2013-2014 SCHOOL IMPROVEMENT PLAN

Thunderbolt Elementary School

2020 THUNDERBOLT RD

Orange Park, FL 32003

904-278-5630

http://tbe.oneclay.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	20%

Alternative/ESE Center	Charter School	Minority Rate
No	No	30%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	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.

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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
Thunderbolt Elementary School

Principal
Dee Dee Phillips

School Advisory Council chair
Cathie Lesher; Lori Fedorowich

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

Name	Title
DeeDee Phillips	Principal
Tracey Finley	Assistant Principal
Shelley Lester	Assistant Principal
Julieanne McQuaig	School Psychologist
LaDean Axtell	ITF; Guidance Counselor
Erika Bishop	ITT; Guidance Counselor
Dawn Hunkele	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

The SAC consists of 10 members. The Principal, 2 teachers, 1 support employee, 1 business partner, 1 community representative and four parents are members. The teachers serve as co-chairmen. Parent membership is representative of school minority and SES rates.

Involvement of the SAC in the development of the SIP

The SAC is informed of school data and areas of need. The SAC is invited to attend and participate in Action Plan writing days to hear academic committee reports and assist with the creation of the school's Action Plans. The school improvement plan is reviewed by the SAC prior to it being submitted.

Activities of the SAC for the upcoming school year

The School Advisory Council will begin the year reviewing the School Improvement Plan and discussing the primary focus for the 2014 School year. During the monthly meetings a summary of completed activities and those in progress will be given. Requests for use of School Improvement funding will be considered as received. Baseline, mid-year and end of the year assessment data will be presented and discussed. Areas of need will be identified for the following school year as well as the areas of success celebrated.

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

SIP funds will be used to support Literacy Building activities ($2,250.00); 4th grade Development of Writing Instruction ($1,500.00); Student Planners ($1500.00)

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dee Dee Phillips		
Principal	Years as Administrator: 24	Years at Current School: 13

Credentials

Bachelor of Arts, History
Masters of Education, Administration & Supervison

Performance Record

All three administrators have worked at Thunderbolt Elementary the past three years. Thunderbolt school data is as follows:
School grades:
2010-11(A)
% reading satisfactory 93
% math satisfactory 90
% writing satisfactory 95
% science satisfactory 65
% reading gain lowest quartile 71
%math gain lowest quartile 72
2011-12 (A)
% reading satisfactory 78
% math satisfactory 75
% writing satisfactory 88
% science satisfactory 61
% reading gain lowest quartile 72
%math gain lowest quartile 65
2012-13 (A)
% reading satisfactory 80
% math satisfactory 68
% writing satisfactory 64
% science satisfactory 69
% reading gain lowest quartile 68
%math gain lowest quartile 70

Tracey Finley		
Asst Principal	Years as Administrator: 8	Years at Current School: 6

Credentials	Bachelor of Arts - Elementary Education Master of Education - Educational Leadership Professional Educator's Certificate Ed. Leadership (all levels) Elementary Education (gr. 1-6) Primary Education (gr.K-3) School Principal (all levels)
Performance Record	All three administrators have worked at Thunderbolt Elementary the past three years. Thunderbolt school data is as follows: School grades: 2010-11(A) % reading satisfactory 93 % math satisfactory 90 % writing satisfactory 95 % science satisfactory 65 % reading gain lowest quartile 71 %math gain lowest quartile 72 2011-12 (A) % reading satisfactory 78 % math satisfactory 75 % writing satisfactory 88 % science satisfactory 61 % reading gain lowest quartile 72 %math gain lowest quartile 65 2012-13 (A) % reading satisfactory 80 % math satisfactory 68 % writing satisfactory 64 % science satisfactory 69 % reading gain lowest quartile 68 %math gain lowest quartile 70

Shelley Lester		
Asst Principal	Years as Administrator: 5	Years at Current School: 5

Credentials	M.Ed.- Educational Leadership: University of North Florida Ed.D.(ABD)- Educational Leadership: University of North Florida B.S.-Elementary Education: Western Michigan University State of Florida Professional Educator Certificate: 550896 State of Texas Lifelong Educator Certificate National Board Certified- Early Adolescence Mathematics
Performance Record	All three administrators have worked at Thunderbolt Elementary the past three years. Thunderbolt school data is as follows: School grades: 2010-11(A) % reading satisfactory 93 % math satisfactory 90 % writing satisfactory 95 % science satisfactory 65 % reading gain lowest quartile 71 %math gain lowest quartile 72 2011-12 (A) % reading satisfactory 78 % math satisfactory 75 % writing satisfactory 88 % science satisfactory 61 % reading gain lowest quartile 72 %math gain lowest quartile 65 2012-13 (A) % reading satisfactory 80 % math satisfactory 68 % writing satisfactory 64 % science satisfactory 69 % reading gain lowest quartile 68 %math gain lowest quartile 70

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Karen Frazier		
Part-time / District-based	Years as Coach: 3	Years at Current School: 3

Areas	Reading/Literacy, Mathematics, Data, RtI/MTSS
Credentials	Reading Endorsed Elementary Ed (BS) Ed. Leadership (Masters)
Performance Record	Thunderbolt school data is as follows: School grades: 2010-11(A) % reading satisfactory 93 % math satisfactory 90 % writing satisfactory 95 % science satisfactory 65 % reading gain lowest quartile 71 %math gain lowest quartile 72 2011-12 (A) % reading satisfactory 78 % math satisfactory 75 % writing satisfactory 88 % science satisfactory 61 % reading gain lowest quartile 72 %math gain lowest quartile 65 2012-13 (A) % reading satisfactory 80 % math satisfactory 68 % writing satisfactory 64 % science satisfactory 69 % reading gain lowest quartile 68 %math gain lowest quartile 70

Classroom Teachers

# of classroom teachers
75

 # receiving effective rating or higher
75, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
75, 100%

 # ESOL endorsed
32, 43%

 # reading endorsed
5, 7%

 # with advanced degrees
25, 33%

 # National Board Certified
9, 12%

 # first-year teachers
2, 3%

 # with 1-5 years of experience
16, 21%

 # with 6-14 years of experience
32, 43%

 # with 15 or more years of experience
31, 41%

Education Paraprofessionals

# of paraprofessionals
18

 # Highly Qualified
18, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
11

 # receiving effective rating or higher
11, 100%

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

All three administrators attend and participate in the annual spring Clay Teacher Job Fair. A positive school image is presented and mini-interviews are conducted throughout the event. The Clay School District also assists with recruitment by sending teams to recruitment fairs through out the eastern US annually. New to Thunderbolt Elementary teachers are monitored by veteran teachers within the school. A peer support group meets with new teachers throughout the school year.

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

New to Thunderbolt teachers are paired with an experienced teacher on their grade level or within their department. This pairing allows for sharing of common information and addressing of common needs. In addition to a teacher mentor, new teachers meet quarterly with an experienced teacher familiar with school wide procedures and policies to review and explain upcoming school events. The

Principal works with all new to the school teachers on completing the Clay Assessment System procedure of teacher evaluation.

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.

Literacy Leadership Team (LLT)

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

Name	Title
DeeDee Phillips	Principal
Cathy Palmer	teacher
Heidi Vidak	teacher
Kathy Dryden	teacher
Cathie Lesher	teacher
Denise Cihlar	teacher
Kim Reneau	teacher
Lucia Roney	teacher
Tracy Johnston	teacher
Sue Sowinski	teacher
Beth Umberger	teacher
Michele Holt	teacher
Patricia Rogers	teacher
Karen Johnson	teacher
Arlene Hernandez	teacher
Andrea Morrison	teacher
Wanda Rhoden	teacher
Kathleen Wheeler	teacher
Martha Reid	teacher
Sarah Brennan	teacher
Dawn Hunkele	teacher

How the school-based LLT functions

The LLT meets the fourth Wednesday of each month at 7:35 a.m. The team reviews the SIP Action plan for Literacy then begins steps to organize and implement the school wide as well as grade level literacy activities, instructional strategies and assessments. Each grade level representative reports to their

grade level or department regarding planned events and grade level participation. Committee decisions are made based on school or grade level reading and writing data. The LLT also helps identify materials to be created or purchased to support literacy instruction and activities.

Major initiatives of the LLT

The major initiative of the LLT will be developing, organizing, and implementing the Building Literacy Theme for the year. A kick-off ground breaking celebration will take place September 18, 2014 followed by monthly focus days (3rd Wednesday) during which the Book of the Year (Pop's Bridge) will be used for a literacy lesson. A visual display will be hung in the cafeteria showing each class' literacy building and the construction progress being made. The LLT will also coordinate school participation in the Florida Reading Celebration in January 2014.

Every Teacher Contributes to Reading Instruction

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

All teachers complete an Individual Professional Development Plan to continually enhance their instructional skills. Sixth grade teachers block schedule to meet needs of all students and deepen teacher knowledge within content area taught.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Each kindergarten teacher is responsible for ensuring that each child successfully transitions to our elementary school program. To provide a smooth transition to school, our school offers two days of staggered enrollment for kindergarten students. Orientation to school begins prior to the start of school. When registering their child, parents are given a copy of the grade level expectations and initial kindergarten readiness skills to work on at home. Parents and students have the opportunity to attend a kindergarten orientation the week before school begins. Children and their parents visit the classroom and meet the teacher. Additionally, a Parent Information Night is held within the first 30 days of school to further inform parents as to how to best help their child during the transition period.
At the beginning of school, kindergarten teachers screen each child to determine the students' acquisition of specific skills and knowledge. On-going progress monitoring tools include FAIR, Performance Matters Assessments, and skills checklists. Students with low reading readiness are given supplemental intensive reading instruction. The Florida Kindergarten Readiness Screener (FLKRS) is used during the first 30 days of school to determine school readiness and the child's ability to form meaningful relationships.
Programs currently in place to assist preschoolers with low readiness rates include Head Start and the State of Florida Voluntary Prekindergarten Program (VPK) and an ESE Pre-K program for students identified as developmentally delayed.
School budgeted funds and district funding are dedicated to ensuring a pleasant and successful transition to our elementary program. The effectiveness of our preschool transition design is determined by data collected from the initial assessments and the FLKRS.

Expected Improvements

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	82%	80%	No	84%
American Indian				
Asian	89%	88%	No	90%
Black/African American	68%	71%	Yes	72%
Hispanic	71%	71%	Yes	74%
White	85%	82%	No	87%
English language learners				
Students with disabilities	66%	64%	No	69%
Economically disadvantaged	66%	70%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	174	78%	83%
Students scoring at or above Achievement Level 4	288	49%	54%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		34%
Students scoring at or above Level 7	11	46%	51%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	457	78%	82%
Students in lowest 25% making learning gains (FCAT 2.0)	85	68%	72%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	12	80%	85%
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]*		69%
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]*		52%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	100	63%	68%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		80%

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	78%	68%	No	80%
American Indian				
Asian	89%	83%	No	90%
Black/African American	63%	45%	No	66%
Hispanic	73%	55%	No	76%
White	80%	71%	No	82%
English language learners				
Students with disabilities	62%	57%	No	66%
Economically disadvantaged	60%	51%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	166	28%	33%
Students scoring at or above Achievement Level 4	228	38%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		27%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	162	85%	90%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	19	70%	75%

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	43	32%	37%
Students scoring at or above Achievement Level 4	47	35%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		65%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

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			

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.	12	1%	0%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals	10	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

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 %

Goals Summary

G1. Increase students' problem solving skills in math

G2. Increase engagement in the learning process

G3. Increase student writing skills through incorporating writing in every content area.

Goals Detail

G1. Increase students' problem solving skills in math

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- new math books, personnel, professional development, manipulatives

Targeted Barriers to Achieving the Goal

- teachers lack of knowledge of best practice of Common Core Math Standards

- parents' lack of understanding Common Core Math Standards

Plan to Monitor Progress Toward the Goal

Performance Matters Data

Person or Persons Responsible
administration

Target Dates or Schedule:
quarterly

Evidence of Completion:
Performance Matters Data

G2. Increase engagement in the learning process

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Professional Development opportunities, Personnel,

Targeted Barriers to Achieving the Goal

- lack of knowledge of engagement strategies and materials

Plan to Monitor Progress Toward the Goal

Teachers will use engagement strategies in their classrooms

Person or Persons Responsible
Administration

Target Dates or Schedule:
monthly

Evidence of Completion:
walk-through data

G3. Increase student writing skills through incorporating writing in every content area.

Targets Supported

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

- Writing

- Social Studies

- Science - Elementary School

Resources Available to Support the Goal

- Being Writer K-5, Science journals, Math journals, Reading Journals; 120 minute Literacy Block

- Book of the Month for every teacher

Targeted Barriers to Achieving the Goal

- time for teachers to plan

- need for a common book for a school-wide focus on literacy

Plan to Monitor Progress Toward the Goal

administer writing assessment and evaluate progress with grade level rubrics

Person or Persons Responsible
adminstration/teachers

Target Dates or Schedule:
three times a year

Evidence of Completion:
data from writing rubrics and FCAT Writes

Action Plan for Improvement

Problem Solving Key

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

G1. Increase students' problem solving skills in math

G1.B1 teachers lack of knowledge of best practice of Common Core Math Standards

G1.B1.S1 Teachers will participate in Common Core PLCs

Action Step 1

Teachers will participate in Common Core PLCs

Person or Persons Responsible

teachers

Target Dates or Schedule

monthly

Evidence of Completion

PLC minutes/notes; lesson plans

Facilitator:

lead teachers

Participants:

classroom teachers

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

participation in PLC

Person or Persons Responsible

administration

Target Dates or Schedule

monthly

Evidence of Completion

sign in sheets, PLC notes

Plan to Monitor Effectiveness of G1.B1.S1

math assessments

Person or Persons Responsible

teachers

Target Dates or Schedule

monthly

Evidence of Completion

data from assessments

G1.B2 parents' lack of understanding Common Core Math Standards

G1.B2.S1 Improve communication with parents about the common core standards

Action Step 1

Purchase planners for 3-6 students to improve communication with parents about math assignments, quizzes, and tests

Person or Persons Responsible

Adminstration will purchase planners, teachers and students will utilize planners

Target Dates or Schedule

August 2013

Evidence of Completion

Planners being utilized

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

Teachers will communicate information to students

Person or Persons Responsible

teachers/students

Target Dates or Schedule

all year

Evidence of Completion

Planners being utilized; parent signatures in planners

Plan to Monitor Effectiveness of G1.B2.S1

math assessments

Person or Persons Responsible

teachers

Target Dates or Schedule

quarterly

Evidence of Completion

data from math assessments

G2. Increase engagement in the learning process

G2.B1 lack of knowledge of engagement strategies and materials

G2.B1.S1 Increase knowledge of engagement strategies and apply in classroom settings

Action Step 1

Purchase Kagan kit for fourth grade teachers to implement engagement strategies in their classrooms. Fourth grade teachers will train faculty during faculty meetings in engagement strategies.

Person or Persons Responsible

Fourth grade teachers

Target Dates or Schedule

Fourth grades will train faculty once a month.

Evidence of Completion

Lesson plans; student work

Facilitator:

Lead teacher

Participants:

Fourth grade teacher

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

Administrators will be doing classroom walk-throughs to look for evidence of engagement strategies

Person or Persons Responsible

administration

Target Dates or Schedule

monthly

Evidence of Completion

data from walk-throughs

Plan to Monitor Effectiveness of G2.B1.S1

data from administrative walk-throughs

Person or Persons Responsible

administration

Target Dates or Schedule

monthly

Evidence of Completion

data from walk-throughs

G3. Increase student writing skills through incorporating writing in every content area.

G3.B1 time for teachers to plan

G3.B1.S1 providing substitutes

Action Step 1

substitute teachers will cover classrooms so fourth grade teachers can plan writing instruction for the 2014 school year

Person or Persons Responsible

fourth grade teachers

Target Dates or Schedule

September 5, 2013

Evidence of Completion

writing plans in place

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

substitutes will be secured so fourth grade teachers can plan writing instruction for the 2014 school year

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

September 5, 2013

Evidence of Completion

minutes of planning meeting; writing lesson plans in place

Plan to Monitor Effectiveness of G3.B1.S1

Clay Writes and FCAT scores will improve due to effective planning

Person or Persons Responsible

administration

Target Dates or Schedule

three times per year

Evidence of Completion

Clay Writes scores will be documented and reported prior to FCAT Writes

G3.B1.S2 Flexible schedules

Action Step 1

Grade level planning meetings

Person or Persons Responsible

all classroom teachers

Target Dates or Schedule

predetermined dates for each grade level

Evidence of Completion

minutes of planning meeting; lesson plans

Facilitator:

selected team member (K, 1, 2, 3, 5)

Participants:

grade level teachers in K, 1, 2, 3,and 5th grades

Plan to Monitor Fidelity of Implementation of G3.B1.S2

flexible planning on selected Fridays and early dismissal days

Person or Persons Responsible

team members

Target Dates or Schedule

monthly

Evidence of Completion

minutes of meeting; lesson plans

Plan to Monitor Effectiveness of G3.B1.S2

scored writing based on rubrics

Person or Persons Responsible

administration

Target Dates or Schedule

three times a year

Evidence of Completion

data from writing assessments

G3.B2 need for a common book for a school-wide focus on literacy

G3.B2.S1 Teach writing through the use of whole and meaningful literature

Action Step 1

Literacy Committee will choose a quality piece of literature to be purchased for all teachers to use within their classrooms each month to build a school wide focus on writing across the content area

Person or Persons Responsible

Literacy Committee

Target Dates or Schedule

August 2013

Evidence of Completion

student work and teacher lesson plans

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

The Literacy Committee will meet monthly to share ideas on how to use the books

Person or Persons Responsible

Literacy Committee

Target Dates or Schedule

third Wednesday of each month

Evidence of Completion

meeting minutes; student work; lesson plans

Plan to Monitor Effectiveness of G3.B2.S1

Students writing samples will be scored using writing rubrics for each grade level.

Person or Persons Responsible

all teachers

Target Dates or Schedule

Three times a year

Evidence of Completion

Writing Rubric data will be in the teacher's data notebooks

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' problem solving skills in math

G1.B1 teachers lack of knowledge of best practice of Common Core Math Standards

G1.B1.S1 Teachers will participate in Common Core PLCs

PD Opportunity 1

Teachers will participate in Common Core PLCs

Facilitator

lead teachers

Participants

classroom teachers

Target Dates or Schedule

monthly

Evidence of Completion

PLC minutes/notes; lesson plans

G2. Increase engagement in the learning process

G2.B1 lack of knowledge of engagement strategies and materials

G2.B1.S1 Increase knowledge of engagement strategies and apply in classroom settings

PD Opportunity 1

Purchase Kagan kit for fourth grade teachers to implement engagement strategies in their classrooms. Fourth grade teachers will train faculty during faculty meetings in engagement strategies.

Facilitator

Lead teacher

Participants

Fourth grade teacher

Target Dates or Schedule

Fourth grades will train faculty once a month.

Evidence of Completion

Lesson plans; student work

G3. Increase student writing skills through incorporating writing in every content area.

G3.B1 time for teachers to plan

G3.B1.S2 Flexible schedules

PD Opportunity 1

Grade level planning meetings

Facilitator

selected team member (K, 1, 2, 3, 5)

Participants

grade level teachers in K, 1, 2, 3,and 5th grades

Target Dates or Schedule

predetermined dates for each grade level

Evidence of Completion

minutes of planning meeting; lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase students' problem solving skills in math	$1,500
G2.	Increase engagement in the learning process	$534
G3.	Increase student writing skills through incorporating writing in every content area.	$1,500
	Total	$3,534

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Other	Evidence-Based Materials	Total
0100.5100.0140.0531.1183	$1,500	$0	$0	$1,500
0100.5100.0510.0531.1182	$0	$0	$0	$0
0100.6400.0590.0531.0000	$0	$0	$534	$534
0100.5100.0390.0531.1184	$0	$1,500	$0	$1,500
Total	$1,500	$1,500	$534	$3,534

Budget Details

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

G1. Increase students' problem solving skills in math

G1.B2 parents' lack of understanding Common Core Math Standards

G1.B2.S1 Improve communication with parents about the common core standards

Action Step 1

Purchase planners for 3-6 students to improve communication with parents about math assignments, quizzes, and tests

Resource Type

Other

Resource

planner for students

Funding Source

0100.5100.0390.0531.1184

Amount Needed

$1,500

G2. Increase engagement in the learning process

G2.B1 lack of knowledge of engagement strategies and materials

G2.B1.S1 Increase knowledge of engagement strategies and apply in classroom settings

Action Step 1

Purchase Kagan kit for fourth grade teachers to implement engagement strategies in their classrooms. Fourth grade teachers will train faculty during faculty meetings in engagement strategies.

Resource Type

Evidence-Based Materials

Resource

Kagan Kit of Engagement Structures

Funding Source

0100.6400.0590.0531.0000

Amount Needed

$534

G3. Increase student writing skills through incorporating writing in every content area.

G3.B1 time for teachers to plan

G3.B1.S1 providing substitutes

Action Step 1

substitute teachers will cover classrooms so fourth grade teachers can plan writing instruction for the 2014 school year

Resource Type

Personnel

Resource

substitute teachers

Funding Source

0100.5100.0140.0531.1183

Amount Needed

$1,500

G3.B2 need for a common book for a school-wide focus on literacy

G3.B2.S1 Teach writing through the use of whole and meaningful literature

Action Step 1

Literacy Committee will choose a quality piece of literature to be purchased for all teachers to use within their classrooms each month to build a school wide focus on writing across the content area

Resource Type

Other

Resource

Pop's Bridge book for every teacher

Funding Source

0100.5100.0510.0531.1182

Amount Needed

$0