2013-2014 SCHOOL IMPROVEMENT PLAN

Robert M. Paterson Elementary

5400 PINE AVE

Orange Park, FL 32003

904-278-2078

http://pes.oneclay.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	29%

Alternative/ESE Center	Charter School	Minority Rate
No	No	25%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	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
Robert M. Paterson Elementary

Principal
Terry Grieninger

School Advisory Council chair
Lisa Pierson

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

Name	Title
Terry Grieniger	Principal
Pamela White	Assistant Principal
Mary Button	Guidance Counselor
Monica Logue	Guidance Counselor
Stephanie McRae	Rti Coach

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

Terry Grieninger – Principal
Lisa Pierson – SAC Chair Person (teacher)
Maggie McLaughlin – parent
Lisa Kern – parent
Maritza Villata – parent
Christina D'Andrea – teacher
Lucille Gallagher – support personnel
Brandi Conomea - teacher

Involvement of the SAC in the development of the SIP

The members of the SAC group provide input into the school improvement plan based on assessed needs and/or annual parent, faculty/staff, and student surveys. They review and approve the plan yearly.

Activities of the SAC for the upcoming school year

The SAC will provide supportive funding for school-wide initiatives that support instructional objectives as described in the School Improvement Plan. Teachers and staff can submit a request for funding of initiatives tied to School Improvement goals such as reading, math, science, or writing.

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

Sixth grade requires students to submit an entry in the annual Science Fair to promote scientific knowledge and an understanding of the scientific process. Science Fair materials in the amount of $1,000 are requested to fund the annual Science Fair which includes an awards dinner attended by students and their parents. To promote and encourage reading by all students $1,000 toward the purchase of the Accelerated Reader STAR test was approved.

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:

Terry Grieninger		
Principal	Years as Administrator: 16	Years at Current School: 11

Credentials

Terry Grieninger:
B.S. in Aviation management
M.S. in Financial Management
Certification in Educational Leadership

Performance Record

Paterson has received an "A" rating from the DOE for the past three years. The percentage of students who achieved a Level 3 and above on FCAT reading and math are as follows:
Reading % scoring Satisfactory 2011
Asian 86%
Black 69%
Hispanic 79%
White 81%
SWD 54%
ED 66%
Reading % scoring Satisfactory 2012
Asian 77%
Black 48%
Hispanic 79%
White 80%
SWD 54%
ED 64%
Reading %
scoring Satisfactory 2013
Asian 75%
Black 59%
Hispanic 67%
White 78%
SWD 52%
ED 58%
Math % scoring Satisfactory 2011
Asian 86%
Black 53%
Hispanic 62%
White 76%
SWD 51%
ED 55%
Math % scoring Satisfactory 2012
Asian 85%
Black 34%
Hispanic 68%
White 73%
SWD 54%
ED 55%
Math % scoring Satisfactory 2013
Asian 75%
Black 38%
Hispanic 58%

White 72%
SWD 51%
ED 50%

Pam White		
Asst Principal	Years as Administrator: 11	Years at Current School: 11

Credentials	B. S. in Special Education M.Ed. in Special Education Certification in Educational Leadership
Performance Record	Paterson has received an "A" rating from the DOE for the past three years. The percentage of students who achieved a Level 3 and above on FCAT reading and math are as follows: Reading % scoring Satisfactory 2011 Asian 86% Black 69% Hispanic 79% White 81% SWD 54% ED 66% Reading % scoring Satisfactory 2012 Asian 77% Black 48% Hispanic 79% White 80% SWD 54% ED 64% Reading % scoring Satisfactory 2013 Asian 75% Black 59% Hispanic 67% White 78% SWD 52% ED 58% Math % scoring Satisfactory 2011 Asian 86% Black 53% Hispanic 62% White 76% SWD 51% ED 55% Math % scoring Satisfactory 2012 Asian 85% Black 34% Hispanic 68% White 73% SWD 54% ED 55% Math % scoring Satisfactory 2013

Asian 75%
Black 38%
Hispanic 58%
White 72%
SWD 51%
ED 50%

Asst Principal	Years as Administrator:	Years at Current School:
Credentials		
Performance Record		

Instructional Coaches

# of instructional coaches
0

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

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
67

 # receiving effective rating or higher
67, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
67, 100%

 # ESOL endorsed
20, 30%

 # reading endorsed
0, 0%

 # with advanced degrees
23, 34%

 # National Board Certified
2, 3%

 # first-year teachers
1, 1%

 # with 1-5 years of experience
10, 15%

 # with 6-14 years of experience
24, 36%

 # with 15 or more years of experience
29, 43%

Education Paraprofessionals

# of paraprofessionals
6

 # Highly Qualified
6, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
16

 # receiving effective rating or higher
16, 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

Both administrators attend the district recruiting fair to meet and interview perspective teachers for our school. Resumes are reviewed and qualifications are discussed with candidates. After teachers become part of our faculty, we encourage on-going professional development and placing teachers in leadership roles to help them become an integral part of the school leadership team and to gain from their expertise. On-going activities are offered to promote positive morale and make Paterson a productive and positive workplace.

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

Grade level team members and team leaders are employed as peer mentors to assist new teachers with procedures, curriculum, and other issues. Administrators also provide support and monitor new employees as they adjust to the school. Weekly newsletters/agendas are e-mailed to all teachers to help improve communication.

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

The Leadership Team will focus meetings around one question: "How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?"
The team meets monthly to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
In addition, administrators and guidance counselors meet monthly with grade levels to discuss the progress of students receiving iii services and decide any modifications to their service plan, review data on all students in the grade level, discuss and problem-solve academic or behavioral issues for that grade level.

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

The Principal and Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Select General Education Teachers: Primary and Intermediate: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
Guidance Counselors: Participate in training staff in the RtI process and assisting them in understanding and implementing the data collection, goal setting, strategy implementation and evaluation of the RtI process as well as facilitate the Tier 3 intervention application and guide teachers through the documentation process.
School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Technology Coach/Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
Staffing Specialist – ESE: Facilitates and supports data collection activities, monitoring and implementation of the Individualized Educational Plans (IEP), and reviews data and forms to determine federal and state compliance.
District Intervention Specialist: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 intervention plans; assists grade levels in the implementation and documentation of strategies.

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

The team provides data on: Tier 1, 2, and 3 targets; ClayBUS data, academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. Team member representatives will assist the School Advisory Committee in the monitoring of the SIP and provide updates to SAC on the implementation of RTI goals in reading, math, science, and writing.

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

Baseline data: Florida Assessments for Instruction in Reading (FAIR) for grades kindergarten -6thd grade, Florida Comprehensive Assessment Test (FCAT) grades 3rd -6th in reading and math, Florida Comprehensive Assessment Test (FCAT) 4th grade writing and 5th grade science. Clay County benchmark assessments through Performance Matters in math and science in grades kindergarten -6th grade.
Midyear data: The Florida Assessments for Instruction in Reading (FAIR) for kindergarten -2nd grade and District Benchmark Tests through Performance Matters in math and science for grades Kindergarten through 6th grades.
End-of-year data: The Florida Assessments for Instruction in Reading (FAIR) for kindergarten -2nd grade and District Benchmark Tests through Performance Matters in math and science for grades Kindergarten through 6th grades.
Frequency of Data Analysis Review: The team will formally meet monthly to analyze/disaggregate data. In addition, each grade level will meet monthly with administrators and guidance counselors to review and discuss the available data, possible interventions, and student progress.

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

To help parents understand the new report card for K-2 students, a sample was distributed while parents watched a video that explained the new report card and data collection based on the new common core standards. In addition, staff have been trained and will continue to have on-going training in data management via programs such as focus, performance matters, and FAIR.
Professional development will be provided during faculty meetings by our Intervention Specialist, Stephanie MacRae as well as discussion of RtI processes and students involved in the process at monthly grade level data meetings. The RtI team will also meet monthly to discuss issues involving students in Tiers 1, 2 and 3, implementation of services, evaluate the need for additional training, and discussion of future needs or changes in the RtI process or documentation.

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: 180

A before school tutoring program is offered annually for students with deficit skills in reading for third graders and math for students in 4th-6th grades. This program is offered three days a week for students who are recommended by their teachers due to poor test scores, grades, and /or classroom performance.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Attendance data is collected and monitored to be sure the maximum number of students are served in the program as well as test data from FCAT assessment.

Who is responsible for monitoring implementation of this strategy?

Pam White, Assistant Principal
Tutoring Instructors
3rd- 6th grade classroom teachers

Literacy Leadership Team (LLT)

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

Name	Title
Terry Grieninger	Principal
Pam White	Assistant Principal
Jody Bartel	Kindergarten Teacher
Alma Coursey	First Grade Teacher
Barb Richards	Second Grade Teacher
Jamee Weir	Third Grade Teacher
Carrie Raybeck	Fourth Grade Teacher
Lisa Pierson	Fourth Grade Teacher
Nakia Christopher	Fifth Grade Teacher
Diane Matthews	Sixth Grade Teacher
Jenny Creswell	Sixth Grade Teacher
Linda Marlowe	Media Specialist
Theresa Carpenter	Technology Specialist
Mary Button	Guidance
Stephanie Bonham	ESE Inclusion Teacher
Courtney Ross	ESE LI Teacher

How the school-based LLT functions

The LLT meets monthly to discuss on-going school issues, such as assessment, data collection, events scheduling, professional development initiatives, material review and approval, technology initiatives, and discussion of school based foundation team projects. Agendas are provided, but other issues may be discussed or brought to the group for review. Each member is required to participate in the discussion and offer input and suggestions to the topics.

Major initiatives of the LLT

The implementation of the Being a Writer program and writing across the curriculum for all teachers is one of our primary objectives. In addition, on-going training in the areas of common core state standards implementation and active student engagement strategies are also areas of focus this year.

Every Teacher Contributes to Reading Instruction

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

As a school, all students participate in the Accelerated Reading program. Students take the Reading STAR
test to identify their IRL or independent reading goal . In addition, students take reading test that show their level of comprehension on a book they have read. Our librarian, Mrs. Marlowe, initiates reading programs, such as Million Word Count, to encourage students to read. Many students, especially in grades 3rd through 6th, participate in the Sunshine State Young Readers list of books, which is also our Battle of the Books (BOB) list
for our 4th grade reading competition. Students are excited to read books off this list, take an AR test, and attend parties that engage students in fun activities that relate to the content of the book. Our teachers have extensive classroom libraries and engage students in read alouds, reading circles, and independent reading activities. Faculty has engaged in vertical teams that developed reading and writing activities across the curriculum.

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 Paterson Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to assess individual strengths and weaknesses and to assist in the developmental robust instruction/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 Screening (FLKRS) is given within the first 30 days of school. The Florida Assessment in Reading (FAIR) will be administered one-on-one to all kindergarten students to determine their initial success probability in reading.
Parents are invited to Orientation and Open House meetings to meet the teacher, tour the school, become familiar with school policy, procedures, Kindergarten curriculum, and build the home/school communication bridge.
Screening data is collected and analyzed to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond the core instruction. Core Kindergarten academic and behavioral instruction will include explicit instruction, modeling, guided practice and independent practice of all academic and or social/emotional skills identified by screening data. Social skill instruction will occur daily and will be reinforced throughout the day through the use of common language, re-teaching, and positive reinforcement of pro-social behavior. FAIR will be administered three times per year in order to determine student learning gains to determine

the need for changes of the instructional/intervention programs. Performance Matters math is also administered three times annually.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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

Strategies for improving student readiness for the public postsecondary level

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	83%	76%	No	85%
American Indian				
Asian	88%	75%	No	90%
Black/African American	74%	59%	No	77%
Hispanic	83%	67%	No	84%
White	84%	78%	No	86%
English language learners				
Students with disabilities	62%	52%	No	66%
Economically disadvantaged	72%	58%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	274	69%	74%
Students scoring at or above Achievement Level 4	69	23%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	564	76%	83%
Students in lowest 25% making learning gains (FCAT 2.0)	71	64%	69%

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]*		65%
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]*		45%
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]*		85%

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	124	52%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	68%	No	81%
American Indian				
Asian	88%	75%	No	90%
Black/African American	61%	38%	No	65%
Hispanic	68%	58%	No	72%
White	80%	72%	No	82%
English language learners				
Students with disabilities	59%	51%	No	63%
Economically disadvantaged	63%	50%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	139	35%	40%
Students scoring at or above Achievement Level 4	129	33%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	274	67%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	67	37%	42%

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	137	28%	33%
Students scoring at or above Achievement Level 4	137	42%	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	318		576
Participation in STEM-related experiences provided for students	164	18%	35%

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			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	0%	0%

Goals Summary

G1. Increase writing scores by implementing Being a Writer in grades K-5th and writing across the curriculum.

G2. Increase student engagement in reading activities to improve reading achievement.

G3. To improve student achievement in the area of science by 5% as documented on the FCAT science test given in 5th grade.

Goals Detail

G1. Increase writing scores by implementing Being a Writer in grades K-5th and writing across the curriculum.

Targets Supported

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

Resources Available to Support the Goal

- Being a Writer teacher kits and trade books, journals for all teachers, classroom journaling, writing across the curriculum, 120+ literacy block, professional development training

Targeted Barriers to Achieving the Goal

- Teachers require training in this new approach to writing and the use of the Being a Writer materials.

Plan to Monitor Progress Toward the Goal

Review Clay Writes and FCAT Writes scores to evaluate improvement

Person or Persons Responsible
Grade level data teams Administrators Guidance Counselors RTi Coach

Target Dates or Schedule:
Monthly at grade level data meetings

Evidence of Completion:
Increase in FCAT Writes scores by 5% from the 2013 FCAT Writing scores for 4th grade students or an increase in the Clay Writes scores from the first assessment to the third assessment for non-FCAT tested grades.

G2. Increase student engagement in reading activities to improve reading achievement.

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

Resources Available to Support the Goal
- Ongoing Common Core State Standards training in engagement strategies by faculty members who attended the State CCSS Summer Institute and/or District personnel, Learning Communities, Lesson Study, Professional Library resources, Paterson Update weekly newsletter and District Curriculum Connection, Online such as the District resources on the Teacher Training Center and C-Palms sites, Accelerated Reader STAR test program to offer reading incentives

Targeted Barriers to Achieving the Goal
- Time to implement and train teachers in the CCSS strategies and standards is difficult with the abundance of other duties and responsibilities teachers have to complete.

Plan to Monitor Progress Toward the Goal

Review of Accelerated Reader STAR reports, informal classroom observations, review of teacher lesson plans for documentation of student engagement strategies

Person or Persons Responsible
Pam White, Terry Grieninger - Administrators School-based CCSS trainers

Target Dates or Schedule:
Accelerated Reader reports will be reviewed at monthly data meetings, on-going informal observations, and review of lesson plans for engagement strategies

Evidence of Completion:
results of Accelerated Reader reports lesson plans walk through documentation

G3. To improve student achievement in the area of science by 5% as documented on the FCAT science test given in 5th grade.

Targets Supported

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

Resources Available to Support the Goal

- science fair coordinator field trips to 5th and 6th grade to the North Fork Ranch for hands-on science activities community speaker on science related topics science fair for all 6th grade students block scheduling with teachers who are devoted to the science curriculum lab tables with water access in 6th grade Science kits Hands-on lab experiments

Targeted Barriers to Achieving the Goal

- students lack sufficient background knowledge in science related concepts

Plan to Monitor Progress Toward the Goal

Review status of science fair and field trips Discuss hands-on application in the classroom and the use of science journals Request feedback from teachers on the implementations of hands-on activities and the barriers to the implementation to hands-on activities.

Person or Persons Responsible

Science teachers Administrators SAC chair School based district science representatives: John Bagg and Debra Carter

Target Dates or Schedule:

Monthly grade level data meetings

Evidence of Completion:

Display of science fair projects Field trip documentation Lesson plans Science journals

Action Plan for Improvement

Problem Solving Key

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

G1. Increase writing scores by implementing Being a Writer in grades K-5th and writing across the curriculum.

G1.B1 Teachers require training in this new approach to writing and the use of the Being a Writer materials.

G1.B1.S1 Provide ongoing training and support in the Being a Writer Program throughout the school year.

Action Step 1

Provide training in the Being a Writer Program in September, October and January and provide ongoing support for classroom implementation.

Person or Persons Responsible

Pam White, Assistant Principal Lisa Pierson and Teresa Perez, Being a Writer Trainers Faculty members

Target Dates or Schedule

On-going throughout the school year 2013-2014

Evidence of Completion

Inservice Follow-up forms Clay Writes and FCAT Writes scores Journal entries

Facilitator:

Participants:

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

Review of classroom implementation

Person or Persons Responsible

Pam White, Terry Grieninger, Administrators Lisa Pierson and Teresa Perez, Being a Writer Trainers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Walk through logs Journals Inservice follow-up forms Informal observations

Plan to Monitor Effectiveness of G1.B1.S1

Review Clay Writes and FCAT Writes scores, monthly data meetings

Person or Persons Responsible

Pam White, Terry Grieninger, Administrators Lisa Pierson and Teresa Perez, Being a Writer Trainers

Target Dates or Schedule

Monthly data meetings with each grade level

Evidence of Completion

Clay Writes and FCAT Writes score improvement Teacher feedback on the Being a Writer Program

G2. Increase student engagement in reading activities to improve reading achievement.

G2.B1 Time to implement and train teachers in the CCSS strategies and standards is difficult with the abundance of other duties and responsibilities teachers have to complete.

G2.B1.S1 Training opportunities have been scheduled during pre-planning and on early dismissal days to limit the impact on instruction and teacher planning time. Non-classroom based personnel have been used to supervise classes to allow teachers the opportunity to visit other classrooms to observe. Information related to the CCSS is disseminated via e-mail and online resources to reduce the amount of time teachers will be attending meetings.

Action Step 1

Training calendar for the CCSS topics needs to be distributed to teachers. Teachers have been enrolled in a CCSS Inservice Umbrella to allow them to earn credit for attending a variety of one hour trainings on topics related to the CCSS. Provide trainings in topics such as student engagement, close reads, text-based questioning, Blending the CCSS and NGSS, etc. Collect follow-up forms to document classroom implementation

Person or Persons Responsible

Pam White, Assistant Principal School-based team of CCSS trainers Faculty

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Inservice Follow-up forms Walk through documentation Lesson plans Accelerated Reader STAR reports of student activity

Facilitator:

Pam White, Assistant Principal School-based team of CCSS trainers

Participants:

Faculty

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

Administrators will conduct walk throughs and informal observations to document student engagement and the shift to active student involvement during instruction.

Person or Persons Responsible

Pam White, Terry Grieninger - Administrators School-based CCSS Trainers

Target Dates or Schedule

Ongoing throughout the school year

Evidence of Completion

Lesson plan documentation of small group instruction, partner-pair-share, oral presentations, center activities, cooperative learning groups, journal sharing, author's chair to share writing, group projects, etc. Attendance rosters for CCSS trainings Accelerated Reader STAR reports of student reading activities

Plan to Monitor Effectiveness of G2.B1.S1

Administrators will conduct walk throughs and informal observations to document student engagement and the shift to active student involvement during instruction.

Person or Persons Responsible

Pam White, Terry Grieninger - Administrators School-based CCSS trainers

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Lesson plan documentation of small group instruction, partner-pair-share, oral presentations, center activities, cooperative learning groups, journal sharing, author's chair to share writing, group projects, etc. Attendance rosters for CCSS trainings Accelerated Reader STAR reports of student reading activities

G3. To improve student achievement in the area of science by 5% as documented on the FCAT science test given in 5th grade.

G3.B1 students lack sufficient background knowledge in science related concepts

G3.B1.S1 To require 6th grade students to participate in the science fair will allow them to become more familiar with the scientific process. For the first time, 5th grade will join 6th grade and will participate in the field trip to the North Folk Ranch for hands-on science experiments. Increase the number of hands-on science experiments in the science classrooms. Students will also record entries in their science journals on an on-going basis.

Action Step 1

Science fair coordinator will provide students with a list of steps that need to be completed for the science fair projects. Students will be assisted and monitored as they complete their projects. Projects will be evaluated by a team of judges. an awards ceremony will be held to recognize their achievements. Students will take a pre and post test related to the science activities at the North Fork Ranch. Students in 5th and 6th grade will attend and participate in science activities twice during the school year. Follow up activities will be completed following their return. Teachers will implement science experiments and science journals entries will be modeled and required of students.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Science fair project grades and award winners Post test results from the North Fork Ranch experiments Teacher science lesson plans Students science journals

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

Review science fair project grades and award winners Review post test from North Fork Ranch field trips and student feedback Review lesson plans for students engaged in hands-on activities Review student journal entry

Person or Persons Responsible

Science teachers Administrators SAC chair School based district science representatives: John Bagg and Debra Carter

Target Dates or Schedule

Monthly data meetings

Evidence of Completion

Display of science fair projects Field trip documentation Lesson plans Science journals

Plan to Monitor Effectiveness of G3.B1.S1

Review science fair and North Fork Ranch field trip evidence Review lesson plans and student journal entries

Person or Persons Responsible

Science teachers Administrators SAC chair School based district science representatives: John Bagg and Debra Carter

Target Dates or Schedule

On-going monitoring throughout the 2013-2014 school year.

Evidence of Completion

Display of science fair projects Field trip documentation Lesson plans Science journals

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 writing scores by implementing Being a Writer in grades K-5th and writing across the curriculum.

G1.B1 Teachers require training in this new approach to writing and the use of the Being a Writer materials.

G1.B1.S1 Provide ongoing training and support in the Being a Writer Program throughout the school year.

PD Opportunity 1

Provide training in the Being a Writer Program in September, October and January and provide ongoing support for classroom implementation.

Facilitator

Participants

Target Dates or Schedule

On-going throughout the school year 2013-2014

Evidence of Completion

Inservice Follow-up forms Clay Writes and FCAT Writes scores Journal entries

G2. Increase student engagement in reading activities to improve reading achievement.

G2.B1 Time to implement and train teachers in the CCSS strategies and standards is difficult with the abundance of other duties and responsibilities teachers have to complete.

G2.B1.S1 Training opportunities have been scheduled during pre-planning and on early dismissal days to limit the impact on instruction and teacher planning time. Non-classroom based personnel have been used to supervise classes to allow teachers the opportunity to visit other classrooms to observe. Information related to the CCSS is disseminated via e-mail and online resources to reduce the amount of time teachers will be attending meetings.

PD Opportunity 1

Training calendar for the CCSS topics needs to be distributed to teachers. Teachers have been enrolled in a CCSS Inservice Umbrella to allow them to earn credit for attending a variety of one hour trainings on topics related to the CCSS. Provide trainings in topics such as student engagement, close reads, text-based questioning, Blending the CCSS and NGSS, etc. Collect follow-up forms to document classroom implementation

Facilitator

Pam White, Assistant Principal School-based team of CCSS trainers

Participants

Faculty

Target Dates or Schedule

On-going throughout the school year

Evidence of Completion

Inservice Follow-up forms Walk through documentation Lesson plans Accelerated Reader STAR reports of student activity

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase writing scores by implementing Being a Writer in grades K-5th and writing across the curriculum.	$2,160
G2.	Increase student engagement in reading activities to improve reading achievement.	$1,000
G3.	To improve student achievement in the area of science by 5% as documented on the FCAT science test given in 5th grade.	$1,000
	Total	$4,160

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Technology	Evidence-Based Program	Total
100.5200.0520.0471.1901 and 0100.5100.0520.0471.2014	$2,160	$0	$0	$2,160
SAC	$0	$1,000	$0	$1,000
SAC funds	$0	$0	$1,000	$1,000
Total	$2,160	$1,000	$1,000	$4,160

Budget Details

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

G1. Increase writing scores by implementing Being a Writer in grades K-5th and writing across the curriculum.

G1.B1 Teachers require training in this new approach to writing and the use of the Being a Writer materials.

G1.B1.S1 Provide ongoing training and support in the Being a Writer Program throughout the school year.

Action Step 1

Provide training in the Being a Writer Program in September, October and January and provide ongoing support for classroom implementation.

Resource Type

Evidence-Based Materials

Resource

Being a Writer Teacher kits and trade books

Funding Source

100.5200.0520.0471.1901 and 0100.5100.0520.0471.2014

Amount Needed

$2,160

G2. Increase student engagement in reading activities to improve reading achievement.

G2.B1 Time to implement and train teachers in the CCSS strategies and standards is difficult with the abundance of other duties and responsibilities teachers have to complete.

G2.B1.S1 Training opportunities have been scheduled during pre-planning and on early dismissal days to limit the impact on instruction and teacher planning time. Non-classroom based personnel have been used to supervise classes to allow teachers the opportunity to visit other classrooms to observe. Information related to the CCSS is disseminated via e-mail and online resources to reduce the amount of time teachers will be attending meetings.

Action Step 1

Training calendar for the CCSS topics needs to be distributed to teachers. Teachers have been enrolled in a CCSS Inservice Umbrella to allow them to earn credit for attending a variety of one hour trainings on topics related to the CCSS. Provide trainings in topics such as student engagement, close reads, text-based questioning, Blending the CCSS and NGSS, etc. Collect follow-up forms to document classroom implementation

Resource Type

Technology

Resource

Funding to assist in the purchase of a site license for Accelerated Reader STAR testing

Funding Source

SAC

Amount Needed

$1,000

G3. To improve student achievement in the area of science by 5% as documented on the FCAT science test given in 5th grade.

G3.B1 students lack sufficient background knowledge in science related concepts

G3.B1.S1 To require 6th grade students to participate in the science fair will allow them to become more familiar with the scientific process. For the first time, 5th grade will join 6th grade and will participate in the field trip to the North Folk Ranch for hands-on science experiments. Increase the number of hands-on science experiments in the science classrooms. Students will also record entries in their science journals on an on-going basis.

Action Step 1

Science fair coordinator will provide students with a list of steps that need to be completed for the science fair projects. Students will be assisted and monitored as they complete their projects. Projects will be evaluated by a team of judges. an awards ceremony will be held to recognize their achievements. Students will take a pre and post test related to the science activities at the North Fork Ranch. Students in 5th and 6th grade will attend and participate in science activities twice during the school year. Follow up activities will be completed following their return. Teachers will implement science experiments and science journals entries will be modeled and required of students.

Resource Type

Evidence-Based Program

Resource

Funding for Science Fair for 6th grade

Funding Source

SAC funds

Amount Needed

$1,000