



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Cracker Trail Elementary School

8200 SPARTA RD

Sebring, FL 33875

863-471-5777

<http://www.highlands.k12.fl.us/~cte/>

## School Demographics

**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
57%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
29%

## School Grades History

**2013-14**  
B

**2012-13**  
A

**2011-12**  
C

**2010-11**  
C

## 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

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

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### Part I: Current School Status

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

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### Part II: Expected Improvements

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

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

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

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### Part III: Coordination and Integration

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

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### Appendix 1: Professional Development Plan to Support Goals

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

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### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Cracker Trail Elem. School

##### Principal

Richard Demeri J

##### School Advisory Council chair

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

Name	Title
Dr. Richard Demeri	Principal
Jeannie Inagawa	Assistant Principal
Karen Ladinsky	Literacy Curriculum Resource Teacher
Crystal Baugh	Guidance Counselor
Laura Halloran	First Grade Teacher
Michelle Lewis	Second Grade Teacher
Kelly Skalski	Third Grade Teacher
Brenda Johnston	Fourth Grade Teacher
Alissa Ibrahim	Fifth Grade Teacher
Ian Belanger	Fifth Grade Teacher
Tanya Koehler	Fifth Grade Teacher
Gerilynn Brannan	ESE Resource Teacher

#### District-Level Information

##### District

Highlands

##### Superintendent

Mr. Wallace P Cox

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

Pending

### School Advisory Council (SAC)

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

#### Membership of the SAC

Our School Advisory Council (SAC) is made up of 18 dedicated individuals working for the academic, social, and emotional betterment of Cracker Trail Elementary School family. Our family is made up of five distinct groups including: students, parents, teachers/noninstructional personnel, business/community partners, and the administration. The membership of our SAC is comprised of parents elected by

parents, teachers self identified, business partners of the school, and the non-voting members of the school's administration. The membership of our elected SAC members mirror the racial and socio-economic fabric of the student population.

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

Members of the SAC assisted in the development of the school improvement plan by analyzing student performance data and developing goals to improve areas of deficiency. The school improvement plan will be presented to the entire SAC for input and approval.

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

The SAC will advise the school on the Parent Involvement Plan, Home-School Compact, Title 1 budget, A+ Plan, and the School Improvement Plan. Throughout the year, the SAC will monitor students' and the school's progress in attaining goals by analyzing performance data. SAC attendees will provide input for DOE reports such as the baseline and mid-year reports.

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

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

In Compliance

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

#### **Highly Qualified Staff**

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

#### **Administrators**

##### **# of administrators**

2

##### **# receiving effective rating or higher**

(not entered because basis is < 10)

##### **Administrator Information:**

<b>Richard Demeri J</b>		
Principal	Years as Administrator: 24	Years at Current School: 14
<b>Credentials</b>	BA Elementary Education MA Elementary Education Doctorate Educational Leadership Certifications: Primary Education - K-3, Elementary Education - 1-6, School Principal - ALL Levels; ESOL Endorsement	
<b>Performance Record</b>	C: 1999-2000 B: 2000-2001 B: 2001-2002 A: 2002-2003 No AYP A: 2003-2004 No AYP B: 2004-2005 Provisional AYP A: 2005-2006 AYP A: 2006-2007 AYP B: 2007-2008 AYP B: 2008-2009 No AYP C: 2009-2010 No AYP C: 2010-2011 No AYP C: 2011-2012 A: 2012-2013	

<b>Jeannie Inagawa</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
<b>Credentials</b>	BS Elementary Education MA Educational Leadership Certifications: Elementary Education 1-6, Educational Leadership, ESOL Endorsed	
<b>Performance Record</b>	B: 2007-2008 No AYP B: 2008-2009 No AYP C: 2009-2010 No AYP A: 2010-2011 No AYP C: 2011-2012 A: 2012-2013	

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

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**



<b>Karen Ladinsky</b>		
Full-time / School-based	Years as Coach: 4	Years at Current School: 4
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	BA Public Relations/Journalism, MA Elementary Education, Reading Endorsement, ESOL Endorsement, Elementary Education 106, Primary Education K-3	
<b>Performance Record</b>	C: 2009-2010 No AYP C: 2010-2011 No AYP C: 2011-2012 A: 2012-2013	

<b>Nikki Swaine</b>		
Part-time / School-based	Years as Coach: 10	Years at Current School: 10
<b>Areas</b>	Other	
<b>Credentials</b>	Elementary Education, Reading Endorsement	
<b>Performance Record</b>	B: 2008-2009 No AYP C: 2009-2010 No AYP C: 2010-2011 No AYP C: 2011-2012 A: 2012-2013	

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

35

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

100%

**# certified in-field**

35, 100%

**# ESOL endorsed**

28, 80%

**# reading endorsed**

6, 17%

**# with advanced degrees**

8, 23%

**# National Board Certified**

2, 6%

**# first-year teachers**

2, 6%

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

3, 9%

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

18, 51%

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

12, 34%

**Education Paraprofessionals****# of paraprofessionals**

5

**# Highly Qualified**

5, 100%

**Teacher Recruitment and Retention Strategies**

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

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

School based administration advertise open instructional positions through our district's Human Resources department. We as administrators, choose to only interview highly qualified, in-field applicants. Current instructional personnel maintain certification through professional development or by pursuing advanced degrees.

**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**

First year teachers are assigned to a mentor on the same grade level, who has received Clinical Educator training. Mentors are effective/highly effective, experienced educators who model and guide effective teaching strategies. First year and experienced teachers who are new or may be struggling will be assigned a peer evaluator by the district.

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

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

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The MTSS team meets on a regular basis to review student performance and make suggestions for improvement to the core curriculum. In addition, they meet with team leaders and grade levels as needed based on data. The role of the team is to analyze the success of the implemented strategies and to determine if an increased level of intensity or frequency is necessary. The role of the classroom

teacher is to implement strategies with fidelity based on data and to collect and analyze the results of the implementation.

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

The function of the MTSS Team is to make data-driven decisions for students who are experiencing difficulties in academic and/or behavioral domains. The MTSS Team will develop interventions to promote improvements in a student's academic performance and/or classroom behavior and provide the teacher support to implement the interventions and provide support and resources to the teachers at Tier I, II, and III to implement these interventions. Our school based MTSS Leadership Team meets on a regular basis about students. Decisions are made after collaborating with teachers and parents to ensure scientifically research-based interventions are implemented. Progress is monitored regularly using curriculum based measurements. These measures are EZCBM at First grade and AimsWeb at Grades 2-5 on 20-day or weekly intervals. Data graphs will be reviewed with the school psychologist weekly. Curriculum leadership team members gather information through observation, data analysis, and the development of effective instructional strategies.

Members will: Analyze data, identify problems, set goals or objectives, develop an intervention plan, and monitor interventions.

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

The MTSS team will provide regular updates on progress of students in the MTSS process to members of the leadership team at monthly meetings and solicit input and recommendations regarding data and ways to improve the MTSS process or specific MTSS activities. The leadership team routinely will analyze and review performance data and progress towards meeting SIP goals.

### **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 management systems currently used in Highlands County are Genesis, A3, Performance Matters, Rtl:B, and AimsWeb.

Data sources for reading include: Progress Monitoring meetings with individual classroom teachers, current and past classroom grades (Pinnacle gradebook), running records, Accelerated Reader Scores, STAR reading scores, FAIR reading, FCAT, SME, , Performance Matters, and formative assessments.

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

The MTSS process is continually discussed with staff as they are supported in providing interventions to students. The classroom teacher and parent are an integral part of the MTSS meeting when discussing concerns and interventions. The Guidance Counselor and Reading Coach are available to staff and parents to provide additional assistance as needed.

### **Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy:** Before or After School Program**Minutes added to school year:** 3,780

After school tutoring is offered to students within the lowest quartile in reading, mathematics, and third grade retainees. Students receive forty-five minutes of reading and math instruction, after school, two times per week, for total of forty-two days of tutoring.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Student performance data is collected and analyzed to target areas of developmental need.

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

The tutoring teachers are responsible for monitoring the implementation of strategy, as well as school administrators.

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

<b>Name</b>	<b>Title</b>
Karen Ladinsky	LiteracyCurriculumResourceTeacher
Laura Halloran	First Grade Teacher
Jamie Allen	Second Grade Teacher
Kelly Skalski	Third Grade Teacher
Kim Lethbridge	Fourth Grade Teacher
Allisa Ibrahim	Fifth Grade Teacher
Tanya Koehler	Fifth Grade Teacher
Erielle Rancourt	Fifth Grade Teacher
Richard Demeri	Principal
Jeannie	Inagawa

**How the school-based LLT functions**

The Literacy Leadership Team (LLT) exists to support forward shifts (positive change) in literacy learning and instruction at Cracker Trail Elementary. Its members represent multiple perspectives that will strengthen its impact on literacy learning and instruction across the grade levels.

During initial meetings, the team will establish ground rules for functioning efficiently and effectively, work to develop a common language, and establish a working system to efficiently and effectively support change at the school site. Team members will:

- Actively attend and participate in regularly scheduled meetings;
- Complete all assigned readings, come prepared to discuss, and be willing to share information with teachers through informal study groups;
- Help create and evaluate data collected by team members;
- Complete any required assignment in a timely manner;

-Cooperate with other team members;

Each member of the team will be well-versed in the common goals of the team; commit to refining their understanding of literacy as a process; participate in job-embedded co-learning; and learning and commit to continued professional growth.

Once established, the team will identify an initial area of need, investigate it, plan a course of action, implement the course of action, and determine the effectiveness of the action plan. The ultimate goal of the team's efforts is to improve literacy learning and instruction.

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

The major initiatives of the LLT during the 2013-2014 year include:

-Learning to work as a collaborative team to bring about forward shifts (positive change) in literacy and instruction.

-Creating, understanding and using a literacy framework - tailored to Cracker Trail's unique student population - to guide efficient and effective instructional planning, delivery, and assessment for differentiated instruction.

-Refine the use and integration of key instructional resources - including the leveled components of the core reading program, Reading Street - in addition to supplement leveled resources and complex text.

-Focus on learning, providing, and refining targeted literacy interventions designed to move the lowest 25% students, first through fifth grade students, to at least a minimum grade-level performance standard.

-Focus on learning, providing, and refining targeted practices that will improve the performance and outcome for those students close to achieving the next highest achievement level on the Spring 2013 Reading FCAT.

-Investigate and refine the use of formative assessment tools (running records, writing samples, interviews, etcetera) in grades 1-5.

-Continue to investigate the concept and implementation of Lesson Study as a job-embedded professional development context for first through fifth grade teachers.

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

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

At Cracker Trail Elementary School, every teacher contributes to the reading improvement of every student. First, teachers are provided a variety of professional learning opportunities during which they learn more about reading as a process; how to use reading resources and teaching practices in a precise and differentiated manner; how to analyze and interpret student data to determine targeted entry points for instruction; and how to make timely adjustments to instruction in order to prevent misunderstandings from taking root. Teachers have access to a full-time Reading Coach, who supports teaching and learning across a variety of contexts within the school. Second, teachers meet with the administrative team on a quarterly basis to discuss student progress and achievement. During these meetings, each child's data is analyzed and interpreted so the school's resources may be directed to any student needing additional support and/or intervention. Lastly, teachers may work in conjunction with support teachers to further enrich, reteach, or intervene in an intentional manner so that students have the opportunity to achieve to the fullest of their potential.

## 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	65%	61%	No	69%
American Indian				
Asian				
Black/African American	42%	26%	No	48%
Hispanic	58%	51%	No	63%
White	68%	65%	No	71%
English language learners				
Students with disabilities	40%	35%	No	46%
Economically disadvantaged	58%	49%	No	63%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	21%	24%
Students scoring at or above Achievement Level 4	104	28%	31%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	248	68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		76%	79%

### 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	137	70%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

### Area 3: Mathematics

#### Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	67%	Yes	65%
American Indian				
Asian				
Black/African American	38%	55%	Yes	45%
Hispanic	52%	53%	Yes	57%
White	64%	69%	Yes	68%
English language learners				
Students with disabilities	38%	53%	Yes	45%
Economically disadvantaged	53%	54%	Yes	58%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	197	54%	56%
Students scoring at or above Achievement Level 4	108	30%	32%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	266	73%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	222	61%	61%

**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	32	28%	30%
Students scoring at or above Achievement Level 4	28	25%	30%

**Florida Alternate Assessment (FAA)**

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

## Goals Summary

- G1.** Increase students' ability to write across content-area subjects, with focus, clear organization, thorough and relevant support, and command of conventions.
- G2.** Increase authentic student engagement through the use of cooperative structures.
- G3.** 2013 FCAT 2.0 data shows 70%(137) of 4th grade students met high standards in writing on FCAT Writes. Our goal is to maintain or increase the percentage of students meeting high standards in writing.

## Goals Detail

**G1.** Increase students' ability to write across content-area subjects, with focus, clear organization, thorough and relevant support, and command of conventions.

### Targets Supported

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

### Resources Available to Support the Goal

- Reading Street Core English Language Arts Program
- Reading Street Writing To Sources Guide and Task Book
- Write Bright Station On-line Writing Program
- Professional Development opportunities in narrative, informational, opinion, and writing to sources writing tasks
- Professional Development opportunities on how to score student writing tasks using new rubrics
- Part-Time Writing Coach

### Targeted Barriers to Achieving the Goal

- Implementation dip due to time needed to learn a new English Language Arts Program.
- Implementation dip due to time needed to learn a new style of writing - Writing to Sources.



### Plan to Monitor Progress Toward the Goal

Review of student writing samples at regular intervals will demonstrate increased teacher effectiveness and comfort-level with the new Core English Language Arts program.

**Person or Persons Responsible**

Administrators, Writing Coach, Reading Coach

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Increase in students scoring 70% and above on scored cross-curricular writing assignments.

### G2. Increase authentic student engagement through the use of cooperative structures.

**Targets Supported**

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

**Resources Available to Support the Goal**

- 1. Kagan Cooperative Structures 2. Leader in Me 3. Professional Development 4. Reading Coach 5. The Teaching Channel 6. OnCourse Lesson Plan collaboration 7. Core Curriculum resources and strategies

**Targeted Barriers to Achieving the Goal**

- Targeted Barrier for Goal 1 - Implementation of new core resources.

### Plan to Monitor Progress Toward the Goal

Walk throughs during examination and planning meetings to monitor teachers' depth of understanding of new resources and effective of use of time.

**Person or Persons Responsible**

Administration Reading Coach

**Target Dates or Schedule:**

October 8 and 26, 2013 January 6, 2014

**Evidence of Completion:**

Observations, discussions, and lesson plans

**G3.** 2013 FCAT 2.0 data shows 70%(137) of 4th grade students met high standards in writing on FCAT Writes. Our goal is to maintain or increase the percentage of students meeting high standards in writing.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Allocated time in daily schedule for explicit writing instruction and small-group reinforcement
- Reading Street Core Instruction writing resources that support the writing process
- Write Bright on-line resources that specifically support narrative and informational writing styles
- Part-time Writing Coach who works with fourth grade students on narrative and expository writing process
- Professional Development, as needed, for fourth grade teachers, provided by the Writing Coach and/or Literacy/Curriculum Resource Teacher

**Targeted Barriers to Achieving the Goal**

- Bringing low-performing students to a higher standard of writing.

**Plan to Monitor Progress Toward the Goal**

Low-progress writers' narrative and expository writing samples will be scored and analyzed, according to a rubric. Small group membership may change, based on the analysis of student progress.

**Person or Persons Responsible**

Writing Coach, teachers

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Scored writing samples, small-group membership as documented in lesson plans

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase students' ability to write across content-area subjects, with focus, clear organization, thorough and relevant support, and command of conventions.

**G1.B1** Implementation dip due to time needed to learn a new English Language Arts Program.

**G1.B1.S1** Provide time for teachers to examine and plan using the Reading Street Core English Language Arts program.

### Action Step 1

Utilize Reading/Language Arts Content Area Specialist's support days on campus to facilitate teacher learning of new Core English Language Arts program.

#### Person or Persons Responsible

District Reading/Language Arts Content Area Specialist, School-based Administrators, School-based Reading Coach

#### Target Dates or Schedule

October 8, 2013; Spring date: TBA

#### Evidence of Completion

Sign-in sheets, agendas, session minutes

#### Facilitator:

Kim Ervin, Highlands County Reading/English Language Arts Content Area Specialist

#### Participants:

Classroom and ESE teachers, grades 1 - 5

## **Action Step 2**

School-based support and monitoring of writing instruction, school-wide, using new Core English Language Arts resources.

### **Person or Persons Responsible**

Administrators, Reading Coach, Writing Coach

### **Target Dates or Schedule**

During classroom informal visits, during instructional conferences with teachers

### **Evidence of Completion**

Documentation that records informal classroom visits by administrators; Reading Coach's planner that notes time and date of classroom visits

### **Facilitator:**

Nikki Swaine, Writing Coach; Karen Ladinsky, Reading Coach; Richard Demeri, Principal; Jeannie Inagawa, Assistant Principal

### **Participants:**

Classroom and ESE teachers, grades 1 - 5

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

Classroom support and monitoring visits will be reviewed and discussed during weekly Administrative Team meetings, which include the Principal, Assistant Principal, Reading Coach and Guidance Counselor.

### **Person or Persons Responsible**

Administrative Team members: Principal, Assistant Principal, Reading Coach, Guidance Counselor

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

Documented A-Team Meeting dates

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

Teacher effectiveness and comfort-levels with the Reading Street Core English Language Arts program will increase, as noted during informal classroom observations and walk-throughs.

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

Administrators, Reading Coach

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

Teacher effectiveness and comfort-levels with Core ELA program will be discussed during each Weekly Administrative Team meeting, based on weekly classroom observations and walk-throughs.

#### **Evidence of Completion**

Student achievement in writing across content-area subjects will improve, based on a review of student writing samples.

### **G1.B2 Implementation dip due to time needed to learn a new style of writing - Writing to Sources.**

**G1.B2.S1** Provide time for teachers to understand and learn how to teach a new style of writing - Writing to Sources.

#### **Action Step 1**

Designate some Teacher Workdays and/or 2-hour Early Release days as professional development time for teachers to learn more about the instructional context of writing to sources.

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

Administrators, Reading Coach

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

Tentatively: January 6th, 2014 and February 13th, 2014

#### **Evidence of Completion**

Sign-in sheets, agendas, notes from training

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

Ensure that teachers are present for scheduled workshops, designated as learning opportunities in the area of writing to sources.

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

Administrators, Reading Coach

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

Scheduled workshop dates - tentatively January 6, 2014 and February 13, 2014

#### **Evidence of Completion**

Sign-ins, follow-up assignments

### **Plan to Monitor Effectiveness of G1.B2.S1**

Student achievement on Writing to Sources tasks will increase as teachers learn more about the new writing style, and become more adept using their tools and resources.

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

Administrators, Reading Coach, Writing Coach

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

Quarterly

#### **Evidence of Completion**

Review of samples from each grade level of a writing-to-sources assignment, on which students score 70% or higher.

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

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

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

#### **Evidence of Completion**

## Plan to Monitor Effectiveness of G2.B3.S1

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G2.** Increase authentic student engagement through the use of cooperative structures.

**G2.B3** Targeted Barrier for Goal 1 - Implementation of new core resources.

**G2.B3.S2** Strategy 2- Grade levels collaborate to most effectively use new core curriculum resources.

### Action Step 1

Plan to Implement Strategy 1: Utilizing content area specialists' support days to provide guided assistance with new core curriculum components. -Select dates when teachers will be available to examine and plan with the new core curriculum resources.

### Person or Persons Responsible

Administration, Reading Coach, and Content Area Specialist

### Target Dates or Schedule

October 8 and 26, 2013 January6, 2014

### Evidence of Completion

Check sign in sheets, session agendas, and minutes

## **Action Step 2**

Plan to Implement Strategy 2: Provide additional common planning time for grade level collaboration.  
-Teachers will meet at least once each month to collaborate and generate effective lessons based on new core curriculum resources.

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Agendas, minutes, and lesson plans

## **Plan to Monitor Fidelity of Implementation of G2.B3.S2**

### **Person or Persons Responsible**

### **Target Dates or Schedule**

### **Evidence of Completion**

## **Plan to Monitor Effectiveness of G2.B3.S2**

### **Person or Persons Responsible**

### **Target Dates or Schedule**

### **Evidence of Completion**



**G3.** 2013 FCAT 2.0 data shows 70%(137) of 4th grade students met high standards in writing on FCAT Writes. Our goal is to maintain or increase the percentage of students meeting high standards in writing.

**G3.B3** Bringing low-performing students to a higher standard of writing.

**G3.B3.S1** Provide frameworks for students to use when organizing for and creating each type of writing.

### **Action Step 1**

Ensure that teachers have a clear understanding of narrative and expository organizational frameworks, and monitor the fidelity of implementation.

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

Writing Coach Literacy/Curriculum Resource Teacher

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

During daily writing instruction, throughout the academic year during instructional conferences.

#### **Evidence of Completion**

Student planning pages and student essays demonstrate the use of the organizational frameworks.

#### **Facilitator:**

Nikki Swaine, Writing Coach; Karen Ladinsky, Reading Coach

#### **Participants:**

Fourth Grade Teachers

### **Plan to Monitor Fidelity of Implementation of G3.B3.S1**

Writing Coach will work with fourth grade teachers and their classes once each week, modeling the correct use of organizational frameworks, and supporting teachers with their use of the organizational frameworks with their students.

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

Writing Coach

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

Weekly for 40 minutes

#### **Evidence of Completion**

Students will use organizational frameworks for both narrative and expository writing with increasing independence, competence and confidence.

### Plan to Monitor Effectiveness of G3.B3.S1

Student writing plans (using the organizational frameworks) will be monitored for completion.

**Person or Persons Responsible**

Writing Coach, 4th grade teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student narrative and/or expository writing samples will adhere to completed plans.

**G3.B3.S2** Teacher think-aloud, modeling and differentiated support in small groups to increase the intensity of instruction provided to low-progress learners.

**Action Step 1**

Teachers, Writing Coach and Reading Coach will provide explicit think-aloud instruction as the writing process is modeled for learners, according to needs demonstrated in writing samples.

**Person or Persons Responsible**

Classroom Teachers, Writing Coach, Reading Coach

**Target Dates or Schedule**

During flexible, small group time, throughout the academic year in instructional conferences.

**Evidence of Completion**

Teacher lesson plans will document the frequency of small group instruction. Walk-throughs by administrators will monitor the effectiveness of small group instruction.

**Facilitator:**

Nikki Swaine, Writing Coach; Karen Ladinsky, Reading Coach

**Participants:**

Fourth Grade Teachers

### **Plan to Monitor Fidelity of Implementation of G3.B3.S2**

Classroom observations and walk-throughs, as well as co-teaching contexts with the school Writing Coach and Reading Coach, will be used to monitor teacher think-alouds, modeling and use of small, flexible groups to increase the intensity of instruction provided to low-progress learners.

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

Administrators, Writing Coach, Reading Coach

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

Weekly

#### **Evidence of Completion**

Observation of classroom writing instruction, observation of small group contexts, lesson plans noting think-alouds, modeling, and small group structures.

### **Plan to Monitor Effectiveness of G3.B3.S2**

Writing Coach, Reading Coach and teachers will look for increases in low-progress writers' independence, competence, and confidence when completing narrative and/or expository writing assignments.

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

Writing Coach, Reading Coach, teachers

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

Weekly

#### **Evidence of Completion**

Low-progress writers' narrative and expository assignments will show improvement in focus, organization, support, voice, and use of conventions, as scored on a rubric.

### **Plan to Monitor Fidelity of Implementation of G3.B3.S3**

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

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

#### **Evidence of Completion**

## **Plan to Monitor Effectiveness of G3.B3.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Coordination and Integration

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

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

Title I Part A: Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB which have not been waived by the FLDOE's waiver.

Title I Part C Migrant: Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title II: Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III: Supports activities to assist students become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.

Title VI Part B: Title VI provides for our Career Academy at South Florida State College which gives students vocational opportunities as well as academic education.

Title X Homeless: Students Services coordinates with Title 1 Part A to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education(FAPE).

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Nutrition Programs: LEA participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snack is also provided for after school care and after school tutoring programs. Summer food programs are provided at various school sites and community locations. The USDA fruit and vegetable grant will also be provided at Fred Wild Elementary School.

VPK: These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector.

Adult Education: Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available.

Violence Prevention Program: The district offers a non-violence and anti-drug program to students that incorporates field trips, community.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** Increase students' ability to write across content-area subjects, with focus, clear organization, thorough and relevant support, and command of conventions.

**G1.B1** Implementation dip due to time needed to learn a new English Language Arts Program.

**G1.B1.S1** Provide time for teachers to examine and plan using the Reading Street Core English Language Arts program.

### PD Opportunity 1

Utilize Reading/Language Arts Content Area Specialist's support days on campus to facilitate teacher learning of new Core English Language Arts program.

#### Facilitator

Kim Ervin, Highlands County Reading/English Language Arts Content Area Specialist

#### Participants

Classroom and ESE teachers, grades 1 - 5

#### Target Dates or Schedule

October 8, 2013; Spring date: TBA

#### Evidence of Completion

Sign-in sheets, agendas, session minutes

## **PD Opportunity 2**

School-based support and monitoring of writing instruction, school-wide, using new Core English Language Arts resources.

### **Facilitator**

Nikki Swaine, Writing Coach; Karen Ladinsky, Reading Coach; Richard Demeri, Principal; Jeannie Inagawa, Assistant Principal

### **Participants**

Classroom and ESE teachers, grades 1 - 5

### **Target Dates or Schedule**

During classroom informal visits, during instructional conferences with teachers

### **Evidence of Completion**

Documentation that records informal classroom visits by administrators; Reading Coach's planner that notes time and date of classroom visits

**G3.** 2013 FCAT 2.0 data shows 70%(137) of 4th grade students met high standards in writing on FCAT Writes. Our goal is to maintain or increase the percentage of students meeting high standards in writing.

**G3.B3** Bringing low-performing students to a higher standard of writing.

**G3.B3.S1** Provide frameworks for students to use when organizing for and creating each type of writing.

## **PD Opportunity 1**

Ensure that teachers have a clear understanding of narrative and expository organizational frameworks, and monitor the fidelity of implementation.

### **Facilitator**

Nikki Swaine, Writing Coach; Karen Ladinsky, Reading Coach

### **Participants**

Fourth Grade Teachers

### **Target Dates or Schedule**

During daily writing instruction, throughout the academic year during instructional conferences.

### **Evidence of Completion**

Student planning pages and student essays demonstrate the use of the organizational frameworks.

**G3.B3.S2** Teacher think-aloud, modeling and differentiated support in small groups to increase the intensity of instruction provided to low-progress learners.

### **PD Opportunity 1**

Teachers, Writing Coach and Reading Coach will provide explicit think-aloud instruction as the writing process is modeled for learners, according to needs demonstrated in writing samples.

#### **Facilitator**

Nikki Swaine, Writing Coach; Karen Ladinsky, Reading Coach

#### **Participants**

Fourth Grade Teachers

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

During flexible, small group time, throughout the academic year in instructional conferences.

#### **Evidence of Completion**

Teacher lesson plans will document the frequency of small group instruction. Walk-throughs by administrators will monitor the effectiveness of small group instruction.



## Appendix 2: Budget to Support School Improvement Goals