2013-2014 SCHOOL IMPROVEMENT PLAN

Reedy Creek Elementary School

5100 EAGLES TRL

Kissimmee, FL 34758

407-935-3580

www.osceola.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	78%

Alternative/ESE Center	Charter School	Minority Rate
No	No	74%

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
Reedy Creek Elementary School

Principal
Katrina Sanders

School Advisory Council chair
Yatrawati Mastapha

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

Name	Title
Nelson Placa	Assistant Principal
Laura Dyer	MTSS Coach/Test Coordinator
Vicki Bachman	Math Coach
Suzi (Gustafson) Larson	Literacy Coach

District-Level Information

District
Osceola

Superintendent
Mrs. Melba Luciano

Date of school board approval of SIP
10/15/2013

School Advisory Council (SAC)

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

Membership of the SAC

Our SAC is compromised of parents and staff. Dr. Yatrawati Mastapha, 3rd grade teacher, Chair, Erin Tracy, parent, Secretary, Treasurer, Sharon Hickson, fifth grade teacher, and Sergeant of Arms, Julie Sawyer, 3rd grade teacher. Our membership is 51% parents and 49% staff and we strive yearly to correlate with our student population.

Involvement of the SAC in the development of the SIP

SAC members share the improvement plan at the beginning of the year to review what was developed, if changes need to be made we tweak in order to have a well layer out plan. Then In the summer we have a working breakfast to review the old plan, data and develop a new plan that reflects are needs. We send out emails, IRIS alerts and invitations to get parents and staff involved in the process. We do round table discussion to collaborate and decide on the best needs for the students.

Activities of the SAC for the upcoming school year

SAC will meet once a month to review progress, go over important information concerning the school, updating school improvement plan if needed be, participate in the parent workshops that will be held in meeting rooms or clubhouses in our student's neighborhood.

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

We are not being allocated any funds this year. If this should change we would look at needs of the students and teachers to assure accademic success.

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:

Katrina Sanders		
Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	Katrina Sanders received her Bachelors of Science in Elementary Education from the University of South Alabama in 1997. In August of 1997 she began teaching and has taught 2-5 grades for 10 years, been a Reading coach for 2 years, and District Resource Teacher for 1 year and an administrator for 4 years. She received her Masters in Curriculum and Instruction from National Louis University in 2000 and obtained her Specialists degree in Educational Leadership in 2001. She has her ESOL and Reading Endorsement and School Principalship.
Performance Record	Throughout my edcuational career I have been a part a couple of diverse schools ranging from A to D. Mill Creek D, A,A,B,A, Partin Settlement, A,A,A,A,A, Flora Ridge C, Thacker Avenue, C, Reedy Creek A,A,A,B with a successful A coming this year.

Nelson Placa		
Asst Principal	Years as Administrator: 6	Years at Current School: 2

Credentials	Bachelor of Arts, Spanish Education/Bilingual Bicultural Elementary Education, Western Illinois University Master of Business Administration, MBA with Technology Management, University of Phoenix Educational Leadership Certification, Barry University
Performance Record	2008-2009 D Liberty High School 2009-2010 B Liberty High School 2010-2011 B Liberty High School 2011-2012 B Liberty High School 2012-2013 B Reedy Creek Elementary

Instructional Coaches

# of instructional coaches
3

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

Instructional Coach Information:

Vicki Bachman		
Full-time / School-based	Years as Coach: 5	Years at Current School: 30
Areas	Mathematics	

Credentials	Credentials - Elementary Ed, Early Childhood, ESOL, Gifted Degree - Bachelor's Performancne Recordsn - First Grade (Lutz Elem) 1 year Second Grade (RCE) 18.5 years Project CHILD 3-5 Math Specialist (RCE) 5 years Math Coach 2 years Gifted 3rd, 4th, 5th (Math Science) 1 year Half Day Teach 5th Gifted (with Suzi) /Half Day Math Coach 1 year Half Day Teach 4th (with Suzi) /Half Day Math Coach 1 year
Performance Record	Vicki has been a part of the Reedy Creek team for 30 years and the school performance record is as follows: 1998-1999: C, 1999-2000: B, 2000-2001: C, 2001-2002: B, 2002-2003: A, 2003-2006: B, 2006-2012: A, 2012-2013: B

Laura Dyer		
Full-time / School-based	Years as Coach: 10	Years at Current School: 29
Areas	RtI/MTSS	
Credentials	I have a Bachelor of Science Degree in Elementary Education from Wright State University. I have taught 29 years at Reedy Creek Elementary. Seven of those years we were an A School (2003, 2007 - 2012) and six years we were a B School (2000, 2002, 2004 - 2006). I have my ESOL Endorsement and Reading Endorsement and am certified Nursery, Age 3 through 6th grade.	
Performance Record	Laura has been a part of the Reedy Creek team for 29 years and the school performance record is as follows: 1998-1999: C, 1999-2000: B, 2000-2001: C, 2001-2002: B, 2002-2003: A, 2003-2006: B, 2006-2012: A, 2012-2013: B	

Suzi Gustafson		
Full-time / School-based	Years as Coach: 6	Years at Current School: 4
Areas	Reading/Literacy	
Credentials	I received my bachelor's degree in Elementary Education from Florida Christian College. I am certified in ESOL and earned my Reading Endorsement (RESOL). I taught second grade for one year and third grade for five years at Kissimmee Elementary School. I was the Literacy Coach at Highlands Elementary for three years. We went from a "C" rated school to an "A." During the past three years at Reedy Creek, I was the Reading Specialist, half time fifth grade teacher, Intermediate Literacy Coach, half time fourth grade teacher and dean. This school year, I am the Literacy Coach. Two of the three years, Reedy Creek earned an "A."	
Performance Record	I was the Literacy Coach at Highlands Elementary for three years. We went from a "C" rated school to an "A." Two of the three years, Reedy Creek earned an "A."	

Classroom Teachers

# of classroom teachers
62

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
54, 87%

 # ESOL endorsed

54, 87%

 # reading endorsed

6, 10%

 # with advanced degrees

10, 16%

 # National Board Certified

5, 8%

 # first-year teachers

2, 3%

 # with 1-5 years of experience

15, 24%

 # with 6-14 years of experience

24, 39%

 # with 15 or more years of experience

17, 27%

Education Paraprofessionals

# of paraprofessionals

18

 # Highly Qualified

18, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

2

 # 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

We have a committe who intervies candidates to join our team that is represented of our adminsitration, one of our coaches and grade level to who we are looking to hire. When new teachers join our team, Laura Dyer one of our instructional coaches assigns them a mentor to help throughout the school year. For our veterans we continual praise them, provide feedback and support needed to be the most successful that they can be.

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

When new teachers come on board my Instructional Coach, Luara Dyer who oversees the Mentoring program determines the need of support for the teacher. She strives to match personality and grade level representation to assure the teacher is successful. She meets with the mentors and mentees and share a suggested timeline of activites or portfolios items that may need to get done. FOr those teachers who have taught before recieve a mentor tohelp them with how to follow RCE procedures.

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

Each week our MTSS Coach team reviews students in specified tiers, teachers concerns and new data when it is gained. Based on data we adjust the tier intervention, add more students into the MTSS process, progress monitor students who are being successful or determine if there needs to be a change school wide, classroom and or small groups. This is done through PLCS, LLT team meetings, PST team meetings, Leadership Team Meetings and Faculty Meetings.

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

MTSS Coach oversees the process of MTSS by monitoring interventions, progress monitoring students, keeping data and setting up meetings with parents and RCS.
Literacy Coach and Math Coach help review the data, determine correct resources to meet the needs of the students and train interventionist.
Administration to review data, determine what is needed, what they can do to support and resources
School Psychologist reviews data and gives input to help make accurate decisions, gives DAR to help pinpoint accurate intervention at Tier 3
Guidance Counselor share input on behavioral concerns, helps develop behavioral plans and guidance for students.

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

Weekly Leadership Team to review what has been observed in classrooms, data, action plan check in and what has been shared at district meetings. We meet with grade levels and adjust plans accordingly and to the needs of the students/

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

STAR Renaissance- Early Literacy for Kindergarten and First Grade and STAR Math and Reading fro grades 2-5. Data Director formative for Science. Curriculum BOY, MOY and EOY.

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

To support MTSS and build capacity in the data-based problem solving system with the staff is to continually keep them abreast to the process, decisions and team through meetings(grade levels, faculty and individual teachers) and with parents it is through one on one meetings when concerns arise.

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: Extended Day for All Students

Minutes added to school year: 0

We use PE Waivers to provide extra interventions for our students and have built in a 30 minute intervention time at the end of the day. We service 3rd, 4th and 5th grade studnets currently 4 days a week with PE intervention groups in Math and reading. We service the lowest quartile and the bubble students. Grades k-5 are also serviced 4 days a week in reading and math during the iii time. We are usingthe following reserch based items to provide the instruction: MOBYMAX, Do the Math, GO MATH, KidBiz, Voyager, LLI, Write in Read with the Journeys series and STAR Renaissance.

Strategy Purpose(s)

- Instruction in core academic subjects

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

We use the Progress monitoring with the STAR Reading and STAR Math once a month to determine the success or weakness. After reviewing the data we determine the the skills that need to be worked on in the Intervention classes to support the studnets and fill in the missing gaps. We use the Instructional Planning reports from STAR Reading and STAR Math to determine the focus skills that are missing so that they cna be worked on during the intervention classes

Who is responsible for monitoring implementation of this strategy?

The Leadership team is responsible for monitoring the studnets. The assistant principal is in charge of monitoring the ELO, The Math coach is monitoring iii and Pe Waiver of lowest quartile, The Reading COach is monitoring the bubble students in reading and the MTSS coach is monitoring the iii students in reading and math. Th principal is monitoring the whole school.

Strategy: Extended Day for All Students
Minutes added to school year: 0

We use Sunshine Math to enrich the high level math students during the iii/enrichment time(K-5). In reading we are using Literature Circles using the Scholastic Leveled Book Room (2-5).

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

We will review the STAR Reading and STAR Math test that will be given 5 times a year in August, October, January, March and May.

Who is responsible for monitoring implementation of this strategy?

Teachers are monitoring their studnets and the Math Coach and Reading Coach are monitoring school wide data with the principal overseeing.

Literacy Leadership Team (LLT)

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

Name	Title
Suzi Gustafson(Larson)	Literacy Coach
Lindsey Deacon	Kindergarten Teacher
Keely Holloway	First Grade Reading Teacher
Heather Thomson	First Grade Writing Teacher
Amy Andrews	Second Grade ELA TEacher
Yatrawati Mastapha	Third Grade ELA Teacher
Geraldine Kuerzi	Fourth Grade Teacher
Linda Wheeler	Fifth Grade ELA Teacher
Laura Dyer	MTSS Coach
Misty Haynes	Media Specialist

How the school-based LLT functions

The team meets once a month to discuss data, Reading information and Writing. Discussions of pros and cons of the curriculum and what is needed with particular grade levels. Input on decision for MTSS and interventions is asked from the group and the group is asked to share with fellow grade level members. A book study on "Building Background Knowledge" by Marzano will be completed with the team with the hopes of solidifying the academic vocabulary through out the school They will also develop a Parent Involvement night about reading where they teach strategies to the parents and give them support with hands on activities and guidance so parents can bring support home to assist their child.

Major initiatives of the LLT

Parent Involvement Night
Building the Capacity of Vocabulary throughout the school
Develop the understanding of complex text and reponse to reading

Every Teacher Contributes to Reading Instruction

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

All teachers are required to teach 90 minutes of uninterrupted Language Arts Reading time with an additional 30 to 45 minutes that is Language Arts Writing. During the last 30 minutes of the school day Monday, Tuesday, Thursday and Friday is iii and enrichment time where students additional needs in reading are meet with interventions and interventionist to help them be successful. To assure every teacher is following the plan , administration and the Literacy Coach conduct walk throughs and provide feedback to the teachers. The leadership team meets once a week to reflect on what is occurring, what we are observing and how we can improve or support or teachers. PLCs are directed to analyze data and look at curriculum and see what is working, what is not and where we need to go, data chats with grade levels will also occur to see where we are and where we need to go. Data chats with 3rd, 4th and 5th grade will also take place withe the Leadership Team to help set goals with students and a plan of action so they can take ownership of their learning. The MTSS coach and their team look at data and the students to provide interventions for those students who need extra support. We also have Ticket to Read a computer program for grades K-5 and KidBiz for grades 2-5 to practice reading skills both in school and out of school. We also use AR as incentives to get students to read, set goals and met set goals individually as a class and as a school. We have incorporated school wide the STAR Renaissance testing to be completed at least 4 times a year but we will chose 5 and it will be used to progress monitor our MTSS students.

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

Our VPK and PK ESE classrooms are a part of our school in several ways, they use the cafeteria and go through the lunch/breakfast line making their choices of food to eat and eating at our tables. They go to the library and use the Media Center. They participate in recess activities on a playground. The students and parents are invited and included in our PTO/SAC meetings, Parent Involvement Nights and Title I Night. They participate in picture day and other events. They take tours of the school and learn about the different areas for instruction. We hold a Kindergarten Round Up where the parents can register, and meet the Kindergarten team where parents learn expectations and students can explore the kindergarten classrooms and get a quick snapshot of what kindergarten is and will look like.

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	70%	68%	Yes	73%
American Indian				
Asian	75%	83%	Yes	78%
Black/African American	75%	58%	No	78%
Hispanic	65%	69%	Yes	69%
White	78%	75%	No	80%
English language learners	56%	56%	Yes	60%
Students with disabilities	67%	26%	No	70%
Economically disadvantaged	67%	66%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	20%	30%
Students scoring at or above Achievement Level 4	98	25%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		20%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		80%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		70%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		65%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	87	40%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	50	23%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	45	22%	27%

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	60	55%	65%
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	56%	51%	Yes	60%
American Indian				
Asian	67%	63%	No	70%
Black/African American	53%	48%	No	57%
Hispanic	50%	45%	Yes	55%
White	66%	62%	Yes	69%
English language learners	45%	40%	Yes	51%
Students with disabilities	63%	60%	No	67%
Economically disadvantaged	53%	49%	Yes	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	145	44%	55%
Students scoring at or above Achievement Level 4	58	18%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		59%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		56%	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	46	41%	52%
Students scoring at or above Achievement Level 4	19	17%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		75%

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	65	9%	7%
Students retained, pursuant to s. 1008.25, F.S.	32	4%	3%
Students who are not proficient in reading by third grade	41	32%	27%
Students who receive two or more behavior referrals	21	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

At RCE we want our parents involved in the education of the child and join a partnership so that we can together help make all chidlren successful. We will does this by increasing our number of Volunteer hours and increasing the involvement of paretns at our PI events like Title I night, Pumpkin Math Night, Fall Into Reading, Science Enrichment Day, and others. We also want to go tot he parents that can not come to us so we will develop parent trainings ameeting rooms in hotels and clubhouses in communities. We will use Parent Involvement funds to help with the communication of the PIP and SIP.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the number of volunteer hours to 7000.	5230	74%	80%

Goals Summary

G1. Increase student's knowledge in scientific concepts.

G2. Increasing the writing throughout the content areas and enhancing students writing ability.

G3. Increase the understanding and application of specific and guaranteed student academic vocabulary which in turn increases the fluency of problem solving single or multi step word problems.

G4. Increase the use of higher order questions/critical thinking skills by incorporating the use of rigorous and complex text.

Goals Detail

G1. Increase student's knowledge in scientific concepts.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Science resources
- AIMS
- Science questions on intranet
- Think Central

Targeted Barriers to Achieving the Goal
- weak understanding in scientific concepts

Plan to Monitor Progress Toward the Goal

progress monitoring on data director

Person or Persons Responsible
administration

Target Dates or Schedule:
monthly

Evidence of Completion:
increase level of proficient students on FCAT

G2. Increasing the writing throughout the content areas and enhancing students writing ability.

Targets Supported
- Reading (AMO's, FCAT2.0, CELLA)

- Writing

- Social Studies

- Science

- Science - Elementary School

Resources Available to Support the Goal
- Common Core Connections Training

- Literacy Coach and District Initiatives

- Journey Curriculum

Targeted Barriers to Achieving the Goal
- In adequate time to fully provide extensive support in writing

Plan to Monitor Progress Toward the Goal

RCE Writes

Person or Persons Responsible
Literacy Coach and 4th grade teachers

Target Dates or Schedule:
monthly

Evidence of Completion:
increase score on the writes and an increase in the number of proficient students on FCAT Writes

G3. Increase the understanding and application of specific and guaranteed student academic vocabulary which in turn increases the fluency of problem solving single or multi step word problems.

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

Resources Available to Support the Goal
- GO Math CCSS curriculum and Think Central

- Math Solutions training fro grades 2-5

- Math Coach - modeling

- Moby Max computer program to utilized in Math Lab

- FCAT Test specifications

Targeted Barriers to Achieving the Goal
- Providing extensive math support and instruction to meet the students needs

Plan to Monitor Progress Toward the Goal

STAR Renaissance assessment and FCAT

Person or Persons Responsible
Leadership Team and homeroom teacher

Target Dates or Schedule:
weekly, monthly, quarterly and yearly

Evidence of Completion:
increase of students at or above the 40th percentile on the STAR Renaissance assessment and increase the number of students scoring at proficient level on FCAT.

G4. Increase the use of higher order questions/critical thinking skills by incorporating the use of rigorous and complex text.

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

- Writing

- Science

- Science - Elementary School

Resources Available to Support the Goal
- Literacy Coach and Literacy Leadership Team

- Scholastic Level Library

- Rigorous and Complex Texts

- KIDBIZ, STAR Renaissance, Ticket to read

- Journeys Curriculum and Think Central

- Word Walls with no excuse vocabulary and content area common vocabulary list

Targeted Barriers to Achieving the Goal
- Adequate time to intervene and provide additional support

Plan to Monitor Progress Toward the Goal

STAR Renaissance and FCAT assessment

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Monthly, Quarterly and at end of the year

Evidence of Completion:
Successful increase on the STAR Renaissance testing and increase number of students scoring proficiency on the FCAT.

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student's knowledge in scientific concepts.

G1.B1 weak understanding in scientific concepts

G1.B1.S1 Increase the use of scientific method with hands on activities and increase in specific and guaranteed science academic vocabulary.

Action Step 1

Provide resources for hands on activiities and guaranteed science vocabulary

Person or Persons Responsible

administration

Target Dates or Schedule

weekly

Evidence of Completion

walk throughs and feedback with IObservation system

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

walk throughs

Person or Persons Responsible

Math/Science Coach and administration

Target Dates or Schedule

weekly

Evidence of Completion

students engagement and increase of knowledge of scientific vocabulary that will be applied in scientific experiments and written response.

Plan to Monitor Effectiveness of G1.B1.S1

Data Director Assessments

Person or Persons Responsible

Administration and 5th grade teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

increase score on the progress monitoring assessment.

G2. Increasing the writing throughout the content areas and enhancing students writing ability.

G2.B3 In adequate time to fully provide extensive support in writing

G2.B3.S1 During the last 30 minutes of the day which is designated as iii/enrichment time teachers will ability group the students according to the area of need for the students in writing.

Action Step 1

Analyze student writing data and determine areas of weakness and strengths. Group students based on need and then decide who is stronger in teaching the needed area.

Person or Persons Responsible

Literacy Coach and 4th grade teachers

Target Dates or Schedule

4 days a week during iii time

Evidence of Completion

increase level of proficiency on FCAT Writes

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

data chats

Person or Persons Responsible

literacy coach and administration

Target Dates or Schedule

monthly

Evidence of Completion

increase scores on monthly writes test

Plan to Monitor Effectiveness of G2.B3.S1

Walk throughs

Person or Persons Responsible

leadership teams

Target Dates or Schedule

weekly

Evidence of Completion

increase on monthly writes

G3. Increase the understanding and application of specific and guaranteed student academic vocabulary which in turn increases the fluency of problem solving single or multi step word problems.

G3.B3 Providing extensive math support and instruction to meet the students needs

G3.B3.S1 Using ELO and ELO Plus funds to provide extra intensive instruction to those students scoring below the 40th percentile on the STAR Renaissance testing be utilizing supplemental evidence based materials and teachers to effectively engage and and educate the students.

Action Step 1

determine the students who score below the 40th percentile on the STAR Renaissance and what curriculum resources will be used and who will provide the instruction

Person or Persons Responsible

Leadership team and grade level teachers

Target Dates or Schedule

4 days a week during block on PE Waiver and during the iii/enrichment time

Evidence of Completion

Successful groups providing intensive instruction which in turn assist students in increasing scores.

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

Walk Throughs

Person or Persons Responsible

Administration and Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Student engagement, students ability to answer word problems using appropriate academic words

Plan to Monitor Effectiveness of G3.B3.S1

Progress Monitoring with STAR Renaissance and MobyMax

Person or Persons Responsible

Leadership Team and Homeroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in Scale Score on STAR Renaissance assessment and increase level on MobyMax.

G4. Increase the use of higher order questions/critical thinking skills by incorporating the use of rigorous and complex text.

G4.B1 Adequate time to intervene and provide additional support

G4.B1.S1 Using ELO and ELO Plus funds to provide extra intensive instruction to those students scoring below the 40th percentile on the STAR Renaissance testing be utilizing supplemental evidence based materials and teachers to effectively engage and and educate the students.

Action Step 1

Intervention Groups and Teachers to be developed and appropriate curriculum to be chosen to meet the needs of the students.

Person or Persons Responsible

Leadership Team and Grade Level teachers

Target Dates or Schedule

4 days of week during Block time on a PE Waiver or during iii/enrichment time at the end of the day.

Evidence of Completion

Successful increase on STAR Renaissance Progress Monitoring test and proficiency scores and learning gains on FCAT.

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

Students participating in the intervention groups will be progress monitored using the STAR Renaissance assessment system.

Person or Persons Responsible

Leadership Team which includes administration, MTSS Coach, Literacy Coach and Math coach and homeroom teachers.

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in Scale Scores on the STAR Renaissance assessment

Plan to Monitor Effectiveness of G4.B1.S1

STAR Renaissance Assessment

Person or Persons Responsible

Leadership Team and homeroom teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Increase scale score on the STAR Renaissance progress monitoring and seeing students move beyond the 40th percentile.

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:To ensure students requiring additional remediation are assisted; extended learning opportunities are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches. Also helps provided professional development for teachers in CCSS and allows for supplemental support such as KidBiz, MobyMax, Ticket to Read to be purchased to support teachers in their teaching.

Title I, Part C-Migrant: When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D: When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II: Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X: To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

Title III: Theses funds help support the ESOL population with Assistants and supplemental materials to assist NES students transition into the English language.

SAI: These funds are used to provided extra learning opoortunities for our students with intervetion/tutoring programs. Our goal is to get students while they are on our campus so we use PE waivers.

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.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Increase the understanding and application of specific and guaranteed student academic vocabulary which in turn increases the fluency of problem solving single or multi step word problems.	$12,000
G4.	Increase the use of higher order questions/critical thinking skills by incorporating the use of rigorous and complex text.	$14,000
	Total	$26,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
SAI and ELO Plus from Title I (SES)	$26,000	$26,000
Total	$26,000	$26,000

Budget Details

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

G3. Increase the understanding and application of specific and guaranteed student academic vocabulary which in turn increases the fluency of problem solving single or multi step word problems.

G3.B3 Providing extensive math support and instruction to meet the students needs

G3.B3.S1 Using ELO and ELO Plus funds to provide extra intensive instruction to those students scoring below the 40th percentile on the STAR Renaissance testing be utilizing supplemental evidence based materials and teachers to effectively engage and and educate the students.

Action Step 1

determine the students who score below the 40th percentile on the STAR Renaissance and what curriculum resources will be used and who will provide the instruction

Resource Type

Personnel

Resource

Hire highly qualified teachers to provide ELO (Extended Learning Opportunity) before school or during block on a PE Waiver.

Funding Source

SAI and ELO Plus from Title I (SES)

Amount Needed

$12,000

G4. Increase the use of higher order questions/critical thinking skills by incorporating the use of rigorous and complex text.

G4.B1 Adequate time to intervene and provide additional support

G4.B1.S1 Using ELO and ELO Plus funds to provide extra intensive instruction to those students scoring below the 40th percentile on the STAR Renaissance testing be utilizing supplemental evidence based materials and teachers to effectively engage and and educate the students.

Action Step 1

Intervention Groups and Teachers to be developed and appropriate curriculum to be chosen to meet the needs of the students.

Resource Type

Personnel

Resource

Hire highly qualified teachers to provide ELO (Extended Learning Opportunity) before school or during block on a PE Waiver.

Funding Source

SAI and ELO Plus from Title I (SES)

Amount Needed

$14,000