2013-2014 SCHOOL IMPROVEMENT PLAN

Warfield Elementary School

15260 SW 150TH ST
Indiantown, FL 34956
772-597-2551
wes.sbmc.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	100%

Alternative/ESE Center	Charter School	Minority Rate
No	No	97%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Warfield Elementary School

Principal

Ivy Menken

School Advisory Council chair

Angelina Perez

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

Name	Title
Jean Ferreira	Asst. Principal
Jeanne Tubb	Literacy Coach
Jennifer Bacchiochi	Literacy Coach
Jennifer Goddard	Guidance Counselor
Michelle Villwock	IPS Coach
Lisa Knapp	Science Lab Teacher
Margaret Dow	Kindergarten Teacher
Ivy Menken	Principal

District-Level Information

District

Martin

Superintendent

Mrs. Laurie Gaylord

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

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

Membership of the SAC

The membership of the SAC includes school administration (principal and asst. principal), school staff (teachers, paras, office staff), parents and community representatives.

Involvement of the SAC in the development of the SIP

The School Advisory Council gives input to the School Leadership Team as the plan is developed. Factors influencing its development are: performance data, current instructional initiatives and targeted areas for improvement. SAC also plays a key role in the Parental Involvement component of this plan.

Activities of the SAC for the upcoming school year

Assist in planning of the school's Family Nights which focus on ELA, Math, Science, Health and Wellness.
Ensure a high level of parent participation in all school-related events such as Family Nights, Parent/Teacher conferences, school assemblies, Spring Fling and Fun Runs.

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

*Exemplar texts, guided reading books, intervention materials (iReady instructional program), Family Night materials, professional development materials ($4,150)
*Books and materials to use for Interactive Read Alouds ($2,000)
*Materials to use for intervention (such as iReady instructional program) ($4,150)
* Books and materials to use for Math Problem Solving and professional development ($2,000)

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:

Ivy Menken		
Principal	Years as Administrator: 28	Years at Current School: 15

Credentials	School Principal (all levels) Masters in Elementary Administration and Supervision (all levels) Masters of Science in Health and Safety B.S. in Health, Physical Education and Recreation K-12 Minor in Biology 7-9
Performance Record	Warfield Elementary has been rated an 'A' school by FLDOE for the past 10 years. For more information regarding student achievement record including FCAT results, AMO's and student growth data see the FLDOE School Accountability Report for Warfield Elementary School located at fldoe.org

Jean Ferreira		
Asst Principal	Years as Administrator: 0	Years at Current School: 1

Credentials	BS Elementary Education (1-6) MS Reading (K-12) ESOL Endorsement BS in Varying Exceptionalities (K-12) MS Educational Leadership (All Levels)
Performance Record	N/A - This is her first year as an administrator.

Instructional Coaches

# of instructional coaches
2

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

Instructional Coach Information:

Jeanne Tubb		
Full-time / School-based	Years as Coach: 14	Years at Current School: 27
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	BS Elementary Education MS Curriculum Elementary Education 1-6 ESOL Reading Endorsement	
Performance Record	Warfield Elementary has been rated an 'A' school by FLDOE for the past 10 years. For more information regarding student achievement record including FCAT results, AMO's and student growth data see the FLDOE School Accountability Report for Warfield Elementary School located at fldoe.org	

Jennifer Bacchiochi		
Full-time / School-based	Years as Coach: 1	Years at Current School: 6
Areas	Reading/Literacy, Mathematics, Data, RtI/MTSS	
Credentials	Bachelors of Science (Elementary Education) Masters (Reading) ESOL endorsement Certification: Elementary Education K-6	
Performance Record	No Data First year as instructional coach	

Michelle Villwock		
Full-time / School-based	Years as Coach: 1	Years at Current School: 0

Areas	RtI/MTSS, Other
Credentials	B.A. - Exceptional Student Education (Focus Elementary Education and Learning Disability) M.Ed. - Exceptional Student Education (Focus Emotional Handicaps and Behavior Analysis) Cerification Program - Educational Leadership FL Certified Teacher - Emotional Handicaps, Learning Disabilities, Elementary Education K-6. Educational Leadership Board Certified Behavior Analyst Professional Crisis Management Instructor
Performance Record	No Data First Year as an IPS Coach

Classroom Teachers

# of classroom teachers
51

 # receiving effective rating or higher
51, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
51, 100%

 # ESOL endorsed
50, 98%

 # reading endorsed
9, 18%

 # with advanced degrees
24, 47%

 # National Board Certified
2, 4%

 # first-year teachers
2, 4%

 # with 1-5 years of experience
18, 35%

 # with 6-14 years of experience
21, 41%

 # with 15 or more years of experience

10, 20%

Education Paraprofessionals

# of paraprofessionals

12

 # Highly Qualified

12, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

7

 # 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

The district pays two supplements to teachers to address this need. All teachers must be highly qualified to secure a teaching position at our school. Ninety-nine percent of the instructional staff are ESOL endorsed as well.

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

New teachers to Warfield Elementary are assigned a mentor who regularly meets with their assigned mentee on an informal and formal basis to address curriculum, instructional practices and daily operational procedures. Teacher assignments are made based on years of experience and similar grade level. Teacher assignments can be voluntary or assigned by administration. Several mentoring meetings are held throughout the year with the school leadership team to provide additional support and direction to the mentors and their mentees.

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

When a student struggling academically and/or behaviorally the following steps will be taken:
• Teacher has differentiated instruction/Implemented classroom interventions/Sought out assistance from grade level team (ALL MUST BE DOCUMENTED)> Did this work?
o Yes - Continue & Monitor progress
o No -Teacher completes yellow folder and submits to Guidance Counselor (Incomplete folders will be

returned) > MTSS Meeting to schedule to Problem Solve > Were Core interventions documented and implemented with Fidelity? >
• Tier 2 Did this work?
o YES - Continue/Fade/ Monitor
o NO - Problem Solve /continue to collect data/ Modify Interventions >
? Student continues to struggle >
• Tier 3 (Implement concurrently with Tier 2 Interventions) Did this work?
o YES - Continue/Fade/ Monitor
o NO Problem Solve /continue to collect data/ Modify Interventions (Continue all Interventions) >
? Parent Permission to screen (Vision, hearing, KBIT, KTEA, Behavior, processing. Memory, Conners, Vanderbilt) >
? Review results >
? MTSS Team to consider Full Psycho-educational Evaluation (Academic, Cognitive, IQ, Processing, Memory, Speech, Language, Functional, Behavioral, ASD Checklists)

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

The role of the MTSS team members is to help all students be more successful in school within which student RtI data and the planning/problem-solving process are used to improve the effectiveness of instruction (academic and behavioral) as measured by student learning growth. The systemic planning and problem-solving process refers to the process or action cycle that teams engage in.

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

All instructional personnel are trained about evidence-based instructional practices that all students require in order to ensure maximum effectiveness of Tier 1 and to support the use of a data-based problem-solving process. Ensuring fidelity of educators' use of the problem-solving process and implementation of evidence-based practices is achieved through development of MTSS implementation plans. Team members also use MTSS implementation data at each respective level to identify gaps in infrastructure or supports needed to sustain efficient and effective use of evidence-based practices at the school and classroom levels.

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

The analyzed data provides prescriptive information in reading, math, writing, science and language development from a variety of sources such as; local parallel data and assessments, district benchmark tests, on-line assessments and teacher/classroom data.

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

Staff members are provided with comprehensive professional development of the MTSS process and given instruction on using data for making problem solving curricular/behavioral decisions. Parents are given individualized overviews of the MTSS process, with a focus being on their child's specific needs.

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: 3,000

After School tutoring is conducted by certified teachers for students in the first through fourth grades. It consists of 60 minutes per day, two days a week of focused remedial/enrichment instruction in the areas of reading, writing, and math.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

Data from district benchmark assessments, iReady, Kid-Biz, Imagine Learning, Literacy First, Math/Writing parallel assessments, IXL, Math Problem Solving, and performance on core curricular assessments are utilized to determine the effectiveness of this strategy.

Who is responsible for monitoring implementation of this strategy?

The school Leadership Team, interventionists, and after school teachers are responsible for monitoring the implementation of the strategy.

Strategy: Summer Program
Minutes added to school year: 3,600

Each summer (in June) any student who registers for kindergarten is invited to attend our Jump Start to Kindergarten Program which focuses on academic readiness and social emotional skills. In addition to the Jump Start program, students in grades KG - 2nd who have been 'promoted with remediation' to the next grade level are provided with targeted intervention instruction in reading and math in our Intervention Camp program. Both programs are a half day (4 hours) for 10-15 days with lower student to teacher ratios (10:1).

In the Jump Start program, teachers have an opportunity to screen and observe students so they can be appropriately grouped for the next school year. The students have an opportunity to become acclimated to the school environment and the expectations for their learning, behavior and work habits. Approximately 75 to 80% of the incoming kindergarten students participate in this program.

In the Intervention program, teachers analyze current academic data and provide instruction that targets deficit areas in reading and math. Approximately 80-100 students are invited to attend this program.

Strategy Purpose(s)

- Instruction in core academic subjects

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

In the Jump Start Program, teachers give an end-of-program academic readiness screener developed by the school district to assist with appropriate class placement and academic groupings for the upcoming school year. The students are then tracked using additional data (FLKRS, iReady, Literacy First, Fountas & Pinnell, school grades) throughout the year to determine the effectiveness of this program.

In the Intervention Camp, teachers analyze current data (Fountas & Pinnell, Literacy First, FAIR, classroom assessments) to determine specific deficit areas in reading and math. Students with similar deficit areas are grouped for specific, targeted interventions. The students are then tracked using additional data (iReady, Literacy First, Fountas & Pinnell, school grades) throughout the year to determine the effectiveness of this program.

Who is responsible for monitoring implementation of this strategy?

The Jump Start and Intervention Camp teachers and School Leadership Team are responsible for monitoring the implementation of this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Jeanne Tubb	Literacy Coach
Jennifer Bacchiochi	Literacy Coach
Peggy Dow	Kindergarten Teacher
Melissa Uzar	Kindergarten Teacher
Chelsea Brotman	First Grade Teacher
Kimberley Hubbard	First Grade Teacher

Name	Title
Carol Rey	Second Grade Teacher
Wendy Snyder	Second Grade Teacher
Kim Brannon	Third Grade Teacher
Marissa Amaral	Fourth Grade Teacher
Crystal Hallee	Fourth Grade Teacher
Jean Ferreira	Asst. Principal
Ivy Menken	Principal

How the school-based LLT functions

The LLT team meets monthly to review data to make instructional decisions, determine and align appropriate resources and professional development, and plan Family Reading Night.

Major initiatives of the LLT

1. Plan and implement Family Reading Night
2. Implement PLC groups to develop a deeper understanding of the CCSS to ensure a higher level of rigor for classroom instruction, resources, and assessments.

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

Each year in May, local PreK providers collaborate with school officials to schedule a PreK to Kindergarten Transition Visit for students, support personnel and parents. These visits include children who have no previous schooling and their parents. These visits provide students and parents an opportunity to tour the campus, visit classrooms and special areas (art, music, P.E.), and receive a snack in the cafeteria. Parents are able to ask questions and receive information to support transitioning their child(ren) to kindergarten.

Each summer (in June) any student who registers for kindergarten is invited to attend our Jump Start to Kindergarten Program. This is a half day program for 10-15 days in June that focuses on academic readiness and social emotional skills. Teachers have an opportunity to screen and observe students so they can be appropriately grouped for the next school year. The students have an opportunity to become acclimated to the school environment and the expectations for their learning, behavior and work habits. Approximately 75 to 80% of the incoming kindergarten students participate in this program.

In March of each year, the local PreK providers collaborate with school officials to plan and present a Transition to Kindergarten Parent Night. Parents of both PreK and no PreK students are welcome to attend this meeting. The school's kindergarten teachers and administration present information to parents focusing on what to expect in kindergarten and how to make the transition to school easier. Parents are provided with written information, as well.

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	53%	41%	No	58%
American Indian				
Asian				
Black/African American	48%	35%	No	54%
Hispanic	52%	41%	No	57%
White	70%	50%	No	73%
English language learners	53%	39%	No	58%
Students with disabilities	27%	25%	No	34%
Economically disadvantaged	53%	41%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	24%	29%
Students scoring at or above Achievement Level 4	38	15%	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		36%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		64%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	74	61%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	21	71%	84%

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)	192	35%	37%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	149	28%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	139	26%	28%

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	67	54%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		71%

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	68%	63%	No	71%
American Indian				
Asian				
Black/African American	55%	45%	No	60%
Hispanic	69%	64%	No	72%
White	76%	70%	No	78%
English language learners	69%	63%	No	72%
Students with disabilities	41%	47%	Yes	47%
Economically disadvantaged	68%	63%	No	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	36%	40%
Students scoring at or above Achievement Level 4	62	25%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		36%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		64%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	112	90%	81%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	29	93%	83%

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)	69		50
Participation in STEM-related experiences provided for students	731	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	30	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	81	11%	9%
Students who are not proficient in reading by third grade	21	17%	15%
Students who receive two or more behavior referrals	10	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	1%	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

Parental involvement at school based functions (conference nights, family nights, assemblies, PBIS events, Open House, curriculum nights, etc.) will continue to be 100%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Involvement	731	100%	100%

Goals Summary

G1. Increase student achievement in Math through: increase the use and fidelity of the Math Problem-Solving program and provide appropriate interventions to struggling students.

G2. Increase student achievement in ELA through: guided reading as core instruction, interactive read alouds, language acquisition and fluency, ELA vocabulary development, independent ELA capacity/stamina, incorporation of Writer's Workshop.

Goals Detail

G1. Increase student achievement in Math through: increase the use and fidelity of the Math Problem-Solving program and provide appropriate interventions to struggling students.

Targets Supported

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

Resources Available to Support the Goal

- Math Problem Solving program
- Additional math interventionist
- IXL Math, Math Connects online resources

Targeted Barriers to Achieving the Goal

- We have several new teachers who are unfamiliar with (knowledge and implementation of) the Math Problem Solving program and supplemental intervention resources. Our experienced teachers need to implement this program with greater fidelity.
- Lack of resources and additional support for math intervention

Plan to Monitor Progress Toward the Goal

The process for using the data collected will be through team meeting analysis of the data to determine areas of strength and weakness. Based on this analysis, appropriate actions will be taken such as additional professional development, utilizing a mentor model to provide additional support, and revisiting the problem solving process to determine alternative intervention strategies/methods.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Sept. 2013 - May 2014

Evidence of Completion:
Teacher lesson plans and classroom observations

G2. Increase student achievement in ELA through: guided reading as core instruction, interactive read alouds, language acquisition and fluency, ELA vocabulary development, independent ELA capacity/stamina, incorporation of Writer's Workshop.

Targets Supported

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

- Writing

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Increase support personnel from one to two Literacy Coaches and from two to three Interventionists.

- Increase the quality of leveled texts (including exemplar texts).

- Implement the T3 Professional Development Plan to increase teachers' knowledge of the CCSS and use of effective instructional strategies/practices/methods.

- Use Leveled Literacy Intervention kits for remediation.

- Implement after school programs to address student needs.

- Create a core intervention block to address student needs.

- Implement the Writing Fundamentals program K-3.

Targeted Barriers to Achieving the Goal

- More varied and prescriptive resources are needed to effectively address areas of strength and weakness.

- The time factor involved for the T3 program to be implemented with fidelity.

- Currently there are some materials available for interactive read alouds, however teachers require additional professional development and materials for effective implementation of this component of balanced literacy.

Plan to Monitor Progress Toward the Goal

The process for using the data we collect will be analyzed and discussed at monthly grade level data meetings, MTSS meetings and Leadership Team meetings. The criteria to evaluate the effectiveness of instructional practices, program and curriculum implementation will be through classroom observations, data analysis

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
Minutes from team meetings, Teacher Reflection Logs

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student achievement in Math through: increase the use and fidelity of the Math Problem-Solving program and provide appropriate interventions to struggling students.

G1.B1 We have several new teachers who are unfamiliar with (knowledge and implementation of) the Math Problem Solving program and supplemental intervention resources. Our experienced teachers need to implement this program with greater fidelity.

G1.B1.S1 Teachers will receive professional development to build their knowledge and ability to implement the Math Problem Solving program with fidelity.

Action Step 1

Provide professional development in Math Problem Solving

Person or Persons Responsible

Leadership Team, teachers

Target Dates or Schedule

October 2013 - May 2014

Evidence of Completion

In-service records, teacher lesson plans

Facilitator:

TBA, teachers

Participants:

Instructional Staff

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

The Leadership Team will monitor and collaborate with designated teachers who will present the professional development session. All instructional staff will participate in these sessions.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

October 2013 - May 2014

Evidence of Completion

Agendas and presentations for PD sessions, in-service logs

Plan to Monitor Effectiveness of G1.B1.S1

Progress monitoring data will be collected and analyzed (local and district) to ensure the effectiveness of the professional development provided to the instructional staff.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

October 2013 - May 2014

Evidence of Completion

Teacher lesson plans and classroom observations

G1.B2 Lack of resources and additional support for math intervention

G1.B2.S1 Additional resources and an additional interventionist will be provided to support struggling students.

Action Step 1

Research, purchase and implement appropriate resources to effectively address the needs of students.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

October 2013 - May 2014

Evidence of Completion

Purchase orders, teacher lesson plans and student work samples

Facilitator:

TBA, District Math Coordinator

Participants:

Instructional Staff

Action Step 2

Hire an additional interventionist to support struggling students.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Form #18

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

The teachers will be observed using the additional resources supplied to support struggling students. The interventionist will have a schedule showing the current students she is serving and will be observed addressing the needs of these students.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

October 2013 - May 2014

Evidence of Completion

Interventionist schedule, teacher lesson plans and observations

Plan to Monitor Effectiveness of G1.B2.S1

Progress monitoring data (local and district) will be analyzed to determine the effectiveness of the resources being used by the teachers and the interventionist.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

October 2013 - May 2014

Evidence of Completion

Teacher lesson plans and classroom observations

G2. Increase student achievement in ELA through: guided reading as core instruction, interactive read alouds, language acquisition and fluency, ELA vocabulary development, independent ELA capacity/stamina, incorporation of Writer's Workshop.

G2.B1 More varied and prescriptive resources are needed to effectively address areas of strength and weakness.

G2.B1.S1 Research, purchase and implement more varied and prescriptive resources, quality texts (such as exemplar).

Action Step 1

Use student data to determine the researched-based materials that will be most effective to address students' needs.

Person or Persons Responsible

Leadership Team Literacy Council Faculty Council

Target Dates or Schedule

August 2013 - May 2014

Evidence of Completion

Student needs assessment Purchase orders

Facilitator:

Leadership Team

Participants:

Teachers

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

Progress monitoring data from local and district ELA assessments

Person or Persons Responsible

Leadership Team, Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Purchase orders, teacher lesson plans (teacher usage), local and district ELA databases

Plan to Monitor Effectiveness of G2.B1.S1

Progress monitoring data from local and district ELA assessments

Person or Persons Responsible

Leadership Team, Teachers

Target Dates or Schedule

Throughput the year

Evidence of Completion

Teacher lesson plans (teacher usage), local and district ELA databases

G2.B1.S2 Establish a manageable schedule which includes use of Early Release days, planning time, before and after school time, and coverage for teachers.

Action Step 1

Teachers will be provided with time on each Early Release Day to meet with their Collaborative Team to support the school's Professional Learning Community initiative focusing on the Common Core State Standards. The teachers will also develop a schedule to meet on additional days.

Person or Persons Responsible

All classroom teachers will be a member of a Collaborative Team and the school Leadership Team will provide support, guidance and resources to support each Collaborative Team's work.

Target Dates or Schedule

Sept. 18, 2013 - May 30, 2014

Evidence of Completion

Collaborative Team meeting sheets and schedule

Facilitator:

Principal, Collaborative Team leaders

Participants:

All Instructional Personnel

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 The time factor involved for the T3 program to be implemented with fidelity.

G2.B2.S1 More time will be allocated for teachers to meet with colleagues.

Action Step 1

Teacher coverage will be provided as needed to permit teachers to conduct peer visits 4x per year.

Person or Persons Responsible

Coaches and interventionists

Target Dates or Schedule

During the school day, ongoing throughout the school year

Evidence of Completion

Teacher Reflection Log

Facilitator:

Principal

Participants:

Instructional Staff

Action Step 2

A portion of each Early Release Day (6x per year) will be dedicated for teachers to meet in their Professional Learning Community groups.

Person or Persons Responsible

Leadership Team and teachers

Target Dates or Schedule

Early Release Days

Evidence of Completion

Early Release agenda, teacher PLC Reflection Logs

Facilitator:

Principal

Participants:

Instructional Staff

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

Monitor Early Release agendas

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

In-service records

Plan to Monitor Effectiveness of G2.B2.S1

The amount of time allocated on Early Release Days and number of collaborative visits that occur.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Team meeting discussions, Teacher Reflection Logs, teacher lesson plans

G2.B3 Currently there are some materials available for interactive read alouds, however teachers require additional professional development and materials for effective implementation of this component of balanced literacy.

G2.B3.S1 Increase and provide professional development and materials to effectively implement interactive read alouds.

Action Step 1

Provide professional development opportunities to teachers to increase their knowledge of effectively implementing interactive read alouds.

Person or Persons Responsible

Leadership Team, instructional staff

Target Dates or Schedule

Throughout the year

Evidence of Completion

In-service logs, Power point presentations, minutes from team meeting discussions

Facilitator:

Literacy Coaches

Participants:

Instructional Staff

Action Step 2

Purchase additional interactive read aloud materials

Person or Persons Responsible

Leadership Team, Literacy Council

Target Dates or Schedule

October, throughout the year

Evidence of Completion

Purchase orders

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Progress monitoring data from local and district ELA assessments

Person or Persons Responsible

Leadership Team, Literacy Council, Instructional Staff

Target Dates or Schedule

October (purchase of materials) and throughout the year

Evidence of Completion

Teacher lesson plans, student achievement databases

Plan to Monitor Effectiveness of G2.B3.S1

Progress monitoring data from local and district ELA assessments

Person or Persons Responsible

Leadership Team, Literacy Council, Instructional Staff

Target Dates or Schedule

October (to purchase materials) and throughout the year

Evidence of Completion

Teacher lesson plans, student achievement databases

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

1. Our school utilizes funds to provide explicit, supplemental intervention support to students who have deficits in reading and math through the use of our three interventionists and Literacy Coaches. We also utilize our Science Lab teacher to complement and enhance the content instruction occurring in the general education setting through laboratory experiments and hands-on activities.

2. Our school provides a summer breakfast and lunch program at no cost for any student age 3 to 18.

3. Our school offers a 15-day Jump Start summer program for incoming Kindergarten students. The purpose of this program is to acclimate students to school expectations, gather information about their academic abilities and begin readiness skills. This program is especially important for students who lack any previous schooling (PreK). The Intervention Camp focuses on students in grades KG -3rd who were being promoted with remediation to the next grade level. The desired outcome is to strengthen areas of deficits in reading, math and writing using prescriptive data and a smaller class size (10). Bus service is provided to increase the involvement in this program.

4. Our school provides after school tutoring two days per week for students in grades 1-4th. The focus of this program is to provide supplemental academic instruction in the areas of reading, math and writing for one hour. Class sizes are small groups and the instructional focus varies based on the needs of the students. Other non-academic clubs are also offered for enrichment as well (Science club, Art club, Green School Club, Chorus and Drama Clubs). Bus service is provided to increase the involvement in this program.

5. We will be implementing a new writing program in grades KG-3 that actively engages students in writing workshop allowing them to think about how writers work and what writers do so they can emulate the process.

6. Additional supplemental programs that are web-based (iReady, IXL Math, Kid Biz, Tumble-books, Imagine Learning, FCAT Explorer, Brain Pop, etc.) are used to provide remediation, enrichment and extra practice.

7. Our students lack background knowledge and experiences to make connections to the content being taught to them. We provide opportunities to make those connections through a variety of field trips that address several content areas.

8. Our school offers several Family Nights focusing on Literacy, Math, Science and Wellness. Students participate in these events with their parents and siblings and receive a variety of resources/materials to use at home.

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 student achievement in Math through: increase the use and fidelity of the Math Problem-Solving program and provide appropriate interventions to struggling students.

G1.B1 We have several new teachers who are unfamiliar with (knowledge and implementation of) the Math Problem Solving program and supplemental intervention resources. Our experienced teachers need to implement this program with greater fidelity.

G1.B1.S1 Teachers will receive professional development to build their knowledge and ability to implement the Math Problem Solving program with fidelity.

PD Opportunity 1

Provide professional development in Math Problem Solving

Facilitator

TBA, teachers

Participants

Instructional Staff

Target Dates or Schedule

October 2013 - May 2014

Evidence of Completion

In-service records, teacher lesson plans

G1.B2 Lack of resources and additional support for math intervention

G1.B2.S1 Additional resources and an additional interventionist will be provided to support struggling students.

PD Opportunity 1

Research, purchase and implement appropriate resources to effectively address the needs of students.

Facilitator

TBA, District Math Coordinator

Participants

Instructional Staff

Target Dates or Schedule

October 2013 - May 2014

Evidence of Completion

Purchase orders, teacher lesson plans and student work samples

G2. Increase student achievement in ELA through: guided reading as core instruction, interactive read alouds, language acquisition and fluency, ELA vocabulary development, independent ELA capacity/stamina, incorporation of Writer's Workshop.

G2.B1 More varied and prescriptive resources are needed to effectively address areas of strength and weakness.

G2.B1.S1 Research, purchase and implement more varied and prescriptive resources, quality texts (such as exemplar).

PD Opportunity 1

Use student data to determine the researched-based materials that will be most effective to address students' needs.

Facilitator

Leadership Team

Participants

Teachers

Target Dates or Schedule

August 2013 - May 2014

Evidence of Completion

Student needs assessment Purchase orders

G2.B1.S2 Establish a manageable schedule which includes use of Early Release days, planning time, before and after school time, and coverage for teachers.

PD Opportunity 1

Teachers will be provided with time on each Early Release Day to meet with their Collaborative Team to support the school's Professional Learning Community initiative focusing on the Common Core State Standards. The teachers will also develop a schedule to meet on additional days.

Facilitator

Principal, Collaborative Team leaders

Participants

All Instructional Personnel

Target Dates or Schedule

Sept. 18, 2013 - May 30, 2014

Evidence of Completion

Collaborative Team meeting sheets and schedule

G2.B2 The time factor involved for the T3 program to be implemented with fidelity.

G2.B2.S1 More time will be allocated for teachers to meet with colleagues.

PD Opportunity 1

Teacher coverage will be provided as needed to permit teachers to conduct peer visits 4x per year.

Facilitator

Principal

Participants

Instructional Staff

Target Dates or Schedule

During the school day, ongoing throughout the school year

Evidence of Completion

Teacher Reflection Log

PD Opportunity 2

A portion of each Early Release Day (6x per year) will be dedicated for teachers to meet in their Professional Learning Community groups.

Facilitator

Principal

Participants

Instructional Staff

Target Dates or Schedule

Early Release Days

Evidence of Completion

Early Release agenda, teacher PLC Reflection Logs

G2.B3 Currently there are some materials available for interactive read alouds, however teachers require additional professional development and materials for effective implementation of this component of balanced literacy.

G2.B3.S1 Increase and provide professional development and materials to effectively implement interactive read alouds.

PD Opportunity 1

Provide professional development opportunities to teachers to increase their knowledge of effectively implementing interactive read alouds.

Facilitator

Literacy Coaches

Participants

Instructional Staff

Target Dates or Schedule

Throughout the year

Evidence of Completion

In-service logs, Power point presentations, minutes from team meeting discussions

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement in Math through: increase the use and fidelity of the Math Problem-Solving program and provide appropriate interventions to struggling students.	$54,150
G2.	Increase student achievement in ELA through: guided reading as core instruction, interactive read alouds, language acquisition and fluency, ELA vocabulary development, independent ELA capacity/ stamina, incorporation of Writer's Workshop.	$6,150
	Total	$60,300

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Personnel	Total
School Improvement	$12,300	$0	$12,300
Title 1	$0	$48,000	$48,000
Total	$12,300	$48,000	$60,300

Budget Details

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

G1. Increase student achievement in Math through: increase the use and fidelity of the Math Problem-Solving program and provide appropriate interventions to struggling students.

G1.B1 We have several new teachers who are unfamiliar with (knowledge and implementation of) the Math Problem Solving program and supplemental intervention resources. Our experienced teachers need to implement this program with greater fidelity.

G1.B1.S1 Teachers will receive professional development to build their knowledge and ability to implement the Math Problem Solving program with fidelity.

Action Step 1

Provide professional development in Math Problem Solving

Resource Type

Evidence-Based Materials

Resource

Books and materials to use for Math Problem Solving and professional development

Funding Source

School Improvement

Amount Needed

$2,000

G1.B2 Lack of resources and additional support for math intervention

G1.B2.S1 Additional resources and an additional interventionist will be provided to support struggling students.

Action Step 1

Research, purchase and implement appropriate resources to effectively address the needs of students.

Resource Type

Evidence-Based Materials

Resource

Materials to use for intervention (such as iReady instructional program)

Funding Source

School Improvement

Amount Needed

$4,150

Action Step 2

Hire an additional interventionist to support struggling students.

Resource Type

Personnel

Resource

Interventionist

Funding Source

Title 1

Amount Needed

$48,000

G2. Increase student achievement in ELA through: guided reading as core instruction, interactive read alouds, language acquisition and fluency, ELA vocabulary development, independent ELA capacity/stamina, incorporation of Writer's Workshop.

G2.B1 More varied and prescriptive resources are needed to effectively address areas of strength and weakness.

G2.B1.S1 Research, purchase and implement more varied and prescriptive resources, quality texts (such as exemplar).

Action Step 1

Use student data to determine the researched-based materials that will be most effective to address students' needs.

Resource Type

Evidence-Based Materials

Resource

Exemplar texts, guided reading books, intervention materials (iReady instructional program), Family Night materials, professional development materials

Funding Source

School Improvement

Amount Needed

$4,150

G2.B3 Currently there are some materials available for interactive read alouds, however teachers require additional professional development and materials for effective implementation of this component of balanced literacy.

G2.B3.S1 Increase and provide professional development and materials to effectively implement interactive read alouds.

Action Step 2

Purchase additional interactive read aloud materials

Resource Type

Evidence-Based Materials

Resource

Books and materials to use for Interactive Read Alouds

Funding Source

School Improvement

Amount Needed

$2,000