



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Doctors Inlet Elementary School

2634 COUNTY ROAD 220

Middleburg, FL 32068

904-213-3000

<http://dis.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 32%

School Grades History

2013-14 A	2012-13 B	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	15
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	25
Part III: Coordination and Integration	0
Appendix 1: Professional Development Plan to Support Goals	31
Appendix 2: Budget to Support Goals	33

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

Doctors Inlet Elementary School

Principal

Anne Miller

School Advisory Council chair

Kristi Mineo

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

Name	Title
Anne Miller	Principal
Ruth Casias	Assistant Principal
Terri Gooding	Reading/Rtl Coach
Mary Jane Brown	Guidance Counselor/Intervention Team Facilitator
Misty Motion	Guidance Counselor
Staci Suits	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

SAC is composed of a SAC Chairman, Principal, 3-4 parents, 1 teacher representative, 1 staff representative, 1 community representative

Involvement of the SAC in the development of the SIP

Faculty and staff meet and develop a draft for goals and action steps for the School Improvement Plan using data from FCAT, FAIR, and Performance Matters. The draft is then presented to the SAC for their approval and revisions if necessary. The draft then goes back to the faculty and staff for their approval.

Activities of the SAC for the upcoming school year

SAC has monthly meetings. The August and September meetings are used to review and develop the School Improvement Plan. Other meetings are used to suggest activities and approve expenditures of items used in the School Improvement Plan. If the school qualifies for School Recognition money, the SAC develops a plan that is presented to the faculty and staff for approval.

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

Projected uses of school improvement funds include: Reading Festival materials and books; School Science Fair awards and materials; classroom libraries and books to supplement the Being a Writer program and Reading with Meaning kits.

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:

Anne Miller

Principal

Years as Administrator: 16

Years at Current School: 7

Credentials

Bachelor of Arts in Education Degree from the University of North Florida;

Master of Education Degree from the University of North Florida;
 Certified in School Principal (all levels), Elementary Education Gr. 1-6, Early Childhood Education (Nursery-Kindergarten).

Performance Record

Principal at Doctors Inlet Elementary in 2012-2013: Grade B (505 points), 70% Reading Satisfactory or Higher; 62% Math Satisfactory or Higher; 54% Writing 3.5 Satisfactory or Higher; 59% Science Satisfactory or Higher; 66% Reading Gains; 66% Math Gains; 64% Reading Gains for Lowest 25%; 64 Math Gains for Lowest 25%.

Principal at Doctors Inlet Elementary in 2011-2012; Grade A (532 points); 72% Reading Satisfactory or Higher; 62% Math Satisfactory or Higher; 89% Writing 3.0 Satisfactory or Higher; 46% Science Satisfactory or Higher; 72% Reading Gain; 62% Math Gains; 78% Reading Gains for the Lowest 25%' 56 Math Gains for the Lowest 25%.

Principal at Doctors Inlet Elementary in 2010-2011; Grade A (571 points); 87% Reading Satisfactory or Higher; 82% Math Satisfactory or Higher; 80% Writing 3.0 Satisfactory or Higher; 53% Science Satisfactory or Higher; 70 % Making Learning Gains in Reading; 72% Making Learning Gains in Math; 64% Reading Gains of the Lowest 25%; 63% Math Gains of the Lowest 25%.

Ruth Casias

Asst Principal

Years as Administrator: 14

Years at Current School: 3

Credentials

Bachelor of Arts in Education Degree from the University of North Florida;
 Master of Education Degree from the University of North Florida;
 Certified in School Principal (all levels), Specific Learning Disabilities K-12, Emotional Handicapped K-12.

Performance Record

Assistant Principal at Doctors Inlet Elementary in 2012-2013:
 Grade B (505 points), 70% Reading Satisfactory or Higher; 62% Math Satisfactory or Higher; 54% Writing 3.5 Satisfactory or Higher; 59% Science Satisfactory or Higher; 66% making Reading Gains; 66% making Math Gain; 64% Reading Gains for Lowest 25%; 64 Points for Math Gains for Lowest 25%.

Assistant Principal at Doctors Inlet Elementary in 2011-2012;
 Grade A (532 points); 72% Reading Satisfactory or Higher; 62% Math Satisfactory or Higher; 89% Writing 3.0 Satisfactory or Higher; 46% Science Satisfactory or Higher; 72% making Reading Gains; 62% making Math Gains; 78% Reading Gains for the Lowest 25%; 56% Math Gains for the Lowest 25%.

Assistant Principal at Doctors Inlet Elementary in 2010-2011;
 Grade A (571 points); 87% Reading Satisfactory or Higher; 82% Math Satisfactory or Higher; 80% Writing 3.0 Satisfactory or Higher; 53% Science Satisfactory or Higher; 70 % Making Learning Gains in Reading; 72% Making Learning Gains in Math; 64% Reading Gains of the Lowest 25%; 63% Math Gains of the Lowest 25%.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Terri Gooding		
Part-time / District-based	Years as Coach: 4	Years at Current School: 3
Areas	Reading/Literacy, RtI/MTSS	
Credentials	Bachelors of Arts in Elementary Education Masters of Elementary Education Certification in Elementary Education, Exceptional Student Education ESOL Endorsement Reading Endorsement	
Performance Record	Reading/RtI Coach at Doctors Inlet Elementary in 2012-2013: Grade B (505 points), 70% Reading Satisfactory or Higher; 62% Math Satisfactory or Higher; 54% Writing 3.5 Satisfactory or Higher; 59% Science Satisfactory or Higher; 66% making Reading Gains; 66% making Math Gains; 64% Reading Gains for Lowest 25%; 64% Math Gains for Lowest 25%. Reading/RtI Coach at Doctors Inlet Elementary in 2011-2012: Grade A (532 points); 72% Reading Satisfactory or Higher; 62% Math Satisfactory or Higher; 89% Writing 3.0 Satisfactory or Higher; 46% Science Satisfactory or Higher; 72% making Reading Gains; 62% making Math Gains; 78% Reading Gains for the Lowest 25% 56% Math Gains for the Lowest 25%.	

Classroom Teachers

# of classroom teachers	41
# receiving effective rating or higher	41, 100%
# Highly Qualified Teachers	100%
# certified in-field	39, 95%
# ESOL endorsed	38, 93%
# reading endorsed	6, 15%
# with advanced degrees	22, 54%
# National Board Certified	2, 5%
# first-year teachers	1, 2%

with 1-5 years of experience

6, 15%

with 6-14 years of experience

11, 27%

with 15 or more years of experience

23, 56%

Education Paraprofessionals**# of paraprofessionals**

7

Highly Qualified

7, 100%

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

13

receiving effective rating or higher

13, 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

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 the 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

New teachers are paired with an experienced teacher with the same grade level and subject areas. Teachers who need help with strategies and who do not have expected learning gains are paired with teachers who have been successful with strategies and high learning gains. Monthly data meetings are held to discuss students and strategies for improvement. Lesson studies and professional learning communities are also tools for teachers to use to mentor and help improve instruction. All teachers are required to develop an individual professional development plan that is based on data and has professional growth activities designed to improved instruction. Professional development plans are implemented for teachers who need improvement.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 FAIR, 3-12 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

All students receiving Tier 2 or Tier 3 interventions are tracked with the Performance Matters MTSS tracking system. Training on this tracking system took place in August, 2013. To assist administrators in identifying which students should be receiving interventions, administrators are able to pull a report from FOCUS that will indicate which students are receiving each tier of interventions, along with a date to reassess student performance. Students listed on the FOCUS reports will be addressed at the monthly intervention meetings. At this time, the teachers and administrators – as an intervention team – will make the decision as to continue interventions at the current level, change or intensify interventions, or discontinue the intervention.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Core reading instruction is analyzed at the K-2 level using FAIR. Data is accessed through the PMRN and also within the Performance Matters data warehouse. In grades 3-10 (and level 1 & 2 11th and 12th grade), core reading and math instruction is analyzed using benchmark assessments within the Performance Matters system. Supplemental and intensive supports in reading, mathematics, science and writing are analyzed using in-program assessments, progress monitoring assessments available through Performance Matters, District-supplied assessments, and through teacher-selected progress monitoring assessments. District specialists and reading/intervention coaches provided engagement strategy training during pre-planning of the 2013 school year and will continue to provide support in this area throughout the year.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Meetings have been scheduled with school administrators and district staff (October, January & May) to discuss MTSS implementation. Meetings with Intervention Team Facilitators will meet in August, January and May to discuss and clarify procedures for documenting MTSS plans for students. A brochure explaining MTSS has been updated and posted on the district website. Copies of this brochure are available to hand to parents during conferences.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 511,200

Our Before and After School Tutoring program provides instruction in core academic subjects for students that require additional remediation. Students are selected based on teacher recommendation and need. Additional after school activities such as Math Team, our annual Reading Festival, Green Thumb Club, Lego Club and School-wide Science Fair provide enrichment activities that promote curriculum that supports Reading, Science and Math for students giving them real life experiences. These activities also provide opportunities for parent involvement and participation.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Student gains and FCAT results are analyzed for effectiveness on tutoring strategies as well as the effectiveness of our tutors. Mrs. Casias, our Assistant Principal monitors the Tutoring program. The Reading Festival, School-wide Science Fair, Math Teams and the Lego Club are led by Teacher volunteers and overseen by the administration. Increased enrollment is used to determine effectiveness in the enrichment programs and learning gains are used to determine effectiveness in our tutoring program.

Who is responsible for monitoring implementation of this strategy?

Classroom teachers are responsible for monitoring implementation. The overall process is monitored by administration.

Literacy Leadership Team (LLT)

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

Name	Title
Anne Miller	Principal
Ruth Casias	Assistant Principal

Name	Title
Terri Gooding	Reading Coach/RtI Coach
Mary Jane Brown	Guidance Counselor/ITF
Diana Burns	4th Grade Teacher
Debbie Johnson	2nd Grade Teacher
Janice Bomberger	ESE Teacher
Laura Bohn	Gifted Teacher

How the school-based LLT functions

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

Major initiatives of the LLT

The LLT will work to effectively integrate the RtI process to ensure that students most "at risk" in reading receive intensive and immediate intervention services. The LLT will also serve as the steering committee to develop our School-wide Reading Festival in November.

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 Doctors Inlet 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 robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. The Florida Kindergarten Reading Screener (FLKRS) will be given within the first 30 days of school. ECHOS will also serve as a screener for social/emotional development and overall school readiness. The Florida Assessment in Reading (FAIR) will be administered one-on-one to all Kindergarten students to determine their initial success probability in reading. Screening data will be collected and aggregated prior to September 20th, 2013. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instructions, modeling, guided proactive and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily and will be reinforced throughout the day through the use of a common language, reteaching, and positive reinforcement of pro-social behavior. FAIR will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

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	74%	70%	No	77%
American Indian				
Asian	88%	79%	No	90%
Black/African American	73%	64%	No	75%
Hispanic	70%	67%	No	73%
White	74%	74%	Yes	77%
English language learners	53%	47%	No	57%
Students with disabilities	48%	40%	No	53%
Economically disadvantaged	70%	64%	No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	145	32%	37%
Students scoring at or above Achievement Level 4	164	37%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	218	66%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	72	64%	69%

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	54	54%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	68%	62%	No	72%
American Indian				
Asian	88%	86%	No	90%
Black/African American	72%	45%	No	75%
Hispanic	47%	53%	Yes	52%
White	72%	66%	No	75%
English language learners	53%	63%	Yes	57%
Students with disabilities	49%	40%	No	54%
Economically disadvantaged	60%	56%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	155	35%	40%
Students scoring at or above Achievement Level 4	82	18%	23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	226	66%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	55	64%	69%

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	39	36%	41%
Students scoring at or above Achievement Level 4	23	21%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

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)	260		275
Participation in STEM-related experiences provided for students	769	95%	98%

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	86	10%	8%
Students retained, pursuant to s. 1008.25, F.S.	18	2%	1%
Students who are not proficient in reading by third grade	26	24%	19%
Students who receive two or more behavior referrals	25	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	1%	1%

Goals Summary

- G1.** Doctors Inlet will incorporate writing in all content areas.
- G2.** Doctors Inlet will use professional learning communities to incorporate Common Core Standards.
- G3.** Doctors Inlet will implement student engagement strategies to improve student achievement.

Goals Detail

G1. Doctors Inlet will incorporate writing in all content areas.

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

- Doctors Inlet will use "Being A Writer" curriculum in Grades K-5.

Targeted Barriers to Achieving the Goal

- Time and monetary resources for professional development.

Plan to Monitor Progress Toward the Goal

Lesson Plans, Observation 360 Walk-Throughs and Formal Observation Instruments

Person or Persons Responsible

Administration

Target Dates or Schedule:

Weekly

Evidence of Completion:

Weekly Lesson Plans, Monthly Observation 360/PD360 logs, and Formal Observation documentation

G2. Doctors Inlet will use professional learning communities to incorporate Common Core Standards.

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

- Doctors Inlet will use "Lessons for the Common Core" as a professional learning community.

Targeted Barriers to Achieving the Goal

- Time and monetary resources for professional development.

Plan to Monitor Progress Toward the Goal

Observation 360 Walk Throughs and Formal Classroom Observation Instruments

Person or Persons Responsible

Administration

Target Dates or Schedule:

Weekly walk-throughs and observations.

Evidence of Completion:

Monthly Observation 360/PD360 Logs and Observation documentation

G3. Doctors Inlet will implement student engagement strategies to improve student achievement.

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

- Doctors Inlet will use "CHAMPS", PD360, and related activities for student engagement.

Targeted Barriers to Achieving the Goal

- Time and monetary resources for professional development.

Plan to Monitor Progress Toward the Goal

Performance Matters and FAIR data, report cards, interims, and teacher observations/walk-throughs

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule:

Monthly Data Meetings

Evidence of Completion:

Monthly Data Meeting Logs and Observation documentation

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Doctors Inlet will incorporate writing in all content areas.

G1.B1 Time and monetary resources for professional development.

G1.B1.S1 Doctors Inlet will provide training using the Teacher Leaders in "Being a Writer" series. Implementation of training will be monitored by administrators using classroom walk throughs.

Action Step 1

Professional Development provided for using "Being a Writer" curriculum.

Person or Persons Responsible

Teacher Leaders- Diana Burns and Debbie Johnson will provide the training.

Target Dates or Schedule

Quarterly training.

Evidence of Completion

Sign in sheets from professional development.

Facilitator:

Ruth Casias, Diana Burns, Debbie Johnson

Participants:

Classroom Teachers

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

Being a Writer Professional Development and classroom implementation observed in walk-throughs and observations

Person or Persons Responsible

Classroom Teachers, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Sign-in sheets from Professional Development, classroom walk through and observation documentation, lesson plans.

Plan to Monitor Effectiveness of G1.B1.S1

Classroom Walk Through and Observations, Lesson Plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Monthly Observation and PD360 logs, weekly lesson plans

G2. Doctors Inlet will use professional learning communities to incorporate Common Core Standards.

G2.B1 Time and monetary resources for professional development.

G2.B1.S1 Provide time and resources for professional learning communities through modified schedules and substitutes.

Action Step 1

Modify teacher work day to allow one day a week with an hour block after school.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Sign-in Sheets

Facilitator:

Teacher Leaders

Participants:

All Teachers

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

Professional Development Sign-In Sheets and Points

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Completed professional development points awarded and monthly sign-in sheets.

Plan to Monitor Effectiveness of G2.B1.S1

Observation 360, PD360, Formal Classroom Observation Instruments

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly walk-throughs and observations.

Evidence of Completion

Monthly Observation 360/PD360 logs and copies of Formal Observations

G3. Doctors Inlet will implement student engagement strategies to improve student achievement.

G3.B1 Time and monetary resources for professional development.

G3.B1.S1 Provide time and resources for professional learning communities through modified schedules and substitutes.

Action Step 1

Modify teacher work day to allow one day a week with an hour block after school.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Sign-in Sheets

Facilitator:

Teacher Leaders

Participants:

All Teachers

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

Professional Development Sign-In Sheets and Points

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Completed professional development points awarded and monthly sign-in sheets.

Plan to Monitor Effectiveness of G3.B1.S1

Observation 360, PD360, Formal Classroom Observation Instruments

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly observations and walk-throughs

Evidence of Completion

Monthly Observation 360/PD360 logs and copies of Formal Observations

G3.B1.S2 Provide resources for a literacy based Reading Festival to encourage student engagement and parental involvement.

Action Step 1

Reading Festival

Person or Persons Responsible

Faculty and Staff

Target Dates or Schedule

November 7, 2013 from 5:30-8:00 p.m.

Evidence of Completion

Sign-in Sheets from attendees.

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

Reading Festival

Person or Persons Responsible

Faculty and Staff

Target Dates or Schedule

November 7, 2013

Evidence of Completion

Sign-in Sheets from attendees

Plan to Monitor Effectiveness of G3.B1.S2

Reading Festival

Person or Persons Responsible

Reading Festival Committee

Target Dates or Schedule

September, 2013-November 2013

Evidence of Completion

Meeting Minutes

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. Doctors Inlet will incorporate writing in all content areas.

G1.B1 Time and monetary resources for professional development.

G1.B1.S1 Doctors Inlet will provide training using the Teacher Leaders in "Being a Writer" series. Implementation of training will be monitored by administrators using classroom walk throughs.

PD Opportunity 1

Professional Development provided for using "Being a Writer" curriculum.

Facilitator

Ruth Casias, Diana Burns, Debbie Johnson

Participants

Classroom Teachers

Target Dates or Schedule

Quarterly training.

Evidence of Completion

Sign in sheets from professional development.

G2. Doctors Inlet will use professional learning communities to incorporate Common Core Standards.

G2.B1 Time and monetary resources for professional development.

G2.B1.S1 Provide time and resources for professional learning communities through modified schedules and substitutes.

PD Opportunity 1

Modify teacher work day to allow one day a week with an hour block after school.

Facilitator

Teacher Leaders

Participants

All Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Sign-in Sheets

G3. Doctors Inlet will implement student engagement strategies to improve student achievement.

G3.B1 Time and monetary resources for professional development.

G3.B1.S1 Provide time and resources for professional learning communities through modified schedules and substitutes.

PD Opportunity 1

Modify teacher work day to allow one day a week with an hour block after school.

Facilitator

Teacher Leaders

Participants

All Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Sign-in Sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Doctors Inlet will incorporate writing in all content areas.	\$500
G2.	Doctors Inlet will use professional learning communities to incorporate Common Core Standards.	\$800
G3.	Doctors Inlet will implement student engagement strategies to improve student achievement.	\$2,200
Total		\$3,500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Total
District Funds for curriculum and training; School-level funds for substitutes for grade level work analysis	\$500	\$0	\$500
School Budget: 0100.5100.0510.0261.1184	\$0	\$800	\$800
School Budget 0100.5100.0390.0261.1184	\$200	\$0	\$200
School Budget 0100.5100.0510.0261.1184 and 0100.5100.0390.0261.1184	\$0	\$2,000	\$2,000
Total	\$700	\$2,800	\$3,500

Budget Details

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

G1. Doctors Inlet will incorporate writing in all content areas.

G1.B1 Time and monetary resources for professional development.

G1.B1.S1 Doctors Inlet will provide training using the Teacher Leaders in "Being a Writer" series. Implementation of training will be monitored by administrators using classroom walk throughs.

Action Step 1

Professional Development provided for using "Being a Writer" curriculum.

Resource Type

Professional Development

Resource

Being a Writer Curriculum and Materials for grades K-5; District training for Being a Writer Teacher Leaders; Supplementary Books for Writing Lessons

Funding Source

District Funds for curriculum and training; School-level funds for substitutes for grade level work analysis

Amount Needed

\$500

G2. Doctors Inlet will use professional learning communities to incorporate Common Core Standards.

G2.B1 Time and monetary resources for professional development.

G2.B1.S1 Provide time and resources for professional learning communities through modified schedules and substitutes.

Action Step 1

Modify teacher work day to allow one day a week with an hour block after school.

Resource Type

Evidence-Based Materials

Resource

"Lessons for the Common Core" books for Professional Learning Community; Core Essentials Collection for Grade 1

Funding Source

School Budget: 0100.5100.0510.0261.1184

Amount Needed

\$800

G3. Doctors Inlet will implement student engagement strategies to improve student achievement.

G3.B1 Time and monetary resources for professional development.

G3.B1.S1 Provide time and resources for professional learning communities through modified schedules and substitutes.

Action Step 1

Modify teacher work day to allow one day a week with an hour block after school.

Resource Type

Professional Development

Resource

Professional development delivered through professional learning communities and faculty meetings utilizing engagement strategies; printing of materials

Funding Source

School Budget 0100.5100.0390.0261.1184

Amount Needed

\$200

G3.B1.S2 Provide resources for a literacy based Reading Festival to encourage student engagement and parental involvement.

Action Step 1

Reading Festival

Resource Type

Evidence-Based Materials

Resource

"A Child's Introduction to the Night's Sky" anchor books for the Reading Festival; materials needed for activities for the Reading Festival; prizes for the Reading Festival activities;

Funding Source

School Budget 0100.5100.0510.0261.1184 and 0100.5100.0390.0261.1184

Amount Needed

\$2,000