



2013-2014 SCHOOL IMPROVEMENT PLAN

College Park Elementary School

1330 SW 33RD AVE
Ocala, FL 34474
352-291-4040

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
68%

Alternative/ESE Center
No

Charter School
No

Minority Rate
75%

School Grades History

2013-14
C

2012-13
D

2011-12
C

2010-11
B

2009-10
A

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	17
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	25
Part III: Coordination and Integration	40
Appendix 1: Professional Development Plan to Support Goals	41
Appendix 2: Budget to Support Goals	45

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
Prevent	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

College Park Elementary School

Principal

Patricia Stout

School Advisory Council chair

Xacha Labron

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

Name	Title
Patricia Stout	Principal
Patricia Doles	Asst. Principal
Dr, Lesa Smithies	Reading Coach
Steve Leilich	Title 1 Resource Teacher
Janice Belanger	First Grade CC Lead Teacher
Kathy Jones	3rd Grade Teacher
Laura Keller	4th Grade CC Lead Teacher
Sandra Pagan	5th Grade Teacher
Audra Dodge	2nd Grade CC Lead Teacher
Shannon Kelly	K CC Lead Teacher

District-Level Information

District

Marion

Superintendent

Mr. George D Tomy

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

Patricia Stout, Principal, Steve Leiliech - Teacher, Renate Douyard - Non-instruct, Kelly Besser - Business Partner, Xacha Labron - Parent/Chair, Kim Sawtelle - Parent, Carlos Mendoza - Community, Deysi Osorio - Parent, Daisy Hero - Parent

Involvement of the SAC in the development of the SIP

School Improvement plan was presented to SAC members and discussions were held.

Activities of the SAC for the upcoming school year

Be an active advisory board for our school.
Recruit more parents to be actively involved in SAC.
Review the Parent Involvement Plan.
Review and approve the SIP.
Review Parent Surveys.
Review school budget.

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

No funds.

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:

Patricia Stout		
Principal	Years as Administrator: 14	Years at Current School: 8
Credentials	Elementary Education K-6, BA Ed. Leadership K-12, MA College Park Elementary Principal 2013: D 41% met high standards in Reading 55% met high standards in Math 28% met 3.5 and above in Writing 38% met high standards in Science 55% of 4-5 students made learning gains in Reading 53% of 4-5 students made learning gains in Math 56% of Lowest Quartile made learning gains in Reading 32% of Lowest Quartile made learning gains in Math College Park Elementary Principal 2012: C College Park Elementary Principal 2011: B AYP: No (77%) (% of students meeting high standards in Science increased by 1%, lowest 25% in reading increased by 1%, lowest 25% in Math increased by 4%) College Park Elementary Principal 2010: A AYP: No (74%) (% of student scoring a level 3 or above increased in writing, reading and math) Lowest 25% made 10% gains in Reading (53% to 63%) and dropped 1% in Math (56% to 55%) College Park Elementary Principal 2009: B AYP: No (90%) Lowest 25% dropped in Reading (from 63% to 53%) and dropped in Math (72% to 56%) College Park Elementary Principal 2008: B AYP: No (87%) Lowest 25% dropped in Reading (75% to 63%) and stayed the same in Math (72%) College Park Elementary Principal 2007: B AYP: Yes	
Performance Record		

(% of students scoring level 3 or above has increased in writing, math, science, and maintained in reading.
Lowest 25%: 75% made gains in Reading and 72% made gains in Math

Patricia Doles

Asst Principal

Years as Administrator: 8

Years at Current School: 5

Credentials

Elementary Education, 1st - 6th, BA
Ed Leadership K-12, MA

Performance Record

College Park Elementary
Assistant Principal
2013: D
41% met high standards in Reading
55% met high standards in Math
28% met 3.5 and above in Writing
38% met high standards in Science
55% of 4-5 students made learning gains in Reading
53% of 4-5 students made learning gains in Math
56% of Lowest Quartile made learning gains in Reading
32% of Lowest Quartile made learning gains in Math College Park Elementary
Assistant Principal
2012: C
Assistant Principal
College Park Elementary
2011: B
(% of students meeting high standards in Science increased by 1%, lowest 25% in reading increased by 1%, lowest 25% in Math increased by 4%)
Assistant Principal
College Park Elementary
2010: A
AYP: No (74%)
(% of students scoring a level 3 or above increased in writing, math, and reading.)
Lowest 25% made 10% learning gains in Reading (53% to 63%) and dropped 1% in Math (56% to 55%)
Assistant Principal
Sunrise Elementary (K-3)
2009: No school grade
AYP: No (92%)
Assistant Principal
Sunrise Elementary
2008: No school grade
AYP: No (90%)
Assistant Principal
Sunrise Elementary
2007: A
AYP: Yes
Lowest 25% made 8% learning gains in Reading (65% - 73%) and 74% in Math

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Lesa Smithies**

Full-time / District-based

Years as Coach: 2

Years at Current School: 2

Areas

Reading/Literacy

Credentials

Ed. D. Organizational Leadership
 M. Ed. Curriculum and Instruction
 BA in Elementary Education and Psychology

Performance Record

College Park Elementary
 Reading Coach
 2013: D
 41% met high standards in Reading
 55% met high standards in Math
 28% met 3.5 and above in Writing
 38% met high standards in Science
 55% of 4-5 students made learning gains in Reading
 53% of 4-5 students made learning gains in Math
 56% of Lowest Quartile made learning gains in Reading
 32% of Lowest Quartile made learning gains in Math

Kelly Ashberger

Part-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Mathematics

Credentials

Masters in Educational Technology
 Masters in Ed Leadership, K-12
 BA in Elementary Ed K-6

Performance Record

Just beginning first year as Math Coach.

Classroom Teachers**# of classroom teachers**

42

receiving effective rating or higher

42, 100%

Highly Qualified Teachers

95%

certified in-field

40, 95%

ESOL endorsed

41, 98%

reading endorsed

2, 5%

with advanced degrees

21, 50%

National Board Certified

2, 5%

first-year teachers

1, 2%

with 1-5 years of experience

3, 7%

with 6-14 years of experience

26, 62%

with 15 or more years of experience

12, 29%

Education Paraprofessionals

of paraprofessionals

28

Highly Qualified

28, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

4

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

School Orientation - Patricia Stout

Appoint Mentor Teachers - Patricia Stout

Orient to curriculum materials and school policies - Patricia Stout

Schedule classroom visits to offer support - Patricia Stout / Patricia Doles

Encourage teachers to participate in school-based committees - Patricia Stout / Teachers

Provide feedback to new teachers - Patricia Stout / Patricia Doles / Teachers

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

Shannon Kelly (veteran Kindergarten teacher, CCSS Lead Teacher) will mentor Stephanie Evans (first year Kindergarten teacher). Mentor and new teacher will meet weekly to go over lesson plans, discuss curriculum and analyze student performance.

Lori Kolb (3rd grade teacher) will mentor Allen Eggers (new to 3rd grade teacher). Mentor and Mr. Eggers will meet weekly to discuss curriculum, prepare lesson plans, and analyze student performance.

Jennifer Powers (veteran Kindergarten teacher) will mentor Anthony Paskus (new to Kindergarten teacher). Mentor and Mr. Paskus will meet weekly to discuss curriculum, create lesson plans, and analyze student performance.

Daphne Smock (veteran 2nd grade teacher) will mentor Bashannon Hinson (new to second grade teacher). Mentor and Ms. Hinson will meet weekly to discuss curriculum, create lesson plans, and analyze data.

Jackie Able (5 year ESE/SC teacher) will mentor Jennifer Lada (new to ESE/SC teacher). Mentor and Mrs. Lada will meet weekly to discuss curriculum, create lesson plans, and analyze data. District personnel will also provide staff development and support.

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 provides support in the following ways:

- (1) Strong administrative support to ensure commitment and resources
- (2) Strong teacher support to share in the common goal of improving instruction and/or behavior and
- (3) The MTSS Leadership Team, which is the Problem Solving Team adheres to the following process:
 Step 1: Problem Identification – identify and define the target problem
 Step 2: Problem Analysis – attempt to determine why the problem is occurring
 Step 3: Intervention Design – decide what is going to be done about the problem
 Step 4: Response to Intervention – monitor progress and determine “Is it working?”

The team brainstorms resources available; considers what has contributed to success thus far; what is available that could help achieve the goal, takes into account what resources are at school, community or district; personnel, materials, schedules, curriculum, instruction, funding, leadership, partners, environment, school culture, etc. When list is complete, the team clarifies, and prioritizes barriers. Identifies which barriers have the most impact on the goal if removed. An action plan is developed, team members are assigned tasks, data is identified, collected and monitored, A timeline is established. Team may revisit targeted barriers throughout the school year to decide to continue, intensify, modify, or terminate based on data.

Teachers are supported by Reading and Math Coaches as well as administration and Title One Resource teacher. K-5 materials are on-hand for one-on-one instruction, small group instruction, and enrichment opportunities so all student educational needs are met.

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

The school-based MTSS Leadership Team is comprised of the following members:

Principal, Patricia Stout and Assistant Principal, Patricia Doles - oversee implementation of process/ progress monitor core curriculum and student performance, observe and evaluate K-5 core curriculum
 Guidance Counselor, Lluana Wint - council and support teachers with documentation for specific Tiers,

Reading Coach, Dr. Lesa Smithies - assist teachers with ELA block, new CCSS for 3-5, Remediation/ Enrichment programs, Progress Monitoring
School Psychologist, Lisa Stringfellow - MTSS Coach, Facilitator for meetings
Social Worker, Zoraida Avella - assist with attendance / tardy issues, making sure basic student needs are met
Behavior Specialist, Angel Hillygus - provide behavior plans for students having difficulties with behavior. Each person listed above has a unique role and a responsibility in providing the best education possible which would include specific, immediate, intensive interventions (when needed) for every student on our campus.
Each team member's contribution and input is vital to the creation of our SIP.

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

The school based MTSS leadership team will consistently monitor student achievement data and provide remediation/enrichment intervention opportunities to students as needed. Progress will be monitored and interventions adjusted based on student growth data.
The school based team identifies areas in need of improvement in all Tiers and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

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

Marion County uses a variety of data sources to progress monitor students. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socioeconomics, ELL, ESE, teacher and all subjects taught. This data includes State Assessments (FCAT, AIMSweb) as well as local assessments (Focus Calendar Assessments, Benchmark Assessment, Quarterly Writing Assessments, Document Based Questioning, etc.). Performance Matters also allows for teacher comparisons by student, standard, and demographics. School and district are able to compare data as well as similar schools across the state.
Tiered data can be found in Performance Matters where intervention tier is identified and progress monitoring notes are documented. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of intervention.
SMS creates reports to monitor tardies, absences, and discipline referrals. The CPA in Guidance, along with the social worker monitor tardy and attendance issues and the Dean of Students monitors referrals. Behavior Specialist assists with behavior plans for students who struggle with discipline.
The Reading and Math Coach assist teachers with support, and model reading, writing or math lessons as needed.
Administration observes, evaluates, monitors and gives feedback on K-5 core curriculum implementation.

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

Marion County will continue to provide professional development to school leadership and support schools with bi-annual progress monitoring meetings with administration. Monthly meetings with school leadership provide opportunity for on-going professional development as well as small group/breakout sessions specific to MTSS.
School level professional development is delivered during pre-school, early release and during breakout

sessions during collaborative planning and faculty meetings. The MTSS problem solving teams meet weekly to look at data and develop on-going progress monitoring systems regarding implementation at the school site. Professional development is based on the needs of individuals at the school site and includes opportunities in technology, intervention strategy and implementation of Common Core. Professional development will be provided to the staff during faculty/PLC meetings. The School Psychologist, Lisa Stringfellow is our MTSS Coach and will conduct trainings along with Lluana Wint, our Guidance Counselor. Kristy Miller (district), will conduct training for filling out forms on Performance Matters. Members of the MTSS Team will make themselves available after-school for individual teacher assistance. Teacher questions and concerns will be addressed during scheduled meetings with Asst. Principal, Patty Doles (October, January, May) on an individual basis.

Parents will be invited to MTSS meetings (Tier 2 and Tier 3 students). Parents will receive a letter explaining the extra support their children will receive in the classroom along with a graph showing their child's performance.

2013/2014 MTSS Leadership Team will meet every Tuesday of the school year. Asst. Principal will attend meetings of Tier 3 students. School Psychologist, Lisa Stringfellow, our MTSS Coach will facilitate all MTSS meetings. .

During meetings, MTSS Team will discuss strategies and interventions for struggling students and provide teachers with materials or curriculum needed to carry intervention out with fidelity. Administration monitors and addresses core curriculum across grade levels.as needed.

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: 1,920

After-school Academic Camps (Writing, Reading, Math, Science) begin in October and end in March. Any 3-5 student may attend. Special emphasis on Tier 2 or Tier 3 students.

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?

Pre and post tests are given by classroom teacher for each subject area. Student academic performance is monitored closely throughout the camp. Teachers pay attention to each student's individual needs in small groups or one-on-one (with para). Progress is monitored by teacher observations, discussions with students/parents and by evaluating student performance data..

Who is responsible for monitoring implementation of this strategy?

Camp teachers are responsible for monitoring student progress. Each teacher meets with principal before, during and after camp to evaluate effectiveness.

Strategy: Summer Program**Minutes added to school year:** 8,640

3rd Grade District Reading Program for students who received a level 1 on FCAT and are in danger of failing 3rd grade and lack foundational skills. Students attend an extensive reading program for 6 hours a day, four days a week, for six weeks. The class sizes are small with some para support is provided in each classroom.

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?

Pre and post reading test are given by classroom teacher. SAT 9 is administered by classroom teacher, at the end of camp, to allow students another chance to advance to 4th grade. District conducts the testing, scores tests, evaluates results, and contacts school with results.

Who is responsible for monitoring implementation of this strategy?

Classroom teachers are responsible for the reading programs day to day curriculum as well as keeping track of attendance and student performance. District person, Linda Maxwell, oversees entire Reading Summer Program.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Patricia Stout	Principal
Patrica Doles	Asst. Principal
Lesa Smithies	Reading Coach
Steve Leilich	Title One Resource Teacher
Janice Belanger	First Grade CC Lead Teacher
Kathy Jones	3rd Grade Teacher
Laura Keller	4th Grade Teacher
Sandra Pagan	5th Grade Teacher
Audra Dodge	2nd Grade CC Lead Teacher

How the school-based LLT functions

CPE LLT will meet once a month to monitor school-wide fidelity to our 90 minute Reading Block, 30-40 minute intensive intervention / enrichment block. The Reading Coach, Dr. Lesa Smithies, chairs this committee, which consists of 1st and 2nd CC Lead Teachers and 3-5 Teachers.

Major initiatives of the LLT

To monitor effective teaching in reading in all classrooms K-5; to implement EIR and Corrective Reading in Grades K-5 (intensive intervention for struggling readers), and to continue to make Professional Learning Communities a major part of the way teachers collaborate and plan whole group instruction, centers, and guided reading lessons.

Implementing CCSS with fidelity across K-5 grade levels is also a big focus for this school year.

Teachers will implement PLCs in their grade level meetings and data team meetings once a month.

Teachers will share best practices, review current student data for reteaching if necessary, and make sure effective teaching is taking place.

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 1 District office provides a Title 1 Pre-K 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 One Office on the HIPPY (Home Instruction for Parents of Preschool Youngsters) program.

MCPS provides an Exception Student Education Pre-K Program at our school for eligible 3 thru 5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten.

MCPS also provides a Summer VPK Program for all eligible Pre-K students.

FLKRS and ECHOS administered to kindergarteners within the first 30 days to evaluate the effectiveness of these, our Pre-K programs.

Kindergarten registration kicked off in April and continued throughout the summer.

MCPS 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 to parents. 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	57%	41%	No	61%
American Indian				
Asian				
Black/African American	43%	42%	No	48%
Hispanic	55%	33%	No	60%
White	70%	50%	No	73%
English language learners	52%	26%	No	57%
Students with disabilities	31%	17%	No	38%
Economically disadvantaged	55%	41%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	22%	35%
Students scoring at or above Achievement Level 4	57	19%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	166	55%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	167	56%	65%

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)	152	100%	100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	38	25%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	49	32%	42%

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	28	27%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

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	63%	55%	No	66%
American Indian				
Asian				
Black/African American	48%	58%	Yes	54%
Hispanic	61%	52%	No	65%
White	73%	58%	No	75%
English language learners	63%	46%	No	66%
Students with disabilities	33%	29%	No	39%
Economically disadvantaged	60%	53%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	29%	36%
Students scoring at or above Achievement Level 4	84	26%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

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	24	23%	30%
Students scoring at or above Achievement Level 4	17	16%	22%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	15		18
Participation in STEM-related experiences provided for students	740	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	64	9%	6%
Students retained, pursuant to s. 1008.25, F.S.	11	2%	8%
Students who are not proficient in reading by third grade	20	23%	10%
Students who receive two or more behavior referrals	99	13%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	84	11%	8%

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

We are a Title One school and have a Parent Involvement Plan. Below are some of the parent involvement targets for our school:

- * Parent Resource Room: educational materials available for parent checkout.
- * Pupil Monitoring Plan (PMP): meetings three times a year to discuss student progress, requirements of curriculum and grade level, and provide strategies to help student at home and at school.
- * Parent Conferences: Parent/Teacher meet to discuss child's academic/social needs on an as needed basis.
- * Parent Volunteers: Provide parents the opportunity to assist at school in a variety of capacities such as tutors, provide help for special events, work in media center and more.
- * SAC School Advisory Council: Parents assist with PIP and SIP.
- * Parent Newsletter: Keeps parents informed of monthly activities at school.
- * ALERTnow: Telephone messages sent to parents.
- * Student planners: Provides communication opportunities between parent and teacher as well as information about school, district, and title 1 policies and procedures.
- * SAT Meetings: Parents invited to Tier II and Tier III meetings to provide input on needs of child.
- * Parent Portal: Parents can log on and check their child's grades, assessments, and assignments.
- * Marion County App to provide information to Smart phones.
- * English language classes: Provide English instruction to adults
- * Honor Roll Programs: Each 9 weeks parents are invited to join their child in a student recognition program.
- * Parent "FUN" Curriculum Centered Nights: Families are invited to come to the school for dinner and to receive grade specific information on Reading, Math, Writing, and Science.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent "FUN" Curriculum Centered Nights:	195	14%	20%
Parent Portal	185	26%	75%

Goals Summary

- G1.** Students scoring at level 3 or higher in Reading will increase from 41% to 61%. African American students by 10%, Hispanic students by 20%, White students by 25%, ELL students by 20%, SWD by 30%, and Economically Disadvantage by 10%.
- G2.** Percentage of lowest 25% of students making learning gains in reading will increase from 56% to 60% and in math from 32% to 52%,
- G3.** Increase percentage of 4th graders scoring a 3.5 or higher on the 2014 FCAT Writes from 28% to 50%.
- G4.** Students scoring a level 3 or higher in Math will increase from 55% - 66%. African American students by 10%, Hispanic students by 15%, White students by 20%, ELL students by 20%, SWD students by 10%, Economically Disadvantaged students by 10%.
- G5.** Increase the percentage of 5th grade students scoring a level 3 or higher on the Science portion of the 2014 FCAT from 39% to 52%..

Goals Detail

G1. Students scoring at level 3 or higher in Reading will increase from 41% to 61%. African American students by 10%, Hispanic students by 20%, White students by 25%, ELL students by 20%, SWD by 30%, and Economically Disadvantage by 10%.

Targets Supported

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

Resources Available to Support the Goal

- Instructional Coaches, book study, training modules, district training modules, curriculum maps, para-professionals, writing in all subject areas, CCSS school-based lead teachers, planning and training days, Reading Leadership Team, integrated technology, engaged classrooms, high yielding strategies

Targeted Barriers to Achieving the Goal

- Teachers' knowledge and skills of CCSS
- Effective use of high impact strategies

Plan to Monitor Progress Toward the Goal

Review and analyze AIMSWeb student reports

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Throughout the school year

Evidence of Completion:

AIMSWeb reports, FCA scores

G2. Percentage of lowest 25% of students making learning gains in reading will increase from 56% to 60% and in math from 32% to 52%,

Targets Supported

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

Resources Available to Support the Goal

- EIR and Corrective Reading Intervention Programs, after-school tutoring, para-professionals, district training modules for teachers, Instructional Coaches, CCSS Lead Teachers, high yield strategies

Targeted Barriers to Achieving the Goal

- Non-proficient students in math and reading.

Plan to Monitor Progress Toward the Goal

Track lowest 25% student performance data

Person or Persons Responsible

Administration

Target Dates or Schedule:

August 2013 - June 2014

Evidence of Completion:

Data in Performance Matters

G3. Increase percentage of 4th graders scoring a 3.5 or higher on the 2014 FCAT Writes from 28% to 50%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Instructional Coaches, para-professionals, district training modules.

Targeted Barriers to Achieving the Goal

- Large ELL population, percentage of students entering 4th grade are non-proficient writers.

Plan to Monitor Progress Toward the Goal

Writing Assessments

Person or Persons Responsible

Administration, Teachers, and Instructional Coaches

Target Dates or Schedule:

Bi-monthly

Evidence of Completion:

Spreadsheets

G4. Students scoring a level 3 or higher in Math will increase from 55% - 66%. African American students by 10%, Hispanic students by 15%, White students by 20%, ELL students by 20%, SWD students by 10%, Economically Disadvantaged students by 10%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA)

Resources Available to Support the Goal

- Math Coach, after-school tutoring, math technology programs (Moby Math, Think Central, Fastt Math, SuccessMaker), instructional para-pros, CCSS aligned instructional materials (Go, Math, curriculum maps), Acaletics, AIMSWeb, Benchmark Assessment

Targeted Barriers to Achieving the Goal

- Lack of foundational math skills
- Introduction of Math CCSS.

Plan to Monitor Progress Toward the Goal

Acaletics Pre/Post Comprehensive Assessments, AIMSWeb, Think Central Intervention program, computational fluency checks

Person or Persons Responsible

Teachers, Instructional Coaches, Administration

Target Dates or Schedule:

September 2013 - June 2014

Evidence of Completion:

Reports from Acaletics, AIMSWeb, Think Central, computational fluency checks spreadsheet

G5. Increase the percentage of 5th grade students scoring a level 3 or higher on the Science portion of the 2014 FCAT from 39% to 52%..

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- National Geographic Science curriculum for grades 3-5, Science Fair for grades 3-5, Silver River Museum field trips for grades 1-5, Science Quick Pics, hands-on experiments to support instruction, after-school tutoring,

Targeted Barriers to Achieving the Goal

- Students lack of science knowledge
- Very little staff development for teachers in Science

Plan to Monitor Progress Toward the Goal

Data Meetings with Teachers, Administration and Instructional Coaches

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Agenda

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students scoring at level 3 or higher in Reading will increase from 41% to 61%. African American students by 10%, Hispanic students by 20%, White students by 25%, ELL students by 20%, SWD by 30%, and Economically Disadvantage by 10%.

G1.B3 Teachers' knowledge and skills of CCSS

G1.B3.S1 Train teachers in CCSS

Action Step 1

Provide specific instruction in CCSS: On-line Staff Development with Follow-up by Lead Teachers and Instructional Coaches

Person or Persons Responsible

CCSS Lead Teachers, Instructional Coaches

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Truenorthlogic professional development records

Facilitator:

CCSS Lead Teachers, Instructional Coaches, District Staff Development Personnel

Participants:

CCSS Lead Teachers, Instructional Coaches

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

Observe, evaluate, provide feedback

Person or Persons Responsible

Administration, Instructional Coaches

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Truenorthlogic

Plan to Monitor Effectiveness of G1.B3.S1

Observe, evaluate, provide feedback

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Truenorthlogic

G1.B4 Effective use of high impact strategies

G1.B4.S1 Teachers meet with Reading Coach bi-monthly to discuss high impact strategies and the implementation..

Action Step 1

PLC meeting with teachers

Person or Persons Responsible

Reading Coach, Instructional Coaches

Target Dates or Schedule

bi-monthly throughout the school year

Evidence of Completion

Agendas

Facilitator:

Lesa Smithies, EBD

Participants:

Reading Coach, Instructional Coaches

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Monitor classroom teachers use of high impact strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Truenorthlogic, feedback to teachers, AIMSWeb

Plan to Monitor Effectiveness of G1.B4.S1

Monitor classroom teachers implementation of high impact strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Truenorthlogic, feedback to teachers, AIMSWeb

G2. Percentage of lowest 25% of students making learning gains in reading will increase from 56% to 60% and in math from 32% to 52%,

G2.B1 Non-proficient students in math and reading.

G2.B1.S1 Remediation programs, after-school tutoring, mentoring students, para-professionals, MTSS Leadership Team, data team meetings

Action Step 1

Staff development in remediation programs, select mentors, provide after-school tutoring, schedule Tier 2/3 students for MTSS meetings

Person or Persons Responsible

Administrations, Teachers, Instructional Coaches, School-based Leadership Team

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Truenorthlogic staff development data, after-school tutoring invitations, MTSS forms

Facilitator:

Administration, Instructional Coaches, MTSS Coach, Tutoring Teachers

Participants:

Administrations, Teachers, Instructional Coaches, School-based Leadership Team

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

Observe, evaluate and provide feedback

Person or Persons Responsible

Administration, Instructional Coaches, MTSS Team

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Truenorthlogic data, after-school tutoring attendance records, MTSS forms

Plan to Monitor Effectiveness of G2.B1.S1

AIMSweb, Pre/Post tests, MTSS graphs, District Assessments

Person or Persons Responsible

Administration, Teachers, Mentors, MTSS Team

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Reports of student performance

G3. Increase percentage of 4th graders scoring a 3.5 or higher on the 2014 FCAT Writes from 28% to 50%.

G3.B1 Large ELL population, percentage of students entering 4th grade are non-proficient writers.

G3.B1.S1 Hold parent resource trainings to provide parents with writing strategies to help their child at home.

Action Step 1

Providing parents with information and strategies to use at home

Person or Persons Responsible

Parent Involvement Committee

Target Dates or Schedule

October 30th, December 4th, February 12th, May 21st, 2013/2014

Evidence of Completion

Parent surveys

Facilitator:

Instructional Coach and Title One Resource Teacher

Participants:

Parent Involvement Committee

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

Feedback from committee and parents

Person or Persons Responsible

Parent Involvement Committee

Target Dates or Schedule

Four times a year

Evidence of Completion

Parent surveys

Plan to Monitor Effectiveness of G3.B1.S1

Feedback from parents and committee

Person or Persons Responsible

Parent Involvement Committee

Target Dates or Schedule

Four times a year

Evidence of Completion

Parent surveys

G4. Students scoring a level 3 or higher in Math will increase from 55% - 66%. African American students by 10%, Hispanic students by 15%, White students by 20%, ELL students by 20%, SWD students by 10%, Economically Disadvantaged students by 10%.

G4.B1 Lack of foundational math skills

G4.B1.S1 Progress monitoring tools (Computational fluency checks/ AIMSWeb)

Action Step 1

AIMSWeb probes, computational fluency checks

Person or Persons Responsible

Teachers, Instructional Coaches, Administration

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

AIMSWeb reports, teacher fluency checks spreadsheet

Facilitator:

Instructional Coaches and on-line Professional Development

Participants:

Teachers, Instructional Coaches, Administration

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

Staff Development

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Truenorthlogic

Plan to Monitor Effectiveness of G4.B1.S1

Think Central intervention program and AIMSWeb

Person or Persons Responsible

Teachers, Administration, Instructional Coaches

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Reports generated

G4.B1.S3 Differentiating math instruction (manipulatives, math software - Fastt Math, SuccessMaker, Think Central, small group instruction)

Action Step 1

Math coach assists teachers in examining data to form small group instruction.

Person or Persons Responsible

Math Coach and Math teachers

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Performance Matters reports

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

Differentiated math instruction taking place in math classrooms.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Truenorthlogic observations

Plan to Monitor Effectiveness of G4.B1.S3

Math FCA scores, Acaletics assessments, Benchmark, AIMSWeb Benchmark probing

Person or Persons Responsible

Administration, Math Teachers, Math Coach

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Performance Matters, AIMSWeb

G4.B2 Introduction of Math CCSS.

G4.B2.S1 Continuous on-line professional development

Action Step 1

Complete on-line professional development courses in math

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Truenorthlogic

Facilitator:

District personnel, instructional coaches

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Roster of completed courses

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Truenorthlogic rosters

Plan to Monitor Effectiveness of G4.B2.S1

Implementation of effective CCSS strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

Observations recorded in Truenorthlogic

G4.B2.S2 Math department meetings with Math Coach/Administration to follow up on-line staff development and discuss student performance data.

Action Step 1

Individual grade levels meet monthly with Math Coach to follow-up with CCSS on-line trainings.

Person or Persons Responsible

Math Teachers and Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Math teachers are meeting with Math Coaches for follow-up training with fidelity.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Truenorthlogic

Plan to Monitor Effectiveness of G4.B2.S2

Math classes should begin to move toward the CCSS.

Person or Persons Responsible

Math Coach, math teachers, administration

Target Dates or Schedule

October 2013 - June 2014

Evidence of Completion

Truenorthlogic evaluations and classroom observations

G5. Increase the percentage of 5th grade students scoring a level 3 or higher on the Science portion of the 2014 FCAT from 39% to 52%..

G5.B1 Students lack of science knowledge

G5.B1.S2 After-school tutoring in science

Action Step 1

Focus on the scientific process and science vocabulary

Person or Persons Responsible

Selected teachers

Target Dates or Schedule

October 2013 - March 2014, two days a week

Evidence of Completion

Lesson Plans

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

Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Attendance Rosters

Plan to Monitor Effectiveness of G5.B1.S2

Science Focus Calendar Assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

October 2013 - March 2014

Evidence of Completion

Science FCA scores

G5.B1.S3 3-5 Science Fair

Action Step 1

3-5 Science Fair

Person or Persons Responsible

Teachers, Instructional Coaches, Students

Target Dates or Schedule

January 2014

Evidence of Completion

Copy of rubric

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

Student Science projects

Person or Persons Responsible

Teachers

Target Dates or Schedule

January 2014

Evidence of Completion

Science Fair rubric

Plan to Monitor Effectiveness of G5.B1.S3

Students will learn the Scientific Process by working through their projects.

Person or Persons Responsible

Science teachers

Target Dates or Schedule

August 2013, June 2014

Evidence of Completion

2014 FCAT Science scores, Science FCAs

G5.B3 Very little staff development for teachers in Science

G5.B3.S1 On-line staff development

Action Step 1

Science related courses

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Truenorthlogic

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Observe, evaluate, feedback

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Truenorthlogic

Plan to Monitor Effectiveness of G5.B3.S1

Science FCAs, student work evidence, science discussions

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Science FCA scores, Teacher observations

G5.B3.S3 Collaboration time for Science

Action Step 1

Half-day teacher collaboration time

Person or Persons Responsible

Administration

Target Dates or Schedule

Once per semester

Evidence of Completion

Collaboration Agenda

Plan to Monitor Fidelity of Implementation of G5.B3.S3

Teachers using high yield strategies during Science lessons (hands-on experiments, student led discussions, small groups)

Person or Persons Responsible

Administration, Instructional Coaches, Science teachers

Target Dates or Schedule

October 2013 - June 2014

Evidence of Completion

Truenorthlogic observations

Plan to Monitor Effectiveness of G5.B3.S3

Performance Matters data

Person or Persons Responsible

Administration, Teachers, Instructional Coaches

Target Dates or Schedule

October 2013 - June 2014

Evidence of Completion

Performance Matter reports

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 1 - Part A: College Park is a Title 1 school. A resource teacher and an Academic Coach is paid out of Title 1 funds. These teachers assist with new teachers, staff development, curriculum and evaluation, and tutor low-performing students.

We have also hired Paraprofessionals to tutor students that need extra assistance and to provide support to various remediation programs.

Title 1 - Part C: Migrant Program - District funds are used to purchase school supplies, provide an after school tutorial program to improve grades, increase promotion, improve attendance and reduce the drop-out rate. A Migrant Liaison works with schools and families to identify students and provide needed referrals for families. School guidance counselor works with migrant families on an as needed basis. School provides mini orientation for migrant Pre-K students.

Title I - Part D: Neglected and Delinquent

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 education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners. Schools and families to identify students and provide needed referrals for families. School guidance counselor works with migrant families on an as needed basis. School provides mini orientation for migrant Pre-K students.

Title IV, Part A: Safe and drug free schools. The district receives funds for programs (Red Ribbon week) that support prevention of violence in and around the school, that prevent the illegal use of alcohol, tobacco, drugs and foster a safe, drug free learning environment that supports student achievement. DARE is taught to all fifth grade students. Programs on bullying have also been presented. Positive Behavior Support program is implemented to reward good behavior in students. Students with behavior issues are identified and assisted in changing their behavior.

Supplemental Academic Instruction (SAI): Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction. District receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplement education programs.

District provides staff development activities to improve basic educational programs to assist administrators and teachers in meeting highly qualified status.

Title X: District Homeless Social Worker provides resources (clothing, school supplies, referrals...) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Families who are in need of support are identified through referrals to the guidance.

Students participate in free breakfast and free lunch programs.

Community churches sponsor a Backpack Program for needy students. Students take home a backpack full of food on the weekends to assist in providing food in the home. Backpacks are returned on Monday and refilled for the next weekend. Our guidance department gives out information on the Community Technical Adult Education and Central Florida Community College as needed.

College Park does not provide Head Start services. However, during the school year, we have two VPK classrooms for students starting Kindergarten next school year, as well as, three Pre-K classrooms for students with exceptionalities.

College Park students participate in a K-5 Career Day each year.

Information about Central Florida Community College and the Community Technical Adult Education is available as needed.

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. Students scoring at level 3 or higher in Reading will increase from 41% to 61%. African American students by 10%, Hispanic students by 20%, White students by 25%, ELL students by 20%, SWD by 30%, and Economically Disadvantage by 10%.

G1.B3 Teachers' knowledge and skills of CCSS

G1.B3.S1 Train teachers in CCSS

PD Opportunity 1

Provide specific instruction in CCSS: On-line Staff Development with Follow-up by Lead Teachers and Instructional Coaches

Facilitator

CCSS Lead Teachers, Instructional Coaches, District Staff Development Personnel

Participants

CCSS Lead Teachers, Instructional Coaches

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Truenorthlogic professional development records

G1.B4 Effective use of high impact strategies

G1.B4.S1 Teachers meet with Reading Coach bi-monthly to discuss high impact strategies and the implementation..

PD Opportunity 1

PLC meeting with teachers

Facilitator

Lesla Smithies, EBD

Participants

Reading Coach, Instructional Coaches

Target Dates or Schedule

bi-monthly throughout the school year

Evidence of Completion

Agendas

G2. Percentage of lowest 25% of students making learning gains in reading will increase from 56% to 60% and in math from 32% to 52%,

G2.B1 Non-proficient students in math and reading.

G2.B1.S1 Remediation programs, after-school tutoring, mentoring students, para-professionals, MTSS Leadership Team, data team meetings

PD Opportunity 1

Staff development in remediation programs, select mentors, provide after-school tutoring, schedule Tier 2/3 students for MTSS meetings

Facilitator

Administration, Instructional Coaches, MTSS Coach, Tutoring Teachers

Participants

Administrations, Teachers, Instructional Coaches, School-based Leadership Team

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Truenorthlogic staff development data, after-school tutoring invitations, MTSS forms

G3. Increase percentage of 4th graders scoring a 3.5 or higher on the 2014 FCAT Writes from 28% to 50%.

G3.B1 Large ELL population, percentage of students entering 4th grade are non-proficient writers.

G3.B1.S1 Hold parent resource trainings to provide parents with writing strategies to help their child at home.

PD Opportunity 1

Providing parents with information and strategies to use at home

Facilitator

Instructional Coach and Title One Resource Teacher

Participants

Parent Involvement Committee

Target Dates or Schedule

October 30th, December 4th, February 12th, May 21st, 2013/2014

Evidence of Completion

Parent surveys

G4. Students scoring a level 3 or higher in Math will increase from 55% - 66%. African American students by 10%, Hispanic students by 15%, White students by 20%, ELL students by 20%, SWD students by 10%, Economically Disadvantaged students by 10%.

G4.B1 Lack of foundational math skills

G4.B1.S1 Progress monitoring tools (Computational fluency checks/ AIMSWeb)

PD Opportunity 1

AIMSWeb probes, computational fluency checks

Facilitator

Instructional Coaches and on-line Professional Development

Participants

Teachers, Instructional Coaches, Administration

Target Dates or Schedule

September 2013 - June 2014

Evidence of Completion

AIMSWeb reports, teacher fluency checks spreadsheet

G4.B2 Introduction of Math CCSS.

G4.B2.S1 Continuous on-line professional development

PD Opportunity 1

Complete on-line professional development courses in math

Facilitator

District personnel, instructional coaches

Participants

Teachers

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Truenorthlogic

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students scoring at level 3 or higher in Reading will increase from 41% to 61%. African American students by 10%, Hispanic students by 20%, White students by 25%, ELL students by 20%, SWD by 30%, and Economically Disadvantage by 10%.	\$100,000
G2.	Percentage of lowest 25% of students making learning gains in reading will increase from 56% to 60% and in math from 32% to 52%,	\$55,037
G3.	Increase percentage of 4th graders scoring a 3.5 or higher on the 2014 FCAT Writes from 28% to 50%.	\$43,304
Total		\$198,341

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
Title 1	\$198,341	\$198,341
Total	\$198,341	\$198,341

Budget Details

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

G1. Students scoring at level 3 or higher in Reading will increase from 41% to 61%. African American students by 10%, Hispanic students by 20%, White students by 25%, ELL students by 20%, SWD by 30%, and Economically Disadvantage by 10%.

G1.B3 Teachers' knowledge and skills of CCSS

G1.B3.S1 Train teachers in CCSS

Action Step 1

Provide specific instruction in CCSS: On-line Staff Development with Follow-up by Lead Teachers and Instructional Coaches

Resource Type

Other

Resource

Title One Resource Teacher, Action 100, Saxton Phonics. Document Cameras, materials, supplies, study group, stipends, substitutes, after-school tutoring, small group and one-on-one tutoring, para - professionals, manipulatives, Acaletics materials, science

Funding Source

Title 1

Amount Needed

\$100,000

G2. Percentage of lowest 25% of students making learning gains in reading will increase from 56% to 60% and in math from 32% to 52%,

G2.B1 Non-proficient students in math and reading.

G2.B1.S1 Remediation programs, after-school tutoring, mentoring students, para-professionals, MTSS Leadership Team, data team meetings

Action Step 1

Staff development in remediation programs, select mentors, provide after-school tutoring, schedule Tier 2/3 students for MTSS meetings

Resource Type

Other

Resource

Resource Teacher, Para-Pros, stipends, substitutes, after-school tutoring, small group, one-on-one, materials, supplies,

Funding Source

Title 1

Amount Needed

\$55,037

G3. Increase percentage of 4th graders scoring a 3.5 or higher on the 2014 FCAT Writes from 28% to 50%.

G3.B1 Large ELL population, percentage of students entering 4th grade are non-proficient writers.

G3.B1.S1 Hold parent resource trainings to provide parents with writing strategies to help their child at home.

Action Step 1

Providing parents with information and strategies to use at home

Resource Type

Other

Resource

Resource Teacher, materials, supplies, substitutes, after-school tutoring, para-pros, food, parent night facilitator/presenter, flyers, newsletter, student planners, parent/school compacts

Funding Source

Title 1

Amount Needed

\$43,304