



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Tynes Elementary School

1550 TYNES BLVD
Middleburg, FL 32068
904-291-5400
<http://tes.oneclay.net>

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 45%
Alternative/ESE Center No	Charter School No	Minority Rate 33%

School Grades History

2013-14 C	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

Tynes Elementary School

Principal

Laura Fogarty

School Advisory Council chair

Michelle Cambron and Kim Carter

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

Name	Title
Laura Fogarty	Principal
Heather Roche	Asst. Principal
Michelle Cambron	Intervention Team Facilitator
Cindy Stewart	Teacher
Pam Campbell	Teacher
Lori Stokes	Teacher
Jessica Vigue	Teacher
Traci Tennant	Teacher
Cori Smith	Teacher
Bruce English	Teacher
Sabre Ziegler	Teacher
Christine Adams	Teacher
Shamberley Payne	Guidance Counselor
Donna Musselwhite	Guidance Counselor
Kellie Rodifer	Reading Coach
Lynelle Jackson	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

Members of SAC include school administration, school instructional and non-instructional personnel, parents and community members.

- Laura Fogarty, Principal
- Michelle Cambron, SAC Co-Chair, teacher
- Kim Carter, SAC Co-Chair, teacher
- Kassie Goodwin, Support personnel
- Mr. Hofstra, parent
- Mrs. Hofstra, parent
- Mrs. Temoney, parent
- Mr. White, parent
- Ms. Brown, parent

Involvement of the SAC in the development of the SIP

The School Advisory Council reviews and monitors the plan based on school data throughout the school year. They are also responsible for monitoring the effectiveness of our Action steps based on data gathered throughout the school year.

Activities of the SAC for the upcoming school year

Development, progress monitoring, and updating of the School Improvement Plan.

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

Part of our school improvement funds are allocated towards Professional Development and Professional Learning Communities that focus on Common Core Standards. The amount currently allocated is \$825.43 for books and materials used in the PLC.

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:

Laura Fogarty

Principal	Years as Administrator: 7	Years at Current School: 2
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Credentials Masters Degree in Educational Leadership
Elementary Education K-6

Performance Record 2006-2007, School grade- A
2007-2008, School grade -A
2008-2009, School grade -n/a new school
2009-2010, School grade- A
2010-2011, School grade -A
2011-2012, School grade - A
2012-2013, School grade - B

Heather Roche

Asst Principal	Years as Administrator: 2	Years at Current School: 2
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Credentials Masters Degree in Educational Leadership
Elementary Education K-6
English 6 - 12
Reading Endorsed
Educational Leadership - All levels

Performance Record 2011-2012, School grade - A
2012-2013, School grade - B

Instructional Coaches

of instructional coaches
1

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

Instructional Coach Information:

Kellie Rodifer		
Part-time / District-based	Years as Coach: 1	Years at Current School:
Areas	Reading/Literacy	
Credentials	VE K-12 Reg Ed K-6 ESOL K-12	
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

59

receiving effective rating or higher

59, 100%

Highly Qualified Teachers

100%

certified in-field

58, 98%

ESOL endorsed

36, 61%

reading endorsed

2, 3%

with advanced degrees

6, 10%

National Board Certified

2, 3%

first-year teachers

2, 3%

with 1-5 years of experience

11, 19%

with 6-14 years of experience

31, 53%

with 15 or more years of experience

15, 25%

Education Paraprofessionals

of paraprofessionals

20

Highly Qualified

20, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

8

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

Administrators attend County hiring fair in Spring, review all online applications with criteria to be met prior to interviewing candidates, use of references, all applicants go through HR screening and applicants for hire are more thoroughly screened.

Administrators attend recruiting fairs in Atlanta, Georgia and Raleigh, North Carolina and interview potential candidates for our school.

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

Team leaders serve as teacher mentors to new teachers on their grade level. New teachers are also paired with more experienced teacher so they have another resource with school-wide perspective. Subject and grade-level teachers from other schools come to work with new teachers and teachers look ing for a fresh perspective. Planned mentoring activities include Learning Communities, formal and in-formal observations, and bi-weekly meetings.

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-6 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, 3-6 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0. The principal, Laura Fogarty, is the leader of the meeting. Assistant principal, Heather Roche, attends the meetings in a support role for the principal. The reading/intervention coach, Kellie Rodifer, serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator, Michelle Cambron, is present to help ensure that the district's MTSS plan is followed. lead teaches 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 Tier2 or Tier3 interventions are tracked with 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 - 6, 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.

The staff has been involved in trainings to better understand how to implement and monitor MTSS.

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: 1,500

Tynes Timbre Chorus for grades 3 - 6, music has been proven in studies to enhance and contribute to a well rounded education.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

There is no official data collected for this program. Chorus exists for the purpose of the students enjoying participation in music and gaining an appreciation for the Fine Arts. It's one of the few things kids can do that isn't high-stakes or focused on data. As long as the students are having fun and are able to perform their selections successfully, the program is considered effective. The only evaluation necessary or possible is teacher observation, due to the size of the group and the limited rehearsal time. As the director, Mrs. Crosby listens to the group and drives instruction based on what she hears. Chorus is very different than General Music class. In class, the students learn skills and concepts. The formal data on grades 1-6 for their in-class curriculum. In chorus, we simply sing and dance for enjoyment.

Who is responsible for monitoring implementation of this strategy?

Cassie Crosby, resource music teacher
Laura Fogarty, Principal

Strategy: Before or After School Program

Minutes added to school year: 750

Run Walk Club is a physical fitness enrichment activity that contributes to a well-rounded education. Data is collected and recorded weekly. Each student has an individual goal of how many laps they are striving to complete. Students are tracked according to how many laps they complete in a thirty minute time frame each week. The data is then compiled to determine how many miles a student has completed. the purpose of this club is to help students set and achieve fitness goals.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

We keep track of the miles the kids run/walk each year and their cumulative total for all the years that they do run walk. Every 10 miles they receive an award. For the cumulative miles they receive the 50, 100, 150, and 200 mile shirts. I don't really analyze the data. But looking at the amount of miles that each kid runs/walks by the end of the year shows the effectiveness of the program

Who is responsible for monitoring implementation of this strategy?

Allison Mattox

Strategy: Before or After School Program

Minutes added to school year: 1,500

STEM (Science, Technology, Engineering and Math) Club is an after school enrichment activity for 5th grade students that focuses on Power and Propulsion of Air Vehicles. This activity will introduce students to the use of compressed air as a means of propulsion. The students will design and build a compressed air land vehicle and test it. Research and data collection will also be a part of this activity. This activity is geared to promote discovery, innovation, excitement about science, empowerment, problem solving, teamwork, design and fun.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Grades are monitored through this program to make sure students are progressing through all their subjects. Science Performance Matters data will be analyzed three times a year to show improvements in the scientific process.

Who is responsible for monitoring implementation of this strategy?

Liane Patrylo

Strategy: Before or After School Program

Minutes added to school year: 180

Science Night Challenge is an after school Science program for students and parents in grades 3-6. Parents and students work together to solve a problem through scientific inquiry and scientific experiments. Science Night Challenges are held quarterly

Strategy Purpose(s)

- Instruction in core academic subjects

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

Science Performance matters data will be collected throughout the year by classroom teachers and analyzed for improvements in the scientific process.

Who is responsible for monitoring implementation of this strategy?

Liane Patrylo

Strategy: Before or After School Program

Minutes added to school year: 275

Before and after school academic tutoring for at-risk students.

Strategy Purpose(s)

- Instruction in core academic subjects

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

County and state assessments

Who is responsible for monitoring implementation of this strategy?

Administration and classroom teachers

Strategy: Before or After School Program

Minutes added to school year: 2,400

The Robotics Club is an enrichment club for 4th through 6th grade students that promotes learning of robotic design and computer programming through innovative ideas, collaborative teamwork, research, strategic planning and execution, and presentation.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Official data is not collected but the robotic designs and competition stand for the effectiveness of the club.

Who is responsible for monitoring implementation of this strategy?

Nick Roman, 6th grade Social Studies teacher
Bruce English, 6th grade Science teacher

Literacy Leadership Team (LLT)

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

Name	Title
Laura Fogarty	Principal
Heather Roche	Assistant Principal
Kellie Rodifer	Reading Coach
Cindy Stewart	Teacher
Pam Campbell	Teacher
Lori Stokes	Teacher

Name	Title
Jessica Vigue	Teacher
Traci Tennant	Teacher
Cori Smith	Teacher
Bruce English	Teacher
Sabre Ziegler	Teacher
Christine Adams	Teacher

How the school-based LLT functions

The LLT meets monthly to discuss data trends among the grade levels concerning comprehension, fluency, and vocabulary. Strategies are discussed and ways to implement strategies to keep students engaged in learning to read.

Major initiatives of the LLT

Our major initiative is to improve comprehension by using engaging strategies to teach reading.

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

Tynes Elementary school participates in an annual Kindergarten registrations with a detailed information packet. Communication is delivered via the school marquee, email, school website, and flyer. All kindergarten classes and a Meet-and-Greet for every child entering Kindergarten. The ESE team works directly with early identification programs to assist with children entering kindergarten with Individual Education Plans. Early identified students with Individual Education Plans (DD, ASD, LI/SI, etc.), if zoned for Tynes or feeder school, are eligible to attend on site preschool programs including VPK.

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%	70%	No	75%
American Indian				
Asian	75%		No	78%
Black/African American	67%	49%	No	70%
Hispanic	79%	66%	No	81%
White	73%	74%	Yes	75%
English language learners				
Students with disabilities	58%	57%	No	62%
Economically disadvantaged	68%	65%	No	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	187	65%	70%
Students scoring at or above Achievement Level 4	105	36%	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	14	67%	68%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	259	69%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	42	65%	67%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		52%
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]		25%
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]		35%

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	47	50%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	29	31%	36%

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	65%	66%	Yes	69%
American Indian				
Asian	83%		No	85%
Black/African American	56%	49%	No	60%
Hispanic	64%	66%	Yes	68%
White	66%	70%	Yes	69%
English language learners				
Students with disabilities	57%	62%	Yes	61%
Economically disadvantaged	58%	60%	Yes	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	172	60%	65%
Students scoring at or above Achievement Level 4	83	29%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	52%	54%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		36%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	267	69%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	38	64%	66%

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	26%	28%
Students scoring at or above Achievement Level 4	17	17%	19%

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>		52%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		36%

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)	9		9
Participation in STEM-related experiences provided for students	657	76%	78%

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	36	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	11	1%	1%
Students who are not proficient in reading by third grade	2	1%	1%
Students who receive two or more behavior referrals	52	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	11	1%	1%

Goals Summary

- G1.** Increase students' writing skills through incorporating writing throughout every content area.
- G2.** Increase student knowledge in the area of reading by strengthening the reference and research skills.
- G3.** Increase students' knowledge in the area of mathematics by strengthening geometry and measurement.
- G4.** Increase students' science knowledge and understanding of Life Science concepts.

Goals Detail

G1. Increase students' writing skills through incorporating writing throughout every content area.**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 for Elementary Schools, Data Based Question notebooks for all schools, Journaling focus for all content areas, the 120 minute Literacy Block and focus on ELA Workshop Model.

Targeted Barriers to Achieving the Goal

- Time management

- Familiarization and implementation of the program.

Plan to Monitor Progress Toward the Goal

Increase in fourth grade FCAT writing scores and Writing assessment scores taken at the beginning, middle and end of the school year.

Person or Persons Responsible

K-6 grade teachers and administration

Target Dates or Schedule:

June 2014

Evidence of Completion:

More than 50% of the students will score a 3.5 or higher on the 2014 writing FCAT. Grade levels not participating in FCAT Writes will show increased progression of writing skills throughout the three writing assessment periods.

G2. Increase student knowledge in the area of reading by strengthening the reference and research skills.

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

- library resource, common core training, computer lab, Brain Pop, Brain Pop Jr., Discovery Education Streaming Videos,

Targeted Barriers to Achieving the Goal

- student prior knowledge

Plan to Monitor Progress Toward the Goal

Review student classroom performance

Person or Persons Responsible

Teachers in Grades 3-6, Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data Meeting minutes

G3. Increase students' knowledge in the area of mathematics by strengthening geometry and measurement.

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

- Go Math online resources, manipulatives, student engagement activities

Targeted Barriers to Achieving the Goal

- Student prior knowledge
- Time Management

Plan to Monitor Progress Toward the Goal

Improvement on FCAT Mathematics Scores

Person or Persons Responsible

3-6 teachers

Target Dates or Schedule:

June 2014

Evidence of Completion:

FCAT Mathematics scores

G4. Increase students' science knowledge and understanding of Life Science concepts.

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

- Journals, Science resource class, science consumables, National Geographic online resources, grade level parent-student science nights, Discovery Education Streaming Videos, Brain Pop and Brain Pop Jr.

Targeted Barriers to Achieving the Goal

- Time

- Teacher Training

Plan to Monitor Progress Toward the Goal

Science FCAT

Person or Persons Responsible

Fifth Grade, Administration

Target Dates or Schedule:

April 2014

Evidence of Completion:

Increase in scores as evidenced by 2014 FCAT

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase students' writing skills through incorporating writing throughout every content area.

G1.B1 Time management

G1.B1.S1 Develop and implement a resource schedule that allows for an extended amount of teaching time every other day.

Action Step 1

Schedule blocks of teaching time.

Person or Persons Responsible

Scheduling committee

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Master Schedule

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

Walk throughs conducted

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

PD 360

Plan to Monitor Effectiveness of G1.B1.S1

Increase in writing scores as reflected by the 'Being a Write'r rubrics.

Person or Persons Responsible

Teachers

Target Dates or Schedule

September, January, and May

Evidence of Completion

Student writing scores

G1.B2 Familiarization and implementation of the program.

G1.B2.S1 Teachers will participate in professional development to use the Being a Writer materials effectively. Ongoing professional development will be offered when necessary per school-based facilitators.

Action Step 1

Professional development/training

Person or Persons Responsible

Being a Writer's professional training staff and school-based facilitators.

Target Dates or Schedule

Summer of 2013 and ongoing throughout the school year

Evidence of Completion

Navigator and follow-up forms.

Facilitator:

Being a Writer professional training staff Michelle Cambron and Alisha Zaldivar (School-Based Facilitators)

Participants:

Teachers in grades K-6 using the 'Being a Writer' writing curriculum.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Increase student knowledge in the area of reading by strengthening the reference and research skills.

G2.B1 student prior knowledge

G2.B1.S1 Use the resource classes as an extension of the regular classroom curriculum to increase student awareness of the research process.

Action Step 1

Collaboration between the general education classes and the resource classes.

Person or Persons Responsible

General Education Teachers & Resource Teachers

Target Dates or Schedule

Team Meetings

Evidence of Completion

Team meeting minutes

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

Lesson Plan/ Classroom Walk throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

PD 360 logs

Plan to Monitor Effectiveness of G2.B1.S1

Increase in students' scores on the Research Process Skills

Person or Persons Responsible

Teachers in grade 3-6

Target Dates or Schedule

September, January, May

Evidence of Completion

Performance Matter Data

G2.B1.S2 Use Common Core Standards and activities to gain deep meaning of research topics.

Action Step 1

Faculty will participate in Professional Learning Communities highlighting the Common Core Standards and how to successfully implement them into their lesson planning and facilitation.

Person or Persons Responsible

Administration, classroom teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Navigator, PD follow-up forms, lesson plan, administrative walk throughs

Facilitator:

Pathways to the Common Core PLC, Heather Roche Common Core Lesson Planning PLC, Laura Fogarty

Participants:

Classroom teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Increase students' knowledge in the area of mathematics by strengthening geometry and measurement.

G3.B1 Student prior knowledge

G3.B1.S1 Small Group Differentiated instruction , Daily grade level appropriate facts practice, Daily review

Action Step 1

Identify students weaknesses through data analysis

Person or Persons Responsible

K-6 teachers, Administration

Target Dates or Schedule

Weekly in Classroom, Monthly data meetings

Evidence of Completion

Monthly Data Minutes, Data Notebooks, Lesson Plans

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

Lesson Plans and Classroom walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans and PD 360 logs

Plan to Monitor Effectiveness of G3.B1.S1

Performance Matters Scores

Person or Persons Responsible

K-6 Teachers

Target Dates or Schedule

September, January, May

Evidence of Completion

Increase Student Performance on Mathematics Performance Matters.

G3.B2 Time Management

G3.B2.S1 Develop and implement a resource schedule that allows for an extended amount of teaching time every other day.

Action Step 1

Scheduled blocks of time

Person or Persons Responsible

Scheduling Committee

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Master schedule

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. Increase students' science knowledge and understanding of Life Science concepts.

G4.B1 Time

G4.B1.S1 We will develop a master schedule that includes Science Class on the resource and extended class room time.

Action Step 1

Develop a schedule

Person or Persons Responsible

Scheduling Committee

Target Dates or Schedule

August 2013-2014 school year

Evidence of Completion

Schedule

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

Classroom Walk throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

PD 360 logs

Plan to Monitor Effectiveness of G4.B1.S1

Science Performance Matters

Person or Persons Responsible

Grades 3-6 teachers, administration

Target Dates or Schedule

September, January, June

Evidence of Completion

Increase in scores as evidenced by Performance Matters

G4.B2 Teacher Training

G4.B2.S1 Train teachers on how to use curriculum maps that are provided

Action Step 1

Train teachers using curriculum map

Person or Persons Responsible

Classroom teachers K-6

Target Dates or Schedule

Faculty meetings

Evidence of Completion

Participation sign in sheet

Facilitator:

Heather Roche

Participants:

K-6 Classroom Teachers

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Lesson Plan Checks

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Lesson Plan Books

Plan to Monitor Effectiveness of G4.B2.S1

Classroom Walk Throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

PD 360 Logs

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase students' writing skills through incorporating writing throughout every content area.

G1.B2 Familiarization and implementation of the program.

G1.B2.S1 Teachers will participate in professional development to use the Being a Writer materials effectively. Ongoing professional development will be offered when necessary per school-based facilitators.

PD Opportunity 1

Professional development/training

Facilitator

Being a Writer professional training staff Michelle Cambron and Alisha Zaldivar (School-Based Facilitators)

Participants

Teachers in grades K-6 using the 'Being a Writer' writing curriculum.

Target Dates or Schedule

Summer of 2013 and ongoing throughout the school year

Evidence of Completion

Navigator and follow-up forms.

G2. Increase student knowledge in the area of reading by strengthening the reference and research skills.

G2.B1 student prior knowledge

G2.B1.S2 Use Common Core Standards and activities to gain deep meaning of research topics.

PD Opportunity 1

Faculty will participate in Professional Learning Communities highlighting the Common Core Standards and how to successfully implement them into their lesson planning and facilitation.

Facilitator

Pathways to the Common Core PLC, Heather Roche Common Core Lesson Planning PLC, Laura Fogarty

Participants

Classroom teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Navigator, PD follow-up forms, lesson plan, administrative walk throughs

G4. Increase students' science knowledge and understanding of Life Science concepts.

G4.B2 Teacher Training

G4.B2.S1 Train teachers on how to use curriculum maps that are provided

PD Opportunity 1

Train teachers using curriculum map

Facilitator

Heather Roche

Participants

K-6 Classroom Teachers

Target Dates or Schedule

Faculty meetings

Evidence of Completion

Participation sign in sheet

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Increase student knowledge in the area of reading by strengthening the reference and research skills.	\$3,442
Total		\$3,442

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Total
N/A	\$0	\$0	\$0
Professional Development Funds: (\$1863.92), ESE Funds (\$753.01), School Improvement Funds (\$825.43)	\$0	\$3,442	\$3,442
Total	\$0	\$3,442	\$3,442

Budget Details

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

G2. Increase student knowledge in the area of reading by strengthening the reference and research skills.

G2.B1 student prior knowledge

G2.B1.S2 Use Common Core Standards and activities to gain deep meaning of research topics.

Action Step 1

Faculty will participate in Professional Learning Communities highlighting the Common Core Standards and how to successfully implement them into their lesson planning and facilitation.

Resource Type

Evidence-Based Materials

Resource

Lucy Caukins Pathway to the Common Core, Common Core Lesson Plan Book, K-5

Funding Source

Professional Development Funds: (\$1863.92), ESE Funds (\$753.01), School Improvement Funds (\$825.43)

Amount Needed

\$3,442

G4. Increase students' science knowledge and understanding of Life Science concepts.

G4.B2 Teacher Training

G4.B2.S1 Train teachers on how to use curriculum maps that are provided

Action Step 1

Train teachers using curriculum map

Resource Type

Professional Development

Resource

Curriculum Maps

Funding Source

N/A

Amount Needed

\$0