Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Gadsden Elementary Magnet School

500 W KING ST
Quincy, FL 32351
850-627-7557
http://www.gcps.k12.fl.us/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	No	29%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	95%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	A	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked “N/A” by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Gadsden Elementary Magnet School

Principal
Hilda Jackson

School Advisory Council chair
Cedric Chandler

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

Name	Title
Hilda Jackson	Principal
Dena Brockman	Third Grade Teacher - Reporter
Patricia Kunkler	First Grade Teacher
Louisa Gatlin	Gifted Teacher - Recorder
Latina Butler	Guidance Counselor
Brenda Mason	Fifth Grade Teacher

District-Level Information

District
Gadsden

Superintendent
Mr. Reginald C James

Date of school board approval of SIP
10/22/2013

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle school), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. The SAC Chair, Secretary, Treasurer, Co-Chair (All parents), and the Parliamentarian (Community Member). Additionally, 7 other parent members, 2 teachers and the Principal makes-up SAC..

Involvement of the SAC in the development of the SIP

The School Advisory Council assisted the school with completing the School Improvement Plan. SAC meetings were held the last three Thursday evenings (3:00 P.M. until 7:30 P.M.) in the month of September 2013. The Leadership Team and the Principal met with SAC members to complete the SIP

plan.
SAC involvement was included in the total development of the School Improvement Plan.

Activities of the SAC for the upcoming school year

A Monthly meeting will be held the third Thursday evening of each month to discuss school needs, repairs and activities. Student activities and programs will also be discussed. A repair or need list will be discussed with the appropriate director at the district level. SAC members will represent the school at monthly parent meetings at the district. SAC will decide the use of and distribution of school recognition funds for the 2013 school year results.

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

20% of SAC funds will be used to provide student and staff incentives (trophies, ribbons and plaques, etc.) and 80% of the funds will be used to support and provide instructional materials and equipment for classrooms (technology, and textbooks).

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
1

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

Administrator Information:

Hilda Jackson		
Principal	Years as Administrator: 20	Years at Current School: 1
Credentials	B.S. Elementary Education, Minor in Early Childhood Education, Physical Disabilities, Endorsement in Gifted Education, Masters in Elementary Education, and a Certification in Educational Leadership	
Performance Record	Served as Principal, Assistant Principal, Dean of Students, Primary Specialist, Early Childhood Teacher, and Elementary Teacher. A total of 35 Years in Public School Education.	

Instructional Coaches

# of instructional coaches
0

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

Instructional Coach Information:

NA - Do not have an instructional coach on staff.		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
12

 # receiving effective rating or higher
12, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
12, 100%

 # ESOL endorsed
5, 42%

 # reading endorsed
3, 25%

 # with advanced degrees
4, 33%

 # National Board Certified
2, 17%

 # first-year teachers
5, 42%

 # with 1-5 years of experience
5, 42%

 # with 6-14 years of experience
2, 17%

 # with 15 or more years of experience
5, 42%

Education Paraprofessionals

# of paraprofessionals

1

 # Highly Qualified

1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Administrators in schools assign a mentor to new teachers to provide support and guidance. Regular Professional Development is provided to support and prepare new teachers on programs and policies held in the school and district.
General funds are used to fund all aspects of the school; supplemental resources, activities and personnel. Such funding includes salaries for teachers and paraprofessional, licensure for computer-assisted instruction and supplemental resources such as reading materials, science kits and math resources. General funds also provide support to teachers to become highly-qualified through tuition,and reimbursement for the teacher certification examination. General funds, also support the school in parent involvement activities and resources by offering funding for attendance of inservices, and conferences for parents.

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

Mentoring program/plan:
Mentor Name Mentee Assigned Rationale for Pairing Planned Mentoring Activities
Latasha. Porter Ashley MacIntosh Mrs. Porter is an experienced Meet regularly informally as
Gr. 4 Kindergarten teacher in 1st grade. She is needed. Formally, Mrs. Porter
eager to share her skills and Mrs. MacIntosh will meet
and experiences with new bi-monthly to document and
teachers in her department. complete reports.
This is first year in Gr. 4.
Glenda McDonald Kacie Fisher Mrs. McDonald is a Veteran Meet as needed to respond to
Resource PreK teacher. She serves as part concerns and questions.
time resource teacher. She Scheduled meetings will be
served more than 35 years held bi-monthly (second and
in primary grades (preK-1st). third Tuesday) of each month
She is eager to share her at 3:00 P.M. - 3:45 P.M. each
skills and experiences with month.
other teachers.
Joyce Austin Michelle Calano Mrs. Austin is an experienced Meet as needed to respond to

Gr. 2 Gr. 2 teacher in the primary grades. concerns and questions.
She has taught 2nd grade for Scheduled meetings
several years. She is willing bi-monthly (second and third
help her peers to be successful. Tuesday) of each month at
3:00 P.M.-3:45 P.M.
Brenda Mason Peter Jordan Mrs. Mason is a Veteran Meet as needed to respond to
Gr. 5 Gr. 6 teacher. She served more than concerns and questions.
34 years in elementary teaching. Scheduled meetings bi-
She is eager to share her skills monthly (second and third
and experiences with others. Tuesday) of each month at
3:00 P.M.-3:45 P.M.
Latasha Porter Michelle Tigue Mrs. Porter is an experienced Meet as needed to respond to
Gr. 4 Gr. 8 teacher. She is eager to share concerns and questions.
her skills and experiences with Scheduled meetings will be
her colleagues. held bi-monthly (second and
third Tuesday) of each month.
Glenda McDonald Phillip Rogers Mrs. McDonald is a Veteran Meet as needed to respond
Resource Gr. 7 teacher. She serves as part to concerns and questions.
time resource teacher. She Scheduled meetings held
served more than 35 years bi-monthly (second and
in primary grades (PreK-1st). third Tuesday) of each
She is eager to share her month.
skills and experiences with
her colleagues.

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 meet once a month, as follows: * to discuss school-wide data in science, math, reading, and writing and make instructional decisions accordingly * to implement problem solving strategies * to review progress monitoring data for each grade-level and share information presented in weekly grade group meetings * to identify and evaluate Tier 1,2,and 3 students * to determine staff development needs and resources.

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

The Leadership Team will meet once a month, as follows: * to discuss school-wide data in science, math, reading, and writing and make instructional decisions accordingly * to implement problem solving strategies * to review progress monitoring data for each grade-level and share information presented in weekly grade group meetings * to identify and evaluate Tier 1,2,and 3 students * to determine staff development needs and resources. Each leadership Team Member will share the data for his/her level.

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

Teachers will be Selective of the methods of instruction being used to teach students (e.g., whole group, small group, lecture, differentiated instruction, and workshop). Score codes are based on data from the state's FAIR assessment and the district's Data director test creator and scorer. Students who score at

the Proficient and Advanced level will be accelerated. Tier 1 intervention (using both scaffold and complex, grade-level text) will be provided for the students who score at the Basic, Below Basic, and Far Below Basic levels. INTERVENTION NOTES COMMON CONCERNS AND BARRIERS. Intervention instruction should be provided by a teacher who is especially effective in presenting and helping students master the specific benchmark. Possible methods of delivery: Within the reading or content-area class through workshop or center time - Before-school group - After-school group Teacher-planning period - Saturday group - Pull out through intervention staff (e.g., ESE teacher, guidance counselor, Reading coach, administrator, mentor) - Push in through intervention staff (e.g., ESE teacher, guidance counselor, Reading coach, administrator, mentor) Tier 1 a) Provide re-teaching (using scaffolded texts) to students using the re-teaching materials. Specific teaching strategies will vary based on the benchmark being taught. b) Have students review the original assessment and discuss their answers, focusing specifically on errors in logic as they relate to the benchmark being re-taught. The original text can function as an excellent teaching tool. We all tend to learn from our mistakes. c) Re-assess students on the benchmark. The data is analyzed and feedback is provided to students. Step V. Students who score at the Proficient and Advanced level will be accelerated. Tier 2 intervention (using both scaffold and complex, grade-level text) will be provided for the students who score at the Basic, Below Basic, and Far Below Basic levels. Tier 2 a) Provide re-teaching (using scaffolded texts) to students using the re-teaching materials. Emphasis at this tier should be placed on small-group instruction. Students should receive this intervention in groups of three to six students. Specific teaching strategies will vary based on the benchmark being taught. b) Have students review the second assessment and discuss their answers, focusing specifically on errors in logic as they relate to the benchmark being re-taught. c) Re-assess students on the benchmark. The data is analyzed and feedback is provided to students. Students who score at the Proficient and Advanced level will be accelerated. Tier 3 intervention (using both scaffold and complex, grade-level text) will be provided for the students who score at the Basic, Below Basic, and Far Below Basic levels. Tier 3 a) Provide re-teaching (using scaffolded texts) to students using the re-teaching materials. Emphasis at this tier should be placed on small-group instruction. Students should receive at this intervention one-on-one. Specific teaching strategies will vary based on the benchmark being taught. b) Have students review the third assessment and discuss their answers, focusing specifically on errors in logic as they relate to the benchmark being re-taught. c) Re-assess students on the benchmark. The data is analyzed and feedback is provided to students. Students who score at the Proficient and Advanced level will be accelerated. Continue to provide tier 3 interventions for those students, who score at the Basic, Below Basic, and Far Below Basic levels

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

Gadsden Elementary Magnet School Intervention Plan I. Summary of Interventions Strategies during the instructional day include: a. All teachers implement the Florida Continuous Improvement Model (activators, essential questions, cognitive teaching strategies, graphic organizers (thinking maps, and summarizers) in all subject areas throughout the day. b. Classroom Instructional Strategies are implemented daily (identifying similarities, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and questions, cues, and advance organizers). c. All students receive reading instruction for 1 ½ to 2 hours flexible reading groups (to include grade level and instructional level instruction) which was developed according to data from benchmark mini assessments, FAIR, Core assessments and mid-year assessments, etc. d. Co-teaching with Special Ed., Classroom Teachers, and paraprofessional during flex reading groups to provide extra support for “Basic, Below Basic and Far Below Basic” students. e. Go Math (Core) Intervention Program is used in K through 5th grade and: K and 1st Grade – Imagine It! (SRA), Accelerated Reader, PALS and Waterford 2nd and 3rd Grade - Imagine It! (SRA), FCAT Coach, Accelerated Reader (AR), Leveled Reading Trade Books, and FCAT Specifications, NCS Learns Success Maker program, Leveled Reading Trade Books, Kaleidoscope, Scoring High and PALS. 4th and 5th Grade –Imagine It! (SRA), FCAT

Coach, Accelerated Reader (AR), Leveled Reading Trade Books, and FCAT Specifications, NCS Success Maker program and Kaleidoscope. f. All first through fifth grade students complete at least two reading and math Success Maker lessons weekly. “Basic” students complete a Success Maker lessons daily in reading and math. g. Math classes have been extended to one hour and thirty minutes daily; Flex grouping is used when needed for math. The “Basic” students are served in a pull out model or a collaborative model whichever model best serves their specific needs. h. Instructional lessons in reading and math using Success Maker software will be customized to support the learning for specific or difficult standards. i. All students are encouraged to participate in the Accelerated Reader Program – this program is used as an incentive and motivational program to encourage recreational reading. Students are rewarded by their reading accomplishments. j. Target goals will be established by classroom teachers according to individual student’s progress on Success Maker reports in reading and math. k. Students and classroom teachers will conference and set goals using Initial Success Maker results – Goals and progress will be monitored by the classroom teacher and students l. Grade level, and Special Ed. Teachers collaboratively plan for instruction and differentiation, using all test data available – this is monitored on student instructional plans and lesson plans. m. Progress will be monitored frequently by, Regular Ed., and Special Ed. teachers using Running Records, - pre and post math assessments, benchmarks, etc. Results will be charted and recommendations and/or plans for further interventions will be implemented based on the progress made by individual students. n. Tutorials during special area period - Music, Art, Media and PE teachers tutors 3rd, 4th and 5th grade students in reading and math during their assigned special area period. o. Results from Pre/Post Math test and Benchmark assessments will be reviewed with students. p. On-line Reading Program – A software program that provides textbooks online and will enable students to listen to the textbook information as the student follows along in the textbook. Training was provided for special ed teachers and selected classroom teachers. II. Extended Day Interventions a. Before-School Success Maker –computer labs; “Basic” students are scheduled throughout the week to complete reading and math lessons. If space is available other students may participate in the early morning lab time b. After-School tutorial (3rd-5th)- Identified “Basic” students will be invited to attend a 4:30-6:30 tutorial session on Monday, Tuesday and Thursday beginning in September 2011 until May 2012. c. The Success Maker Lab is open on Friday evenings for parents to bring their child to work on sessions during the week. d. Technology – Several software programs (success maker, etc.) and interactive web sites (video streaming, brain pop, jc-schools.net, discovery school.com, etc.) are used in the classrooms to engage students in instruction and learning. All classrooms are equipped with an LCD projector and smart board to assist with instruction. There are three computer labs for students to use daily. e. Summer Academy 2012will be held for third grade students. Identified students will attend summer academy based on the results on the FCAT assessment in April 2012. III. Home/School/Community Communication: a. Teacher/parent conferences are scheduled twice a year and more if needed. Report Card results, writing assessment, student progress, etc. are documented on conference forms and are the focus for the conferences. b. Parent Education Meetings are scheduled throughout the year to educate parents on: using FCAT up-dates, reading strategies, homework, math manipulatives, literacy, etc. c. The Parent Involvement Worker, nurse, secretary, and SRO assist in calling parents of students who are frequently absent d. Attendance meetings are scheduled with parents of students who have accumulated more than 7 unexcused absences and/or 10 absences e. Students in 3rd -5th grade are provided with homework packets. Homework packets are sent home weekly. Parents are expected to check homework and return each Monday. f. School newsletters and calendars are sent home monthly g. Principal calendar of events are sent home weekly. h. The Success Maker Lab (a computer software program that targets individual student’s math and reading needs) is open on Friday evenings for parents to bring their child to work on sessions during the week. IV. Professional Learning: a. Leadership Group – This is the job-embedded approach to professional learning used at GWMES. Grade Level Team Leaders participate in Data Analysis and Brainstorming. The Leadership Team meets two to three times a month focusing on strategies to improve student learning and achievement. The Leadership Team focuses on identified weaknesses in instructional strategies from a variety of test data and identified weaknesses in instruction. The group develops an action plan that guides the self directed professional growth for the group. Student data, student work, and progress are reviewed as strategies are implemented in the

classrooms. Minutes are recorded and submitted to the faculty for feedback. b. Instructional Planning Days – Teachers are provided a full day each nine weeks to review student data and plan for instruction. This planning time is used to analyze instruction and student assessments, update instructional plans, review Florida Performance Standards, and plan for future instruction. The Principal, AP, Instructional Coaches, Media Specialist, Special Ed. Teachers, ESOL Teacher, etc. are provided an opportunity to meet with the grade level teams to discuss areas of need, review data and standards, and collaborate on instruction and professional learning needs. c. Professional Learning is provided at the school level and district level to enhance instructional strategies that will improve student learning and increase student achievement. V. Intervention Process Step I. Students are assessed on the benchmark (using complex, grade –level text) after it has been taught and students have had an opportunity to collaborate and practice the skill. Step II. The data is analyzed and feedback is provided to students. Data will be utilized and presented as following: A. Specific students will be identified at the Basic, Below Basic, and Far Below Basic levels. B. Teachers will be made aware of specific students' weaknesses. C. Teachers will address the students' weakness in their specific class. D. The commonalities will be identified that exist among the students at these levels will be (i.e., teacher, socio-economic status, race/ethnicity, and ELL status). E. Teachers will be Selective of the methods of instruction being used to teach students (e.g., whole group, small group, lecture, differentiated instruction, and workshop). Score codes are based on data from the state's FAIR assessment and the district's Data director test creator and scorer. Step III. Students who score at the Proficient and Advanced level will be accelerated. Tier 1 intervention (using both scaffold and complex, grade-level text) will be provided for the students who score at the Basic, Below Basic, and Far Below Basic levels. INTERVENTION NOTES COMMON CONCERNS AND BARRIERS. Intervention instruction should be provided by a teacher who is especially effective in presenting and helping students master the specific benchmark. Possible methods of delivery: Within the reading or content-area class through workshop or center time - Before-school group - After-school group Teacher-planning period - Saturday group - Pull out through intervention staff (e.g., ESE teacher, guidance counselor, Reading coach, administrator, mentor) - Push in through intervention staff (e.g., ESE teacher, guidance counselor, Reading coach, administrator, mentor) Tier 1 a) Provide re-teaching (using scaffolded texts) to students using the re-teaching materials. Specific teaching strategies will vary based on the benchmark being taught. b) Have students review the original assessment and discuss their answers, focusing specifically on errors in logic as they relate to the benchmark being re-taught. The original text can function as an excellent teaching tool. We all tend to learn from our mistakes. c) Re-assess students on the benchmark. Step IV. The data is analyzed and feedback is provided to students. Step V. Students who score at the Proficient and Advanced level will be accelerated. Tier 2 intervention (using both scaffold and complex, grade-level text) will be provided for the students who score at the Basic, Below Basic, and Far Below Basic levels. Tier 2 a) Provide re-teaching (using scaffolded texts) to students using the re-teaching materials. Emphasis at this tier should be placed on small-group instruction. Students should receive this intervention in groups of three to six students. Specific teaching strategies will vary based on the benchmark being taught. b) Have students review the second assessment and discuss their answers, focusing specifically on errors in logic as they relate to the benchmark being re-taught. c) Re-assess students on the benchmark. Step VI. The data is analyzed and feedback is provided to students. Step VII. Students who score at the Proficient and Advanced level will be accelerated. Tier 3 intervention (using both scaffold and complex, grade-level text) will be provided for the students who score at the Basic, Below Basic, and Far Below Basic levels. Tier 3 a) Provide re-teaching (using scaffolded texts) to students using the re-teaching materials. Emphasis at this tier should be placed on small-group instruction. Students should receive at this intervention one-on-one. Specific teaching strategies will vary based on the benchmark being taught. b) Have students review the third assessment and discuss their answers, focusing specifically on errors in logic as they relate to the benchmark being re-taught. c) Re-assess students on the benchmark. Step VIII. The data is analyzed and feedback is provided to students. Step IX. Students who score at the Proficient and Advanced level will be accelerated. Continue to provide tier 3 interventions for those students, who score at the Basic, Below Basic, and Far Below Basic levels

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

The MTSS Team will attend conferences and inservices during the Summer and school year. The team will returm and train teachers with information learned. Also this information will be modeled during staff meetings.

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: Summer Program

Minutes added to school year: 1

Second and Third Grade Summer Reading Camp
The program is held the first six weeks of the students summer vacation. Reading instructions provided by certified reading teachers. Technology based learning and best practice strategies are utilized in classrooms.
Second Grade summer reading program is a district initiative while, third grade is a district and state initiative.

Strategy Purpose(s)

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

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

Students are administered a baseline assessment the first week of the summer program. Instruction is provided for six weeks. The final week students are administered a final assessment to gain comparative data to determine growth.

Who is responsible for monitoring implementation of this strategy?

The school district's Director of Curriculum and Instructions is responsible for monitoring and the implementation of this program. The district's Reading Coordinator also work close with this program under the leadership of the Director of Curriculum and Instructions.

Strategy: Before or After School Program

Minutes added to school year: 2

Virtual School (Middle/Junior High School)

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

The eighth grade students sign-in on to Virtual School at 7:15 A.M. until 8:30 A.M. each morning to complete assignments in Biology. The students work on the computer with the superision of their Biology Teacher. The goal of starting the day before school is to gain additional time on the computer to complete assignments given by the on-line instructor. The eighth grade students Biology class has an End-of-Course Assessment test tha will be asministered in Spring 2014. Students are preparing all year for this assessment on-line.

Who is responsible for monitoring implementation of this strategy?

The principal, parents and teachers are responsible for monitoring the progress of the program.

Literacy Leadership Team (LLT)

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

Name	Title
Hilda Jackson	Principal - LLT - Chairperson
Latina Butler	Guidance Counselor - LLT-Member
Dena Brockman	Third Grade Teacher - LLT-Recorder
Louisa Gatlin	Gifted Teacher - LLT-Reporter
Brenda Mason	Fifth Grade Teacher - LLT Member
Patricia Kunkler	First Grade Teacher - LLT - Timekeepper

How the school-based LLT functions

The Leadership Team will meet once a month, as follows: * to discuss school-wide data in science, math, reading, and writing and make instructional decisions accordingly * to implement problem solving strategies * to review progress monitoring data for each grade-level and share information presented in weekly grade group meetings * to identify and evaluate Tier 1,2,and 3 students * to determine staff development needs and resources

Major initiatives of the LLT

The major initiatives for this year are: 1. Increase the percentage of students in grades 3-8 reading on grade level. a. Increase reading inservice for teachers b. Increase the modeling and monitoring in classrooms c. Increase the reading period to at least 2 hours each day 2. Implement Middle/Junior High School Curriculum
3. Increase technology usage in the school

Every Teacher Contributes to Reading Instruction

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

Reading in-service trainings are coordinated and offered at the school and district levels. All teachers are encouraged to attend the trainings. Teachers are to implement knowledge learned in their classroom and delivery of instruction. The School Administrator is to monitor teachers delivery of instruction through daily walk through and formal evaluations. Regular data analysis meetings are held monthly to monitor students growth.
These Data meetings are held with grade level teachers (only one teacher on each level for the exception of 2nd and 3rd grade, they have two) and the principal. At the Data meetings, each student progress is discussed according to the data and teacher judgement. Reading inservice trainings' are held on campus each Wednesday at 2:45 P.M. until 4:00 P.M. It is encouraged that teachers attend the trainings. Trainings after school are facilitated by model teachers, consultants and district reading coaches.

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

The Prekindergarten Program Coordinator created a transition plan for students when they move from one level or program to another. The plan provides services that are of the highest possible quality, that ensures the needs and aspirations of families and children are at the center of each child's transition, and delivers services in the least restrictive environment that is appropriate for each child. The plan supports successful transitions for enrolled children and families from previous child care programs, Early Head Start or other child care settings into Prekindergarten. The plan supports successful transitions for enrolled children and families from Prekindergarten into elementary schools or other child care settings. The plan ensures that individual prekindergarten children's relevant records are transferred to the elementary schools or next placement. The plan encourages communication between prekindergarten staff and their counterparts in the schools and other child care settings including principals, teachers, social workers, and health staff to facilitate continuity of the program. The plan initiates meetings involving prekindergarten teachers, parents and kindergarten or elementary school teachers to discuss the developmental progress and abilities of individual children. The plan assists parents in becoming their children's advocate as they transition from the home or other childcare setting into prekindergarten. The plan assists parents in becoming their children's advocate as they transition from prekindergarten into elementary school or other childcare setting. The plan provides training for prekindergarten staff on planning for successful transitions to and from the Prekindergarten Program. The Prekindergarten Curriculum is consistent with the Prekindergarten Program Performance Standards and is based on sound child development principles about how children grow and learn. Students are assessed regularly with the LAP-R, and the District's Individual Student Assessments. In order to assure the quality of the Prekindergarten Program and to measure the program's accomplishments, strengths and weaknesses, a self-assessment is conducted with each program year long with ongoing monitoring. The school administrators in collaboration with the prekindergaten staff use the Classroom Observation Checklist on a regular basis to assure that the specific program objectives and activities of Education and Early Childhood Development Services are implemented and completed in a timely manner. The monitoring forms and recorded information are reviewed annually to verify its usefulness.

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

The sixth through eighth grade students are introduced to careers and decision making courses to prepare them for future in an assembly during first month of school. Our seventh grade students are introduced to virtual school courses on-line, and career planning on-line. Our sixth grade students are assigned to advance courses, seventh and eighth grade students are assigned to high school and advance courses (with parent permission) to prepare them for success in college. The goal is for our students to be ready for college when they leave Middle School. We promote this through our FCAT results, website, and local newspapers. Parent meetings are held regularly to discuss students progress and performance.

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

Gadsden Elementary Magnet School consists of a large percentage of academically talented students in grades PreK-8th for the Gadsden School District. Our goal is for 100% of our students to be ready for college when they leave Middle School. We promote this through our FCAT results, school website, and local newspapers. Parent/Students meetings are held regularly to discuss students progress and performance.

Strategies for improving student readiness for the public postsecondary level

The sixth through eighth grade students are introduced to careers and decision making courses to prepare them for future in an assembly during first month of school. Our seventh grade students are introduced to virtual school courses on-line and career planning on-line. Our sixth grade students are assigned to advance courses, seventh and eighth grade students are assigned to high school and advance courses (with parent permission) to prepare them for success in college. The goal is for our students to be ready for college when they leave Middle School. We promote this through our FCAT results, website, and local newspapers. Parent meetings are held regularly to discuss students progress and performance.

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	87%	82%	No	88%
American Indian				
Asian				
Black/African American	86%	82%	No	87%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	83%	59%	No	84%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	28%	20%
Students scoring at or above Achievement Level 4	55	63%	70%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	*[data excluded for privacy reasons]*		0%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		0%

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]*		0%
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]*		0%
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%

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.	*[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	*[data excluded for privacy reasons]*		1%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	99%	100%	Yes	99%
American Indian				
Asian				
Black/African American	98%	100%	Yes	99%
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged	98%	100%	Yes	99%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	24%	15%
Students scoring at or above Achievement Level 4	67	76%	85%

Florida Alternate Assessment (FAA)

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

Learning Gains

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

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	13	100%	100%
Middle school performance on high school EOC and industry certifications	13	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		40%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		60%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		50%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		50%

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	12	57%	40%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		55%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		10
Participation in STEM-related experiences provided for students	5	80%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	38	79%	85%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	38	79%	85%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	38	79%	85%
CTE teachers holding appropriate industry certifications	1	33%	66%

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	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	3	1%	0%
Students who receive two or more behavior referrals	2	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	1%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

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

Our Goal is to increase the number of parent activities that involve parents. Parents will be encouraged to attend quarterly Parent Expos and Report Card Nights. Quarterly Student/Parent,Teacher Conference Days will be hosted to keep parents informed of their children academic performance. Instructional parent workshops will be hosted to instruct parents on what their children are learning and how to assist at home. PTA and SAC meetings will be held regularly to keep parents aware of programs, policies and activities provided for students. Parent and community input, support and services are encouraged at these meetings .

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Expos (Parent Attendance)	3	25%	50%

Area 10: Additional Targets

Additional targets for the school

Increase the amount of technology usage included in instructional delivery. Provide modern/current technology
in classrooms for teachers and students to keep abreast with best practices. Students must be exposed to the trends in technology to be better prepared for the future.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the Amount of Technology and Usage - (150 Days) = 50 Hrs.-Yr.	55	30%	60%

Goals Summary

G1. By June 2014 the results will indicate that 95% of the 5th and 8th grade students will achieve proficiency on the FCAT 2014 Science assessment.

G2. By June 2014, results will indicate that 100% of the 3rd through 8th grade students will achieve a level 3 and above on the FCAT Mathematics assessment.

G3. By June 2014, 88% of the 3rd - 8th grade students will score at a level 3 and above on the 2014 FCAT Reading assessments.

G4. Increase the technology in classrooms to enhance instruction and to keep students abreast of the trends in education. Students are assigned to on-line courses and taking End-Of-Course assessments which require reliable technology.

G5. Provide additional enrichment activities to encourage students creative, artistic and social skills.

Goals Detail

G1. By June 2014 the results will indicate that 95% of the 5th and 8th grade students will achieve proficiency on the FCAT 2014 Science assessment.

Targets Supported

Resources Available to Support the Goal

- Students are scheduled into the Science Lab weekly or as needed. A Part-time resource teacher is available to organize science materials and experiments.

Targeted Barriers to Achieving the Goal

- Inadequate science materials and equipment.

Plan to Monitor Progress Toward the Goal

Science materials and resources

Person or Persons Responsible

Administration, Science Teachers Resource Teacher

Target Dates or Schedule:

September 2013 - May 2014

Evidence of Completion:

Science Laboratory Inventory, Lab Usage Sign-in Form and Schedule, Students Mid-term Assessment Results, FCAT Science 2014 Results

G2. By June 2014, results will indicate that 100% of the 3rd through 8th grade students will achieve a level 3 and above on the FCAT Mathematics assessment.

Targets Supported

Resources Available to Support the Goal

- The Go Math core textbook and Acaletics supplemental math program

Targeted Barriers to Achieving the Goal

- Limited formal training from the publishers of the core Math text (Go Math) and Acaletics Consultant.

Plan to Monitor Progress Toward the Goal

Monitoring the implementation of Go Math program

Person or Persons Responsible
Administration

Target Dates or Schedule:
During Grade Level Math Block

Evidence of Completion:
2014 FCAT Math Results

G3. By June 2014, 88% of the 3rd - 8th grade students will score at a level 3 and above on the 2014 FCAT Reading assessments.

Targets Supported

Resources Available to Support the Goal

- Implement the newly adopted reading program with fidelity.

Targeted Barriers to Achieving the Goal

- Lack of Rigor in core instruction

Plan to Monitor Progress Toward the Goal

Implementation of the new reading program

Person or Persons Responsible
Administration and Reading Teachers

Target Dates or Schedule:
August 2013 - May 2014

Evidence of Completion:
The students 2014 FCAT Reading Results

G4. Increase the technology in classrooms to enhance instruction and to keep students abreast of the trends in education. Students are assigned to on-line courses and taking End-Of-Course assessments which require reliable technology.

Targets Supported

- All Areas
- Reading (AMO's, FAA, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle AMO's, Elementary and Middle FAA, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Social Studies
- Science
- Science - High School
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- The middle/junior high staff is highly qualified in their areas of instructional delivery. Proper materials and the level of instructions will assure that students will be prepared to master the EOCs and Advance Courses with a high level of proficiency.
- Technology is much needed to enhance instruction at all grade levels (Prekindergarten through eighth). Computers, DVD Players, Document Cameras, and Smartboards are much needed in classrooms for instructions and keep students aware and exposed to the trends.

Targeted Barriers to Achieving the Goal

- Our middle/junior high students are utilizing the services of virtual school for Biology and Civics and Writing on-line. There is a limited number of computers available for students to receive services from virtual school.

Plan to Monitor Progress Toward the Goal

Increase the percentage of instructional technology in classrooms and school-wide.

Person or Persons Responsible

The Goal will be monitored by the Principal, and Teachers

Target Dates or Schedule:

Quarterly inventory will be conducted school-wide.

Evidence of Completion:

Technology Class Schedule and Technology Inventory 2013-2014.

G5. Provide additional enrichment activities to encourage students creative, artistic and social skills.

Targets Supported

- All Areas
- Reading (AMO's, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle Learning Gains, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Social Studies
- Science
- Science - High School
- STEM
- STEM - High School
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Musical Instruments for students to use in a band. Hire a band or music teacher.
- Include Art instructions for students.
- Physical Education (PE) is the only activity considered as enrichment for the students. PE is held for thirty minutes daily.
- Include sport teams and games (basketball and football)
- Implement bi-monthly club meetings.
- Implement evening events for middle/junior high school (such as dance, games.etc.).

Targeted Barriers to Achieving the Goal

- There is limited resources (to include funding) available to provide enrichment activities.

Plan to Monitor Progress Toward the Goal

Provide enrichment activities for students.

Person or Persons Responsible

The Goal will be monitored by the Principal, and Teachers

Target Dates or Schedule:

Quarterly inventory will be conducted school-wide. Surveys (students, teachers and parents) conducted.

Evidence of Completion:

The number of enrichment activities provided during the 2013-2014.

Action Plan for Improvement

Problem Solving Key

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

G1. By June 2014 the results will indicate that 95% of the 5th and 8th grade students will achieve proficiency on the FCAT 2014 Science assessment.

G1.B2 Inadequate science materials and equipment.

G1.B2.S1 Ensure science curriculum is taught with fidelity at all levels, K-8, provide adequate enrichment activities (labs, centers, hands-on activities), and provide adjunct resources (science fairs, science labs, field trips

Action Step 1

Science resources and materials

Person or Persons Responsible

Science Teachers Administrations Resource Teacher

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Science Schedules, Science Laboratory Usage Sign-in Form, FCAT Science 2014 Results

Facilitator:

STEM Science Facilitators, ETO (Education Transformation Office) Science Coach, Science Teacher and Resource Teacher

Participants:

Science Teachers K - 8th Budget of $800.00 Professional Development Resources - $500.00

Action Step 2

Science resources and materials

Person or Persons Responsible

Science Teachers Administrations Resource Teacher

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Science Schedules, Science Laboratory Usage Sign-in Form, FCAT Science 2014 Results

Facilitator:

STEM Science Facilitators, ETO (Education Transformation Office) Science Coach, Science Teacher and Resource Teacher

Participants:

Science Teachers K - 8th Budget of $800.00 Professional Development Resources - $500.00

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. By June 2014, results will indicate that 100% of the 3rd through 8th grade students will achieve a level 3 and above on the FCAT Mathematics assessment.

G2.B1 Limited formal training from the publishers of the core Math text (Go Math) and Acaletics Consultant.

G2.B1.S2 Use of the train the trainer model

Action Step 1

Professional Development on Implementing the Go Math Program

Person or Persons Responsible

Administrator and Teachers

Target Dates or Schedule

During Math Block - August 2013-May 2014

Evidence of Completion

Inservice Forms - 2014 FCAT Math Results

Facilitator:

Administrator Professional Development Training provided at a estimate cost of $5,000.00
Supplies - $15,000.00

Participants:

Math Teachers Professional Development Training provided at an estimate cost of $5,000.00

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

Profession Development - Implementation of Math Program

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013 - March 2014

Evidence of Completion

2014 FCAT Math Results (Student Performance)

Plan to Monitor Effectiveness of G2.B1.S2

Profession Development - Implementation of Math Program

Person or Persons Responsible

Profession Development - Implementation of Math Program

Target Dates or Schedule

August 2013 - March 2014

Evidence of Completion

2014 FCAT Math Results (Student Performance)

G3. By June 2014, 88% of the 3rd - 8th grade students will score at a level 3 and above on the 2014 FCAT Reading assessments.

G3.B1 Lack of Rigor in core instruction

G3.B1.S1 Professional development in providing teachers training and examples of rigor in instruction and assessment.; providing intensive modeling to teachers; establishing model classrooms; provide consistent monitoring in order to ensure compliance and proper implementation

Action Step 1

Adding Rigor to Instruction

Person or Persons Responsible

Classroom Teachers and Administration

Target Dates or Schedule

August 2013 - May 2014

Evidence of Completion

Lesson Plans and FCAT Reading June 2014 Results

Facilitator:

ETO (Educational Transformation Office) District Reading Coaches

Participants:

Reading Teachers - Kindergarten - Grade 8th

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S2 Implement strategies to increase bell-to-bell instruction. Allow more instructional time to devote to meeting the goals and objectives; flexible grouping beyond the ninety minute block

Action Step 1

Implementing Reading Program with fidelity

Person or Persons Responsible

Reading Teachers and Administration

Target Dates or Schedule

August 2013 - May 2014

Evidence of Completion

2014 FCAT Reading Results

Facilitator:

District Director of Curriculum and Instruction and Consultants Professional Development at an estimate cost of $6,000.00 Supplies/Materials - $50,000.00 Supplemental Programs - $ 20,000.00

Participants:

Reading Teachers

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

Newly Adopted Reading Program

Person or Persons Responsible

Administration

Target Dates or Schedule

During Grade Level Reading Block

Evidence of Completion

Walk-through Monitoring Documents - Students 2014 FCAT Reading Results

Plan to Monitor Effectiveness of G3.B1.S2

Newly Adopted Reading Program

Person or Persons Responsible

Administrators and District Assessment Coordinator

Target Dates or Schedule

August 2013-February 2014

Evidence of Completion

2014 FCAT Reading Results

G4. Increase the technology in classrooms to enhance instruction and to keep students abreast of the trends in education. Students are assigned to on-line courses and taking End-Of-Course assessments which require reliable technology.

G4.B1 Our middle/junior high students are utilizing the services of virtual school for Biology and Civics and Writing on-line. There is a limited number of computers available for students to receive services from virtual school.

G4.B1.S3 Provide modern technology (Document Cameras, Ipads, Smart boards, Listening Stations, etc.) in classrooms.

Action Step 1

Provide current technology

Person or Persons Responsible

Instructional Cadre and Administrator

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Technology Inventory List

Facilitator:

Director of Instructional Technology and Administration Professional Development at an estimate cost of $6,000.00 Hardware & Software - $5,000.00 Supplies and Materials - $1,500.00

Participants:

Teachers in Grades Prekindergarten through 8th

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Provide current technology

Person or Persons Responsible

Instructional Cadre and Administrator

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Technology Inventory List

Plan to Monitor Effectiveness of G4.B1.S3

Provide current technology

Person or Persons Responsible

Instructional Cadre and Administrator

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Technology Inventory List

G5. Provide additional enrichment activities to encourage students creative, artistic and social skills.

G5.B1 There is limited resources (to include funding) available to provide enrichment activities.

G5.B1.S1 Provide club and cadre meetings to enhance students social and behavioral skills.

Action Step 1

Enrichment Activities

Person or Persons Responsible

Extra-curricular Cadre and Administration

Target Dates or Schedule

October 2013-December 2013

Evidence of Completion

The implementation of clubs and social activities in place.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B1.S2 Contact local community and private agencies to build a partnership to bring recreational and enrichment activities to the school

Action Step 1

Community Business Partnerships

Person or Persons Responsible

Extra-curricular Cadre and Administration

Target Dates or Schedule

September 2013 - April 2014

Evidence of Completion

Business Partnership Agreement Form and Increase in Activities

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B1.S3 Provide Musical Instruments for students to use in a band. Hire a band or music teacher.

Action Step 1

Brainstorm ways to generate funds to provide enrichment activities.

Person or Persons Responsible

Enrichment Cadre (Teachers and administrators)

Target Dates or Schedule

October 2013-May 2014

Evidence of Completion

Increase in funds and the increase in activities.

Facilitator:

Members of the Enrichment Cadre and the Principal

Participants:

Provide inservice on implementing and organizing the various activities.

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B1.S4 Provide field trips to serve as a culminating activity and enhance lessons taught in classrooms.

Action Step 1

Culminating Field Trips

Person or Persons Responsible

Classroom Teachers and Administration

Target Dates or Schedule

November 2013 - May 2014

Evidence of Completion

Itinerary and Field Trip Rosters Budget - $3,000.00 - Field Trips

Plan to Monitor Fidelity of Implementation of G5.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B1.S5 Include sport teams and games (basketball and football). Provide sports gear (basketballs, footballs, jerseys, human resources, softballs, and etc.).

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Gadsden School district does not receive Title I funds for Gadsden Magnet School. Because of the parents income and students status, GEMS students population does not qualify for federal funding. The school receive services from state and local programs. Supplemental Academic Instruction programs and materials are purchased through general funds. Professional development is also provided through local and general funds. The Homeless, violence prevention programs, housing programs, Head Start, and adult education are all programs funded by federal programs. These programs are not coordinated or implemented at GEMS due to fund source and the services they provide.

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. By June 2014 the results will indicate that 95% of the 5th and 8th grade students will achieve proficiency on the FCAT 2014 Science assessment.

G1.B2 Inadequate science materials and equipment.

G1.B2.S1 Ensure science curriculum is taught with fidelity at all levels, K-8, provide adequate enrichment activities (labs, centers, hands-on activities), and provide adjunct resources (science fairs, science labs, field trips

PD Opportunity 1

Science resources and materials

Facilitator

STEM Science Facilitators, ETO (Education Transformation Office) Science Coach, Science Teacher and Resource Teacher

Participants

Science Teachers K - 8th Budget of $800.00 Professional Development Resources - $500.00

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Science Schedules, Science Laboratory Usage Sign-in Form, FCAT Science 2014 Results

PD Opportunity 2

Science resources and materials

Facilitator

STEM Science Facilitators, ETO (Education Transformation Office) Science Coach, Science Teacher and Resource Teacher

Participants

Science Teachers K - 8th Budget of $800.00 Professional Development Resources - $500.00

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Science Schedules, Science Laboratory Usage Sign-in Form, FCAT Science 2014 Results

G2. By June 2014, results will indicate that 100% of the 3rd through 8th grade students will achieve a level 3 and above on the FCAT Mathematics assessment.

G2.B1 Limited formal training from the publishers of the core Math text (Go Math) and Acaletics Consultant.

G2.B1.S2 Use of the train the trainer model

PD Opportunity 1

Professional Development on Implementing the Go Math Program

Facilitator

Administrator Professional Development Training provided at a estimate cost of $5,000.00 Supplies - $15,000.00

Participants

Math Teachers Professional Development Training provided at an estimate cost of $5,000.00

Target Dates or Schedule

During Math Block - August 2013-May 2014

Evidence of Completion

Inservice Forms - 2014 FCAT Math Results

G3. By June 2014, 88% of the 3rd - 8th grade students will score at a level 3 and above on the 2014 FCAT Reading assessments.

G3.B1 Lack of Rigor in core instruction

G3.B1.S1 Professional development in providing teachers training and examples of rigor in instruction and assessment.; providing intensive modeling to teachers; establishing model classrooms; provide consistent monitoring in order to ensure compliance and proper implementation

PD Opportunity 1

Adding Rigor to Instruction

Facilitator

ETO (Educational Transformation Office) District Reading Coaches

Participants

Reading Teachers - Kindergarten - Grade 8th

Target Dates or Schedule

August 2013 - May 2014

Evidence of Completion

Lesson Plans and FCAT Reading June 2014 Results

G3.B1.S2 Implement strategies to increase bell-to-bell instruction. Allow more instructional time to devote to meeting the goals and objectives; flexible grouping beyond the ninety minute block

PD Opportunity 1

Implementing Reading Program with fidelity

Facilitator

District Director of Curriculum and Instruction and Consultants Professional Development at an estimate cost of $6,000.00 Supplies/Materials - $50,000.00 Supplemental Programs - $ 20,000.00

Participants

Reading Teachers

Target Dates or Schedule

August 2013 - May 2014

Evidence of Completion

2014 FCAT Reading Results

G4. Increase the technology in classrooms to enhance instruction and to keep students abreast of the trends in education. Students are assigned to on-line courses and taking End-Of-Course assessments which require reliable technology.

G4.B1 Our middle/junior high students are utilizing the services of virtual school for Biology and Civics and Writing on-line. There is a limited number of computers available for students to receive services from virtual school.

G4.B1.S3 Provide modern technology (Document Cameras, Ipads, Smart boards, Listening Stations, etc.) in classrooms.

PD Opportunity 1

Provide current technology

Facilitator

Director of Instructional Technology and Administration Professional Development at an estimate cost of $6,000.00 Hardware & Software - $5,000.00 Supplies and Materials - $1,500.00

Participants

Teachers in Grades Prekindergarten through 8th

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Technology Inventory List

G5. Provide additional enrichment activities to encourage students creative, artistic and social skills.

G5.B1 There is limited resources (to include funding) available to provide enrichment activities.

G5.B1.S3 Provide Musical Instruments for students to use in a band. Hire a band or music teacher.

PD Opportunity 1

Brainstorm ways to generate funds to provide enrichment activities.

Facilitator

Members of the Enrichment Cadre and the Principal

Participants

Provide inservice on implementing and organizing the various activities.

Target Dates or Schedule

October 2013-May 2014

Evidence of Completion

Increase in funds and the increase in activities.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$0	$0
Total	$0	$0

Budget Details

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

G1. By June 2014 the results will indicate that 95% of the 5th and 8th grade students will achieve proficiency on the FCAT 2014 Science assessment.

G1.B2 Inadequate science materials and equipment.

G1.B2.S1 Ensure science curriculum is taught with fidelity at all levels, K-8, provide adequate enrichment activities (labs, centers, hands-on activities), and provide adjunct resources (science fairs, science labs, field trips

Action Step 1

Science resources and materials

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 2

Science resources and materials

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2. By June 2014, results will indicate that 100% of the 3rd through 8th grade students will achieve a level 3 and above on the FCAT Mathematics assessment.

G2.B1 Limited formal training from the publishers of the core Math text (Go Math) and Acaletics Consultant.

G2.B1.S2 Use of the train the trainer model

Action Step 1

Professional Development on Implementing the Go Math Program

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. By June 2014, 88% of the 3rd - 8th grade students will score at a level 3 and above on the 2014 FCAT Reading assessments.

G3.B1 Lack of Rigor in core instruction

G3.B1.S2 Implement strategies to increase bell-to-bell instruction. Allow more instructional time to devote to meeting the goals and objectives; flexible grouping beyond the ninety minute block

Action Step 1

Implementing Reading Program with fidelity

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. Increase the technology in classrooms to enhance instruction and to keep students abreast of the trends in education. Students are assigned to on-line courses and taking End-Of-Course assessments which require reliable technology.

G4.B1 Our middle/junior high students are utilizing the services of virtual school for Biology and Civics and Writing on-line. There is a limited number of computers available for students to receive services from virtual school.

G4.B1.S3 Provide modern technology (Document Cameras, Ipads, Smart boards, Listening Stations, etc.) in classrooms.

Action Step 1

Provide current technology

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G5. Provide additional enrichment activities to encourage students creative, artistic and social skills.

G5.B1 There is limited resources (to include funding) available to provide enrichment activities.

G5.B1.S3 Provide Musical Instruments for students to use in a band. Hire a band or music teacher.

Action Step 1

Brainstorm ways to generate funds to provide enrichment activities.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G5.B1.S4 Provide field trips to serve as a culminating activity and enhance lessons taught in classrooms.

Action Step 1

Culminating Field Trips

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed