee will vote and approve the plan. The committee will meet regularly throughout the school year to check the progress toward the SMART goals and budgeted items as needed.

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

The funds will be spent on materials and resources needed to improve writing skills across the curriculum.

Fundamentals of Sentence Writing materials \$200, Journals \$500

Words Their Way 2-6 \$1000

The remainder of the funds will be spent on costs associated with parent nights too improve community relations.

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:

Tracy McLaughlin

Principal

Years as Administrator: 6

Years at Current School: 2

Credentials

Master’s Degree in Educational Leadership and a Bachelors of Science Degree in Secondary Education. Principal at Swimming Pen Creek Elementary from 2011-present received an A school each year. Assistant Principal at Montclair Elementary School 2007-2011 received an A school each year. A total of 13 years of teaching experience and 6 years as an administrator.

Performance Record

Swimming Pen Creek Elementary has received an “A” school grade over the last three years 2011, 2012, and 2013.

Reading Scores over the past three years

Percentage Satisfactory in Reading:

2011 -65%, 2012-75%, 2013-69%

Percentage Satisfactory in Math

2011-56%, 2012- 67%, 2013-66%

We did not meet the Target AMO 71 for Reading

We did meet the Target AMO 63 for Math

Learning Gains Lower 25% in Reading

2011/12 83% 2012/13 69%

Learning Gains Lower 25% Math

2011/12 79% 2012/13 74%

Learning Gain Progress met in Reading (YES)

Learning Gain Progress met in Math (YES)

Writing Scores for the past two years

Percentage Satisfactory 2011/12 2012/2013

Writing Satisfactory 45 40

Francis Renee Taylor		
Part-time / District-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy, RtI/MTSS	
Credentials	Master's of Education Special Education and a Bachelor of Arts in History. Certified K-12: SLD, K-6: Elementary Education, 5-6: Middle Grades Integrated Curriculum, and ESOL and Reading Endorsed.	
Performance Record	<p>Swimming Pen Creek Elementary has received an "A" school grade over the last three years 2011, 2012, and 2013.</p> <p>Reading Scores over the past three years Percentage Satisfactory in Reading: 2011 -65%, 2012-75%, 2013-69%</p> <p>Percentage Satisfactory in Math 2011-56%, 2012- 67%, 2013-66%</p> <p>We did not meet the Target AMO 71 for Reading We did meet the Target AMO 63 for Math</p> <p>Learning Gains Lower 25% in Reading 2011/12 83% 2012/13 69%</p> <p>Learning Gains Lower 25% Math 2011/12 79% 2012/13 74%</p> <p>Learning Gain Progress met in Reading (YES) Learning Gain Progress met in Math (YES)</p> <p>Writing Scores for the past two years Percentage Satisfactory 2011/12 2012/2013 Writing Satisfactory 45 40</p>	

Classroom Teachers

# of classroom teachers	33
# receiving effective rating or higher	33, 100%
# Highly Qualified Teachers	100%
# certified in-field	33, 100%
# ESOL endorsed	13, 39%
# reading endorsed	4, 12%
# with advanced degrees	11, 33%

National Board Certified

3, 9%

first-year teachers

0, 0%

with 1-5 years of experience

11, 33%

with 6-14 years of experience

12, 36%

with 15 or more years of experience

11, 33%

Education Paraprofessionals**# of paraprofessionals**

8

Highly Qualified

8, 100%

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The administration participates in the District Teacher Recruitment Fair each May. Interviews are held with candidates to ensure a good match with grade levels and with expectations for our faculty. New teachers are assigned a mentor and have regular meetings with administration to ensure success.

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

Teacher's will be matched with trained teacher leaders in the school to serve as mentors. We do not have any teachers in need of mentors at this time.

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: Extended Day for All Students

Minutes added to school year:

N/A

Strategy Purpose(s)

""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Tracy McLaughlin	Principal
Francis Renee Taylor	Intervention Coach
Gail Ardis	ESE Inclusion Teacher
Jan Shaw	Classroom Teacher
Corrie Braley	Classroom Teacehr
Marnee Lewis	Classroom Teacher

How the school-based LLT functions

The team meets once a month to engage in the following activities:
 Review universal screening data, diagnostic data, and progress monitoring data. Based on the data, the team identifies the professional development activities needed to create effective learning environments. The team will review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those that are at moderate or high risk who are not meeting benchmarks. The LLT creates a capacity of literacy knowledge within the school building and focuses on areas of literacy concern across the school. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concerns, studies and develops a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a

continuous process throughout the entire school year.

Principal: Provides a common vision for the use of data-based decision-making, ensures assessments are conducted as required, ensures implementation of reading intervention support and documentation, and ensures adequate professional development to support effective reading and writing implementation.

General Education Teachers: Provide information about core and supplemental literacy instruction, participate in student data collection, delivers instruction/intervention, and collaborates and engages in regular, ongoing literacy professional development.

Exceptional Student Education (ESE) teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities such as co-teaching, PLC's and Lesson Study.

Major initiatives of the LLT

The Literacy Leadership Team will work to effectively integrate the Rtl process to ensure that students most "at risk" in reading receive intensive and immediate intervention services. Additionally, the LLT will research and discuss strategies that will fully engage average and higher level readers. Literacy Leadership Team members will also train teachers to provide enrichment to average and higher level readers. The team will also monitor and support the implementation of the Comprehensive Intervention Reading Programs and scientifically based reading and writing instruction and strategies with fidelity.

Every Teacher Contributes to Reading Instruction

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

Teachers contribute to reading improvement for every student by following the county adopted reading and language arts curriculum, utilizing research based supplemental materials, and following the Common Core Standards. Intensive reading classes are offered for our FCAT level one and two students. 67% of our sixth grade teachers are trained to provide new generation CAR-PD Reading instruction.

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

At Swimming Pen Creek Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of rigorous instructional/intervention programs. These assessments will determine their knowledge of letters and sounds, numbers and counting, and other pre-academic skills. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/ Letter Knowledge, and Phonological Awareness/Processing. The Florida Assessment in Reading (FAIR) will be administered one-to-one to all Kindergarten students to determine their initial success probability in reading.

Screening data will be collected and aggregated prior to September 17, 2013. Teachers will use this data to create classrooms that are comprised of students with varying experiences and abilities. Core Kindergarten academic and behavioral instruction will include differentiated instruction according to student needs based on assessment. The teacher will provide students with ample practice opportunities, corrective feedback, and positive reinforcement. Teachers will scaffold instruction, provide guided and independent practice, model instruction and provide ample support.

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

N/A

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

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	71%	69%	No	74%
American Indian				
Asian				
Black/African American	50%	54%	Yes	55%
Hispanic	73%	69%	No	75%
White	74%	69%	No	77%
English language learners				
Students with disabilities	51%	54%	Yes	56%
Economically disadvantaged	61%	66%	Yes	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	33%	34%
Students scoring at or above Achievement Level 4	99	36%	37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	179	64%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	48	69%	72%

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	27	40%	42%
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	63%	66%	Yes	67%
American Indian				
Asian				
Black/African American	38%	43%	Yes	45%
Hispanic	63%	65%	Yes	67%
White	69%	70%	Yes	72%
English language learners				
Students with disabilities	50%	59%	Yes	55%
Economically disadvantaged	58%	62%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	31%	32%
Students scoring at or above Achievement Level 4	97	35%	37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	139	77%	79%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	58	74%	76%

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	27	47%	50%
Students scoring at or above Achievement Level 4	20	35%	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			

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 <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> 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 <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 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.	9		
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		

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

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

- G1.** Increase reading learning gains in all students
- G2.** Faculty members will participate in regular meetings and or professional development opportunities for common core instruction.
- G3.** Foster a positive learning environment to support the academic, social and emotional needs of each student.
- G4.** Increase students' writing skills through incorporating writing throughout every content area

Goals Detail

G1. Increase reading learning gains in all students

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Performance Matters, FAIR data, DRA Assessments, and formal and informal assessments.
- Technology, DRA kits, curriculum materials.
- Leveled readers, Reading A-Z on-line program

Targeted Barriers to Achieving the Goal

- Knowledge and access to school resources such as expanded classroom libraries.

Plan to Monitor Progress Toward the Goal

Increase in reading proficiency needs based on common assessments and county assessments

Person or Persons Responsible

teachers

Target Dates or Schedule:

On-going, quarterly

Evidence of Completion:

data collection sheets

G2. Faculty members will participate in regular meetings and or professional development opportunities for common core instruction.

Targets Supported

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

Resources Available to Support the Goal

- County guides
- Professional Development opportunities
- Common Planning times

Targeted Barriers to Achieving the Goal

- Teachers attending professional development opportunities
- Time

Plan to Monitor Progress Toward the Goal

Teachers will meet to collaboratively discuss the effectiveness of professional development and needs in professional development

Person or Persons Responsible

teachers, administration

Target Dates or Schedule:

quarterly

Evidence of Completion:

Collaborative meeting minutes

G3. Foster a positive learning environment to support the academic, social and emotional needs of each student.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- 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

Resources Available to Support the Goal

- Guidance Lessons
- Foundations-School Standards of Success
- Common Planning Time

Targeted Barriers to Achieving the Goal

- Parent- teacher communication
- Connecting collaborative conversation into best practice
- resources to support students social and emotional needs

Plan to Monitor Progress Toward the Goal

Data from common assessments

Person or Persons Responsible

teachers, administration

Target Dates or Schedule:

ongoing

Evidence of Completion:

Students will make learning gains based on collaborative assessment creation

G4. Increase students' writing skills through incorporating writing throughout every content area

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- 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

Resources Available to Support the Goal

- Being a Writer in grade K-5
- Math Journals
- Science Journals
- Fundamentals of Sentence Writing

Targeted Barriers to Achieving the Goal

- Supplemental materials for instructional support
- Time for teams to meet to discuss writing samples
- Continuity of grading writing samples across grade levels

Plan to Monitor Progress Toward the Goal

data meeting sheets, walk through forms

Person or Persons Responsible

teachers, administration

Target Dates or Schedule:

monthly data meetings

Evidence of Completion:

Teachers will evaluate data and make changes based on needs, this will be evident in lesson plans and future writing samples.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase reading learning gains in all students

G1.B1 Knowledge and access to school resources such as expanded classroom libraries.

G1.B1.S1 Increase classroom libraries and supplemental materials.

Action Step 1

We will purchase classroom libraries and supplemental materials based on grade level needs.

Person or Persons Responsible

Administrators and Teachers

Target Dates or Schedule

After the first assessment period.

Evidence of Completion

Purchase orders

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

Teachers will match students with reading materials that are appropriate for their reading levels to increase learning gains.

Person or Persons Responsible

Teachers and administrators.

Target Dates or Schedule

On-going

Evidence of Completion

Teacher differentiation in lesson plans, student reading logs and informal and formal assessments.

Plan to Monitor Effectiveness of G1.B1.S1

Teachers will use the STAR program and informal assessments

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

STAR program reports and comprehension checks.

G1.B1.S2 Develop a list of resources used in the school to meet students needs based on grade level and text complexity.

Action Step 1

Collaboratively develop a list of resources used to meet the needs of each level student throughout the school

Person or Persons Responsible

teachers, administration

Target Dates or Schedule

On-going

Evidence of Completion

Chart of resources available throughout the school

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Teachers will include resources from the collaborative list for each achievement level into their lesson plan

Person or Persons Responsible

teachers

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, resource list

Plan to Monitor Effectiveness of G1.B1.S2

Assessments documented in data notebooks, assignments in grade books that correlate with the use of resources

Person or Persons Responsible

teachers, administration

Target Dates or Schedule

On-going, team data meetings, walk through

Evidence of Completion

data notebook, grade books

G2. Faculty members will participate in regular meetings and or professional development opportunities for common core instruction.

G2.B1 Teachers attending professional development opportunities

G2.B1.S1 Creating professional development opportunities that meet the teachers needs and during times that are conducive to teachers daily schedules.

Action Step 1

Creation of a professional development plan

Person or Persons Responsible

administration

Target Dates or Schedule

beginning of the school year

Evidence of Completion

professional development plan

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

Teachers will use the strategies learned from professional development within their lessons

Person or Persons Responsible

teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

lesson plans

Plan to Monitor Effectiveness of G2.B1.S1

Teachers will share strategies learned and implemented from professional development opportunities. These strategies can be shared during team meetings, vertical team meetings and faculty meetings.

Person or Persons Responsible

teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

PD meeting notes, team meeting minutes, vertical team meeting minutes and faculty meeting agendas

G2.B1.S2 The integration of engagement strategies into weekly lesson plans.

Action Step 1

Teachers will be involved in engagement strategy PLC's

Person or Persons Responsible

teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Navigator Plus, PLC sign-in sheets

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

Teachers will integrate engagement strategies throughout their lesson plans.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, walk-throughs

Plan to Monitor Effectiveness of G2.B1.S2

Teachers will monitor effectiveness through informal assessments during instruction.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

anecdotal records, data notebooks

G2.B2 Time

G2.B2.S1 Teachers will be provided time to attend and discuss professional development

Action Step 1

Teachers will attend common core based professional development and grade levels will have common planning

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Navigator Plus attendance forms, School schedule

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Teachers will attend scheduled professional development and attend common planning meetings with administration

Person or Persons Responsible

teachers and administration

Target Dates or Schedule

ongoing

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S1

Administration will meet with the school based leadership team and curriculum counsel to gain feedback on providing professional development and school needs.

Person or Persons Responsible

team leaders, school based leadership team, administration

Target Dates or Schedule

monthly curriculum meetings, quarterly school based leadership meetings

Evidence of Completion

Meeting minutes/ teacher input and feedback

G3. Foster a positive learning environment to support the academic, social and emotional needs of each student.

G3.B1 Parent- teacher communication

G3.B1.S1 Create a plan to communicate with parents effectively

Action Step 1

The school will communicate with parents through newsletters, agendas and Tuesday folders

Person or Persons Responsible

teachers, administration

Target Dates or Schedule

ongoing

Evidence of Completion

newsletters, agendas

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

newsletters, agenda messages, team meetings

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

newsletters, agenda messages

Plan to Monitor Effectiveness of G3.B1.S1

Parents School improvement Survey data

Person or Persons Responsible

parents

Target Dates or Schedule

Spring

Evidence of Completion

Parents will provide feedback on the use of newsletters and agendas as a form of communication in order to foster a positive learning environment.

G3.B2 Connecting collaborative conversation into best practice

G3.B2.S1 During team meetings grade level teams will select academic as well as social/emotional areas to focus on and assess weekly. Teams will develop common assessments and will work collaboratively to support the needs of each student.

Action Step 1

Grade chairs will take notes on team expectations and focus for the following week.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing, weekly

Evidence of Completion

Grade chairs will be responsible for sharing team needs and expectations during school curriculum counsel meetings.

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

Grade level meeting notes, team leader will share needs and collaborative conversation with administration

Person or Persons Responsible

grade chairs, administration

Target Dates or Schedule

ongoing

Evidence of Completion

plan of action and team meeting notes

Plan to Monitor Effectiveness of G3.B2.S1

Common assessments that are formed during collaborative meetings

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing-quarterly

Evidence of Completion

data through common assessment and teams evaluation on the outcome of the assessments.

G4. Increase students' writing skills through incorporating writing throughout every content area

G4.B1 Supplemental materials for instructional support

G4.B1.S1 Form a list of supplemental resources that would support teachers with writing instruction

Action Step 1

Teachers will share ideas of supplemental materials that would support their writing instructional needs

Person or Persons Responsible

teachers

Target Dates or Schedule

Evidence of Completion

supplemental resource list

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

Price, research supplemental resources

Person or Persons Responsible

administration, teachers

Target Dates or Schedule

Evidence of Completion

list of resources with cost of materials needed

Plan to Monitor Effectiveness of G4.B1.S1

SAC will meet to approve the purchase of supplemental materials

Person or Persons Responsible

SAC members

Target Dates or Schedule

November SAC meeting

Evidence of Completion

SAC meeting minutes

G4.B2 Time for teams to meet to discuss writing samples

G4.B2.S1 Teams will meet monthly to score and discuss student progress in writing across specific content areas.

Action Step 1

Each grade level will complete a quarterly writing assessment. Once the writing assessment is complete teams will meet to score and discuss each students assessment.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

ongoing throughout the year, monthly meetings

Evidence of Completion

Rubric forms for each child's writing sample. The rubric scores are compiled on quarterly grade level data forms.

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Reviewing any rubrics that will be used to monitor students progress, attending team meetings to discuss strengths and weakness' based on grade level rubrics, attending quarterly writing data meeting to discuss progress and needs.

Person or Persons Responsible

Administration Team Leaders

Target Dates or Schedule

ongoing throughout the year, quarterly data meetings

Evidence of Completion

grade level rubrics, data meeting documents

Plan to Monitor Effectiveness of G4.B2.S1

Quarterly grade level writing assessments graded using grade level rubrics, Quarterly grade level data forms Universal screener for writing

Person or Persons Responsible

teachers will collect and chart their class data, team leaders will be responsible for collecting and charting quarterly grade level data forms.

Target Dates or Schedule

Ongoing throughout the school year, quarterly data meetings

Evidence of Completion

quarterly universal screeners, quarterly grade level data collection forms

G4.B2.S2 Teams will have PD time to score and discuss student strengths and weakness' in writing across all content areas.

Action Step 1

Writing Professional development on assessing writing and using rubrics to support learning. The teachers will implement the use of rubrics when assessing various writing samples across all content areas. Administration will monitor the use of skills gained during PD opportunities during classroom walk-through

Person or Persons Responsible

Teachers, administration

Target Dates or Schedule

The PD opportunities will be ongoing throughout the school year.

Evidence of Completion

Walk-through checklist, writing data forms

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Teachers will attend monthly data meetings to discuss implemented strategies and their success or need for improvement. Administration will attend these meetings to collect data forms and clarify needs and concerns.

Person or Persons Responsible

Teachers, administration

Target Dates or Schedule

Monthly

Evidence of Completion

Data meeting forms

Plan to Monitor Effectiveness of G4.B2.S2

Teachers will determine specific needs of their students based on the data collection forms. They will analyze the data and create strategies to support each students needs. These strategies will be monitored the following month with a new data collection form. Administration will look for evidence of strategies being used during walk-through and/or observations.

Person or Persons Responsible

Teachers, administration

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

checklist from walk through, data collection forms

G4.B4 Continuity of grading writing samples across grade levels

G4.B4.S1 Grade levels will participate in quarterly vertical team meetings.

Action Step 1

Teachers will attend quarterly vertical team meetings.

Person or Persons Responsible

teachers, Administration

Target Dates or Schedule

quarterly

Evidence of Completion

Team meeting minutes

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Administration will meet with team leaders to discuss vertical team meetings.

Person or Persons Responsible

Administration, team leaders

Target Dates or Schedule

quarterly

Evidence of Completion

grade chair meetings

Plan to Monitor Effectiveness of G4.B4.S1

Teachers will provide positive feedback and concerns based on their vertical meetings.

Person or Persons Responsible

Teachers, administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Team meeting notes for team leaders to share with administration

G4.B4.S2 Teachers will be responsible for grading another teachers writing sample.

Action Step 1

Teachers will meet quarterly to grade SPC writes based on grade level standard rubrics.

Person or Persons Responsible

teachers, administration

Target Dates or Schedule

quarterly

Evidence of Completion

Data notebooks, graded writing samples

Plan to Monitor Fidelity of Implementation of G4.B4.S2

Team leaders will document meetings scheduled to grade writing assessments.

Person or Persons Responsible

Team leaders, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Team meeting minutes

Plan to Monitor Effectiveness of G4.B4.S2

Each grade level will share their writing assessment data during monthly data meetings when writing assessments are complete.

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

quarterly

Evidence of Completion

Data meeting notes, data notebooks

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

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.

G4. Increase students' writing skills through incorporating writing throughout every content area

G4.B2 Time for teams to meet to discuss writing samples

G4.B2.S2 Teams will have PD time to score and discuss student strengths and weakness' in writing across all content areas.

PD Opportunity 1

Writing Professional development on assessing writing and using rubrics to support learning. The teachers will implement the use of rubrics when assessing various writing samples across all content areas. Administration will monitor the use of skills gained during PD opportunities during classroom walk-through

Facilitator

Participants

Target Dates or Schedule

The PD opportunities will be ongoing throughout the school year.

Evidence of Completion

Walk-through checklist, writing data forms

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase reading learning gains in all students	\$1,800
G3.	Foster a positive learning environment to support the academic, social and emotional needs of each student.	\$437
G4.	Increase students' writing skills through incorporating writing throughout every content area	\$259
Total		\$2,496

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Total
0100.5100.0391.0571.1184		\$259	\$259
0100.5100.0510.0571.1183		\$437	\$437
0100.5100.0510.0571.1184		\$1,800	\$1,800
Total		\$2,237	\$2,496

Budget Details

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

G1. Increase reading learning gains in all students

G1.B1 Knowledge and access to school resources such as expanded classroom libraries.

G1.B1.S1 Increase classroom libraries and supplemental materials.

Action Step 1

We will purchase classroom libraries and supplemental materials based on grade level needs.

Resource Type

Other

Resource

Classroom libraries and supplemental materials for grade level literacy teachers.

Funding Source

0100.5100.0510.0571.1184

Amount Needed

\$1,800

G3. Foster a positive learning environment to support the academic, social and emotional needs of each student.

G3.B1 Parent- teacher communication

G3.B1.S1 Create a plan to communicate with parents effectively

Action Step 1

The school will communicate with parents through newsletters, agendas and Tuesday folders

Resource Type

Other

Resource

Communication Folders for home school communication

Funding Source

0100.5100.0510.0571.1183

Amount Needed

\$437

G4. Increase students' writing skills through incorporating writing throughout every content area

G4.B1 Supplemental materials for instructional support

G4.B1.S1 Form a list of supplemental resources that would support teachers with writing instruction

Action Step 1

Teachers will share ideas of supplemental materials that would support their writing instructional needs

Resource Type

Evidence-Based Program

Resource

Fundamentals of Sentence Writing: Sentence Writing Strategies

Funding Source

0100.5100.0391.0571.1184

Amount Needed

\$259