2013-2014 SCHOOL IMPROVEMENT PLAN

Charles E. Bennett Elementary School

1 S OAKRIDGE AVE

Green Cove Springs, FL 32043

904-529-2126

http://www.clay.k12.fl.us/ceb

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	78%

Alternative/ESE Center	Charter School	Minority Rate
No	No	33%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	A	B

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
Charles E. Bennett Elementary School

Principal
Evelyn Chastain

School Advisory Council chair
Antoinette Gates

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

Name	Title
Evelyn Chastain	Principal
Mark	Phelps
Melanie	McIver
Stacy	Metcalfe
Renee	Taylor
Lisa	Barbetti
Devin	Hixson
Esther	Buchanan

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

Evelyn Chastain Principal
Antoinette Gates Chair
Leah Keeley Teacher
Amanda Strickland Teacher
Terri Comer Teacher
Virginia Sheppard Support Employee
Tammy Caustic Parent
Karina Osorio Parent

Amy Romano Parent
Elaine Marshall Parent

Involvement of the SAC in the development of the SIP

Our mission is to work collaboratively with all stakeholders to set goals that are challenging and rewarding for all children. Members of SAC will review the plan. As a collaborative group, we will discuss the option to add or omit any information or goals within the plan.

Activities of the SAC for the upcoming school year

SAC will meet, as needed, make decisions about the budget, school improvement plan, parent involvement plan, and overall school climate.

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

Fall tutoring incentives for 100 students $650
One City, One book, "A Land Remembered," to purchase 65 copies $360
Purchase 10 Kindles, to be house in the media center, for student use $690
Dedication sign for the Nature Trail $250
Award supplies to be given out at various times and events during the school year $100

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:

Evelyn Chastain		
Principal	Years as Administrator: 12	Years at Current School: 4

Credentials	Masters - Elementary Education, University of Florida,Educational Leadership Certification –University of North Florida Bachelor -Home Economics/Housing & Interior Design,Florida State University
Performance Record	Principal of Charles E. Bennett Elementary: 2012-2013:Grade: B; Reading Mastery 58%; Math Mastery 57%; Science Mastery 52%; Writing Mastery 39% 2011-2012:Grade: A; Reading Mastery 60%; Math Mastery 64%; Science Mastery 59%; Writing Mastery 73% 2010-2011: Grade: B; Reading Mastery 74%; Math Mastery 73%; Science Mastery 36%; Writing Mastery 76% 2009-2010:Grade: C; Reading Mastery 70%; Math Mastery 65%; Science Mastery 38%; Writing Mastery 60%; No groups made AYP in Reading, Math or Writing. Principal of Clay Hill Elementary, 2008-2009;Grade: A; Reading Mastery 80%, Math Mastery 74%, Science Mastery 54% Writing Mastery 89%: AYP was met in all groups for reading, SWD was the only group not to meet AYP in math. AYP for writing was met. 2007-2008: Grade: A; Reading Mastery 80%, Math Mastery 73%, Science Mastery 64%, Writing Mastery 85%: AYP was met in both reading and math in all groups except SWD. AYP for writing was not met. 2006-2007: Grade: A; Reading Mastery 80%, Math Mastery 73% Science Mastery 59%, Writing Mastery 94%:AYP was met in all groups for reading, math, and writing.

Mark Phelps		
Asst Principal	Years as Administrator: 20	Years at Current School: 23

Credentials	B.A. Psychology M.ED Exceptional Student Education M.ED Administration and Supervision
Performance Record	Assistant Principal of Charles E. Bennett 2012-2013:Grade: B; Reading Mastery 58%; Math Mastery 57%; Science Mastery 52%; Writing Mastery 39% 2011-2012:Grade: A; Reading Mastery 60%; Math Mastery 64%; Science Mastery 59%; Writing Mastery 73% 2010-2011: Grade: B; Reading Mastery 74%; Math Mastery 73%; Science Mastery 36%; Writing Mastery 76% 2009-2010:Grade: C; Reading Mastery 70%; Math Mastery 65%; Science Mastery 38%; Writing Mastery 60%; No groups made AYP in Reading, Math or Writing. 2008-2009:Grade: C; Reading Mastery: 70%; Math Mastery 61%; Science Mastery 47%; Writing Mastery 92%; AYP Reading total students met AYP, SWD did not meet AYP; AYP Math no group made AYP. 2007-2008: Grade: C: Reading Mastery: 69%; Math Mastery 66%; Science Mastery 42%; Writing Mastery 87%: Reading total students met AYP, SWD did not meet AYP; AYP Math—only white subgroup made AYP. 2006-2007: Grade: C: Reading Mastery: 69%; Math Mastery 68%; Science Mastery 39%; Writing Mastery 88%; AYP was met by all groups in both reading and math.

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Melanie McIver		
Full-time / District-based	Years as Coach: 3	Years at Current School: 13

Areas	Reading/Literacy, Mathematics, Science, Data
Credentials	Educational Leadership, Elementary Education, Reading Endorsement, Integrated Middle-Grades, ESOL Certified
Performance Record	2012-2013:Grade: B; Reading Mastery 58%; Math Mastery 57%; Science Mastery 52%; Writing Mastery 39% 2011-2012: Grade: A; Reading Mastery 60%; Math Mastery 64%; Science Mastery 59%; Writing Mastery 73% 2010-2011: Grade: B; Reading Mastery 74%; Math Mastery 73%; Science Mastery 36%; Writing Mastery 76%

Classroom Teachers

# of classroom teachers
61

 # receiving effective rating or higher
100, 164%

 # Highly Qualified Teachers
100%

 # certified in-field
61, 100%

 # ESOL endorsed
36, 59%

 # reading endorsed
9, 15%

 # with advanced degrees
13, 21%

 # National Board Certified
0, 0%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
23, 38%

 # with 6-14 years of experience
26, 43%

 # with 15 or more years of experience
12, 20%

Education Paraprofessionals

# of paraprofessionals

10

 # Highly Qualified

100, 1000%

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

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

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy: Before or After School Program

Minutes added to school year: 4,320

Tutoring will be implemented throughout the year. Each session includes sixteen, 90 minute tutoring opportunities. The tutoring sessions will create quality learning time and focus instruction on specific student groups, across the grade levels. Groups have been broken down as follows: K-2 reading (January-April), 4-6 lowest quartile reading and math (2 sessions), 3rd grade Tier 2/Tier 3 (2 sessions), and 4th grade writing (1 session).

Strategy Purpose(s)

- Instruction in core academic subjects

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

After analyzing 2013 FCAT data to identify students' weaknesses, tutors (teachers) will develop Student Learning Plans with specific learning goals for each student. To determine the effectiveness of the strategies implemented during the tutoring sessions, a pre and post assessment will be given to the students.

Who is responsible for monitoring implementation of this strategy?

Tutoring Teachers, Administration, Melanie McIver

Strategy: Before or After School Program

Minutes added to school year:

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Melanie McIver	Curriculum Coach
Karen Brugh	1st Grade Teacher
Katherine Morrison	2nd Grade Teacher
Kelsey Robertson	3rd Grade Teacher
Linda Finn	3rd Grade Teacher
Ellen Hume	4th Grade Teacher
Pam Seech	5th Grade Teacher

Name	Title
Hope Friel	6th Grade Teacher
Janie Lloyd	Media Specialist
Tina Newman	ESE Teacher
Amy Williamson	Title I Teacher

How the school-based LLT functions

The LLT will meet monthly to present and discuss current teaching practices, review information about core and supplemental reading instruction, participates in student data collection and delivers instruction/ intervention, and collaborates with other staff to implement K-12 Reading Plan. The LLT will articulate coming changes due to Common Core and the implications for instruction across grade level. The LLT will look at the Universal Screeners for each grade level in the area of reading to analyze the effectiveness of Core materials for instruction. The LLT will look at the FCAT and FAIR results to analyze school areas of need.

Major initiatives of the LLT

Major initiatives this year will include the school's plan to begin implementation of Common Core 3-6 and fully implement in K – 2. Teachers will specifically look at the target initiatives of the District and School. These include: writing in response to text across the subject areas, grading student responses using a rubric, analyzing text for complexity and identifying implications for instruction at all grade levels.

Every Teacher Contributes to Reading Instruction

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

To ensure every teacher contributes to the reading improvement of every student, K-5 has a minimum 150 minute ELA block with push-in support. During the ELA block there is iii, intensive, time provided. Small groups are used to differentiate instruction to meet the need of multi-level students. In 6th grade, each student has a 50 minute reading class, and there are three content reading classes within the science blocks. Professional Development is provided to teachers to implement research based strategies in reading. Reading data is discussed at monthly, team data meetings, facilitated by Curriculum Coach and Administrators.

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

Four area preschools have students who transition into Charles E. Bennett Elementary plus an in-house VPK/PreK 4 program. We invite the students to visit the school during the spring of the school year for a kindergarten tour. During the spring-summer kindergarten registration process, an enrollment packet is distributed which includes alphabet cards, number cards, color cards, scissors, and crayons. These "getting ready" activities give parents information on activities they can do throughout the summer to support a strong entry into kindergarten. Administration and teacher leaders have dialog with the Head Start directors in articulation meetings held in the fall and again in spring. In October, CEB hosts a Jumpstart Read for the Record event taking tips for early reading success into the preschools. In August, a four-day kindergarten camp is held to ease with the transition to school for both students and parents who are invited to attend on the final day.

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	62%	63%	Yes	66%
American Indian				
Asian				
Black/African American	50%	49%	No	55%
Hispanic	70%	45%	No	73%
White	64%	62%	No	68%
English language learners	62%	41%	No	65%
Students with disabilities	47%	25%	No	52%
Economically disadvantaged	59%	51%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	27%	31%
Students scoring at or above Achievement Level 4	82	30%	34%

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	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	92	34%	38%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		11%

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)			
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]*		29%
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]*		0%

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	38	45%	49%
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	59%	57%	No	63%
American Indian				
Asian				
Black/African American	53%	51%	No	57%
Hispanic	65%	35%	No	69%
White	59%	61%	Yes	63%
English language learners				
Students with disabilities	41%	29%	No	47%
Economically disadvantaged	56%	53%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	29%	33%
Students scoring at or above Achievement Level 4	69	25%	29%

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	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	76	28%	32%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		12%

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	36	38%	42%
Students scoring at or above Achievement Level 4	13	14%	18%

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	*[data excluded for privacy reasons]*		100%

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)	3		5
Participation in STEM-related experiences provided for students	720	100%	100%

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	78	10%	9%
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade	3	3%	2%
Students who receive two or more behavior referrals	79	10%	9%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	29	4%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Increase students' writing skills by incorporating writing everyday, throughout the content areas.

G2.   By 2014, 63% of students will achieve proficiency on the Mathematics FCAT 2.0 by scoring a level 3 or higher.

G3.   By 2014, 66% of students will achieve proficiency on Reading FCAT 2.0 by scoring a level 3 or higher.

Goals Detail

G1. Increase students' writing skills by incorporating writing everyday, throughout the content areas.

Targets Supported
- Reading ()
- Writing
- Math (Elementary and Middle School)
- Social Studies
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Being a Writing

Targeted Barriers to Achieving the Goal
- Teacher training of new writing program and resources

Plan to Monitor Progress Toward the Goal

benchmark testing

Person or Persons Responsible
teachers, curriculum coach, administrator

Target Dates or Schedule:
ongoing throughout the year

Evidence of Completion:
Clay Writes, FCAT Writes

G2. By 2014, 63% of students will achieve proficiency on the Mathematics FCAT 2.0 by scoring a level 3 or higher.

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

Resources Available to Support the Goal
- MobyMax
- SuccessMaker Lab
- Extended Day Tutoring
- Performance Matters

Targeted Barriers to Achieving the Goal
- Grade Level Data Analysis and Planning Time
- Tutoring Attendance/Transportation

Plan to Monitor Progress Toward the Goal

Performance Matters and Moby Max data

Person or Persons Responsible
Curriculum Coach (McIver) Administration (Chastain and Phelps)

Target Dates or Schedule:
throughout the year, specifically after benchmark testing (Fall, Winter, Spring) and pre and post tutoring testing

Evidence of Completion:
data reports from Performance Matters and Moby Max will aid in analyzing the potential success rate of students' towards goal

G3. By 2014, 66% of students will achieve proficiency on Reading FCAT 2.0 by scoring a level 3 or higher.

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

Resources Available to Support the Goal
- MobyMax
- SuccessMaker
- Extended Day Tutoring
- Performance Matters

Targeted Barriers to Achieving the Goal
- Daily Attendance/Motivation

Plan to Monitor Progress Toward the Goal

tracking attendance rates throughout the year compared to improved student scores on benchmark testing

Person or Persons Responsible
Attendance Team, Administration, Curriculum Coach

Target Dates or Schedule:
monthly analysis of overall CEB attendance, monthly observations in classrooms

Evidence of Completion:
attendance reports, students with multiple absences will receive an attendance referral and the teacher will call home, and improved participation rate of students due to engagement during lessons

Action Plan for Improvement

Problem Solving Key

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

G1. Increase students' writing skills by incorporating writing everyday, throughout the content areas.

G1.B1 Teacher training of new writing program and resources

G1.B1.S1 Teacher leaders will be trained on the Being a Writer program, and they will train the rest of the faculty.

Action Step 1

Being a Writer Training

Person or Persons Responsible

teacher leaders

Target Dates or Schedule

2 training sessions Summer 2013 4 training sessions with faculty of CEB

Evidence of Completion

Being a Writer materials

Facilitator:

Emily Weiskopf

Participants:

Kevin Leary, Caitlin O'Donnell

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

administrative observations and lesson plans with writing incorporated across the curriculum

Person or Persons Responsible

administrators

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

lesson plans and student work samples

Plan to Monitor Effectiveness of G1.B1.S1

benchmark testing (Clay Writes)

Person or Persons Responsible

teachers, Curriculum Coach, administrators

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

student work samples and data

G2. By 2014, 63% of students will achieve proficiency on the Mathematics FCAT 2.0 by scoring a level 3 or higher.

G2.B1 Grade Level Data Analysis and Planning Time

G2.B1.S1 Holding data meetings that support grade level teams' (including ESE and Title I teachers) analysis of data and collaboration.

Action Step 1

Team data meetings that allow for collaboration and analysis of data from benchmark testing and other assessments.

Person or Persons Responsible

grade level teachers, ESE teachers, Title I teachers, administrators, curriculum coach

Target Dates or Schedule

monthly data meetings will be held for 45 minutes "data chats" will be held biannually, for 4 hours

Evidence of Completion

agenda, data analysis charts, lesson plans

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

data spreadsheets (located on network drive), lesson plan checks

Person or Persons Responsible

Curriculum Coach (McIver) Administration (Chastain)

Target Dates or Schedule

-data spreadsheet is continuously monitored by curriculum coach (teachers input data after each assessment given) -lesson plans will be periodically checked my principal (biannually)

Evidence of Completion

data on spreadsheets are used during data chats and data meetings feedback forms will accompany lesson plan checks

Plan to Monitor Effectiveness of G2.B1.S1

Data meetings and chats allow for strategies to be presented to the teams of teachers in direct response of their students' weaknesses, based on analyzed data.

Person or Persons Responsible

Curriculum Coach (McIver) Administration (Chastain and Phelps)

Target Dates or Schedule

-ongoing monitoring through administration's walk-throughs and other observation times -evidence of strategies being implemented through lesson plan checks

Evidence of Completion

observations (formal and informal) future assessment scores, based on modified planning after data chats and meetings

G2.B2 Tutoring Attendance/Transportation

G2.B2.S1 In an effort to increase "To the Max" tutoring attendance, transportation and daily incentives will be offered.

Action Step 1

Transportation after tutoring

Person or Persons Responsible

Students in need

Target Dates or Schedule

after each tutoring session (Monday and Wednesday, 10/14-12/11)

Evidence of Completion

A CCSD bus will come to CEB at 4:30 to pick up students.

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

bus arrival and successful drop off of students

Person or Persons Responsible

Administration Curriculum Coach

Target Dates or Schedule

following each tutoring session

Evidence of Completion

CCSD bus arriving promptly at CEB at 4:30

Plan to Monitor Effectiveness of G2.B2.S1

tutoring attendance sheets

Person or Persons Responsible

tutoring teachers, Curriculum Coach

Target Dates or Schedule

ongoing throughout Fall tutoring session (10/14-12/11)

Evidence of Completion

attendance sheets

G3. By 2014, 66% of students will achieve proficiency on Reading FCAT 2.0 by scoring a level 3 or higher.

G3.B1 Daily Attendance/Motivation

G3.B1.S1 Literacy Activities for Families

Action Step 1

Literacy-based family involvement activities that provide tools for motivating and supporting students at home. Reading based family involvement activities include: -Reading/School Readiness: Kindergarten Camp -Reading and Literacy Training: Character Book Bingo -Mom and Me (Read for the Record) -Reading and Literacy Training: Christmas Around the World -Reading: Navigating Non Fiction

Person or Persons Responsible

All CEB students and families

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

attendance sheets and parent surveys

Facilitator:

Melanie McIver (Curriculum Coach)

Participants:

All faculty

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

Monitoring of these literacy-based activities commences at the beginning of the year when Melanie McIver (Curriculum Coach) creates the calendar of parent involvement events, and is followed up after each activity when the attendance totals are calculated by the hosting team.

Person or Persons Responsible

Administrators (Chastain) Curriculum Coach (McIver)

Target Dates or Schedule

ongoing throughout the year, after each activity

Evidence of Completion

-agendas created prior to each event -attendance records (sign-in sheets) -support materials given to the families to encourage implementation of strategies at home

Plan to Monitor Effectiveness of G3.B1.S1

Surveys are collected to monitor effectiveness of family involvement activities.

Person or Persons Responsible

Teachers that host the event will collect the surveys at the end of the event and transfer the data on one chart to track effectiveness.

Target Dates or Schedule

Data is charted immediately following the family event and turned in to Title I as a component of the Parent Involvement Plan (PIP).

Evidence of Completion

Title I data chart with family responses from surveys

G3.B1.S2 Engagement Strategies

Action Step 1

Monthly Engagement Strategy

Person or Persons Responsible

CEB faculty

Target Dates or Schedule

A new engagement strategy is introduced, and focused on, each month. After each month, teachers will have a growing selection of mastered strategies to choose from.

Evidence of Completion

administrative walk-throughs (periodic and invitation-based)

Facilitator:

Pat Dukes

Participants:

CEB Faculty

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

professional development for the scheduled strategy of each month

Person or Persons Responsible

McIver

Target Dates or Schedule

once a month during extended morning meeting time

Evidence of Completion

handouts and PowerPoint presentations with strategy information and example activities

Plan to Monitor Effectiveness of G3.B1.S2

Administration Encouragement and Observation

Person or Persons Responsible

Chastain Phelps McIver

Target Dates or Schedule

ongoing throughout month during schedule observation times or invitation by CEB faculty

Evidence of Completion

informal observations (PD360 feedback), pictures and videos of engagement strategy implementation sent to administration and curriculum coach

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I: Charles E. Bennett Elementary offers intensive academic classes to all students who are performing below grade level. Outside the regular scheduled school day, tutoring services are provided to ensure students requiring additional remediation are assisted.

Title I, Part C Migrant: Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II: District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instruction strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X Homeless: District Social Worker provides resources (clothing, tutoring, school supplies, social services, referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

SAI: SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.

Violence Prevention Programs: CEB's PRIDE Guidelines are a school wide program that implements positive behavior reinforcement to ensure a safe school environment. Students can earn PRIDE referrals to note positive decision making, along with a PRIDE award winner from each class, each nine weeks. To enure safety within the cafeteria they have implemented additional guidelines that are posted up at all times. There is a behavior monitoring system that utilizes green, red, and yellow cups to visually illustrate specific tables' behaviors.

Nutritional Program: Through federal funding Charles E. Bennett offers a summer feeding program. This program allows any person to the age of 18 to eat breakfast and lunch free of charge. Adults are charged to eat. This program is open to any person.

Head Start: A Head Start program is offered in Green Cove Springs. Students entering from this program are well prepared for kindergarten and beyond.

Adult Education: Parents are invited to participate in all classes offered under the district's Adult Education Program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase students' writing skills by incorporating writing everyday, throughout the content areas.

G1.B1 Teacher training of new writing program and resources

G1.B1.S1 Teacher leaders will be trained on the Being a Writer program, and they will train the rest of the faculty.

PD Opportunity 1

Being a Writer Training

Facilitator

Emily Weiskopf

Participants

Kevin Leary, Caitlin O'Donnell

Target Dates or Schedule

2 training sessions Summer 2013 4 training sessions with faculty of CEB

Evidence of Completion

Being a Writer materials

G3. By 2014, 66% of students will achieve proficiency on Reading FCAT 2.0 by scoring a level 3 or higher.

G3.B1 Daily Attendance/Motivation

G3.B1.S1 Literacy Activities for Families

PD Opportunity 1

Literacy-based family involvement activities that provide tools for motivating and supporting students at home. Reading based family involvement activities include: -Reading/School Readiness: Kindergarten Camp -Reading and Literacy Training: Character Book Bingo -Mom and Me (Read for the Record) -Reading and Literacy Training: Christmas Around the World -Reading: Navigating Non Fiction

Facilitator

Melanie McIver (Curriculum Coach)

Participants

All faculty

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

attendance sheets and parent surveys

G3.B1.S2 Engagement Strategies

PD Opportunity 1

Monthly Engagement Strategy

Facilitator

Pat Dukes

Participants

CEB Faculty

Target Dates or Schedule

A new engagement strategy is introduced, and focused on, each month. After each month, teachers will have a growing selection of mastered strategies to choose from.

Evidence of Completion

administrative walk-throughs (periodic and invitation-based)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	By 2014, 63% of students will achieve proficiency on the Mathematics FCAT 2.0 by scoring a level 3 or higher.	$2,500
G3.	By 2014, 66% of students will achieve proficiency on Reading FCAT 2.0 by scoring a level 3 or higher.	$2,000
	Total	$4,500

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Professional Development	Total
0420-6400-125-0071-0420	$2,000	$0	$2,000
0420-6400-125-0071-4014	$0	$2,500	$2,500
Total	$2,000	$2,500	$4,500

Budget Details

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

G2. By 2014, 63% of students will achieve proficiency on the Mathematics FCAT 2.0 by scoring a level 3 or higher.

G2.B1 Grade Level Data Analysis and Planning Time

G2.B1.S1 Holding data meetings that support grade level teams' (including ESE and Title I teachers) analysis of data and collaboration.

Action Step 1

Team data meetings that allow for collaboration and analysis of data from benchmark testing and other assessments.

Resource Type

Professional Development

Resource

Substitutes used for classroom teachers missing 1/2 day for data chats

Funding Source

0420-6400-125-0071-4014

Amount Needed

$2,500

G2.B2 Tutoring Attendance/Transportation

G2.B2.S1 In an effort to increase "To the Max" tutoring attendance, transportation and daily incentives will be offered.

Action Step 1

Transportation after tutoring

Resource Type

Other

Resource

bus for transportation for tutoring students

Funding Source

0420-6400-125-0071-0420

Amount Needed

G3. By 2014, 66% of students will achieve proficiency on Reading FCAT 2.0 by scoring a level 3 or higher.

G3.B1 Daily Attendance/Motivation

G3.B1.S1 Literacy Activities for Families

Action Step 1

Literacy-based family involvement activities that provide tools for motivating and supporting students at home. Reading based family involvement activities include: -Reading/School Readiness: Kindergarten Camp -Reading and Literacy Training: Character Book Bingo -Mom and Me (Read for the Record) -Reading and Literacy Training: Christmas Around the World -Reading: Navigating Non Fiction

Resource Type

Other

Resource

Materials for family literacy nights

Funding Source

0420-6400-125-0071-0420

Amount Needed

$2,000