



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Riversink Elementary School

530 LONNIE RAKER LN

Crawfordville, FL 32327

850-926-2664

[www.wakullaschooldistrict.org/res](http://www.wakullaschooldistrict.org/res)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 51%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 15%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> B
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## SIP Authority and Template

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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**

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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**

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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**

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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**

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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**

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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**

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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

Riversink Elementary School

##### Principal

Jackie High

##### School Advisory Council chair

Karrie Musgrove

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

Name	Title
Jackie High	Principal
Melinda Young	Assistant Principal
Amy Siedler	Reading Coach
Jennifer Williams	K Grade Chair
Wendy McGuire	1st Grade Chair
Bobbie Dotson	2nd Grade Chair
Melissa Martin	3rd Grade Chair
Megan Crombie	4th Grade Chair
Nicholas Weaver	5th Grade Chair
Karrie Musgrove	ESE Teacher/ SAC Chair

#### District-Level Information

##### District

Wakulla

##### Superintendent

Mr. Robert Pearce

##### Date of school board approval of SIP

10/21/2013

### 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

Karrie Musgrove, Chairperson  
 Melinda Young, Administrator  
 Keeta Ray, Community Member  
 Rhonda Shields, Teacher  
 Toyia Herring, Parent  
 Valery Meeks, Community Member

Vicki Anderson, Community Member  
Belinda Heys, Parent  
Stephen Barnes, Parent  
Tracy Bourgeois, Parent/School Nurse

**Involvement of the SAC in the development of the SIP**

SAC Members will review trend data, climate surveys and SAC surveys. Members will hear concerns of teachers and parents concerning the School Improvement Plan and the Parent Involvement Plan. SAC Members will also vote on amending the SIP or the PIP for the following year as well as vote to approve these documents and their changes annually and the use of SAC money.

**Activities of the SAC for the upcoming school year**

The SAC will meet a minimum of 4 times per year to review survey results, FCAT Trend Data, and to review and amend the PIP and SIP.

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

Title I Parent Science Night Experiment Supplies 200.00  
FCAT Parent Night Supplies (grades 3,4, and 5) 100.00  
Transition to 1st grade Parent Night Supplies 100.00  
Technology 700.00

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Jackie High</b>		
Principal	Years as Administrator: 8	Years at Current School: 5
<b>Credentials</b>	BA Early Childhood, Florida State University MS Educational Leadership, Florida State University NBCT Early Childhood	
<b>Performance Record</b>	2006-2007 Assistant Principal, WHS Grade C, Reading Mastery: 49%, Math Mastery: 78%, All subgroups met AYP in Math and Writing, ED did not meet AYP criteria in Reading 2007-2008 WHS Grade B, Reading Mastery: 57%, Math Mastery: 80%, Met AYP criteria in Writing; ED did not meet AYP criteria in Reading 2008-2009 Principal, RES Grade A, Reading Mastery: 83%, Math Mastery: 75%, Writing Mastery: 84%, Science Mastery: 54% 2009-2010 Principal, RES Grade A: Reading Mastery: 85%, Math Mastery: 84%, Writing Mastery: 92%, Science Mastery: 67% Met AYP criteria 2010-2011 Principal, RES Grade B, Reading Mastery: 85%, Math Mastery: 80%, Writing Mastery: 78%, Science Mastery: 57% 2011-2012 Prinicipal, RES Grade A, Reading Mastery: 79%, Math Mastery: 80%, Writing Mastery : 82%, Science Mastery: 71% Met AMO in Reading and Math 2012-3013 Principal, RES Grade A, Reading Mastery: 74%, Math Mastery: 78%, Writing Mastery: 67% Did not meet AMO in reading, met AMO in Writing and Math	

<b>Melinda Young</b>		
Asst Principal	Years as Administrator: 6	Years at Current School: 5
<b>Credentials</b>	BA English Education, University of Florida MS Educational Leadership, Florida State University Specialist in Education Counseling and Human Services, Florida State University	
<b>Performance Record</b>	2008-2009 Assistant Principal, RES Grade A, Reading Mastery: 83%, Math Mastery: 75%, Writing Mastery: 84%, Science Mastery: 54% 2009-2010 Assistant Principal, RES Grade A: Reading Mastery: 85%, Math Mastery: 84%, Writing Mastery: 92%, Science Mastery: 67% Met AYP criteria 2010-2011 Assistant Principal, RES Grade B, Reading Mastery: 85%, Math Mastery: 80%, Writing Mastery: 78%, Science Mastery: 57% 2011-2012 Assistant Prinicipal, RES Grade A, Reading Mastery: 79%, Math Mastery: 80%, Writing Mastery : 82%, Science Mastery: 71% Met AMO in Reading and Math 2012-3013 Assistant Principal, RES Grade A, Reading Mastery: 74%, Math Mastery: 78%, Writing Mastery: 67% Did not meet AMO in reading, met AMO in Writing and Math	



**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Amy Siedler**

Part-time / District-based

Years as Coach: 1

Years at Current School: 1

**Areas**

Reading/Literacy

**Credentials**BS Elementary Education  
Gifted Endorsement  
Reading Endorsement**Performance Record**

2012-2013 Reading Coach, RES Grade A, Reading Mastery: 74%, Math Mastery: 78%, Writing Mastery: 67% Did not meet AMO in reading, met AMO in Writing and Math

**Classroom Teachers****# of classroom teachers**

31

**# receiving effective rating or higher**

31, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

31, 100%

**# ESOL endorsed**

16, 52%

**# reading endorsed**

10, 32%

**# with advanced degrees**

23, 74%

**# National Board Certified**

8, 26%

**# first-year teachers**

1, 3%

**# with 1-5 years of experience**

5, 16%

**# with 6-14 years of experience**

7, 23%

**# with 15 or more years of experience**

18, 58%

**Education Paraprofessionals**

**# of paraprofessionals**

6

**# Highly Qualified**

6, 100%

**Teacher Recruitment and Retention Strategies**

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

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

1. Riversink Elementary participates with Flagler College to provide experiences for interns in order to build a pool of highly qualified faculty members; Assistant Principal
2. Teacher Mentoring; Assitant Principal
3. Needs-based inservices and trainings; Principal

**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**

Riversink Elementary School's teacher mentoring program pairs new teachers with proven successful veteran teachers within grade-level or area of need. Planned activities include meetings and observations to familiarize new teachers with policies, procedures and best practices.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

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**

To request and IST meeting, teachers must sign up with Secretary who informs the teacher of what data and paperwork are needed at the meetings. Administrator will be responsible for setting up meeting. The team will problem-solve, collaborate, share effective instructional strategies, evaluate implementation and make decisions. The Assistant Principal or Principal will conduct classroom observations unless otherwise specified by the IST. The IST will make the determination to convene the CST and move to referral. Paraprofessionals will cover classrooms while teachers attend meetings.

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

Melinda Young, Administrator Sets and presides over meetings.  
Diane Price, Guidance Counselor, will take the place of Melinda Young if needed

Amy Seidler, Reading Coach, brings progress monitoring data, resource for strategies/interventions  
Mary Fort, Staffing Specialist, assures that district policies and procedures are being followed properly leading up to eligibility and services  
FSU Psychology Intern, responsible for evaluations and reporting the findings of the evaluation  
Gina Mitchell, Recorder/Secretary, manages data/ paperwork  
Marc Richter, Speech/Language Pathologist, will create IEP for students qualifying for speech/language services  
Karrie Musgrove, ESE Teacher, will create IEP for students qualifying for services other than speech /language

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

Observations are made by school administrators  
Data is reviewed by Staffing Specialist and Psychology Student

**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 data used to monitor , manage, and summarize data at each tier for reading, mathematics, science, writing and behavior, will come from Performance Matters, STAR Reading, STAR Math, FAIR Reading, Writing Portfolios and FCAT Reports. Watch lists created and progress monitoring data will be kept in a data notebook by all teachers and reviewed monthly at grade-level meetings. Tier 1 Data Sources: Tier 1 Intervention Plan, Student Progress Profile, Progress Monitoring Data Form, Parent Notification of Intervention Activities/ Screening Form Tier 2 Data Sources: Intervention Support Team folder Checklist, Intervention Support Team Tracking Report, Tier 2 Intervention Plan, Progress Monitoring Data Form, Update Student Progress Profile Tier 3 Data Sources: Intervention Support Team Tracking Form, Tier 3 Intervention Plan, Teacher Observation form, Instructional Fidelity Form, Progress Monitoring Data Form, Intervention Calendar

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

Grade- level Meetings for Tier 1 processes  
Professional Development for Tier 2 and Tier 3 process  
Professional Development Day designated for reviewing data  
Designated Reading Coach and School Psychologist assigned to school  
District and School level on-going professional development to streamline the MTSS process

**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:** 2,880

Remediation for grade 3,4 and 5 in reading, writing and math. Students are selected by their teacher based on data collected in data book.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

FAIR, STAR Reading and STAR Math assessments are reviewed along with FCAT reports.

**Who is responsible for monitoring implementation of this strategy?**

Administrators

**Strategy:** Before or After School Program

**Minutes added to school year:**

Professional Development Targeting Special Needs Students and Common Core

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

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

Review of follow-up activities through PAEC

**Who is responsible for monitoring implementation of this strategy?**

District Administrator

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Amy Siedler	Reading Coach
Melinda Young	Assistant Principal
Jennifer Williams	K Grade Chair
Wendy McGuire	1st Grade Chair
Bobbie Dotson	2nd Grade Chair
Melissa Martin	3rd Grade Chair
Meagan Crombie	4th Grade Chair
Nicholas Weaver	5th Grade Chair

Name	Title
Karrie Musgrove	ESE Teacher

### **How the school-based LLT functions**

The LLT will meet at least bi-monthly during shared planning. The LLT will initiate school wide data review to form Watch Lists in order to target students in need. Progress of these students will be monitored by data folders and Performance Matters software programs. The LLT will also disseminate information on best practices for implementing the Common Core Standards.

### **Major initiatives of the LLT**

The major initiative of the LLT this year will be to discover and use best practices for implementing Common Core Standards.

## **Every Teacher Contributes to Reading Instruction**

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

Teachers will use school-wide Data Day training to form Target groups and create Watch Lists in order to target student in need. Progress of these students will be monitored by Data Books and Performance Matters software program by all teachers. All teachers will be trained in best practices for implementing the Common Core Standards.

## **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**

Administrators will meet annually with teachers at the pre-school to discuss upcoming kindergartners, and pre-school students visit the school. Upon entering kindergarten, students are screened using FLKRS during the first 45 days.

## 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	81%	74%	No	83%
American Indian				
Asian				
Black/African American	53%	60%	Yes	58%
Hispanic				
White	83%	76%	No	85%
English language learners				
Students with disabilities	73%	65%	No	76%
Economically disadvantaged	71%	64%	No	74%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	164	73%	75%
Students scoring at or above Achievement Level 4	83	37%	40%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	131	58%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	14	56%	60%

### 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	53	67%	70%
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	74%	78%	Yes	77%
American Indian				
Asian				
Black/African American	40%	60%	Yes	46%
Hispanic				
White	79%	80%	Yes	81%
English language learners				
Students with disabilities	69%	58%	No	72%
Economically disadvantaged	62%	71%	Yes	66%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	160	71%	75%
Students scoring at or above Achievement Level 4	79	35%	40%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	141	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	25	65%	65%

**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	26	39%	40%
Students scoring at or above Achievement Level 4	16	24%	25%

**Florida Alternate Assessment (FAA)**

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

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	15		18
Participation in STEM-related experiences provided for students	456	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	23	5%	5%
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade	25	33%	25%
Students who receive two or more behavior referrals	6	2%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	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**

see Parent Involvement Plan

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Students will gain a deeper understanding of problems solving mathematical operations through numerous learning opportunities including multiple- algorithms, learning facts to fluency, and using language and writing to communicate their understanding.
- G2.** Students will use writing to respond to reading and math across the content areas using Common Core Standards resulting in an increase in Reading, Math and Writing scores.
- G3.** Students will make connections to science, technology and math in real world situations and in various STEM related activities.
- G4.** With explicit instruction in planning, writing, editing, revision and publication, students will write effective narrative and expository essays.
- G5.** Teachers will implement the Common Core Standards while maintaining the gains demonstrated by our students on FCAT 2.0.

## Goals Detail

**G1.** Students will gain a deeper understanding of problems solving mathematical operations through numerous learning opportunities including multiple- algorithms, learning facts to fluency, and using language and writing to communicate their understanding.

### Targets Supported

#### Resources Available to Support the Goal

- GoMath textbooks with technology features and manipulatives
- IXL Computer Based Learning Program
- MobyMax Computer Based Learning Program
- Professional Development for implementing Common Core Standards and Best Practices
- Math Journals

#### Targeted Barriers to Achieving the Goal

- Students may be able to get a correct answer, but may not be able to understand why it is the correct answer.
- Students may need practice outside of class to reinforce skills learned and to challenge them on their skill level.

## Plan to Monitor Progress Toward the Goal

Share Best Practices

### Person or Persons Responsible

Teacher Grade Level Teams

### Target Dates or Schedule:

Grade Level Meetings

### Evidence of Completion:

Reflected in lesson plans

**G2. Students will use writing to respond to reading and math across the content areas using Common Core Standards resulting in an increase in Reading, Math and Writing scores.**

### Targets Supported

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

### Resources Available to Support the Goal

- LEA Lesson Plans provided by the district for 3rd, 4th and 5th grade
- Anchor texts from Harcourt's Journey Series including the basal text, trade books and a variety of nonfiction books
- Writing portfolios in which student writing will be kept showing writing samples from planning to publication to be reviewed intermittently by district staff
- Math Journals used to explain mathematical problem solving procedures
- Science Journals
- Professional Development on Common Core Standard implementation and best practices
- Spelling City

### Targeted Barriers to Achieving the Goal

- Teachers have not provided adequate opportunities for students to respond to reading and math across the content areas.
- Some students are struggling with spelling and conventions of writing and work is slow and tedious.

## Plan to Monitor Progress Toward the Goal

Review of student performance data

**Person or Persons Responsible**

Literacy Leadership Team/ SAC

**Target Dates or Schedule:**

End of year

**Evidence of Completion:**

Adjustment of goals

**G3.** Students will make connections to science, technology and math in real world situations and in various STEM related activities.

**Targets Supported**

- Science
- Science - Elementary School
- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- National Geographic Science Texts with electronic components
- Various presenters including local experts and scientists during PLT Week
- Science Lab Classroom
- Hands-on manipulatives, models, visuals and diagrams
- Odyssey of the Mind Competitions

**Targeted Barriers to Achieving the Goal**

- Students may lack hands-on experiences in science concepts.
- Students may lack science background knowledge as it pertains to the world around them.

## Plan to Monitor Progress Toward the Goal

Review student assessment data

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule:**

End of year

**Evidence of Completion:**

Adjustment to long range plans

**G4.** With explicit instruction in planning, writing, editing, revision and publication, students will write effective narrative and expository essays.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Wakulla Writes94th Grade only
- Writing Portfolios
- Six Traits Professional Development
- District provided consultant

**Targeted Barriers to Achieving the Goal**

- Students may not be able to plan, organize, edit and revise their writing effectively.

**Plan to Monitor Progress Toward the Goal**

Review of assessment data

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule:**

End of year

**Evidence of Completion:**

Revision of goals, long-term plans

**G5.** Teachers will implement the Common Core Standards while maintaining the gains demonstrated by our students on FCAT 2.0.

**Targets Supported**

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

**Resources Available to Support the Goal**

- LEA Lesson Plans provided by District to 3rd 4th and 5th grade teachers
- Anchor texts from Harcourt's Journeys basal reader, trade books and various nonfiction books
- Writing portfolios kept by 3rd, 4th and 5th grade teachers that include response to text samples and writing samples from planning to publication
- Professional Development for implementing Common Core Standards and Best Practices
- Renaissance Reading Program (STAR Reading and Math, Accelerated Reader)
- MobyMax Computer-based instruction program

**Targeted Barriers to Achieving the Goal**

- All students may not have the opportunity to read enough outside of the classroom.
- Students are performing at different levels.
- Students may not generalize reading and writing strategies across the content areas.

## Plan to Monitor Progress Toward the Goal

Review FAIR, STAR and FCAT 2.0 Reports

**Person or Persons Responsible**

Literacy Leadership Teams

**Target Dates or Schedule:**

End of year

**Evidence of Completion:**

83% of students scoring Level 3 or above on FCAT 2.0 Reading Assessments

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Students will gain a deeper understanding of problems solving mathematical operations through numerous learning opportunities including multiple- algorithms, learning facts to fluency, and using language and writing to communicate their understanding.

**G1.B1** Students may be able to get a correct answer, but may not be able to understand why it is the correct answer.

**G1.B1.S1** Students will use verbal and written communication to think about and explain mathematical problem solving.

#### **Action Step 1**

Will give students multiple opportunities to talk and write to explain problem solving strategies they use

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

During daily math instruction

#### **Evidence of Completion**

Math Journals

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

Walk-through observations

#### **Person or Persons Responsible**

Administrators

#### **Target Dates or Schedule**

Throughout the school year

#### **Evidence of Completion**

Administrator Notes

## Plan to Monitor Effectiveness of G1.B1.S1

Review of STAR Math Data and GoMath Assessments

### Person or Persons Responsible

Grade Level Teams

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Math scores on Progress Notes and Report Cards

**G1.B1.S2** Students will use manipulatives and communication skills to model and explain mathematical problem solving.

### Action Step 1

Will give students opportunities to use manipulative and cooperative groups to model and explain problem solving

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

During daily math block

### Evidence of Completion

Student products/ demonstrations

## Plan to Monitor Fidelity of Implementation of G1.B1.S2

Walk-through observations

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

Throughout the school year

### Evidence of Completion

Administrator Notes

## Plan to Monitor Effectiveness of G1.B1.S2

Shared Best Practices

### Person or Persons Responsible

Grade Level Teams

### Target Dates or Schedule

During Grade Level Meetings

### Evidence of Completion

Lesson Plans

**G1.B3** Students may need practice outside of class to reinforce skills learned and to challenge them on their skill level.

**G1.B3.S1** Students will use IXL computer-based instruction program to reinforce skills and challenge them on their skill levels outside of class.

### Action Step 1

Will provide students with opportunity to use the IXL Program

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

During weekly computer time

### Evidence of Completion

IXL Student Reports

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

Will review IXL Reports

### Person or Persons Responsible

Grade Level Teams

### Target Dates or Schedule

During plan time

### Evidence of Completion

IXL Reports



## Plan to Monitor Effectiveness of G1.B3.S1

Review student data

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

3 times per year

### Evidence of Completion

Interventions for students on watch lists adjusted

**G2.** Students will use writing to respond to reading and math across the content areas using Common Core Standards resulting in an increase in Reading, Math and Writing scores.

**G2.B1** Teachers have not provided adequate opportunities for students to respond to reading and math across the content areas.

**G2.B1.S3** All classroom teachers will participate in professional development for implementing Common Core Standards and best practices.

### Action Step 1

Will participate in professional development for implementing common core standards and best practices

### Person or Persons Responsible

Classroom Teachers

### Target Dates or Schedule

District provided professional development days

### Evidence of Completion

Professional Development Transcripts

### Facilitator:

### Participants:

### Plan to Monitor Fidelity of Implementation of G2.B1.S3

Classroom walk-through and observations

#### Person or Persons Responsible

Administrators

#### Target Dates or Schedule

Throughout the school year

#### Evidence of Completion

Deliberate practice goals, evaluations, training follow-up activities

### Plan to Monitor Effectiveness of G2.B1.S3

Data Review

#### Person or Persons Responsible

Literacy Leadership Team

#### Target Dates or Schedule

3 times per year

#### Evidence of Completion

Student Data of Assessments

**G2.B2** Some students are struggling with spelling and conventions of writing and work is slow and tedious.

**G2.B2.S1** Teachers will provide instruction and practice in spelling and writing conventions in literacy centers.

#### Action Step 1

Instruct and provide practice in literacy centers

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student scores on weekly spelling and dictation assessments

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

Share lesson plans

#### Person or Persons Responsible

Grade Teams

#### Target Dates or Schedule

Team meetings

#### Evidence of Completion

Spelling and grammar included in long-range plans

### Plan to Monitor Effectiveness of G2.B2.S1

Review spelling and writing scores

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Progress reports and report cards

**G3.** Students will make connections to science, technology and math in real world situations and in various STEM related activities.

**G3.B1** Students may lack hands-on experiences in science concepts.

**G3.B1.S1** Students will participate in various STEM related activities within the classroom and outside of the classroom.

#### Action Step 1

Students will participate in various STEM related activities

#### Person or Persons Responsible

Teachers, PLT Team Leaders

#### Target Dates or Schedule

During classroom instruction, PLT Week, Annual Science Night

#### Evidence of Completion

Student products and presentations, Teacher products and presentation

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

Classroom walk-through observations, Science Night walk-through observations

#### Person or Persons Responsible

Administrators, PLT Team

#### Target Dates or Schedule

Throughout the school year

#### Evidence of Completion

Reflections on activities observed, Exit Surveys

### Plan to Monitor Effectiveness of G3.B1.S1

Will review assessment scores

#### Person or Persons Responsible

Literacy Leadership Team

#### Target Dates or Schedule

End of year

#### Evidence of Completion

New goals established upon reflections

**G3.B2** Students may lack science background knowledge as it pertains to the world around them.

**G3.B2.S1** Students will access websites through technology to make connections between science and math in the classroom and how it applies to real-world experiences.

#### Action Step 1

Will make websites accessible through technology for research and instruction

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

During reading and science instruction

#### Evidence of Completion

Student product and presentations

### Plan to Monitor Fidelity of Implementation of G3.B2.S1

Classroom walk-through observations

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Throughout the school year

**Evidence of Completion**

Administrator notes

### Plan to Monitor Effectiveness of G3.B2.S1

Review of assessment data

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

3 times per year and end of year

**Evidence of Completion**

Adjustment to goals and long-term plans

### G3.B2.S2 Teachers will integrate various science texts in reading instruction.

**Action Step 1**

Use various science texts for close and careful reading strategies

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

During reading block

**Evidence of Completion**

Student assessments

### Plan to Monitor Fidelity of Implementation of G3.B2.S2

Walk-through observaitons

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Throughout the school year

**Evidence of Completion**

Administrator notes

### Plan to Monitor Effectiveness of G3.B2.S2

Reading and science assessment data review

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

3 times per year and end of year

**Evidence of Completion**

Adjustments to watch lists and goals

**G4.** With explicit instruction in planning, writing, editing, revision and publication, students will write effective narrative and expository essays.

**G4.B1** Students may not be able to plan, organize, edit and revise their writing effectively.

**G4.B1.S1** Teachers will explicitly teach planning, organizing, editing and revision of expository and narrative writing with the goal of publication.

**Action Step 1**

Provide various planning and organization strategies, instruction in editing and revision and opportunities for publication of student writing

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

During writing instruction

**Evidence of Completion**

Student products, Writing Portfolios

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

Classroom walk-through observations

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Throughout the school year

**Evidence of Completion**

Administrator notes

### Plan to Monitor Effectiveness of G4.B1.S1

Review student writing assessment data

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

3 times per year and end of year

**Evidence of Completion**

Revision of goals and watch lists

**G5.** Teachers will implement the Common Core Standards while maintaining the gains demonstrated by our students on FCAT 2.0.

**G5.B1** All students may not have the opportunity to read enough outside of the classroom.

**G5.B1.S1** Students will have at least 90 minutes of uninterrupted reading instruction daily.

**Action Step 1**

Will adjust schedules to provide a minimum of 90 uninterrupted minutes of reading instruction daily

**Person or Persons Responsible**

Teachers and administrators

**Target Dates or Schedule**

Beginning of school year

**Evidence of Completion**

Minimum of 90 minute reading blocks on master schedule for all grade levels

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

Classroom walk-throughs during scheduled reading blocks

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Throughout the school year

**Evidence of Completion**

Teachers using minimum of 90 minutes for reading instruction daily



**Plan to Monitor Effectiveness of G5.B1.S1**

Review assessment reports

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

3 times per year

**Evidence of Completion**

LLT notes

**G5.B2** Students are performing at different levels.

**G5.B2.S1** Teachers will provide differentiated instruction in literacy centers during reading block.

**Action Step 1**

Provide differentiated instruction during literacy centers

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Student products

**Plan to Monitor Fidelity of Implementation of G5.B2.S1**

Walk-through observaitons

**Person or Persons Responsible**

Adminstrators

**Target Dates or Schedule**

Throughout the school year

**Evidence of Completion**

Administrator notes

## Plan to Monitor Effectiveness of G5.B2.S1

Review of STAR and FAIR Data

### Person or Persons Responsible

Literacy Leadership Team

### Target Dates or Schedule

3 times per year

### Evidence of Completion

LLT notes

**G5.B3** Students may not generalize reading and writing strategies across the content areas.

**G5.B3.S1** Teachers will use close and careful reading strategies across the content areas.

### Action Step 1

Share best practices of close and careful reading strategies

#### Person or Persons Responsible

Teachers

#### Target Dates or Schedule

During team meetings

#### Evidence of Completion

Lesson plans including close and careful reading strategies

### Action Step 2

will respond to reading across the content area

#### Person or Persons Responsible

Students

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Writing portfolios and journals

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

Walk through observations

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Administrator's notes

### Plan to Monitor Effectiveness of G5.B3.S1

Review FAIR, STAR Data

**Person or Persons Responsible**

Literacy Leadership Team

**Target Dates or Schedule**

3 times per year

**Evidence of Completion**

FCAT 2.0 reports

## Coordination and Integration

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

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

Title 1: Part A: Title 1 funds provide for supplemental materials, equipment, smaller teacher pupil ratio, staff development, remediation and parent involvement activities.

Title 1: Part C-Migrant: PAEC coordinates services for migrant students. Currently we do not have any migrant students.

Title 1: Part D: The district does not receive Title 1 Part D funds.

Title II: Title II, Part A funds are used to fund an elementary Reading/Intervention Coach, and professional development for teachers from all schools based on needs determined by analyzing assessment data. Title II, Part A funds provide staff development addressing incorporating technology into instruction.

Title III: The district does not receive Title III funds. However, services for English Language Learner services are provided by the district student services department.

Title X- Homeless: The District Student Services Department will assist in providing resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers from a free and appropriate education.

Supplemental Academic Instruction: After school remediation. Free after school tutoring in reading and math for 3rd, 4th and 5th grade students scoring Level 2 and below.

Violence Prevention Programs: Schools offer violence prevention programs and anti-drug programs which are supported by the community and Sheriff's Department through SAVE/ Guidance Curriculum/ Character Education, School-wide PBS programs.

Nutrition Programs: Wellness Program which includes goals for nutrition, physical activities, health and safety, and family and community involvement goals.

Head Start: Head Start students participate in Pre-K transition visits. Transition meetings are held between pre-school and elementary teachers to discuss incoming Head Start kindergarten students.

Adult Education: N/A

Career and Technical Education: N/A

Job Training: N/A

Other: N/A

## 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.*

**G2.** Students will use writing to respond to reading and math across the content areas using Common Core Standards resulting in an increase in Reading, Math and Writing scores.

**G2.B1** Teachers have not provided adequate opportunities for students to respond to reading and math across the content areas.

**G2.B1.S3** All classroom teachers will participate in professional development for implementing Common Core Standards and best practices.

### PD Opportunity 1

Will participate in professional development for implementing common core standards and best practices

#### Facilitator

#### Participants

#### Target Dates or Schedule

District provided professional development days

#### Evidence of Completion

Professional Development Transcripts

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	Students will use writing to respond to reading and math across the content areas using Common Core Standards resulting in an increase in Reading, Math and Writing scores.	\$25,794
G3.	Students will make connections to science, technology and math in real world situations and in various STEM related activities.	\$54,350
G4.	With explicit instruction in planning, writing, editing, revision and publication, students will write effective narrative and expository essays.	\$100
G5.	Teachers will implement the Common Core Standards while maintaining the gains demonstrated by our students on FCAT 2.0.	\$200
Total		\$80,444

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Professional Development	Total
Title 1	\$200	\$0	\$0	\$200
Title 1, District Funds	\$0	\$11,214	\$0	\$11,214
PTO, Title 1, SIP	\$4,350	\$0	\$0	\$4,350
District Funding	\$0	\$50,000	\$0	\$50,000
School Budget	\$0	\$100	\$0	\$100
District, Title 1 Funds	\$0	\$0	\$14,580	\$14,580
Total	\$4,550	\$61,314	\$14,580	\$80,444

### Budget Details

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

**G2.** Students will use writing to respond to reading and math across the content areas using Common Core Standards resulting in an increase in Reading, Math and Writing scores.

**G2.B1** Teachers have not provided adequate opportunities for students to respond to reading and math across the content areas.

**G2.B1.S3** All classroom teachers will participate in professional development for implementing Common Core Standards and best practices.

**Action Step 1**

Will participate in professional development for implementing common core standards and best practices

**Resource Type**

Professional Development

**Resource**

District Provided Consultants

**Funding Source**

District, Title 1 Funds

**Amount Needed**

\$14,580

**G2.B2** Some students are struggling with spelling and conventions of writing and work is slow and tedious.

**G2.B2.S1** Teachers will provide instruction and practice in spelling and writing conventions in literacy centers.

**Action Step 1**

Instruct and provide practice in literacy centers

**Resource Type**

Evidence-Based Materials

**Resource**

Computer assisted instruction, texts, computer software

**Funding Source**

Title 1, District Funds

**Amount Needed**

\$11,214

**G3.** Students will make connections to science, technology and math in real world situations and in various STEM related activities.

**G3.B1** Students may lack hands-on experiences in science concepts.

**G3.B1.S1** Students will participate in various STEM related activities within the classroom and outside of the classroom.

**Action Step 1**

Students will participate in various STEM related activities

**Resource Type**

Evidence-Based Program

**Resource**

PLT Experts, CAI

**Funding Source**

PTO, Title 1, SIP

**Amount Needed**

\$4,350

**G3.B2** Students may lack science background knowledge as it pertains to the world around them.

**G3.B2.S1** Students will access websites through technology to make connections between science and math in the classroom and how it applies to real-world experiences.

**Action Step 1**

Will make websites accessible through technology for research and instruction

**Resource Type**

Evidence-Based Materials

**Resource**

Technology Components/ Computers

**Funding Source**

District Funding

**Amount Needed**

\$50,000



**G4.** With explicit instruction in planning, writing, editing, revision and publication, students will write effective narrative and expository essays.

**G4.B1** Students may not be able to plan, organize, edit and revise their writing effectively.

**G4.B1.S1** Teachers will explicitly teach planning, organizing, editing and revision of expository and narrative writing with the goal of publication.

**Action Step 1**

Provide various planning and organization strategies, instruction in editing and revision and opportunities for publication of student writing

**Resource Type**

Evidence-Based Materials

**Resource**

Wakulla Writes

**Funding Source**

School Budget

**Amount Needed**

\$100

**G5.** Teachers will implement the Common Core Standards while maintaining the gains demonstrated by our students on FCAT 2.0.

**G5.B2** Students are performing at different levels.

**G5.B2.S1** Teachers will provide differentiated instruction in literacy centers during reading block.

**Action Step 1**

Provide differentiated instruction during literacy centers

**Resource Type**

Evidence-Based Program

**Resource**

Computer assisted instruction

**Funding Source**

Title 1

**Amount Needed**

\$200