2013-2014 SCHOOL IMPROVEMENT PLAN

Anthony Elementary School
9501 NE JACKSONVILLE RD
Anthony, FL 32617
352-671-6000

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	58%

Alternative/ESE Center	Charter School	Minority Rate
No	No	47%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	D	C	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.

Table of Contents

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
Focus Year 1	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School
Anthony Elementary School

Principal
Stacy Houston

School Advisory Council chair
Michelle Alsup

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

Name	Title
Stacy Houston	Principal
Dawana Gary	Assistant Principal
Logan Johnson	Reading Coach
Saundra Bradshaw	Guidance Counselor
James Johnson	Dean
Jane Naf	Pre-K Teacher
Dorothy Blackson	2nd Grade Teacher
Sue Bruegger	2nd Grade Teacher
Jan Guydan	3rd Grade Teacher
Marion McGrath	ESE Teacher
Susan Dunn	Media Specialist

District-Level Information

District
Marion

Superintendent
Mr. George D Tomyn

Date of school board approval of SIP
11/12/2013

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

AYE's SAC consists of the President, Michelle Alsup; Principal, Stacy Houston; Assistant Principal, Dawana Gary; Dalaree Nasworth, Para-professional & Secretary; Heidi Booth, Parent; Amanda Eden, Parent; Lillian Hernandez, Para-professional; Ovedia Khoulac, Parent; Charlotte Williams, Parent; Dene Wright, Para-professional; Judith Young, Parent. The make-up is 55% Parents, and 45% Staff.

Involvement of the SAC in the development of the SIP

SAC members and community members were invited on May 8, 2013 to participate in the development of the 2013-2014 School Improvement Plan. The day was spent reviewing the plan and revising the plan.

Activities of the SAC for the upcoming school year

Review and revise current SIP based on data. Analyze School Improvement Funds and make decisions on how to utilize the funds to make academic improvements. Review mid-year data and make changes to the SIP based on the data.

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

School Improvement Funds = $7,345.00
Plan for purchasing to make School Improvements:
1. Installation of 2 Engaged Classrooms - 952 x 2 = $1,904.00
2. Dell Teacher Computers for Engaged Classrooms - 815 x 2 = $1,630.00
3. Light Bulbs for Projectors - 276 x 3 =$828.00
4. School Laminator - $3044.00
Sub-Total: $ 7,406.00

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

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

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

Administrators

# of administrators
2

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

Administrator Information:

Stacy Houston		
Principal	Years as Administrator: 8	Years at Current School: 0

Credentials	Master's Degree - Educational Leadership Bachelor's Degree - Elementary Education
Performance Record	2012-2013: Anthony Elementay School Dec. 2012 - June 2013 School Grade: D 44% 3 & Above in Reading / 37% 3 & Above in Math / 29% 3.5 or above in Writing / 45% 3 & above in Science / 51% LG in Reading / 48% LG in Math / 48% LG for lowest 25% in Reading / 42% LG for lowest 25% in Math Reddick-Collier Elementary Aug. 2012 - Dec. 2012 School Grade: C 45% 3 & Above in Reading / 53% 3 & Above in Math / 59% 3.5 or above in Writing / 41% 3 & above in Science / 68% LG in Reading / 64% LG in Math / 87% LG for lowest 25% in Reading / 65% LG for lowest 25% in Math Reddick-Collier Elementary 2011-2012 School Grade: C 45% 3 & Above in Reading / 58% 3 & Above in Math / 68% 3.0 or above in Writing / 46% 3 & above in Science / 62% LG in Reading / 54% LG in Math / 55% LG for lowest 25% in Reading / 59% LG for lowest 25% in Math Reddick-Collier Elementary 2010-2011 School Grade: C Belleview Elementary 2009 - 2010 School Grade: B Belleview Elementary 2008 - 2009 School Grade: A

Dawana Gary		
Asst Principal	Years as Administrator: 1	Years at Current School: 7

Credentials	Specialist's Degree in Educational Leadership Master's Degree in Elementary Education Bachelor's Degree in Elementary Education
Performance Record	2012-2013: Anthony Elementay School School Grade: D 44% 3 & Above in Reading / 37% 3 & Above in Math / 29% 3.5 or above in Writing / 45% 3 & above in Science / 51% LG in Reading / 48% LG in Math / 48% LG for lowest 25% in Reading / 42% LG for lowest 25% in Math

Instructional Coaches

# of instructional coaches
2

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

Instructional Coach Information:

Logan Johnson		
Full-time / District-based	Years as Coach: 0	Years at Current School: 0

Areas	Reading/Literacy
Credentials	Bachelor's Degree in Elementary Education with ESOL Endorsement Associate's Degree
Performance Record	07-09 Eighth Street Elementary 1st Grade Teacher School Grade = A 09-10 Evergreen Elementary 1st Grade Teacher School Grade = F 10-11 Evergreen Elementary 3rd Grade Teacher School Grade = C 11-12 Evergreen Elementary 3rd Grade Teacher School Grade = D

Laurana Werts		
Part-time / District-based	Years as Coach: 3	Years at Current School: 0

Areas	Mathematics
Credentials	Bachelor's Degree
Performance Record	New Coach to Anthony Elementary 12-13 Marion County Coach

Classroom Teachers

of classroom teachers
26

receiving effective rating or higher
26, 100%

Highly Qualified Teachers
100%

certified in-field
26, 100%

ESOL endorsed
19, 73%

reading endorsed
4, 15%

 # with advanced degrees
6, 23%

 # National Board Certified
1, 4%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
4, 15%

 # with 6-14 years of experience
13, 50%

 # with 15 or more years of experience
9, 35%

Education Paraprofessionals

# of paraprofessionals
11

 # Highly Qualified
11, 100%

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

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

The following actions are taken to retain teachers once they are hired:
New Teacher School Orientation; First Day Luncheon for all Teachers; Appointment of mentor teachers to new teachers at the school to provide guidance and support; Grade Level Planning time scheduled every week for all teachers to collaboratively plan and share resources.

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

There are no First Year teachers at the school, but there are several teachers new to the school. The following demonstrates a pairing of new to the school. The following lists the new teachers and the mentor assigned to them. The rationale can be found in parenthesis.
1. Brittany Peterson - Dorothy Blackson (Peterson is a 1st grade teacher and Blackson was a 1st Grade Teacher last year.)
2. Melissa Prussing - Jane Naf (Naf's classroom is next door to Prussing's which will provide support.)
3. Karly Miller - Arnitra Robinson (Robinson's class is close to Miller's.)
4. Chris Lanza - Suzanne Landt (Landt is the 3-5 Common Core ELA Lead & Lanza is teaching 5th Grade ELA.)
5. Susan Dunn - Karen Cramer (Cramer's class is closest to the Media Center.)
6. Abbott - Miriam Wade (These teachers were friends from a previous school they worked together at in the past.)

7. James Johnson - Dawana Gary (Johnson is new Dean, Gary was the previous Dean.)
8. Logan Johnson - Stacy Houston (Johnson is a new Reading Coach, Houston has been a Reading Coach in the past.)

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 MTSS Leadership Team reviews classroom, small group, and individual student needs in the areas of: reading; math; writing; science; and behavior. Based on needs the team implements and executes strategies to improve areas of deficiency. Plans are monitored by tracking groups of students (Tier I, Tier II, and Tier III) and individual student performance using the technology based on-going progress monitoring AIMSweb program. All of the members of the MTSS Leadership Team participate in the development of the SIP. The following process is used in the implementation and monitoring of the MTSS structure:
Step 1: Problem Identification - Identify and define the target problem area.
Step 2: Problem Analysis - Attempt to determine the reason why the problem is occurring.
Step 3: Intervention Design - Decide what interventions should be implemented to improve the problem.
Step 4: Response to Intervention - Monitor progress and determine effectiveness of intervention.

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

Principal oversees entire process. Assistant Principal, Guidance Counselor, Reading Coach, Dean, and teachers work together in all of the steps. Monthly meetings occur with the team to review classroom and individual student interventions and progress in the interventions. District Assessment data is also utilized to determine if group and individual progress is in alignment with grade level benchmarks.

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

There are weekly A-Team meetings every Monday which include the Core Administrative Team members to review school-wide and grade level data (attendance, behavior, reading, math, writing, and science data). Based on needs, plans will be made for weekly grade level data meetings every Tuesday and grade level collaboration meetings every Thursday for the planning of upcoming standards and addressing the needs of students in Tier I, Tier II, and Tier III instruction. These meetings are scheduled within the school day so no additional funding is required. Checks for fidelity will be on-going throughout the process through walk-throughs and observations and monitoring of progress in benchmarks.

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

AIMSweb and Performance Matters will be utilized weekly to determine the effectiveness of the core, supplemental, and intensive supports for reading, math, writing, and science. In looking at Early Warning Systems, Anthony Elementary will be monitoring discipline and attendance reports. The school's Behavior Tracking Forms and Student Discipline Center will be used to monitor behavior, and Attendance Reports from SMS will be used to monitor attendance. These reports will be monitored on a weekly basis during the Monday A-Team meetings.

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

MTSS support is on-going through Core Administrative Team Meetings, School Level Leadership Meetings, Grade Level Data & Collaboration Meetings, and Progress Monitoring Meetings. The A-Team is supporting the teachers during weekly data meetings incorporating data chats and assisting them in the implementation of the MTSS process.Faculty and staff will focus on Tier I, Tier II, and Tier III instruction in order to meet the differing needs of the students. District Synergy Team Members will be invited to attend and support in areas where this is necessary. Anthony has scheduled a Parent Conferencing week after the first 9 weeks of school to meet with individual parents to inform them of their child's strengths and weaknesses and interventions that are being utilized.

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

Tutoring will be offered to students in grades 3 - 5 in need of additional assistance in the Core Academic Subjects.

Strategy Purpose(s)

- Instruction in core academic subjects

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

AIMSweb, District Benchmark Assessments, and District Focus Assessments will be utilized to assess effectiveness.

Who is responsible for monitoring implementation of this strategy?

Principal, Asst. Principal, and Reading Coach.

Literacy Leadership Team (LLT)

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

Name	Title
Stacy Houston	Principal
Dawana Gary	Asst. Principal
Saundra Bradshaw	Guidance Counselor
Logan Johnson	Reading Coach
James Johnson	Dean
Jane Naf	Pre-K Teacher
Dorothy Blackson	2nd Grade Teacher

Name	Title
Sue Bruegger	2nd Grade Teacher
Jan Guydan	3rd Grade Teacher
Marion McGrath	ESE Teacher
Susan Dunn	Media Specialist

How the school-based LLT functions

This team meets once per month to review and analyze litteracy data, implement literacy based / Common Core Initiatives, and make decisions for School Improvement.

Major initiatives of the LLT

1. Effective implementation of Common Core Standards.
2. Support the teachers with effectively implementing the following 2 High Yield Strategies: Cooperative Learning and Extended Thinking Strategies.

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

Title I District office provides a Title I Pre-K/VPK program on our campus. All students are fully integrated into the school thus helping them transition to Kindergarten. In addition, information is provided to our parents from the Title I office on the HIPPY (Home Instruction for Parents of Pre-School Youngsters) program.
MCPS provides an Exceptional Student Education Pre-K Program at our schools for eligible 3 thru 5 year olds. All students are fully integrated into the school thus helping them transition into Kindergarten. MCPS also provides a Summer VPK program for all eligible Pre-K students.
FLKRS and ECHOES is administered to kindergartners within the first 30 days to evaluate the effectiveness of these Pre-K programs.
Kindergarten registration kicked off in April continued throughout the summer.
Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to get Pre-K students registered for Kindergarten in April. A school based week long Kindergarten Round Up is planned for the Spring and is advertised through community based flyers, letters sent home with current students, and a Connect 5 message sent out. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help orient them to the school. STAGGER START is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, including FLKRS, and begin to develop one-on-one relationships with students.

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	63%	44%	No	67%
American Indian				
Asian				
Black/African American	51%	17%	No	56%
Hispanic	65%	48%	No	69%
White	70%	57%	No	73%
English language learners	55%	18%	No	60%
Students with disabilities	38%	19%	No	44%
Economically disadvantaged	61%	38%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	20%	100%
Students scoring at or above Achievement Level 4	37	23%	30%

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]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	49	51%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	12	48%	58%

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)	14	48%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	36%	46%
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]*		38%

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	14	29%	45%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		27%

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	58%	37%	No	63%
American Indian				
Asian				
Black/African American	53%	10%	No	58%
Hispanic	52%	48%	No	57%
White	64%	51%	No	68%
English language learners	55%	27%	No	60%
Students with disabilities	36%	16%	No	42%
Economically disadvantaged	58%	32%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	22%	0%
Students scoring at or above Achievement Level 4	19	13%	100%

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]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	46	48%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	10	42%	52%

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	16	33%	0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		100%

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]*		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)			
Participation in STEM-related experiences provided for students			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	8	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	20	6%	4%
Students who are not proficient in reading by third grade	40	64%	40%
Students who receive two or more behavior referrals	19	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	3%	2%

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

Anthony Elementary is a Title I School and the PIP is online.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. In grades 3-5 student achievement will increase by 10% to 20% points on FCAT 2.0 in all subject areas (Reading, Math, Writing, & Science).

G2. In grades 4-5 students will increase learning gains from 51% to 61% in the area of Reading.

G3. In grades 4-5 students will increase learning gains from 48% to 58% in the area of Math.

G4. In grades 4-5 students scoring in the lowest quartile will increase learning gains from 48% to 58% in the area of Reading, and from 42% to 52% in the area of math.

Goals Detail

G1. In grades 3-5 student achievement will increase by 10% to 20% points on FCAT 2.0 in all subject areas (Reading, Math, Writing, & Science).

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Implement district calendar and utilize district curriculum maps.
- Provide professional development in Kagan strategies for Cooperative Learning.
- Teachers will utilize EdHelper to find more materials that align with the curriculum.

Targeted Barriers to Achieving the Goal

- Effective implementation of Common Core Standards.
- Students do no work efficiently in cooperative groups.
- Lack of appropriate software to implement technology (for teachers and students).

Plan to Monitor Progress Toward the Goal

Kagan Strategies and Common Core practices written in Lesson Plans and observed during classroom Walkthroughs.

Person or Persons Responsible
Principal & AP

Target Dates or Schedule:
Monthly

Evidence of Completion:
Lesson Plans and Observations/Walkthroughs in TrueNorthLogic

G2. In grades 4-5 students will increase learning gains from 51% to 61% in the area of Reading.

Targets Supported

Resources Available to Support the Goal
- Two Title I Paraprofessionals to implement Corrective Reading and Rewards during Intensive instructional intervention time---TROT (Tiered Reading Optimizing Teaching)

Targeted Barriers to Achieving the Goal
- Providing training and ongoing progress monitoring to implement the Reading programs with fidelity.

Plan to Monitor Progress Toward the Goal

Increases in the percentage of students scoring proficient in Focus Calendar Assessments.

Person or Persons Responsible
Administrative Team

Target Dates or Schedule:
Monthly A-Team Meetings

Evidence of Completion:
FCA Data

G3. In grades 4-5 students will increase learning gains from 48% to 58% in the area of Math.

Targets Supported

Resources Available to Support the Goal
- District Math Coach

Targeted Barriers to Achieving the Goal
- Effective implementation of new Common Core Standards.

Plan to Monitor Progress Toward the Goal

Increases in the percentages of students scoring proficient in Focus Calendar Assessments

Person or Persons Responsible
Administrative Teams

Target Dates or Schedule:
Monthly A-Team Meetings

Evidence of Completion:
FCA Data

G4. In grades 4-5 students scoring in the lowest quartile will increase learning gains from 48% to 58% in the area of Reading, and from 42% to 52% in the area of math.

Targets Supported

Resources Available to Support the Goal
- Title I Tutoring for 3 hours

Targeted Barriers to Achieving the Goal
- Struggling Learners need extended time with core reading and math standards.

Plan to Monitor Progress Toward the Goal

Positive progress on reading and math FCA's and other reading and math assessments.

Person or Persons Responsible
Administrative Team

Target Dates or Schedule:
During weekly A-Team Meetings

Evidence of Completion:
Increased amounts of proficient scores from the lowest quartile of students on reading and math FCA's.

Action Plan for Improvement

Problem Solving Key

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

G1. In grades 3-5 student achievement will increase by 10% to 20% points on FCAT 2.0 in all subject areas (Reading, Math, Writing, & Science).

G1.B1 Effective implementation of Common Core Standards.

G1.B1.S1 Provide Professional Development (Wonders, Curriculum Maps, Standards Overview)

Action Step 1

Common Core Lead Teachers will provide professional development in the areas of ELA and Math

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Completion of Moodle courses and participation in PLCs

Facilitator:

Common Core Lead Teachers and Academic Coaches

Participants:

All Teachers

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

PLC

Person or Persons Responsible

Administration and Academic Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Moodle Course Work Completion

Plan to Monitor Effectiveness of G1.B1.S1

Administrative walk throughs and observations

Person or Persons Responsible

Principal & AP

Target Dates or Schedule

According to district evaluation schedule

Evidence of Completion

Feedback in True North Logic

G1.B2 Students do no work efficiently in cooperative groups.

G1.B2.S1 Provide Kagan training for each teacher.

Action Step 1

Kagan Cooperaive Learning Professional Development to increase student engagement.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

October 19 and October 21

Evidence of Completion

Teachers showing evidence of cooperative learning implementation on lesson plans and observation walk-throughs

Facilitator:

Kagan Trainer

Participants:

All Teachers

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

Administrative Observations and Walkthroughs

Person or Persons Responsible

Principal & AP

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans and feedback in TrueNorthLogic

Plan to Monitor Effectiveness of G1.B2.S1

Lesson Plans and Observations/Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans and Feedback provided in TrueNorthLogic

G1.B3 Lack of appropriate software to implement technology (for teachers and students).

G1.B3.S1 Utilize district personnel to ensure all technology is up to date for student and teacher use.

Action Step 1

Technology survey of needs.

Person or Persons Responsible

Desktop Support Technician

Target Dates or Schedule

On-going throughout the 2013-14 SY

Evidence of Completion

Completed Track it requests

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Completed Track it requests

Person or Persons Responsible

Regional Support Technician - Jim Clark

Target Dates or Schedule

On-going

Evidence of Completion

Completed Track it requests

Plan to Monitor Effectiveness of G1.B3.S1

Completion of Track it requests

Person or Persons Responsible

Regional Support Technician - Jim Clark

Target Dates or Schedule

On-going

Evidence of Completion

Completion of Track it requests

G2. In grades 4-5 students will increase learning gains from 51% to 61% in the area of Reading.

G2.B1 Providing training and ongoing progress monitoring to implement the Reading programs with fidelity.

G2.B1.S1 Title I para-professionals will receive training in Rewards, Corrective Reading, and other reading interventions they will implement during our school-wide TROT (Tiered Intervention Optimizing Time).

Action Step 1

Provide training to Title I para-professionals for reading interventions.

Person or Persons Responsible

Reading Coach - Logan Johnson

Target Dates or Schedule

Every half day.

Evidence of Completion

Sign in logs of half day trainings for para-professionals.

Facilitator:

Reading Coach - Logan Johnson

Participants:

Para-professionals

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

Walk throughs during scheduled TROT blocks.

Person or Persons Responsible

Principal, AP, & Reading Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Binder system provided to all para-professionals documenting the intervention implementation using a calendar.

Plan to Monitor Effectiveness of G2.B1.S1

Positive progress in the intervention.

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Weekly Data Meetings

Evidence of Completion

Positive progress points in AIMSweb assessments

G3. In grades 4-5 students will increase learning gains from 48% to 58% in the area of Math.

G3.B1 Effective implementation of new Common Core Standards.

G3.B1.S1 Utilize Math Coach to model effective Common Core math practices and provide professional development in the area of math.

Action Step 1

Math Coach will model effective Common Core math practices and provide professional development in the area of math.

Person or Persons Responsible

Math Coach - Laurie Werts

Target Dates or Schedule

Weekly on Mondays & Wednesdays

Evidence of Completion

Sign up logs for modeling and PD sessions

Facilitator:

Math Coach - Laurie Werts

Participants:

Teachers

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

Administrative walk throughs and lesson plan checks to ascertain that teachers are implementing the modeled math practices.

Person or Persons Responsible

Principal, AP, & Math Coach

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

Positive progress in math

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Weekly Data Meetings

Evidence of Completion

Positive progress points in AIMSweb assessments

G4. In grades 4-5 students scoring in the lowest quartile will increase learning gains from 48% to 58% in the area of Reading, and from 42% to 52% in the area of math.

G4.B1 Struggling Learners need extended time with core reading and math standards.

G4.B1.S1 Invite struggling learners to free after-school tutoring program with a strong focus in extended thinking skills in reading and math.

Action Step 1

Implement an after-school tutoring program with a strong focus on extended thinking skills in reading and math.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Oct. 2013 - April 2014

Evidence of Completion

Attendance logs at the end of tutoring.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Administrative walk throughs and tutoring lesson plan checks for extended thinking skills.

Person or Persons Responsible

Principal, AP, & Reading Coach.

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Lesson plan checks

Plan to Monitor Effectiveness of G4.B1.S1

Positive progress in reading and math assessments.

Person or Persons Responsible

Tutors

Target Dates or Schedule

Every 4 and 1/2 weeks

Evidence of Completion

Grades on reading and math FCA's and other reading and math assessments.

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, Part A: Tile I funds will be utilized in the following ways: to support After-school tutoring for the lowest quartile of students in 3rd - 5th grades; provide Professional Development for teachers in Kagan Cooperative Learning; support teachers by providing training in analyzing Benchmark Data and how to plan based on the data; provide extra time throughout the school year for teachers to collaboratively plan; pay the salaries for 2 instructional para-professionals; purchase supplemental and intensive instructional materials to provide interventions; purchase technology based materials to create 2 more engaged classrooms on the campus; and purchase materilas to assist with parent involvement.

Title I, Part C: District funds are used to purchase: school supplies; and fund a Migrant :iaison that works with schools and families to identify students and provide needed referrals for families. Referrals to After-school Tutorial Program to improve grades, increase promotion, and improve attendance.

Title I, Part D: N / A

Title II, Part A: District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III, Part A: Services are provided through the district, for educational materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

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

Supplemental Academic Instruction (SAI): Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have the flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to modified curiculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Health Department: District and schools coordinate with the Health Department for Absence Programs, Asthma Programs, and Nureses that oversee school health clinics.

Head Start: Pre-Kindergarten profram offered at selected school sites.

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and over the summer. Anthony Elementary has a Voluntary Pre-Kindergarten program offered during the school year.

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. In grades 3-5 student achievement will increase by 10% to 20% points on FCAT 2.0 in all subject areas (Reading, Math, Writing, & Science).

G1.B1 Effective implementation of Common Core Standards.

G1.B1.S1 Provide Professional Development (Wonders, Curriculum Maps, Standards Overview)

PD Opportunity 1

Common Core Lead Teachers will provide professional development in the areas of ELA and Math

Facilitator

Common Core Lead Teachers and Academic Coaches

Participants

All Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Completion of Moodle courses and participation in PLCs

G1.B2 Students do no work efficiently in cooperative groups.

G1.B2.S1 Provide Kagan training for each teacher.

PD Opportunity 1

Kagan Cooperaive Learning Professional Development to increase student engagement.

Facilitator

Kagan Trainer

Participants

All Teachers

Target Dates or Schedule

October 19 and October 21

Evidence of Completion

Teachers showing evidence of cooperative learning implementation on lesson plans and observation walk-throughs

G2. In grades 4-5 students will increase learning gains from 51% to 61% in the area of Reading.

G2.B1 Providing training and ongoing progress monitoring to implement the Reading programs with fidelity.

G2.B1.S1 Title I para-professionals will receive training in Rewards, Corrective Reading, and other reading interventions they will implement during our school-wide TROT (Tiered Intervention Optimizing Time).

PD Opportunity 1

Provide training to Title I para-professionals for reading interventions.

Facilitator

Reading Coach - Logan Johnson

Participants

Para-professionals

Target Dates or Schedule

Every half day.

Evidence of Completion

Sign in logs of half day trainings for para-professionals.

G3. In grades 4-5 students will increase learning gains from 48% to 58% in the area of Math.

G3.B1 Effective implementation of new Common Core Standards.

G3.B1.S1 Utilize Math Coach to model effective Common Core math practices and provide professional development in the area of math.

PD Opportunity 1

Math Coach will model effective Common Core math practices and provide professional development in the area of math.

Facilitator

Math Coach - Laurie Werts

Participants

Teachers

Target Dates or Schedule

Weekly on Mondays & Wednesdays

Evidence of Completion

Sign up logs for modeling and PD sessions

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. In grades 3-5 student achievement will increase by 10% to 20% points on FCAT 2.0 in all subject areas (Reading, Math, Writing, & Science).

G1.B2 Students do no work efficiently in cooperative groups.

G1.B2.S1 Provide Kagan training for each teacher.

Action Step 1

Kagan Cooperaive Learning Professional Development to increase student engagement.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2. In grades 4-5 students will increase learning gains from 51% to 61% in the area of Reading.

G2.B1 Providing training and ongoing progress monitoring to implement the Reading programs with fidelity.

G2.B1.S1 Title I para-professionals will receive training in Rewards, Corrective Reading, and other reading interventions they will implement during our school-wide TROT (Tiered Intervention Optimizing Time).

Action Step 1

Provide training to Title I para-professionals for reading interventions.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. In grades 4-5 students scoring in the lowest quartile will increase learning gains from 48% to 58% in the area of Reading, and from 42% to 52% in the area of math.

G4.B1 Struggling Learners need extended time with core reading and math standards.

G4.B1.S1 Invite struggling learners to free after-school tutoring program with a strong focus in extended thinking skills in reading and math.

Action Step 1

Implement an after-school tutoring program with a strong focus on extended thinking skills in reading and math.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed