2013-2014 SCHOOL IMPROVEMENT PLAN

Felix A Williams Elementary School

401 NW BAKER RD
Stuart, FL 34994
772-219-1640
fawe.sbmc.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	36%

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

School Grades History

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

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Felix A Williams Elem School

Principal
Howard Marder

School Advisory Council chair
Karla Preissman

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

Name	Title
Deborah Riley	Assistant Principal
Marissa Recchiuti	Kindergarten Team Leader
Donna Robinson	First Grade Team Leader
Deborah Hammock	Second Grade Team Leader
Lisa Careccia	Third Grade Team Leader
Eileen Torounian	Fourth Grade Team Leader
Kerry Soviero	Fifth Grade Team Leader
Jennifer Chevalier	ESE Team Leader
Kim Higgins	Related Arts Team Leader

District-Level Information

District
Martin

Superintendent
Mrs. Laurie Gaylord

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

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

Membership of the SAC

Howard Marder, Principal
Deb Riley, Assistant Principal
Karla Preissman, SAC Chair
Michelle McSweeney, SAC Secretary
Lisa Careccia, DAC Representative and Teacher
Leslie Crouch, PTA President
Donna Decina, Parent

Casey Vasko, Parent
Bethany Rees, Teacher
Diane Gumbinner, Parent
Melissa Garcia, Parent
Katie Thomas, Parent and Substitute Teacher
Thuy Tsang, Parent
Scott Armstrong, Parent
Erinn Gordon, Parent
Colleen Dougherty, Teacher
George Rivera, Parent
Leigh Anne Proctor, Teacher
Bridget Freeman, Teacher
Daryn Schwartz, Parent
Mary Rose Bressman, Business Partner and Parent
Susan Reynolds, Teacher
Alanna Horn, Parent
Kaija Mayfield, Parent
Kelly Ellis, Parent
Angela Hayes, Business Partner and Parent

Involvement of the SAC in the development of the SIP

SAC will review the plan and offer feedback before submission as well as provide financial support to help implement the strategies and interventions. In addition, our SAC Chairperson completed the SAC portion of the plan.

Activities of the SAC for the upcoming school year

Our SAC will hold monthly meetings that shall include:
• Staff updates on the implementation of our School Improvement Plan
• Reports from the District Advisory Council representative
• A Principal's Report on safety, student achievement, and school news
• Updates on the implementation of Common Core Standards and progress of the PARCC assessment
• Discussions on topics relevant to school issues that arise
• Funding of requests that are presented, discussed, and voted on
• Presentations from guest speakers on areas of interest to the SAC

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

As of this time, SAC has only allocated $2000 of the budget, which will cover the costs of substitutes for K-2 teachers attending professional development in the area of Guided Reading.

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:

Howard Marder		
Principal	Years as Administrator: 23	Years at Current School: 8

Credentials	Degrees: EdS Educational Leadership MS Reading BS Elementary Education Certifications: School Principal Educational Leadership Gifted Education Elementary Education Endorsements: Reading Endorsement K-12 ESOL Endorsement K-12
Performance Record	2013- Grade B Mastery: Reading 70 %; Math 74%; Science 66%; Writing 60% Lowest Quartile Gains: Math 64%; Reading 48% Gains: Math 60%; Reading 63% 2012- Grade A Mastery: Reading 79%; Math79%; Science 79%; Writing 89% 2011- Grade A Mastery: Reading 88 %; Math 90%; Science 66%; Writing 88% Did not meet AYP (92% of criteria met) 2010- Grade A Mastery: Reading 88%; Math 83%; Science 62%; Writing 87% Did not meet AYP (90% of criteria met) 2009- Grade A Mastery: Reading 91%; Math 87%; Science 62%; Writing 93%

Deborah Riley		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	Degrees: B/S Elementary Education Gr.1-6 B/S Exceptional Student Education K-12 MA Educational Leadership Certifications: Educational Leadership Elementary Education Gr.1-6 Endorsements: Reading Endorsement K-12 ESOL Endorsement K-12
Performance Record	NA

Instructional Coaches

# of instructional coaches
2

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

Instructional Coach Information:

Lauren Gifford		
Full-time / District-based	Years as Coach: 5	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	Elementary Education Family & Consumer Science Reading Endorsement K-12 ESOL Endorsement K-12	
Performance Record	NA	

Christine Cline		
Full-time / District-based	Years as Coach: 4	Years at Current School: 1
Areas	RtI/MTSS	
Credentials	Elementary Education Exceptional Student Education	
Performance Record	NA	

Classroom Teachers

# of classroom teachers
44

 # receiving effective rating or higher
44, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
42, 95%

 # ESOL endorsed
33, 75%

 # reading endorsed
7, 16%

 # with advanced degrees
16, 36%

 # National Board Certified
6, 14%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
15, 34%

 # with 6-14 years of experience
17, 39%

 # with 15 or more years of experience
8, 18%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # 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

Conduct targeted selection of new teachers, including the use of interview teams comprised of stakeholders.

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

Seasoned teachers are partnered with new hires to train, support and help them acclimate to the school environment.
Joni Boggs will be mentored by Jennifer Chevalier
Jennifer Rowars will be mentored by Eileen Torounian
Anne Figari will be mentored by Linda Boogaart
Colleen Dougherty will be mentored by Kim Higgins
Amy Tinsman will be mentored by Marissa Recchiuti
Loryn Black will be mentored by Donna Robinson

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

MTSS Leadership Team will meet at least monthly to stay abreast of school wide intervention and support implementation effectiveness.
MTSS Grade Level Teams will meet every 4-6 weeks to progress monitor and evaluate intervention design effectiveness, student growth academic and behavior and need to tweak design change or support core
instruction effectiveness with teachers.
MTSS Team meetings will be held to additionally problem solve around individual students who are not showing adequate growth towards set intervention and grade level goals.

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

Intervention Problem Solving Coach-Facilitate and monitor effectiveness of school based Multi-Tiered System of Supports to include guiding the problem solving process analyzing school wide data, small group data and individual student data, conduct evaluations of intervention design validity and integrity.
Literacy Coach-Aid in monitoring effectiveness of Literacy based intervention; aid in the problem solving process around school wide, grade level and individual student data, conduct modeling/evaluations of literacy intervention design to ensure validity/integrity.
School Psychologist-aid in problem solving around individual student lack of growth, gather additional information/data to continue problem solving process and to evaluate students if suspected of a disability.

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

The MTSS Team Leadership committee will gather regularly to monitor the fidelity of the Multi-Tiered Systems of Supports in place school wide through developing plans to assist classrooms in need of core

academic/behavior support;analyzing grade level intervention data to ensure student growth; analyzing district/classroom based assessment outcomes to review student growth

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

Data sources will include but are not limited to:
ELA-Reading Record Data including writing sample, Words Their Way Inventories (Primary/Intermediate)
Reading Benchmark and iReady Data
Math-Math Diagnostic & Placement Assessments, Math Benchmark Data, iReady Data
Science-Science Benchmark Data
Behavior:Rti:B Data, PBIS self assessments
Attendance-attendance reports generated via TERMS

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

Regularly scheduled Grade Level Problem Solving Team meetings to review MTSS guidelines and framework
Exposure to FLMTSS website http://www.florida-rti.org/floridamtss/index.htm
Print publications from FLMTSS website ie: parent brochures http://www.florida-rti.org/parentResources/floridaTools.htm
Teacher resources http://www.florida-rti.org/educatorResources/myths/index.htm

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Summer Program

Minutes added to school year: 1,800

Camp Invention - Science Inquiry-based national program that services elementary school students.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Student Evaluation Sheets

Who is responsible for monitoring implementation of this strategy?

Media Specialist

Strategy: Before or After School Program

Minutes added to school year: 1,080

Book Bowl - Students read passages and compete in teams regarding comprehension.

Strategy Purpose(s)

- Instruction in core academic subjects

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

FCAT Results

Who is responsible for monitoring implementation of this strategy?

Media Specialist and Fourth Grade Teacher

Strategy: Summer Program

Minutes added to school year: 720

Teacher training for Problem-Based Learning methodology.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

FCAT Results

Who is responsible for monitoring implementation of this strategy?

Principal

Literacy Leadership Team (LLT)

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

Name	Title
Christa Fotia	Teacher
Joni Boggs	Gifted Intermediate Teacher
Jodi Cooper	ESE Teacher
Carolyn Livings	Speech Pathologist
Angela Krogen	ELL Teacher
Valerie Baldwin	Media Specialist
Lauren Gifford	Literacy Coach
Debbie Hammock	Teacher
Christine Cline	Intervention Problem-Solving Coach

Name	Title
Kristine Aboujja	Teacher
Anne Figari	Kindergarten Teacher
Leigh Anne Proctor	Teacher
Howard Marder	Principal
Deborah Riley	Assistant Principal

How the school-based LLT functions

LLT team will meet monthly to review school wide data in the area of Literacy. Trends across the school, grade levels, and individual classrooms will be analyzed to look for patterns, growth, areas of need. Each team member will play a vital role. The first LLT meeting roles and responsibilities will be discussed as well as next steps.

Major initiatives of the LLT

Support the movement toward a balanced literacy approach with an emphasis on WTW, guided reading, Schoolwide writing (writer's workshop)
Continue to develop teacher's understanding and importance of the Fountas and Pinnell Reading Records to determine instructional practices
Monitor student achievement through data analysis
Monitor the AYP subgroups for academic growth
Determine research based, literacy interventions for students in the MTSS process, and progress monitor regularly.

Every Teacher Contributes to Reading Instruction

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

Initial identification is determined by Fountas and Pinnell Reading record data. (Upper grades can also correlate previous grade level FCAT scores.) Grade level MTSS meetings will occur throughout the year every 5 weeks to discuss children and look at data by grade level and class to determine needs. Special attention to differentiated instruction will be emphasized. Ongoing professional development and classroom modeling will be employed throughout the school year in order to maximize learning to accelerate achievement in literacy for all students K-5.

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

Pre-Kindergarten tours of facility and curriculum for students and parents.

Kindergarten Orientation and Curriculum Night

College and Career Readiness

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

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

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

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%		No	80%
American Indian				
Asian				
Black/African American		33%		
Hispanic	67%	59%	No	70%
White	79%	76%	No	81%
English language learners		47%		
Students with disabilities	47%	40%	No	52%
Economically disadvantaged	62%	51%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	26%	29%
Students scoring at or above Achievement Level 4	157	45%	48%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	121	60%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	22	48%	50%

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)	24	67%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	31%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	36%	38%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	69	61%	64%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%		No	80%
American Indian				
Asian				
Black/African American		33%		
Hispanic	70%	68%	No	73%
White	80%	78%	No	82%
English language learners		58%		
Students with disabilities	53%	50%	No	57%
Economically disadvantaged	64%	57%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	31%	34%
Students scoring at or above Achievement Level 4	111	32%	35%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	114	57%	59%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	41	64%	66%

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%		No	80%
American Indian				
Asian				
Black/African American				
Hispanic	70%		No	73%
White	80%		No	82%
English language learners				
Students with disabilities	53%		No	57%
Economically disadvantaged	64%		No	68%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	28	24%	26%
Students scoring at or above Achievement Level 4	47	41%	43%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	575	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	6	1%	0%
Students retained, pursuant to s. 1008.25, F.S.	17	2%	1%
Students who are not proficient in reading by third grade	26	29%	25%
Students who receive two or more behavior referrals	31	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	16	2%	1%

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

Increase parent awareness of new curriculum initiatives.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Common Core State Standards	300	50%	60%
Problem-Based Learning	0	0%	50%

Goals Summary

G1.   Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

G2.   Increase student proficiency in fractions, including part-to-whole, equivalent fractions and computations involving fractions.

G3.   Increase student mastery of the writing process.

G4.   Increase students' proficiency in the strand of the Nature of Science.

Goals Detail

G1. Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Elementary School
- EWS - Elementary School

Resources Available to Support the Goal
- Heinemann Guided Reading Training
- School-Wide Writing

Targeted Barriers to Achieving the Goal
- Scheduling for Professional Development

Plan to Monitor Progress Toward the Goal

Teacher observations District benchmark tests

Person or Persons Responsible
Administrators

Target Dates or Schedule:
Upon receipt of results of district benchmark tests and teacher evaluations.

Evidence of Completion:
District benchmark data Teacher evaluation results Grade Level Collaborative Learning Team Meeting Notes

G2. Increase student proficiency in fractions, including part-to-whole, equivalent fractions and computations involving fractions.

Targets Supported

Resources Available to Support the Goal
- Problem-Based Learning Units

Targeted Barriers to Achieving the Goal
- Lack of teacher implementation of Problem-Based Learning.

Plan to Monitor Progress Toward the Goal

Data analysis

Person or Persons Responsible
Administration

Target Dates or Schedule:
Upon receipt of testing data

Evidence of Completion:
Data analysis reports

G3. Increase student mastery of the writing process.

Targets Supported
- Writing

Resources Available to Support the Goal
- School-Wide Writing Program

Targeted Barriers to Achieving the Goal
- Insufficient opportunities for professional development

Plan to Monitor Progress Toward the Goal

Determine the level of proficiency and schedule additional teacher support.

Person or Persons Responsible
Administration and Literacy Coach

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
Writing samples Lesson plans

G4. Increase students' proficiency in the strand of the Nature of Science.

Targets Supported
- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal
- District science curriculum specialists

Targeted Barriers to Achieving the Goal
- Student understanding of the steps of the scientific process.

Plan to Monitor Progress Toward the Goal

Evaluating student proficiency of the steps of the scientific process and re-teaching areas of weakness.

Person or Persons Responsible
Administration and classroom teachers

Target Dates or Schedule:
November 2013

Evidence of Completion:
Assessments

Action Plan for Improvement

Problem Solving Key

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

G1. Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

G1.B1 Scheduling for Professional Development

G1.B1.S1 Define a specific time in the course of the instructional day for Professional Development, utilizing full-time Reading Coach for delivery of Professional Development, modeling of comprehension strategies and reading behaviors in the classroom.

Action Step 1

Comprehensive training in guided reading instruction and Writer's Workshop

Person or Persons Responsible

Classroom teachers, Literacy Coach

Target Dates or Schedule

Early Release Days Bi-Weekly Grade Level Collaborative Learning Team Meetings

Evidence of Completion

Student writing samples Progress monitoring through district benchmark tests

Facilitator:

Lauren Gifford

Participants:

Classroom teachers, Literacy Coach

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

Teacher evaluations District benchmark data analysis

Person or Persons Responsible

Administrators and Literacy Coach

Target Dates or Schedule

According to required evaluation timeline Upon receipt of the benchmark data

Evidence of Completion

District benchmark data Teacher evaluation results Grade Level Collaborative Learning Team Meeting Notes

Plan to Monitor Effectiveness of G1.B1.S1

District benchmark assessments Teacher observations

Person or Persons Responsible

Administrators and Literacy Coach

Target Dates or Schedule

According to required evaluation timeline Upon receipt of the benchmark data

Evidence of Completion

District benchmark data Teacher evaluation results Grade Level Collaborative Learning Team Meeting Notes

G2. Increase student proficiency in fractions, including part-to-whole, equivalent fractions and computations involving fractions.

G2.B1 Lack of teacher implementation of Problem-Based Learning.

G2.B1.S1 Provide continuous professional development during Grade Level Collaborative Learning Team Meetings to increase teacher's delivery of Problem-Based Learning.

Action Step 1

Provide training through Collaborative Learning Teams in the delivery of Problem-Based Learning.

Person or Persons Responsible

District

Target Dates or Schedule

Early Release Day Bi-Weekly Grade Level Collaborative Learning Team Meetings

Evidence of Completion

Training attendance lists and evaluations

Facilitator:

District Personnel

Participants:

District

Action Step 2

During formal and informal evaluations

Person or Persons Responsible

Administration

Target Dates or Schedule

District scheduled observation windows

Evidence of Completion

Evaluation outcomes

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

Lesson plan review Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Scheduled throughout the year

Evidence of Completion

Completed Professional Development sessions Teacher Observations Collaborative Learning Team Meeting Notes

Plan to Monitor Effectiveness of G2.B1.S1

High level of student engagement in classrooms

Person or Persons Responsible

Administration

Target Dates or Schedule

District-established testing windows

Evidence of Completion

District developed progress monitoring assessments

G3. Increase student mastery of the writing process.

G3.B1 Insufficient opportunities for professional development

G3.B1.S1 School-wide strategy to familiarize and implement the Writer's Workshop model.

Action Step 1

Professional development will be provided during Grade Level Collaborative Learning Team Meetings to support teachers in the implementation of the Writer's Workshop model.

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Established, scheduled professional development meetings and Bi-Weekly Grade Level Collaborative Learning Team Meetings.

Evidence of Completion

Online in-service registration

Facilitator:

Literacy Coach

Participants:

Literacy Coach

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

Formal and informal observations

Person or Persons Responsible

Administration and Literacy Coach

Target Dates or Schedule

Scheduled throughout the year

Evidence of Completion

Completed Professional Development sessions Teacher Observations Grade Level Collaborative Learning Team Meeting Notes

Plan to Monitor Effectiveness of G3.B1.S1

Monitoring the implementation of Writer's Workshop in classrooms.

Person or Persons Responsible

Administration and Literacy Coach

Target Dates or Schedule

Scheduled classroom observations

Evidence of Completion

Writing samples

G4. Increase students' proficiency in the strand of the Nature of Science.

G4.B1 Student understanding of the steps of the scientific process.

G4.B1.S1 Participation in classroom science projects

Action Step 1

Science project overview and practicing the process.

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

During scheduled science instruction

Evidence of Completion

Science projects

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

Evaluate class science projects

Person or Persons Responsible

Science Lab Teacher

Target Dates or Schedule

November 2013

Evidence of Completion

Science project rubric scores

Plan to Monitor Effectiveness of G4.B1.S1

Evaluate student understanding of the nature of science through the use of the rubric.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

November 2013

Evidence of Completion

Percentage of projects completed

Coordination and Integration

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

The following programs and/or services will be utilized in helping build character and increase student achievement:
- DARE (provided by Martin County Sheriff's Department)
- Education Foundation of Martin County grant (funded)

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

G1.B1 Scheduling for Professional Development

G1.B1.S1 Define a specific time in the course of the instructional day for Professional Development, utilizing full-time Reading Coach for delivery of Professional Development, modeling of comprehension strategies and reading behaviors in the classroom.

PD Opportunity 1

Comprehensive training in guided reading instruction and Writer's Workshop

Facilitator

Lauren Gifford

Participants

Classroom teachers, Literacy Coach

Target Dates or Schedule

Early Release Days Bi-Weekly Grade Level Collaborative Learning Team Meetings

Evidence of Completion

Student writing samples Progress monitoring through district benchmark tests

G2. Increase student proficiency in fractions, including part-to-whole, equivalent fractions and computations involving fractions.

G2.B1 Lack of teacher implementation of Problem-Based Learning.

G2.B1.S1 Provide continuous professional development during Grade Level Collaborative Learning Team Meetings to increase teacher's delivery of Problem-Based Learning.

PD Opportunity 1

Provide training through Collaborative Learning Teams in the delivery of Problem-Based Learning.

Facilitator

District Personnel

Participants

District

Target Dates or Schedule

Early Release Day Bi-Weekly Grade Level Collaborative Learning Team Meetings

Evidence of Completion

Training attendance lists and evaluations

G3. Increase student mastery of the writing process.

G3.B1 Insufficient opportunities for professional development

G3.B1.S1 School-wide strategy to familiarize and implement the Writer's Workshop model.

PD Opportunity 1

Professional development will be provided during Grade Level Collaborative Learning Team Meetings to support teachers in the implementation of the Writer's Workshop model.

Facilitator

Literacy Coach

Participants

Literacy Coach

Target Dates or Schedule

Established, scheduled professional development meetings and Bi-Weekly Grade Level Collaborative Learning Team Meetings.

Evidence of Completion

Online in-service registration

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase students' comprehension of rigorous text through the use of reading for meaning strategies.	$7,000
	Total	$7,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Martin County Education Foundation	$7,000	$7,000
Total	$7,000	$7,000

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

G1. Increase students' comprehension of rigorous text through the use of reading for meaning strategies.

G1.B1 Scheduling for Professional Development

G1.B1.S1 Define a specific time in the course of the instructional day for Professional Development, utilizing full-time Reading Coach for delivery of Professional Development, modeling of comprehension strategies and reading behaviors in the classroom.

Action Step 1

Comprehensive training in guided reading instruction and Writer's Workshop

Resource Type

Professional Development

Resource

Provide K-2 teachers with professional development in balanced literacy

Funding Source

Martin County Education Foundation

Amount Needed

$7,000