2013-2014 SCHOOL IMPROVEMENT PLAN

Shadeville Elementary School

45 WARRIOR WAY
Crawfordville, FL 32327
850-926-7155
http://www.wakullaschooldistrict.org/ses.cfm

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	60%

Alternative/ESE Center	Charter School	Minority Rate
No	No	18%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	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
Shadeville Elementary School

Principal
Susan Brazier

School Advisory Council chair
Jennifer Redfern

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

Name	Title
Amy Seidler	Reading Coach
Lisa Brown	Teacher Leader
Mandy Gerrell	Teacher Leader
Jeana Millender	Teacher Leader
Kelley Harvey	Teacher Leader
Rhonda Traweek	Teacher Leader
Susan Jamison	Media Specialist
Jessica Brattain	ESE Teacher
Christina Nall	Teacher / Technology Chairman
Linda Simurra	Guidance
Debra Marsh	Teacher Leader

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

Susan Brazier - Principal
Jennifer Redfern - Chairman
Tina Martindale - Teacher
Laura Braley - Teacher

Holly Stetson - Community Member
Lynn Wyman - Parent
Tommy Bevis - Parent
Melissa Seitzinger - Parent
Holly Berube - Parent

Involvement of the SAC in the development of the SIP

The School Advisory Council meets in March, April and May to begin developing the school improvement plan for the following school year. The team uses data available to look for trends using FAIR, Discovery Education Assessments, Fl Writes, the annual school level climate survey, as well as attendance and discipline records. The strategies are reviewed and updated based our school, classroom, and program strengths and weakness as indicated by the data. The plan is further reviewed as data from FCAT arrives. In August the team incorporates additional strategies for success into the plan if data shows a need. The School Advisory Council is also charged with determining how the allotted funds are utilized to support the School Improvement Plan. As part of its responsibilities the School Advisory Council also discusses and approves the Parent Involvement Plan, as well as how the funds for this program are spent.

Activities of the SAC for the upcoming school year

Shadeville's School Advisory Council will meet a minimum of four times during the school year to review the implementation of the plans strategies, review the annual climate survey results, assessment data trends, and to review the effectiveness of the existing strategies and to amend/ create the yearly School Improvement and Parent Involvement Plans.

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

The full amount of allocated SIP funds will be used for the purchase of technological resources (both hardware and software) to enhance the implementation of Common Core Standards across the curriculum.

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:

Susan Brazier		
Principal	Years as Administrator: 9	Years at Current School: 30

Credentials	BS / Elementary Education and Early Childhood Education MS / Educational Leadership Principal's Certification
Performance Record	2012 - 13 school grade B High Standards: reading - 67%, math - 62%, writing - 49% Learning Gains: reading - 66%, math - 68% - progress not met in reading and math Lowest Quartile: reading - 56%, math - 64% Target AMO: reading -77%/ not met, math - 68%/ not met 2011 - 12 school grade A High Standards: reading - 68%, math - 63%, writing - 72% Learning Gains: reading - 69%, math - 76% Lowest Quartile: reading - 74%, math 68% 2010 - 11 school grade A High Standards: reading - 88%, math - 80%, writing - 72% Learning Gains: reading - 76%, math - 67% Lowest Quartile: reading - 71%, math - 63% AYP - No 2009 - 10 school grade A High Standards: reading - 89%, math - 90% Learning Gains: reading - 72%, math - 86% Lowest Quartile: reading - 74%, math - 80% AYP - Yes 2008 - 09 school grade A High Standards: reading - reading - 93%, math - 89% Learning Gains: reading - 70%, math - 69% Lowest Quartile: reading - 68%, math 84% AYP - No 2007 - 08 school grade B High Standards: reading - 85%, math - 80% Learning Gains: reading - 63%, math - 60% Lowest Quartile: reading - 52%, math 58% AYP - Yes 2006 - 07 school grade A High Standards: reading - 87%, math 82% Learning Gains: reading - 75%, math 62% Lowest Quartile: reading - 54%, math 62% AYP - No 2005 - 06 school grade B High Standards: reading - 89%, math - 83% Learning Gains: reading - 63%, math 62% Lowest Quartile: reading - 44% AYP - Yes 2004 - 05 school grade A High Standards: reading - 91%, math - 92% Learning Gains: reading - 67%, math 65%

Lowest Quartile: reading 53%
AYP - Yes

DeeAnn Hughes		
Asst Principal	Years as Administrator: 8	Years at Current School: 23

Credentials	BS/ Elementary Education MS/ Educational Leadership Principal's Certification
Performance Record	2012 - 13 school grade B High Standards: reading - 67%, math - 62%, writing - 49% Learning Gains: reading - 66%, math - 68% - progress not met in reading and math Lowest Quartile: reading - 56%, math - 64% Target AMO: reading -77%/ not met, math - 68%/ not met 2011 - 12 school grade A High Standards: reading - 68%, math - 63%, writing - 72% Learning Gains: reading - 69%, math - 76% Lowest Quartile: reading - 74%, math 68% 2010 - 11 school grade A High Standards: reading - 88%, math - 80%, writing - 72% Learning Gains: reading - 76%, math - 67% Lowest Quartile: reading - 71%, math - 63% AYP - No 2009 - 10 school grade A High Standards: reading - 89%, math - 90% Learning Gains: reading - 72%, math - 86% Lowest Quartile: reading - 74%, math - 80% AYP - Yes 2008 - 09 school grade A High Standards: reading - reading - 93%, math - 89% Learning Gains: reading - 70%, math - 69% Lowest Quartile: reading - 68%, math 84% AYP - No 2007 - 08 school grade B High Standards: reading - 85%, math - 80% Learning Gains: reading - 63%, math - 60% Lowest Quartile: reading - 52%, math 58% AYP - Yes 2006 - 07 school grade A High Standards: reading - 87%, math 82% Learning Gains: reading - 75%, math 62% Lowest Quartile: reading - 54%, math 62% AYP - No 2005 - 06 school grade B High Standards: reading - 89%, math - 83% Learning Gains: reading - 63%, math 62% Lowest Quartile: reading - 44% AYP - Yes

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Amy Seidler		
Part-time / District-based	Years as Coach: 2	Years at Current School: 17

Areas	Reading/Literacy, Data, RtI/MTSS
Credentials	BS/ Elementary Education Reading Endorsement K-12
Performance Record	2012 - 13 school grade B High Standards: reading - 67%, math - 62%, writing - 49% Learning Gains: reading - 66%, math - 68% Lowest Quartile: reading - 56%, math - 64% Target AMO met: reading - 77% / no, math - 68% / no 2011 - 12 school grade A High Standards: reading - 68%, math - 63%, writing - 72% Learning Gains: reading - 69%, math - 76% Lowest Quartile: reading - 74%, math - 68%

Classroom Teachers

# of classroom teachers

35

 # receiving effective rating or higher

35, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

34, 97%

 # ESOL endorsed

28, 80%

 # reading endorsed

5, 14%

 # with advanced degrees

5, 14%

 # National Board Certified

3, 9%

 # first-year teachers

1, 3%

 # with 1-5 years of experience

11, 31%

 # with 6-14 years of experience

14, 40%

 # with 15 or more years of experience

10, 29%

Education Paraprofessionals

# of paraprofessionals

8

 # Highly Qualified

8, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

6

 # 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

Our school implements the following strategies to recruit, retain highly qualified, certified-in-field, effective teacher to the school:
1. We have an extensive interview process that includes: administrators and teachers as part of a team that recommends to the principal candidates that are highly qualified for positions available at the school. Susan Brazier / Principal
2. We support a collegial culture through: Weekly Team Meetings, Sunshine Committee sponsored events, school based Technology Team support for teachers, and Grade Level Mentors for new teachers. Susan Brazier/ Principal and Team Chairman
3. We provide staff development for teachers based on individual deliberate practice goals and school/district wide curriculum needs. Susan Brazier / Principal
4. Time provided for new teachers to visit and observe veteran teachers in action modeling best practices. Susan Brazier / Principal
5. Reading Coach: 2 days a week to support teachers with effective - data driven reading strategies and assessment information. Amy Seidler / Reading Coach
6. Encourage teachers to complete the clinical education training and apply for an intern from Flagler, FSU or FAMU.
7. Encourage teachers to attend training in our district to earn their "Gifted & Reading Endorsement". Tanya English / Director of ESE Programs
8. Encourage teachers to attend the district wide ESE Academy and earn 20hours in ESE information and training. Tanya English / Director of ESE Programs

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

Our school / district level administrations provide new teachers with mentoring through the following:
1. Each new educator attends a two day training provided by WCS-HR department prior to the first day of school. Additionally, they receive further information monthly on select topics after school at trainings provided by WCS-HR department presentors.
2.Each selected mentor received a highly effective or effective evaluation and must attend a three hour training provided by WCS-HR department in September.
3.The mentor & new teacher pairings have a similar grade level assignments or job descriptions.
4.The mentor has exhibited highly effective classroom management and parent involvement.
5. The mentor and teacher meet regularly to discuss school wide expectations, classroom curriculum needs and strategies, classroom management techniques and district wide expectations. The new educator completes a notebook with the mentor throughout the school year that is provided by the WCS-HR department.

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

During the first quarter of the school year each teacher creates a student watch-list based on previous assessment data and current student data gathered through FAIR, STAR, FLKRS, and Discovery Education Assessments. The watch-lists are reviewed each quarter for progress toward mastery of grade level standards. Shadeville's teachers may request an IST/MTSS/RTI Leadership Team Meeting through the school's guidance office. The Principal or the Assistant Principal are present for all meetings. Prior to the initial MTSS/RTI meeting teachers must have completed TIER I paperwork, including parent conferences. The school level MTSS/RTI Leadership Team meets with teachers weekly to review data, suggest strategies to be implemented for academic and behavioral needs, as well as make recommendations based on student progress. The school's Reading Coach will assist teachers by: conducting observations, understanding student data, and searching for research based strategies that will assist students with targeted areas of weakness. This year the Leadership Team will also incorporate the program "Automatic RTI" by Baker Wright, PhD, to assist in identifying student behaviors that interfere with classroom achievement and possible strategies to incorporate and the necessary logs to monitor the success of the strategies over time. Together the Leadership Team makes the determination to continue the TIER I strategies because they have been effective or to move to TIER II / TIER III strategies and possible referral for more intensive interventions through Exceptional Student Education. Teachers keep a notebook/folder on each child brought before the team to keep notes and monitor progress toward achieving grade level expectations. Research based programs are selected based on data driven student needs such as: Reading Assistant, Fast Forward, IXL Math, Moby Max, and Accelerated Reading and Math.

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

Principal / Assistant Principal - Meeting Facilitator / LEA
Guidance Counselor - Recorder/ Meeting Facilitator / LEA (if Administrators are not available)
Reading Coach - Assists with: Classroom Student Observations, Provides Resources and possible Strategies to assist teachers in meeting the needs of specific students, Assists with base-line

assessments such as ERTA/ DAR and helps to compile Progress Monitoring Data.
FSU Psychology Intern - Assists with interpreting data, administers evaluations, and reports findings to the parents and team.
Speech/Language Pathologist - Assess student needs in speech and language, screens and evaluates student needs, provides strategies and interventions for classroom teachers working with individual teachers, reports findings to parents and the team and creates the IEP if needed.
ESE Teachers - Provides strategies and interventions for classroom teachers to work with specific students, creates the IEP for students placing in programs other than speech/language, teaches small groups of students who have received and IEP or are working on TIER III interventions, work with students who have received an IEP that places the student in a self contained classroom setting, and assists in monitoring student progress.
District Staffing Specialist - Helps to review student data, suggests possible strategies and interventions, assists in monitoring student progress, as well as ensuring parents are informed of their student's individual placement.

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

The Principal is responsible for classroom observations and walk-throughs to ensure student achievement of the state and district standards are being met.
The MTSS/RTI Leadership Team reviews data of students on the watch - lists and those brought before the team and makes sure it is current and has been monitored for progress toward meeting targeted skills.
Each child's MTSS/RTI folder is reviewed by the Assistant Principal, Guidance Counselor, and Reading Coach at least twice a year and passed to the child's next teacher at the beginning of each school year.
The SIP team meets several times during the year to report/ monitor progress toward achieving their goals and strategies.

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 sources used include: Performance Matters (FCAT/ reading, math, science, and writing), Discovery Education Assessment (K-2), STAR reading and math, FAIR, FLKRS, Writing portfolios and 4th grade Wakulla Writes, Grade level checklists. Discovery Education Assessments are given four times each year, STAR and FAIR Assessments are given three times a year. Writing portfolios are on-going and 4th grade Wakulla Writes is administered at least four times during the school year. Teachers create watch-lists during the first quarter of the school year based on past and present performance levels using the above mentioned data sources. The watch-lists are reviewed and updated throughout the school year based on individual student data obtained.
School level administrators and teachers use FOCUS to review and monitor student attendance and behavior.
Additionally, Shadeville has implemented "The Good Behavior Game" and we are a Positive Behavior System school to encourage appropriate behavior throughout the school setting. Success of the "The Good Behavior Game" is monitored by the Assistant Principal through quarterly checklists. Shadeville is home to our districts "EBD" classroom for third - fifth grade students and we work with: "BMC" Behavior Management Corporation to assist the teacher and para-professional with strategies to meet the specific needs of their students.
The management systems in place include: Classroom walk-through & observation, school wide Data Day for review of individual and classroom data in September, weekly grade level team meetings to share data, curriculum /lesson planning, and possible student interventions.

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

Faculty and Grade Level meetings that discuss and remind staff of the TIER I information & responsibilities.

Data Day for review of past and current student / classroom data.

The Reading Coach and Guidance Counselor assist teachers with understanding data-based problem solving.

Parent Education Night is planned to assist parents in understanding the grade level curriculum and expectations, as well as the process and programs available for students who are struggling to meet expectations.

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: 11,400

During the first semester students in the fourth and fifth grade whose achievement level is below expected grade level expectations in reading, math and writing based on the data obtained from: FCAT, STAR reading and math, and 4th grade Wakulla Writes will be offered a 60 minute remediation session, once a week, for eight weeks. Students will use the following programs: Reading Assistant, IXL Math, FCAT Explorer, SRA lab,and Accelerated Math. Each session will consist of 30 minutes classroom instruction and 30 minutes computer based instruction.

During the second semester students in third, fourth, and fifth grade students who have been identified as not achieving grade level expectations using data from the following sources, FCAT, STAR reading and math, FAIR, 4th grade Wakulla Writes, and classroom performance, will receive 60 minutes per week for eight weeks of remediation in reading, math, science, and writing. Students will use the following programs: Reading Assistant, IXL Math, FCAT Explorer, Brain-Pop, SRA lab, and Accelerated Math. Each session will consist of 30 minutes of classroom instruction and 30 minutes of computer based instruction.

Each year students in fourth and fifth grade are offered an opportunity to participate in the "Geography Club". Students learn information concerning each state and the capitals. The club meets once a week, 60 minutes a week after school, for approximately 30 weeks. Each semester the students participate in a geography bee. Parents are invited to attend the event.

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 is collected through FAIR, STAR reading and math, FCAT Explorer, classroom performance (grades earned)and FCAT results. The program's success is analyzed by school and district administrators, as well as classroom teachers at the end of each year and prior to the implementation of any remediation programs the following year.

Who is responsible for monitoring implementation of this strategy?

School and district level administrators work together to monitor the effectiveness of the after school remediation programs success in students mastering the expected grade level skills.

Literacy Leadership Team (LLT)

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

Name	Title
Susan Brazier	Principal
Terri Ward	Teacher
Starla Perry	Teacher
Kay Reeves	Teacher
Laura Braley	Teacher
Suzie McCord	Teacher

Name	Title
Susan Jamison	Media Specialist
Amy Seidler	Reading Coach

How the school-based LLT functions

The Literacy Leadership Team meets bi-monthly and meetings are facilitated by our school's reading coach, Amy Seidler.The function of the Literacy Leadership Team is to identify school wide literacy needs based on data from district wide student assessments, reading curriculum needs, and professional development (individual deliberate practice) needs that have been identified. The team then selects goals and strategies to implement to assist students in successfully meeting grade level expectations.

Major initiatives of the LLT

Initiatives that have been identified for the 2013 - 14 school year are:
1. To implement the Common Core Standards in reading at every grade level with fidelity.
2. To purchase materials needed to support the implementation of the Common Core Standards such as: chart paper/tablets, markers, colorful tape, classroom book sets and books for read aloud.
3. To support professional development for teachers in grades 2-5 in the implementation of the reading CCS.
4. To provide Parent Education in September to assist parents in understanding the CC reading curriculum for their child's grade level .

Every Teacher Contributes to Reading Instruction

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

The School Level Administration ensures that every teacher contributes to the reading improvement of every student through classroom walk through, classroom observation notes, pre & post observation discussions with teachers and requirement of working word wall through out the school setting.

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 spring local pre-school children are invited to visit Shadeville's kindergarten classrooms for a morning of excitement and participation in kindergarten activities. Children are introduced to procedures, routines, and skills that will be expected of them as kindergarten students. Additionally, Shadeville's Assistant Principal and Kindergarten ESE Teacher visits the Wakulla Education Center's Pre-kindergarten to gain information pertaining to individual students, especially those with a current IEP. Prior to the first day of school we host a school wide open house and children have an opportunity to meet their teachers and visit their classrooms.

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	77%	67%	No	79%
American Indian				
Asian				
Black/African American	62%	41%	No	66%
Hispanic	58%		No	63%
White	79%	71%	No	81%
English language learners				
Students with disabilities	53%	31%	No	58%
Economically disadvantaged	68%	58%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	28%	45%
Students scoring at or above Achievement Level 4	57	19%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	196	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	76	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	48	49%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	62%	No	72%
American Indian				
Asian				
Black/African American	48%	36%	No	53%
Hispanic	38%	0%	No	44%
White	73%	65%	No	76%
English language learners				
Students with disabilities	49%	34%	No	54%
Economically disadvantaged	59%	55%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	30%	37%
Students scoring at or above Achievement Level 4	92	32%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	202	68%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	48	64%	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	35	36%	38%
Students scoring at or above Achievement Level 4	26	23%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

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)	10		12
Participation in STEM-related experiences provided for students	589	95%	96%

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	79	11%	10%
Students retained, pursuant to s. 1008.25, F.S.	14	0%	0%
Students who are not proficient in reading by third grade	27	29%	25%
Students who receive two or more behavior referrals	10	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	0%	0%

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 Plan done.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The percent of African American students scoring at or above level 3 in reading and math (FCAT 2.0) will increase by at least 5%. Therefore, African American students scoring at or above level 3 in reading will be at least 46% and in math 41%.

G2. The percent of students scoring at or above level 3.5 in writing, as measured by Florida Writes, will increase by at least 5%. Therefore students scoring at or above level 3.5 in writing will be at least 54%.

G3. The percent of students scoring at or above level 3 in science (FCAT 2.0) will increase by at least 5%. Therefore students scoring at or above level 3 in science will be at least 64%.

G4. The percent of students with disabilities scoring at or above level 3 in reading and math (FCAT 2.0) will increase by at least 5%. Therefore, students with disabilities scoring at or above level 3 in reading will be at least 36% and in math 39%.

Goals Detail

G1. The percent of African American students scoring at or above level 3 in reading and math (FCAT 2.0) will increase by at least 5%. Therefore, African American students scoring at or above level 3 in reading will be at least 46% and in math 41%.

Targets Supported

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

- 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)

Resources Available to Support the Goal

- Harcourt Journeys / Florida Harcourt Go-Math / Florida Supplemental reading materials to allow students to read across the curriculum Renaissance Learning: Accelerated Reading and Math Time Magazine for Kids World Book Web Advanced Reading Assistant Fast Forward AVID materials FCAT Explorer and FL Achieves IXL Math Moby Max Math Facts in a Flash Brainpop Brainpop Jr.

- Self contained ESE classrooms to meet the academic or behavioral needs of students identified through their IEP goals. Resource classroom for students scoring level 1 or 2 on FCAT 2.0 or working on TIER II / III interventions. Inclusion classroom for students scoring level 1 or 2 on FCAT 2.0, working on TIER II / III interventions, or identified through their IEP goals. Reading Coach (2 days a week) Para-Professionals assigned to self contained classrooms to assist in providing instruction. 90 minute reading block for all classrooms is required. After school remediation for students scoring level 1 or 2 on FCAT 2.0 Educational Technology

- Professional Development for teachers: Implementation of Common Core Standards and strategies in reading. (Dr. Oropallo & Dr. Mickler) Lesson Study for select grade levels: Implementation of Common Core Standards and strategies in reading. (Dr. Oropallo) Looking at Data Trends: Creating Watch-Lists, Identifying Barriers and Implementing Strategies toward meeting SIP goals. Implementing AVID (5th grade) Educational Technology: Implementation of programs and use of equipment (District Consultant - Margo Gunnarsson)

Targeted Barriers to Achieving the Goal

- Exposure to rigorous, grade level appropriate vocabulary and complex text in reading and the eight mathematical practices in math.

- Limited experiences that enhance students prior knowledge in reading and math.

- Parent Involvement

Plan to Monitor Progress Toward the Goal

Student data from FCAT 2.0, FAIR,STAR reading and math, and Discovery Education Assessments will be used to determine if this strategy was successful in achieving the goal.

Person or Persons Responsible
School Level Administrators, SAC Members, Team Leaders, and Reading Coach

Target Dates or Schedule:
FAIR, STAR reading and math, and Discovery Eduction Assessment will be monitored at least 3 times a year. FCAT 2.0 will be monitored 1 time a year.

Evidence of Completion:
The last administration of the following assessments will be reviewed to determine success of this strategy: FAIR, STAR reading and math, Discovery Education Assessment, and FCAT 2.0

G2. The percent of students scoring at or above level 3.5 in writing, as measured by Florida Writes, will increase by at least 5%. Therefore students scoring at or above level 3.5 in writing will be at least 54%.

Targets Supported
- Writing

Resources Available to Support the Goal
- Professional development: 6 Traits Writing & Writing Instruction that aligns with Common Core Standards. Writing portfolios for all students Grade appropriate writing paper Materials for grade appropriate journals Composition notebooks An 8 week session of after school remediation for students in 4th grade who need extended time to develop the skills of writing.

Targeted Barriers to Achieving the Goal
- Adequate time for students to write daily for a variety of purposes and audiences and for teachers to conference with students as they take individually created pieces through the writing process.

- Adequate professional development for teachers in the area of: The 6 Traits of Writing, Creating an appropriate grade level writing rubric, and writing in response to text using the source.

Plan to Monitor Progress Toward the Goal

Progress toward meeting this goal will be monitored through review of student writing portfolios and 4th grade Wakulla Writes samples.

Person or Persons Responsible
School and District Level Administrators

Target Dates or Schedule:
On- going - At least quarterly

Evidence of Completion:
An increase in the proficiency in writing using grade level appropriate rubrics will as demonstrated by individual student writing portfolios and 4th grade Wakulla Writes samples will be used to monitor progress toward meeting the goal.

G3. The percent of students scoring at or above level 3 in science (FCAT 2.0) will increase by at least 5%. Therefore students scoring at or above level 3 in science will be at least 64%.

Targets Supported
- Science

- Science - Elementary School

- STEM

Resources Available to Support the Goal
- Discovery Education United Streaming Brain Pop and Brain Pop Jr Science composition books Materials for science fair classroom projects Project Learning Tree, See to Sea, Science on the Move activities Additional Non-Fiction Science Reading Materials Professional Development: AIMS / Project Learning Tree

Targeted Barriers to Achieving the Goal
- Adequate time and materials to enhance the science curriculum at all grade levels and raise the student achievement level in the area of science.

Plan to Monitor Progress Toward the Goal

The 2014 - 5th grade FCAT scores will show an increase in the percentage of students who score at or above level 3 in science. Individual science report card grades will reflect understanding of grade level skills in science.

Person or Persons Responsible

School Level Administrators and SAC members

Target Dates or Schedule:

Individual student report cards will be monitored throughout the school year and 5th grade FCAT scores will be reviewed as they are available.

Evidence of Completion:

5th grade FCAT science scores

G4. The percent of students with disabilities scoring at or above level 3 in reading and math (FCAT 2.0) will increase by at least 5%. Therefore, students with disabilities scoring at or above level 3 in reading will be at least 36% and in math 39%.

Targets Supported

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

- 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)

Resources Available to Support the Goal

- Provide professional development in the area of reading and math Reading and writing /Dr. Oropallo-consultant. 5th grade Literarcy Design Collaborative/Dr. Mickler-consultant. Lesson Study- Implementation of Common Core reading standards: third and fifth grade teachers / Reading Coach AVID implementation at 5th grade Annual school-based professional development days which focus on student data-trends, creation of student "watch lists" and the implementation of Common Core Standards in reading and math. Accelerated Math training: second-fifth grade teachers/Margo Gunnarsson

- Provide teachers with school based reading assistance. Amy Seidler-Reading Coach (2 days a week)

- Educational Technology: Fastforward Language Program, Reading Assistant, Renaissance Learning Reading and Math, IXL Math, Moby Max, Florida Achieves, FCAT Explorer, Discovery Education United Streaming, and Tales2Go.

- Purchase materials to implement Common Core Reading and Math Standards at all grade levels: Harcourt Journeys Reading and GoMath SRA Reading Labs chart paper, calculators, makers, highlighter tape, weights, journal materials, and composition notebooks

- Provide afterschool remediation camps in reading and math for students who scored below level 3 on FCAT 2.0.

- ESE students are provided with the least restrictive environment to meet individual needs such as: self-contained classrooms, resources rooms, and small groups instruction within the classroom.

- Weekly team planning that focuses on the implementation of Common Core Standards, FCAT 2.0 Standards, and the review of student watch lists' interventions success.

- Provide AVID strategies for all fifth grade students. Purchase binders, planners, and dividers.

Targeted Barriers to Achieving the Goal

- Adequate time for professional development, planning, and team meetings to address the needs of students with disabilities.

- Lack of parent involvement in individual student education.

Plan to Monitor Progress Toward the Goal

Review data trends to see if additional parent involvement has increased student achievement among our school's ESE population using: STAR Reading and Math Assessments, FAIR, Discovery Education Assessment, and FCAT 2.0. Based data trends adjust or create new goals.

Person or Persons Responsible

Classroom Teachers, ESE Teachers, School Advisory Council members, Literacy Team members and School Administration

Target Dates or Schedule:

On-going as assessment data is available.

Evidence of Completion:

Classroom teachers and the Reading Coach will provide Administration, SAC members, and Literacy Team members with assessment reports to be reviewed for success or needed changes of strategies toward meeting our goal.

Action Plan for Improvement

Problem Solving Key

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

G1. The percent of African American students scoring at or above level 3 in reading and math (FCAT 2.0) will increase by at least 5%. Therefore, African American students scoring at or above level 3 in reading will be at least 46% and in math 41%.

G1.B1 Exposure to rigorous, grade level appropriate vocabulary and complex text in reading and the eight mathematical practices in math.

G1.B1.S1 Daily classroom read aloud with grade level appropriate vocabulary words identified and discussed.

Action Step 1

Every classroom teacher will provide students with Common Core / grade appropriate daily read aloud opportunities that focus on vocabulary development.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Teachers' lesson plans will document individual classroom read aloud. Classroom walk through and observation will document individual classroom read aloud.

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

Administrators will observe daily read aloud lessons and monitor lesson plans

Person or Persons Responsible

Principal / Asst. Principal

Target Dates or Schedule

Walk though and observation

Evidence of Completion

Lesson plans will be collected at the end of 2013-14. Walk through and observation notes will be reflected in classroom teachers' evaluations.

Plan to Monitor Effectiveness of G1.B1.S1

Classroom lesson plans, walk through and observation notes

Person or Persons Responsible

Principal / Asst. Principal

Target Dates or Schedule

Data will be collected during post planning of the school year and during individual teacher evaluations.

Evidence of Completion

Lesson plans & Evaluations

G1.B1.S2 Every classroom will utilize a working word wall for acquisition of grade level appropriate vocabulary.

Action Step 1

Working word walls will be incorporated into every classroom throughout the school setting.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

on-going: Word walls will be developed throughout the school year as new curriculum and vocabulary are introduced.

Evidence of Completion

Observations will note that working word walls have been implemented into classroom instruction.

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

Classroom walk through and observations notes and conferences will be used to monitor the implementation of working word walls into the classroom instruction. Assistance will be provided by the Reading Coach if necessary.

Person or Persons Responsible

Principal, Assistant Principal, and Reading Coach

Target Dates or Schedule

On - going / throughout the school year.

Evidence of Completion

Classroom walk through and observations noted in teachers' evaluations.

Plan to Monitor Effectiveness of G1.B1.S2

FCAT 2.0, FAIR, Discovery Education Assessments, and STAR reading and math student data will be reviewed. A higher percentage of African American students scoring at or above proficiency levels as measured by the above named assessments will determine the success of this strategy.

Person or Persons Responsible

School Administrators, SAC members, Team Leaders, and Reading Coach

Target Dates or Schedule

FCAT 2.0 data will be reviewed annually. FAIR, Discovery Education Assessment, STAR reading and math data will be reviewed 3 times per year.

Evidence of Completion

A notebook will be completed for the School Administration and SAC members that contains related data.

G1.B1.S3 Teachers will implement Common Core / WCS Standards into reading and math instruction through the use of : Harcourt Journeys, Renaissance Learning, incorporating more complex text, written text based response to reading across the curriculum, periodic cold read, vocabulary illustration, word games, educational technology, as well as using the select grade level vocabulary in communication and in writing so that students have multiple opportunities to develop understanding, and implementing the 8 mathematical practices in classroom routines.

Action Step 1

Classroom teachers will incorporate grade level appropriate vocabulary that has been identified in the WCS curriculum plans and Common Core Standards into their lesson plans across the curriculum.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

On - going: throughout the school year

Evidence of Completion

Classroom walk through & observation notes, as well as individual lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Classroom walk through and observation notes with support provided by School Level Administration and the Reading Coach

Person or Persons Responsible

School Level Administration, SAC members, and Reading Coach

Target Dates or Schedule

On-going: Throughout the school year.

Evidence of Completion

Lesson plans, classroom walk throughs and observation notes.

Plan to Monitor Effectiveness of G1.B1.S3

FCAT 2.0, FAIR, Discovery Education Assessments, and STAR reading and math student data will be reviewed.

Person or Persons Responsible

School Level Administrators, SAC Members, Team Leaders & Reading Coach

Target Dates or Schedule

FCAT 2.0 data will be reviewed annually. FAIR, Discovery Education Assessment, STAR reading and math data will be reviewed 3 times per year.

Evidence of Completion

Student data from FCAT 2.0, FAIR,STAR reading and math, and Discovery Education Assessments will be used to determine if this strategy was successful in achieving the goal. FAIR, STAR reading and math, and Discovery Eduction Assessment will be monitored at least 3 times a year. FCAT 2.0 will be reviewed annually as the data is available.

G1.B1.S4 Highly qualified teachers will be selected to provide after school remediation sessions.

Action Step 1

Students in third, fourth, and fifth grade that score a level 1 or 2 on the FCAT 2.0 or below grade level expectations on the Discovery Education Assessment given the previous year in reading or math will be provided with an 8 week remediation program that is taught by highly qualified staff. The sessions will be offered twice a year, one each semester.

Person or Persons Responsible

Highly qualified staff members, Assistant Principal, and Reading Coach

Target Dates or Schedule

Session 1 will begin in October and last 8 consecutive weeks for 60 minutes. Session 2 writing will begin in January and last 8 consecutive weeks for 60 minutes. Session 2 reading and math will begin in February and last 8 consecutive weeks for 60 minutes.

Evidence of Completion

Student attendance in the after school program will be kept and reviewed, as well as student data will be reviewed using STAR reading and math, Discovery Education Assessment, FAIR, and FCAT 2.0 when available.

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Student attendance and classroom walk through will be used to monitor implementation of this strategy.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Session 1: October / weekly during camp Session 2: January / weekly during camp

Evidence of Completion

Attendance records and classroom walk through notes

Plan to Monitor Effectiveness of G1.B1.S4

FCAT 2.0, FAIR, Discovery Education Assessments, and STAR reading and math student data will be reviewed.

Person or Persons Responsible

Principal, Assistant Principal, SAC members, and Reading Coach

Target Dates or Schedule

Progress will be determined by the end of the school year assessments.

Evidence of Completion

Student data from FCAT 2.0, FAIR,STAR reading and math, and Discovery Education Assessments will be used to determine if this strategy was successful in achieving the goal. FAIR, STAR reading and math, and Discovery Eduction Assessment will be monitored at least 3 times a year. FCAT 2.0 will be monitored 1 time a year.

G1.B1.S5 Students will have an opportunity to practice reading and math skills through the use of the following educational technology programs: Accelerated reading and math, IXL math, Moby Max, Reading Assistant, Fast Forward, Brain Pop, Brain Pop Jr., FCAT Explorer, and FL Achieves

Action Step 1

Students will be provided with daily opportunities to practice reading and math grade level and enrichment skills through the use of educational technology.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

On-going throughout the school year.

Evidence of Completion

The STAR reading and math assessments, FCAT 2.0, Discovery Education Assessments, IXL reports, and FAIR will be used to monitor success toward meet the goal.

Facilitator:

Margo Gunnarsson (District Technology & Curriculum Personnel) Christina Nall - School Level Technology Chairman

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S5

Classroom walk through, classroom observations, and participation in professional development.

Person or Persons Responsible

School Level Administration

Target Dates or Schedule

On - going throughout the school year

Evidence of Completion

Classroom teacher evaluation notes and professional development logs.

Plan to Monitor Effectiveness of G1.B1.S5

FCAT 2.0, FAIR, Discovery Education Assessments, and STAR reading and math student data will be reviewed.

Person or Persons Responsible

School Level Administrators, Classroom Teachers, and SAC Members

Target Dates or Schedule

FCAT 2.0 data will be reviewed annually. FAIR, Discovery Education Assessment, STAR reading and math data will be reviewed 3 times per year

Evidence of Completion

Student data from FCAT 2.0, FAIR,STAR reading and math, and Discovery Education Assessments will be used to determine if this strategy was successful in achieving the goal. FAIR, STAR reading and math, and Discovery Eduction Assessment will be monitored at least 3 times a year. FCAT 2.0 will be monitored 1 time a year.

G1.B1.S6 Students will be offered a variety of enrichment activities to increase proficiency in reading and math.

Action Step 1

Student will have an opportunity to participate in enrichment programs such as: Math Super Stars.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

On - going throughout the school year

Evidence of Completion

Student data from FCAT 2.0, FAIR, STAR reading and math, and Discovery Education Assessments will be used to determine if this strategy was successful in achieving the goal. FAIR, STAR reading and math, and Discovery Eduction Assessment will be monitored at least 3 times a year. FCAT 2.0 will be monitored 1 time a year

Plan to Monitor Fidelity of Implementation of G1.B1.S6

Each classroom teacher will keep a record of students who participate in the Math Super Stars program.

Person or Persons Responsible

Classroom Teacher and Assistant Principal

Target Dates or Schedule

On - going throughout the school year

Evidence of Completion

A record of student participation will be turned in to the Assistant Principal at the end of the school year.

Plan to Monitor Effectiveness of G1.B1.S6

Data concerning the number of students who participated in the enrichment activity.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Data of student participation will be reviewed quarterly.

Evidence of Completion

Data of student participation will be collected at the end of the school year.

G1.B1.S7 Time for kids will be purchased for students at all grade levels.

Action Step 1

Time for Kids will be purchased for students at all grade levels and reviewed in class.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans will show the use of Time for Kids for vocabulary enrichment.

Plan to Monitor Fidelity of Implementation of G1.B1.S7

Use of Time for Kids at all grade levels to enrich vocabulary development.

Person or Persons Responsible

School Level Administrators

Target Dates or Schedule

During classroom observations and walk through

Evidence of Completion

Lesson plans will show use of the student magazine to enrich vocabulary development.

Plan to Monitor Effectiveness of G1.B1.S7

Acquisition of grade level appropriate vocabulary.

Person or Persons Responsible

Classroom teachers and SAC members

Target Dates or Schedule

On - going throughout the school year

Evidence of Completion

Students will show acquisition of grade level vocabulary as evidenced through: Discovery Education Assessment and FCAT 2.0 reading and math.

G1.B1.S8 AVID implementation materials will be purchased for 5th grade students such as: planners and binders

Action Step 1

AVID strategies will be implemented at 5th grade.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

On - going

Evidence of Completion

Students will use binders and planners to assist in the implementation of AVID strategies.

Plan to Monitor Fidelity of Implementation of G1.B1.S8

Teachers lesson plans will reflect implementation of AVID strategies in 5th grade.

Person or Persons Responsible

School Level Administrators

Target Dates or Schedule

On - going

Evidence of Completion

Lesson plans will be reviewed throughout the school year.

Plan to Monitor Effectiveness of G1.B1.S8

Effectiveness will be measured by an increase/ decrease in FAIR, FCAT 2.0, and STAR reading and math assessment scores of 5th grade students.

Person or Persons Responsible

SAC members

Target Dates or Schedule

On - going

Evidence of Completion

FAIR, FCAT 2.0, and STAR reading and math assessment data will be collected and reviewed

G1.B1.S9 Teachers will implement "chunking" as a strategy to assist students delve into complex text across the curriculum.

Action Step 1

Teachers will incorporate "chunking" into the presentation of lessons that require students to comprehend information in complex text across the curriculum.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

As appropriate for the lesson - On - going

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S9

Classroom lessons that require students to read and comprehend complex text.

Person or Persons Responsible

Classroom Teachers and School Level Administrators

Target Dates or Schedule

On - going as appropriate for lessons

Evidence of Completion

Lesson plans and Classroom observation notes

Plan to Monitor Effectiveness of G1.B1.S9

The strategy will be monitored for effectiveness using data from STAR reading and math, FCAT 2.0, Discovery Education, and FAIR

Person or Persons Responsible

SAC members, School Level Administrators, and Reading Coach

Target Dates or Schedule

On - going throughout the school year

Evidence of Completion

Lesson plans, Classroom observation notes, and assessment data

G1.B2 Limited experiences that enhance students prior knowledge in reading and math.

G1.B2.S1 Harcourt Journeys, Harcourt Go-Math, SRA labs, Discovery Education United Streaming, Field Trips, and Community Experts will be used to provide students with prior knowledge of grade level information.

Action Step 1

Students will be offered opportunities to add to their prior knowledge base through the use of Harcourt Journeys, Discovery Education United Streaming, Field Trips and Community Experts.

Person or Persons Responsible

School Level Administrators and Classroom Teachers

Target Dates or Schedule

On- going throughout the school year.

Evidence of Completion

Teachers' lesson plans will document use of Harcourt Journeys, United Streaming, Field Trips, and Community Experts.

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

Classroom observations and review of lesson plans will be used to monitor implementation of the strategy.

Person or Persons Responsible

School Level Administrators

Target Dates or Schedule

On - going

Evidence of Completion

Classroom observation notes and lesson plans

Plan to Monitor Effectiveness of G1.B2.S1

Student data from FCAT 2.0, DEA, FAIR, and STAR reading and math will be reviewed to determine the success of this strategy.

Person or Persons Responsible

School Level Administrators and SAC members

Target Dates or Schedule

Data will be reviewed: DEA, FAIR, and STAR reading and math data will be reviewed 3 times a year FCAT 2.0 data will be reviewed as it becomes available.

Evidence of Completion

Classroom observation notes, lesson plans, and assessment data will be used to determine the success toward meeting the goal.

G1.B3 Parent Involvement

G1.B3.S1 Parents will be offered multiple opportunities to become involved in their child's academic careers throughout the school year such as: September Parent Education Night, Parent and Teacher Organization meetings, Volunteer opportunities, Parent and Teacher conferences, and student daily planners. Additionally parents will receive a monthly newsletter published by the Principal.

Action Step 1

Parent Education Night, PTO meetings, Volunteer opportunities, Parent and Teacher conferences, student daily planners, and Parent / Student information handlers and school climate survey information.

Person or Persons Responsible

Classroom Teachers, Volunteer Coordinator, School Level Administration, SAC Members

Target Dates or Schedule

On-going: September Parent Education Night and throughout the school year 2013 - 2014

Evidence of Completion

Sign in sheets documenting parent attendance school climate survey information review

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

Review sign in sheets that document parent participation in parent involvement activities. Review classroom parent conference logs. Review student daily folders

Person or Persons Responsible

School Level Administrators and SAC members

Target Dates or Schedule

On - going throughout the school year.

Evidence of Completion

The number of parents in attendance as documented by sign in sheets Volunteer hours documented through the Raptor computer program.

Plan to Monitor Effectiveness of G1.B3.S1

Success of this strategies will be determined by an increase in the number of parents involved in their child's education during the 2013 - 2014 school year.

Person or Persons Responsible

Classroom Teachers and SAC members

Target Dates or Schedule

The parent involvement data will be collected and reviewed at the end of the school year.

Evidence of Completion

The percent of parents that where involved in their child's education through school provided activities will be reported to the SAC members.

G1.B3.S2 Parents will receive a school handler / with handbook information included such as: Vision, Mission, Dress Code, Discipline Code, Title I, PTO, Lunchroom and Bus Expectations, at the school's Open House in August and throughout the school year upon registration.

Action Step 1

Parent Handler / Handbook and Monthly Parent Newsletter

Person or Persons Responsible

School Principal

Target Dates or Schedule

Handler - Once a year Newsletter - Monthly

Evidence of Completion

Handler and Newsletters

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Handlers will be provided to all parents and the Parent Newsletter will be sent home with monthly with all students.

Person or Persons Responsible

School Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Parent Newsletters and a copy of the Parent/Student Handler

Plan to Monitor Effectiveness of G1.B3.S2

An increase in parent participation of school wide activities will be noted.

Person or Persons Responsible

SAC members

Target Dates or Schedule

Data concerning parent participation in school wide activities will be collected throughout the school year

Evidence of Completion

Data concerning parent participation in school wide activities

G2. The percent of students scoring at or above level 3.5 in writing, as measured by Florida Writes, will increase by at least 5%. Therefore students scoring at or above level 3.5 in writing will be at least 54%.

G2.B1 Adequate time for students to write daily for a variety of purposes and audiences and for teachers to conference with students as they take individually created pieces through the writing process.

G2.B1.S1 Having students at every grade level write across the curriculum for: writing to a source, narrative and expository pieces, written response to reading, as well as for research projects, poetry, song, lists, and recipes will allow more instructional time each day for the purpose of writing.

Action Step 1

Teachers will have students write across the curriculum for a variety of purposes on a daily basis.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

On - going throughout the year

Evidence of Completion

Individual student writing portfolios will be kept by all teachers.

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

Individual writing portfolios will be reviewed at all grade levels.

Person or Persons Responsible

District and School Level Administrators

Target Dates or Schedule

Randomly selected individual student writing portfolios will be reviewed quarterly for evidence of daily writing instruction across the curriculum.

Evidence of Completion

Individual student writing portfolios will be reviewed prior to students taking them home at the end of the school year.

Plan to Monitor Effectiveness of G2.B1.S1

FL Writes data will be collected and success will be measured by an increase noted in the number of students who score at level 3.5 or greater.

Person or Persons Responsible

School Level Administrators and SAC members

Target Dates or Schedule

Evidence will be collected as assessment results arrive for FL Writes.

Evidence of Completion

Individual student writing portfolios and FL Writes assessment data will be evidence of this strategy implementation.

G2.B1.S2 Students in 4th grade who do not demonstrate grade level expectations in writing will be offered an 8 week after school remediation session the first and second semester.

Action Step 1

8 week after - school remediation camp for students who do not demonstrate grade level writing expectations will be offered by a highly qualified teacher for 1 hour per session.

Person or Persons Responsible

Highly qualified teacher

Target Dates or Schedule

8 weeks sessions beginning in October and January

Evidence of Completion

Student attendance records will document student participation in the sessions.

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Attendance of student participation will be kept and monitored. Parents will be contacted if student absences occur.

Person or Persons Responsible

Assistant Principal and participating teacher

Target Dates or Schedule

The attendance records will be kept daily and monitored weekly for participation

Evidence of Completion

Attendance records

Plan to Monitor Effectiveness of G2.B1.S2

Students who participate in the writing sessions will show improvement in classroom writing assignments and 4th grade Wakulla Writes as measured by grade level rubrics.

Person or Persons Responsible

Assistant Principal and Classroom teachers

Target Dates or Schedule

On-going through the school year

Evidence of Completion

Writing grades from classroom assignments in FOCUS, improved writing selection in student portfolios as measured by grade level rubrics, and 4th grade Wakulla Writes scores.

G2.B2 Adequate professional development for teachers in the area of: The 6 Traits of Writing, Creating an appropriate grade level writing rubric, and writing in response to text using the source.

G2.B2.S1 Professional development: "The 6 Traits of Writing", Creating a writing rubric, Writing in response to text, Writing across the curriculum for a variety of purposes. Job embedded training for select grade levels with follow up lessons created that focus on student writing.

Action Step 1

Professional Development activities that focus on student writing across the curriculum for a variety of purposes.

Person or Persons Responsible

District Level Administrators

Target Dates or Schedule

On-going throughout the school year beginning in September.

Evidence of Completion

Teacher follow up activities completed and classroom observation notes.

Facilitator:

Dr. Oropallo - Teacher groups and job embedded training that focuses on writing instruction that correlates to Common Core Standards. District Level Administrator / Mrs. Mims - "The Six Traits of Writing" - for all beginning teachers

Participants:

2nd - 4th grade teachers All beginning teachers and teachers who request review of information.

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

The ePDC will be used to monitor implementation and teacher access to the professional development.

Person or Persons Responsible

School Level Administrators

Target Dates or Schedule

As professional development is offered teacher follow up will be reviewed and classroom observations will note implementation of newly acquired information.

Evidence of Completion

Teacher evaluation will note teacher completion and implementation of professional development activities.

Plan to Monitor Effectiveness of G2.B2.S1

Individual student portfolios and FL Writes data will be used to determine success of this strategy.

Person or Persons Responsible

School and District Level Administrators

Target Dates or Schedule

Randomly selected individual student portfolios will be reviewed quarterly - FL Writes data

Evidence of Completion

ePDC teacher follow up, teacher evaluation, student data will be used to monitor strategy effectiveness.

G3. The percent of students scoring at or above level 3 in science (FCAT 2.0) will increase by at least 5%. Therefore students scoring at or above level 3 in science will be at least 64%.

G3.B1 Adequate time and materials to enhance the science curriculum at all grade levels and raise the student achievement level in the area of science.

G3.B1.S1 Purchase additional non-fiction reading materials and composition notebooks for science education.

Action Step 1

Additional non-fiction reading materials and composition notebooks will be purchased for students at all grade levels to raise student achievement in the area of science.

Person or Persons Responsible

Classroom teachers, principal

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans will show the use of non-fiction reading materials and composition notebooks during science instruction.

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

Administrators will observe daily lesson plans for the use of nonfiction reading materials and composition notebooks in science.

Person or Persons Responsible

Classroom teacher and School Level Administrators

Target Dates or Schedule

Walk through and observations

Evidence of Completion

Lesson plans will show the use of nonfiction reading materials and composition notebooks.

Plan to Monitor Effectiveness of G3.B1.S1

Individual student report card grades and 5th grade science FCAT scores will reflect an increase in the understanding of grade level appropriate scientific concepts and procedures.

Person or Persons Responsible

School Administrators, SAC members

Target Dates or Schedule

At the completion of the school year.

Evidence of Completion

Randomly selected student report cards will be reviewed and 5th grade science FCAT 2.0 scores will be reviewed as they become available.

G3.B1.S2 Continue to use educational technology to enhance the science curriculum such as Discovery Education's Untied Streaming and Brain Pop.

Action Step 1

Classroom teachers will use available educational technology to support and enhance the science curriculum.

Person or Persons Responsible

Individual classroom teachers

Target Dates or Schedule

On - going throughout the school year as appropriate to meet the expectations of the science curriculum.

Evidence of Completion

Teacher lesson plans and classroom observation notes.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Classroom teachers' lesson plans will note the implementation of educational technology to enhance the science curriculum at specific grade levels.

Person or Persons Responsible

School Level Administrators

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Classroom lesson plans will be collected at the end of the school year and reviewed during teacher evaluations.

Plan to Monitor Effectiveness of G3.B1.S2

Individual student report card grades and 5th grade science FCAT scores will reflect an increase in the understanding of grade level appropriate scientific concepts and procedures.

Person or Persons Responsible

School Level Administrators and the SAC members

Target Dates or Schedule

At the completion of the school year.

Evidence of Completion

Randomly selected student report cards will be reviewed and 5th grade FCAT scores will be reviewed as they become available.

G3.B1.S3 Continue to support Project Learning Tree, See to Sea, and Science on the Move, and school wide science fair activities.

Action Step 1

Students in select grades will have an opportunity to participate in the Sea to See and Science on the Move programs. All students will have an opportunity to participate in Project Learning Tree activities and the school wide science fair.

Person or Persons Responsible

School Level Administrators, Project Learning Tree Committee, Classroom Teachers.

Target Dates or Schedule

On - going throughout the school year.

Evidence of Completion

Project Learning Tree activities agenda, science fair participate record, and classroom teachers lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Classroom teachers' lesson plans will note implementation of the science activities at specific grade levels.

Person or Persons Responsible

School Level Administrators

Target Dates or Schedule

Throughout the school year as science activities occur.

Evidence of Completion

Classroom Lesson plans will be collected at the end of the school year and reviewed during teacher evaluations.

Plan to Monitor Effectiveness of G3.B1.S3

Individual student report card grades and 5th grade science FCAT scores will reflect an increase in the understanding of grade level appropriate scientific concepts and procedures.

Person or Persons Responsible

School Level Administrators and the SAC members

Target Dates or Schedule

At the completion of the school year

Evidence of Completion

Randomly selected student report cards will be reviewed and 5th grade FCAT scores will be reviewed as they are available.

G3.B1.S4 Professional Development: AIMS and Project Learning Tree

Action Step 1

Professional Development will be planned and offered during the school year that enhances the science curriculum at all grade levels.

Person or Persons Responsible

School Level Administrators Consultants

Target Dates or Schedule

The second semester of the school year several sessions will be offered as funds allow.

Evidence of Completion

Documentation will include: Classroom observation notes, PLT classroom activities, and follow up on the ePDC.

Facilitator:

Michelle Hunter - PLT Chairman & Trainier PLT School Level Team

Participants:

Teachers across grade levels

Plan to Monitor Fidelity of Implementation of G3.B1.S4

Classroom observation notes, PLT classroom activities, ePDC records

Person or Persons Responsible

School Level Administrators

Target Dates or Schedule

Second semester beginning in January

Evidence of Completion

Teacher Evaluation notes, ePDC follow up, and teacher lesson plans

Plan to Monitor Effectiveness of G3.B1.S4

Student report card grades in science at all grade levels and 5th grade FCAT science scores will reflect an increase in grade level appropriate understanding of scientific knowledge and application.

Person or Persons Responsible

Classroom Teachers, School Level Administrators and SAC members

Target Dates or Schedule

Report cards grades will be reviewed at the end of the school year and FCAT scores will be reviewed as they are available.

Evidence of Completion

An increase in the percentage of students who score a level 3 or greater on the FCAT science assessment.

G4. The percent of students with disabilities scoring at or above level 3 in reading and math (FCAT 2.0) will increase by at least 5%. Therefore, students with disabilities scoring at or above level 3 in reading will be at least 36% and in math 39%.

G4.B1 Adequate time for professional development, planning, and team meetings to address the needs of students with disabilities.

G4.B1.S1 Provide early release days for professional development.

Action Step 1

Data - Trend review with Instructional Planning within grade level teams for the implementation of Common Core Standards in reading and math.

Person or Persons Responsible

District Professional Development Coordinator School Administration

Target Dates or Schedule

September 18, 2013 October 30, 2013 February 5, 2014

Evidence of Completion

Follow up on Epdc

Facilitator:

School Administration, Reading Coach, and Technology Chairman

Participants:

School - wide faculty members

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

Follow up entered in Epdc will be reviewed. Classroom observation notes and classroom walk through notes.

Person or Persons Responsible

School Administration and District Professional Coordinator

Target Dates or Schedule

As faculty members complete individual follow up in the ePDC they will be reviewed. At least bi-annual observations and walk throughs will be provided for each faculty member.

Evidence of Completion

Individual faculty member evaluations.

Plan to Monitor Effectiveness of G4.B1.S1

STAR Reading and Math, FAIR, Discovery Education Assessment, and FCAT 2.0

Person or Persons Responsible

Classroom Teachers, ESE Teachers, Reading Coach, and School Administration

Target Dates or Schedule

FAIR and STAR 3 times a year, Discovery Education Assessment 4 times a year, FCAT 2.0 annually

Evidence of Completion

Classroom teachers and the reading coach will provide administration and SAC team with assessment reports to be reviewed for success of goal.

G4.B1.S2 Provide 3rd and 5th grade teachers with an opportunity to participate in a lesson study that focuses on Common Core / NGSSS in reading.

Action Step 1

Lesson Study: Implementation of Common Core ELA

Person or Persons Responsible

Amy Seidler-Reading Coach and 3rd and 5th grade Classroom Teachers

Target Dates or Schedule

October 16th and 23rd, 2013 November 4th and 15th, 2013

Evidence of Completion

Edpc follow-up and classroom walk through and observation notes

Facilitator:

Amy Seidler- Reading Coach Dr. Mickler - LDC Facilitator

Participants:

3rd and 5th Grade Classroom Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Follow up entered in Epdc will be reviewed. Classroom observation and walk through notes will be reviewed with teachers.

Person or Persons Responsible

School Level Administration

Target Dates or Schedule

As faculty members complete individual follow up. At least bi-annual observation and walk through will be provided for each faculty member.

Evidence of Completion

Individual faculty member evaluations.

Plan to Monitor Effectiveness of G4.B1.S2

FAIR and STAR Assessments: 3 times a year Discovery Education Assessment: 4 times a year FCAT 2.0: annually

Person or Persons Responsible

Classroom teachers and the reading coach will provide administration and SAC team with assessment reports to be reviewed for success of goal.

Target Dates or Schedule

On - going throughout the year as assessment data becomes available.

Evidence of Completion

FAIR, STAR reading and math, Discovery Education Assessments, and FCAT data.

G4.B1.S3 Teachers are provided with an opportunity to attend an afterschool 8 week institute focusing on ESE implementation and strategies for the various student disabilities that occur in a classroom.

Action Step 1

An 8 week after school ESE academy will be offered for all interested teachers during the first semester beginning in September.

Person or Persons Responsible

Director of ESE Services

Target Dates or Schedule

September - 8 weeks

Evidence of Completion

ePDC follow up will serve as evidence

Facilitator:

Select ESE specialist provided through the WCS District Office

Participants:

Classroom Teachers

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

Teacher sign in sheets will be collected and classroom observations will note implementation of new strategies acquired through the training.

Person or Persons Responsible

District and School Level Administrators

Target Dates or Schedule

On-going - beginning in November

Evidence of Completion

Sign in sheets and observation notes will be collected.

Plan to Monitor Effectiveness of G4.B1.S3

Completion of the ESE Institute requirements and implementation of newly acquired skills into classroom strategies.

Person or Persons Responsible

Director of ESE services and School Level Administrators

Target Dates or Schedule

On - going as classroom observations take place throughout the year.

Evidence of Completion

ePDC will show completion of the ESE Institute and classroom observation notes will show implementation of strategies into classroom lessons.

G4.B1.S4 Teachers in second and third grades will receive job embedded training in Common Core Reading strategies with Dr. Oropallo. Fifth grade teachers will participate in the Literacy Design Collaborative with Dr. Mickler.

Action Step 1

Professional Development: Common Core Reading and Literacy Design Collaboration

Person or Persons Responsible

District and School Level Administration, Dr. Oropallo, and Dr. Mickler

Target Dates or Schedule

The first semester of the school year (September, October & November)

Evidence of Completion

Collaborative team planning results and classroom observation notes.

Facilitator:

Dr. Mickler Dr. Oropallo Reading Coach

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S4

Classroom walk through and observation notes will reflect implementation of newly acquired strategies into classroom lessons.

Person or Persons Responsible

School Level Administrators

Target Dates or Schedule

On - going throughout the school year.

Evidence of Completion

Teacher evaluations will reflect implementation and individual teacher lesson plans will document implementation of Common Core Standards and newly acquired lessons.

Plan to Monitor Effectiveness of G4.B1.S4

Data will be monitored using: STAR reading and math, FAIR, and FCAT 2.0.

Person or Persons Responsible

Classroom teachers, SAC members, and School Level Administrators

Target Dates or Schedule

As assessment data is available throughout the school year.

Evidence of Completion

An increase in the percent of students with disabilities scoring level 3 or greater on the FCAT 2.0 in reading or math will reflect effectiveness of this strategy.

G4.B2 Lack of parent involvement in individual student education.

G4.B2.S1 Parent Education Night will be offered in September highlighting strategies and activities to assist children at home with acquiring reading and math skills. Parent and Teacher Organization meetings will be held in December, February, and April with a focus on student achievement and activities such as: BINGO for Books and the Science Fair / PLT activities.

Action Step 1

Title I Parent Education Night that focuses on assisting children at home with skills in reading and math. PTO: BINGO for Books that focuses on acquisition of grade level reading skills A school wide Science Fair and PLT activities that enhance math and science will be held.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

September and April

Evidence of Completion

Parent sign in sheets that document parent attendance.

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

Parent sign in sheets will be collected after each activity is held.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

On - going throughout the school year as the meetings and activities are held.

Evidence of Completion

Parent involvement will be documented using sign in sheets.

Plan to Monitor Effectiveness of G4.B2.S1

We expect to have at least 30% or more of our students parents attending the activities to be considered successful implementation of this strategy.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Documentation will be collected and put together at the end of the school year

Evidence of Completion

Parent sign in sheets documenting attendance.

G4.B2.S2 Classroom teachers will invite parents to the school for individual conferences to assist them with helping their child at home in targeted areas of learning.

Action Step 1

Teachers will invite parents in for individual conferences to assist them in helping their children meet IEP / grade level expectations. Teachers will provide strategies in reading and math.

Person or Persons Responsible

Classroom teachers, ESE teachers, and the Reading Coach

Target Dates or Schedule

On - going throughout the school year / as needed

Evidence of Completion

Parent communication logs and Teacher notes of conference discussions.

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

Classroom & ESE teachers' log of parent communication

Person or Persons Responsible

School Level Administration

Target Dates or Schedule

On - going throughout the school year

Evidence of Completion

Parent communication logs will be reviewed during post planning and teacher evaluations.

Plan to Monitor Effectiveness of G4.B2.S2

Data trends will be reviewed to monitor if an increase in parent communication among our ESE students has resulted in improved assessment scores using: Discovery Education Assessment, STAR reading and math, and FCAT 2.0.

Person or Persons Responsible

School Level Administration and SAC members

Target Dates or Schedule

The teams will review the assessment data as it becomes available from multiple sources

Evidence of Completion

Teacher communication logs and assessment data will be collected and reviewed.

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

At Shadeville Elementary Title I funds provide additional classroom materials, equipment, and educational technology. The funds also provide for professional development, remediation opportunities for targeted students, and parent involvement activities.

Our district does not receive Title I part D or Title III funds. The needs of our small population of English Language Learners are provided through the Student Services Department.

Title II funds are used to provide a Reading Coach, 2 days a week, and for professional development based on reviewed data trends and individual teacher deliberate practice goals.

Our district's Student Services Department assists in providing resources (clothing, school supplies, and social services) for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.

Our 5th grade students participate in a nine week drug awareness and violence prevention program (S.A.V.E.)

in coordination with one of the district's School Resource Officers. Students have a 35 minute class once a week for the nine week period. Students must pass a written assessment and produce an essay to be eligible for graduation from the program.

Shadeville's Supplemental Academic Instruction funds will be allocated in the following manner: Targeted 3rd, 4th, and 5th grade students will participate in an 8 week after school remediation program in one hour sessions. The students will be targeted based on information gained through review of student data provided by: Discovery Education Assessment, FCAT 2.0, FAIR data and teacher recommendation.

Students will be provided with additional instruction in reading, math, and writing. SAI funds will be used to pay for: teacher salaries and materials to support the program.

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. The percent of African American students scoring at or above level 3 in reading and math (FCAT 2.0) will increase by at least 5%. Therefore, African American students scoring at or above level 3 in reading will be at least 46% and in math 41%.

G1.B1 Exposure to rigorous, grade level appropriate vocabulary and complex text in reading and the eight mathematical practices in math.

G1.B1.S5 Students will have an opportunity to practice reading and math skills through the use of the following educational technology programs: Accelerated reading and math, IXL math, Moby Max, Reading Assistant, Fast Forward, Brain Pop, Brain Pop Jr., FCAT Explorer, and FL Achieves

PD Opportunity 1

Students will be provided with daily opportunities to practice reading and math grade level and enrichment skills through the use of educational technology.

Facilitator

Margo Gunnarsson (District Technology & Curriculum Personnel) Christina Nall - School Level Technology Chairman

Participants

Classroom Teachers

Target Dates or Schedule

On-going throughout the school year.

Evidence of Completion

The STAR reading and math assessments, FCAT 2.0, Discovery Education Assessments, IXL reports, and FAIR will be used to monitor success toward meet the goal.

G2. The percent of students scoring at or above level 3.5 in writing, as measured by Florida Writes, will increase by at least 5%. Therefore students scoring at or above level 3.5 in writing will be at least 54%.

G2.B2 Adequate professional development for teachers in the area of: The 6 Traits of Writing, Creating an appropriate grade level writing rubric, and writing in response to text using the source.

G2.B2.S1 Professional development: "The 6 Traits of Writing", Creating a writing rubric, Writing in response to text, Writing across the curriculum for a variety of purposes. Job embedded training for select grade levels with follow up lessons created that focus on student writing.

PD Opportunity 1

Professional Development activities that focus on student writing across the curriculum for a variety of purposes.

Facilitator

Dr. Oropallo - Teacher groups and job embedded training that focuses on writing instruction that correlates to Common Core Standards. District Level Administrator / Mrs. Mims - "The Six Traits of Writing" - for all beginning teachers

Participants

2nd - 4th grade teachers All beginning teachers and teachers who request review of information.

Target Dates or Schedule

On-going throughout the school year beginning in September.

Evidence of Completion

Teacher follow up activities completed and classroom observation notes.

G3. The percent of students scoring at or above level 3 in science (FCAT 2.0) will increase by at least 5%. Therefore students scoring at or above level 3 in science will be at least 64%.

G3.B1 Adequate time and materials to enhance the science curriculum at all grade levels and raise the student achievement level in the area of science.

G3.B1.S4 Professional Development: AIMS and Project Learning Tree

PD Opportunity 1

Professional Development will be planned and offered during the school year that enhances the science curriculum at all grade levels.

Facilitator

Michelle Hunter - PLT Chairman & Trainier PLT School Level Team

Participants

Teachers across grade levels

Target Dates or Schedule

The second semester of the school year several sessions will be offered as funds allow.

Evidence of Completion

Documentation will include: Classroom observation notes, PLT classroom activities, and follow up on the ePDC.

G4. The percent of students with disabilities scoring at or above level 3 in reading and math (FCAT 2.0) will increase by at least 5%. Therefore, students with disabilities scoring at or above level 3 in reading will be at least 36% and in math 39%.

G4.B1 Adequate time for professional development, planning, and team meetings to address the needs of students with disabilities.

G4.B1.S1 Provide early release days for professional development.

PD Opportunity 1

Data - Trend review with Instructional Planning within grade level teams for the implementation of Common Core Standards in reading and math.

Facilitator

School Administration, Reading Coach, and Technology Chairman

Participants

School - wide faculty members

Target Dates or Schedule

September 18, 2013 October 30, 2013 February 5, 2014

Evidence of Completion

Follow up on Epdc

G4.B1.S2 Provide 3rd and 5th grade teachers with an opportunity to participate in a lesson study that focuses on Common Core / NGSSS in reading.

PD Opportunity 1

Lesson Study: Implementation of Common Core ELA

Facilitator

Amy Seidler- Reading Coach Dr. Mickler - LDC Facilitator

Participants

3rd and 5th Grade Classroom Teachers

Target Dates or Schedule

October 16th and 23rd, 2013 November 4th and 15th, 2013

Evidence of Completion

Edpc follow-up and classroom walk through and observation notes

G4.B1.S3 Teachers are provided with an opportunity to attend an afterschool 8 week institute focusing on ESE implementation and strategies for the various student disabilities that occur in a classroom.

PD Opportunity 1

An 8 week after school ESE academy will be offered for all interested teachers during the first semester beginning in September.

Facilitator

Select ESE specialist provided through the WCS District Office

Participants

Classroom Teachers

Target Dates or Schedule

September - 8 weeks

Evidence of Completion

ePDC follow up will serve as evidence

G4.B1.S4 Teachers in second and third grades will receive job embedded training in Common Core Reading strategies with Dr. Oropallo. Fifth grade teachers will participate in the Literacy Design Collaborative with Dr. Mickler.

PD Opportunity 1

Professional Development: Common Core Reading and Literacy Design Collaboration

Facilitator

Dr. Mickler Dr. Oropallo Reading Coach

Participants

Classroom Teachers

Target Dates or Schedule

The first semester of the school year (September, October & November)

Evidence of Completion

Collaborative team planning results and classroom observation notes.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The percent of African American students scoring at or above level 3 in reading and math (FCAT 2.0) will increase by at least 5%. Therefore, African American students scoring at or above level 3 in reading will be at least 46% and in math 41%.	$135,000
G2.	The percent of students scoring at or above level 3.5 in writing, as measured by Florida Writes, will increase by at least 5%. Therefore students scoring at or above level 3.5 in writing will be at least 54%.	$5,000
G3.	The percent of students scoring at or above level 3 in science (FCAT 2.0) will increase by at least 5%. Therefore students scoring at or above level 3 in science will be at least 64%.	$7,000
G4.	The percent of students with disabilities scoring at or above level 3 in reading and math (FCAT 2.0) will increase by at least 5%. Therefore, students with disabilities scoring at or above level 3 in reading will be at least 36% and in math 39%.	$24,372
	Total	$171,372

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Personnel	Other	Technology	Total
Title I, Race to the Top, and School Based Direct Instruction	$9,972	$0	$0	$0	$0	$9,972
Title II and School Based Direct Instruction	$4,000	$0	$0	$0	$0	$4,000
District Text Book Allocation	$0	$99,000	$0	$0	$0	$99,000
Title I and SAI funds	$0	$0	$12,000	$0	$0	$12,000
School Based Direct Instruction	$0	$0	$0	$400	$0	$400
Title I and Direct Instruction /School Based Funding	$0	$0	$0	$0	$18,000	$18,000
Federal Funds	$2,000	$0	$0	$0	$0	$2,000
SAI funds and Title I funds	$0	$0	$3,000	$0	$0	$3,000
School Based Teacher Training funds	$3,000	$0	$0	$0	$0	$3,000
PTO and School Based Direct Instruction	$0	$2,000	$0	$0	$0	$2,000
District ESE provided personnel as consultants	$0	$0	$0	$0	$0	$0
District Level Funding - Title II	$9,000	$0	$0	$0	$0	$9,000
Title I and School Based Direct Instruction	$0	$0	$0	$1,400	$0	$1,400
Title I	$0	$500	$0	$2,600	$0	$3,100
Title I, PTO funds, and School Based Direct Instruction	$0	$0	$0	$0	$2,500	$2,500
School based funding / PTO	$0	$2,000	$0	$0	$0	$2,000
Total	$27,972	$103,500	$15,000	$4,400	$20,500	$171,372

Budget Details

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

G1. The percent of African American students scoring at or above level 3 in reading and math (FCAT 2.0) will increase by at least 5%. Therefore, African American students scoring at or above level 3 in reading will be at least 46% and in math 41%.

G1.B1 Exposure to rigorous, grade level appropriate vocabulary and complex text in reading and the eight mathematical practices in math.

G1.B1.S3 Teachers will implement Common Core / WCS Standards into reading and math instruction through the use of : Harcourt Journeys, Renaissance Learning, incorporating more complex text, written text based response to reading across the curriculum, periodic cold read, vocabulary illustration, word games, educational technology, as well as using the select grade level vocabulary in communication and in writing so that students have multiple opportunities to develop understanding, and implementing the 8 mathematical practices in classroom routines.

Action Step 1

Classroom teachers will incorporate grade level appropriate vocabulary that has been identified in the WCS curriculum plans and Common Core Standards into their lesson plans across the curriculum.

Resource Type

Evidence-Based Program

Resource

Harcourt Journeys and Harcourt Go-Math,

Funding Source

District Text Book Allocation

Amount Needed

$99,000

G1.B1.S4 Highly qualified teachers will be selected to provide after school remediation sessions.

Action Step 1

Students in third, fourth, and fifth grade that score a level 1 or 2 on the FCAT 2.0 or below grade level expectations on the Discovery Education Assessment given the previous year in reading or math will be provided with an 8 week remediation program that is taught by highly qualified staff. The sessions will be offered twice a year, one each semester.

Resource Type

Personnel

Resource

Highly Qualified Instructors

Funding Source

Title I and SAI funds

Amount Needed

$12,000

G1.B1.S5 Students will have an opportunity to practice reading and math skills through the use of the following educational technology programs: Accelerated reading and math, IXL math, Moby Max, Reading Assistant, Fast Forward, Brain Pop, Brain Pop Jr., FCAT Explorer, and FL Achieves

Action Step 1

Students will be provided with daily opportunities to practice reading and math grade level and enrichment skills through the use of educational technology.

Resource Type

Technology

Resource

Renaissance: AR and AM, IXL Math, Brain Pop, Brain Pop Jr., Moby Max, World Book, Reading Assistant, Fast Forward, and Math Facts in a Flash

Funding Source

Title I and Direct Instruction /School Based Funding

Amount Needed

$18,000

G1.B1.S7 Time for kids will be purchased for students at all grade levels.

Action Step 1

Time for Kids will be purchased for students at all grade levels and reviewed in class.

Resource Type

Other

Resource

Time for Kids

Funding Source

Title I

Amount Needed

$2,600

G1.B1.S8 AVID implementation materials will be purchased for 5th grade students such as: planners and binders

Action Step 1

AVID strategies will be implemented at 5th grade.

Resource Type

Evidence-Based Program

Resource

Student Planners and Binders

Funding Source

Title I

Amount Needed

$500

G1.B2 Limited experiences that enhance students prior knowledge in reading and math.

G1.B2.S1 Harcourt Journeys, Harcourt Go-Math, SRA labs, Discovery Education United Streaming, Field Trips, and Community Experts will be used to provide students with prior knowledge of grade level information.

Action Step 1

Students will be offered opportunities to add to their prior knowledge base through the use of Harcourt Journeys, Discovery Education United Streaming, Field Trips and Community Experts.

Resource Type

Technology

Resource

Discovery Education's United Streaming, Field Trips, and Community Experts

Funding Source

Title I, PTO funds, and School Based Direct Instruction

Amount Needed

$2,500

G1.B3 Parent Involvement

G1.B3.S1 Parents will be offered multiple opportunities to become involved in their child's academic careers throughout the school year such as: September Parent Education Night, Parent and Teacher Organization meetings, Volunteer opportunities, Parent and Teacher conferences, and student daily planners. Additionally parents will receive a monthly newsletter published by the Principal.

Action Step 1

Parent Education Night, PTO meetings, Volunteer opportunities, Parent and Teacher conferences, student daily planners, and Parent / Student information handlers and school climate survey information.

Resource Type

Other

Resource

Parent Monthly Newsletters

Funding Source

School Based Direct Instruction

Amount Needed

$400

G2. The percent of students scoring at or above level 3.5 in writing, as measured by Florida Writes, will increase by at least 5%. Therefore students scoring at or above level 3.5 in writing will be at least 54%.

G2.B1 Adequate time for students to write daily for a variety of purposes and audiences and for teachers to conference with students as they take individually created pieces through the writing process.

G2.B1.S2 Students in 4th grade who do not demonstrate grade level expectations in writing will be offered an 8 week after school remediation session the first and second semester.

Action Step 1

8 week after - school remediation camp for students who do not demonstrate grade level writing expectations will be offered by a highly qualified teacher for 1 hour per session.

Resource Type

Personnel

Resource

Highly Qualified Teachers

Funding Source

SAI funds and Title I funds

Amount Needed

$3,000

G2.B2 Adequate professional development for teachers in the area of: The 6 Traits of Writing, Creating an appropriate grade level writing rubric, and writing in response to text using the source.

G2.B2.S1 Professional development: "The 6 Traits of Writing", Creating a writing rubric, Writing in response to text, Writing across the curriculum for a variety of purposes. Job embedded training for select grade levels with follow up lessons created that focus on student writing.

Action Step 1

Professional Development activities that focus on student writing across the curriculum for a variety of purposes.

Resource Type

Professional Development

Resource

Dr. Oropallo - Consultant

Funding Source

Federal Funds

Amount Needed

$2,000

G3. The percent of students scoring at or above level 3 in science (FCAT 2.0) will increase by at least 5%. Therefore students scoring at or above level 3 in science will be at least 64%.

G3.B1 Adequate time and materials to enhance the science curriculum at all grade levels and raise the student achievement level in the area of science.

G3.B1.S1 Purchase additional non-fiction reading materials and composition notebooks for science education.

Action Step 1

Additional non-fiction reading materials and composition notebooks will be purchased for students at all grade levels to raise student achievement in the area of science.

Resource Type

Evidence-Based Program

Resource

Additional non-fiction reading materials and science composition books.

Funding Source

School based funding / PTO

Amount Needed

$2,000

G3.B1.S3 Continue to support Project Learning Tree, See to Sea, and Science on the Move, and school wide science fair activities.

Action Step 1

Students in select grades will have an opportunity to participate in the Sea to See and Science on the Move programs. All students will have an opportunity to participate in Project Learning Tree activities and the school wide science fair.

Resource Type

Evidence-Based Program

Resource

Sea to See, Science on the Move, School wide science fair, and Project Learning Tree Activities

Funding Source

PTO and School Based Direct Instruction

Amount Needed

$2,000

G3.B1.S4 Professional Development: AIMS and Project Learning Tree

Action Step 1

Professional Development will be planned and offered during the school year that enhances the science curriculum at all grade levels.

Resource Type

Professional Development

Resource

AIMS materials and PLT inservice

Funding Source

School Based Teacher Training funds

Amount Needed

$3,000

G4. The percent of students with disabilities scoring at or above level 3 in reading and math (FCAT 2.0) will increase by at least 5%. Therefore, students with disabilities scoring at or above level 3 in reading will be at least 36% and in math 39%.

G4.B1 Adequate time for professional development, planning, and team meetings to address the needs of students with disabilities.

G4.B1.S1 Provide early release days for professional development.

Action Step 1

Data - Trend review with Instructional Planning within grade level teams for the implementation of Common Core Standards in reading and math.

Resource Type

Professional Development

Resource

Assessment data: Performance Matters, Discovery Education Assessment and STAR reading / math assessments

Funding Source

Title I, Race to the Top, and School Based Direct Instruction

Amount Needed

$9,972

G4.B1.S2 Provide 3rd and 5th grade teachers with an opportunity to participate in a lesson study that focuses on Common Core / NGSSS in reading.

Action Step 1

Lesson Study: Implementation of Common Core ELA

Resource Type

Professional Development

Resource

Consultant, Reading Coach, and Substitute Teachers

Funding Source

Title II and School Based Direct Instruction

Amount Needed

$4,000

G4.B1.S3 Teachers are provided with an opportunity to attend an afterschool 8 week institute focusing on ESE implementation and strategies for the various student disabilities that occur in a classroom.

Action Step 1

An 8 week after school ESE academy will be offered for all interested teachers during the first semester beginning in September.

Resource Type

Professional Development

Resource

Consultant

Funding Source

District ESE provided personnel as consultants

Amount Needed

$0

G4.B1.S4 Teachers in second and third grades will receive job embedded training in Common Core Reading strategies with Dr. Oropallo. Fifth grade teachers will participate in the Literacy Design Collaborative with Dr. Mickler.

Action Step 1

Professional Development: Common Core Reading and Literacy Design Collaboration

Resource Type

Professional Development

Resource

Consultants and Substitute Teachers

Funding Source

District Level Funding - Title II

Amount Needed

$9,000

G4.B2 Lack of parent involvement in individual student education.

G4.B2.S1 Parent Education Night will be offered in September highlighting strategies and activities to assist children at home with acquiring reading and math skills. Parent and Teacher Organization meetings will be held in December, February, and April with a focus on student achievement and activities such as: BINGO for Books and the Science Fair / PLT activities.

Action Step 1

Title I Parent Education Night that focuses on assisting children at home with skills in reading and math. PTO: BINGO for Books that focuses on acquisition of grade level reading skills A school wide Science Fair and PLT activities that enhance math and science will be held.

Resource Type

Other

Resource

Personnel for Parent Education Night, Student Handler/ Handbooks,and selection of books for BINGO for Books Night

Funding Source

Title I and School Based Direct Instruction

Amount Needed

$1,400