2013-2014 SCHOOL IMPROVEMENT PLAN

Memorial Elementary School

867 MEMORIAL DR
Avon Park, FL 33825
863-784-0200
http://www.highlands.k12.fl.us/~mes/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	85%

Alternative/ESE Center	Charter School	Minority Rate
No	No	68%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	F	D	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

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
Monitoring Only	4	Jim Browder

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

Current School Status

School Information

School-Level Information

School
Memorial Elementary School

Principal
Laura Waldon

School Advisory Council chair
Joshua McGhee

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

Name	Title
Laura Waldon	Principal
Courtney Floyd	Assistant Principal
Shirley Demeri	Reading Coach
Erin Welch	Guidance
Sally Hood	1st Grade Teacher
Debra Crandall	2nd Grade Teacher
Karen Messer	3rd Grade Teacher
Heather Esquibel	4th Grade Teacher
Kayla Jackson	5th Grade Teacher
Lu Brannon	TRT
Cara Dunford	Kindergarten Teacher

District-Level Information

District
Highlands

Superintendent
Mr. Wallace P Cox

Date of school board approval of SIP
10/8/2013

School Advisory Council (SAC)

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

Membership of the SAC

The SAC is comprised of one administrator, three teachers, six parents and one business/community member. Additionally, the racial composition is 54.5% white, 9% black, 36.4% Hispanic/other.36% employees, 55% parents, 83% free and reduced lunch, 9% business and community.There are no students serving on the SAC. 5 of 7 areas of the SAC composition meet SAC composition requirements.

Involvement of the SAC in the development of the SIP

As the SIP is developed or updated, the SAC will review the plan and give input and recommendations on any information submitted or changes to the plan.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) will discuss academic and behavioral data . The SAC will advise the school on the Parent Involvement Plan, School Compact, Title 1 and SAC budget, and the School Improvement Plan (SIP). SAC attendees will provide input for DOE reports, such as the baseline and mid-year reports. The SAC will be involved in the development and implementation of the A+ Plan which determines the use of School Recognition funds for which the school may be eligible based on improving and maintaining school grades.

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

Purchase academic materials for students in 1st-5th grades to help students incorporate non-fiction text, non-fiction writing across the curriculum and math materials to improve academic achievement of all students.

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:

Laura Waldon		
Principal	Years as Administrator: 10	Years at Current School: 0
Credentials	BA in Elementary Education from FAU MS in Ed Leadership from Nova Southeastern Elementary Education 1-6 ESOL Endorsement Ed. Leadership K-12 School Principal K-12	
Performance Record	2012-2013: Fred Wild Elementary (FWE): Grade D 2011-2012: FWE: Grade C 2010-2011: FWE: Grade B 2009-2010: FWE: Grade C 2008-2009: FWE: Grade B	

Courtney Floyd		
Asst Principal	Years as Administrator: 0	Years at Current School: 6

Credentials	BS In Elementary Education from USF MS in Reading and Literacy from Walden MS In Ed. Leadership from Scranton Elementary Ed. K-6 ESOL Endorsement School Principal K-12
Performance Record	

Instructional Coaches

of instructional coaches
1

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

Instructional Coach Information:

Shirley Demeri		
Full-time / School-based	Years as Coach: 10	Years at Current School: 5

Areas	Reading/Literacy
Credentials	ESOL Endorsement Reading Endorsement MS In Elementary Ed. BS in Home Economics
Performance Record	2012-2013 Memorial Elementary: F 2011-2012 Memorial Elementary: D 2010-2011 Memorial Elementary: C 2009-2010 Memorial Elementary: B 2008-2009 Memorial Elementary: C

Classroom Teachers

of classroom teachers
41

receiving effective rating or higher
33, 80%

Highly Qualified Teachers
95%

certified in-field
36, 88%

 # ESOL endorsed

27, 66%

 # reading endorsed

5, 12%

 # with advanced degrees

5, 12%

 # National Board Certified

2, 5%

 # first-year teachers

6, 15%

 # with 1-5 years of experience

16, 39%

 # with 6-14 years of experience

10, 24%

 # with 15 or more years of experience

7, 17%

Education Paraprofessionals

# of paraprofessionals

16

 # Highly Qualified

16, 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, the administration, advertise through Human Resources, interview ESOL preferred applicants, aim to hire highly qualified instructors, ensure that employees enroll in coursework and participate in professional development to , and recruit from the teach-in. Current employees pursue and maintain appropriate certification. Administration supports teachers through subject area and grade level meetings.

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 been trained in Clin Ed. Mentors are effective/highly effective, experienced educators who model and guide effective teaching strategies. First year and experienced teachers who are new or who 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 will meet on a regular basis to review student performance and make improvements to the Core curriculum. In addition, they will 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

Kindergarten through fifth grade curriculum leadership team members gather information through observation,data analysis, and the development of effective instructional strategies.
They will:
Analyze data
Identify problems
Set goals or objectives
Develop an intervention plan
Monitor interventions.

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

The MTSS committee will provide regular updates on progress of students in the MTSS process to members of the CLT at monthly CLT meetings and will solicit input and recommendations regarding data and ways to improve the MTSS process or specific MTSS activities.

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

Genesis, A3, Pinnacle Grade Book, PMRN/ FAIR data (Reading), Performance Matters (Math and Science), RtI/B (behavior), SM6, FCAT (Reading, Math, Science, Writing), Classroom and District Writing Prompts, AIMS web, EZCBM.

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

The staff can have professional development with the Reading Coach and the Guidance Resource teacher and/or administration to discuss the process that will be implemented at Memorial Elementary so teachers are aware of their role in the big picture of MTSS. Additionally, MTSS can be discussed in

general at a SAC meeting as well as taking the time to explain the process to parents as their students participate in the MTSS process.

Literacy Leadership Team (LLT)

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

Name	Title
Laura Waldon	Principal
Courtney Floyd	Assistant Principal
Erin Welch	Guidance
Shirely Demeri	Reading Coach
Sally Hood	1st Grade Teacher
Debra Crandall	2nd Grade Teacher
Karen Messer	3rd Grade Teacher
Heather Esquibel	4th Grade Teacher
Kayla Jackson	5th Grade Teacher
Cara Dunford	Kindergarten Teacher

How the school-based LLT functions

The school based LLT will meet on a monthly basis as part of the CLT as well.The primary function of the LLT is to assist in the development of the school's literacy plan that will ensure high quality instruction in Language Arts for all students. The LLT will also coordinate with administrators to make general curricular decisions, to monitor the student achievement data at team meetings, to assist teachers on their teams with instructional needs, and to disseminate information to teachers.

Major initiatives of the LLT

The LLT will handle the major initiatives of Common Core, non-fiction writing across the curriculum, and the implementation of the new curriculum. The LLT will also provide research-based strategies designed to improve literacy achievement for students who are not on grade level in K-5 as well as enrichment to those who are on or above grade level. The LLT will be overseeing the transition to Common Core Standards.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Re-evaluations and transition staffings are held each Spring for students transitioning from ESE Pre-K to Kindergarten programs. Families are also notified about the staffings and are also encouraged to have their children participate in ESY and VPK at participating elementary schools.

Expected Improvements

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	56%	45%	No	60%
American Indian				
Asian				
Black/African American	43%	27%	No	48%
Hispanic	47%	43%	No	52%
White	68%	54%	No	71%
English language learners	38%	14%	No	45%
Students with disabilities	51%	43%	No	56%
Economically disadvantaged	54%	41%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	26%	33%
Students scoring at or above Achievement Level 4	17	18%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		59%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	43	48%	53%
Students in lowest 25% making learning gains (FCAT 2.0)	12	52%	57%

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)	19	61%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		47%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		41%

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	42	48%	53%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		74%

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	60%	42%	No	64%
American Indian				
Asian				
Black/African American	52%	27%	No	57%
Hispanic	53%	39%	No	57%
White	71%	51%	No	74%
English language learners	38%	27%	No	45%
Students with disabilities	55%	32%	No	60%
Economically disadvantaged	57%	38%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	24%	27%
Students scoring at or above Achievement Level 4	48	17%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		53%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		17%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		43%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		34%	50%

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	31	34%	37%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		15%

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]*		20%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		10
Participation in STEM-related experiences provided for students	100	20%	95%

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	67	11%	8%
Students retained, pursuant to s. 1008.25, F.S.	31	5%	4%
Students who are not proficient in reading by third grade	59	10%	8%
Students who receive two or more behavior referrals	63	10%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	3%	2%

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

Increase parent participation by involving parents in at least one of Memorial Elementary's scheduled parent involvement events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
97% of parents will participate in at least one parent involvement activity during the 2013-2914 school year.	592	96%	97%

Goals Summary

G1. All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies.

G2. Teachers will consistently use the school wide behavior system and the implementation of Leader in Me to reduce disruptive behaviors.

Goals Detail

G1. All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies.

Targets Supported

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

- Writing

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

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- New Reading and Math curriculum adopted; Write Bright Writing

- Technology: Read 180, SM6; WriteBright SmartBoard lessons

- Professional Development: Common Core, Think Alouds, Text based evidence, Leader in Me, Higher Order Questioning (12/3/13), Marzano High Yield strategies; Weekly collaboration with Nikki Swaine WriteBright Writing (fourth grade)

- Data Reviews

- Classroom Walkthroughs and Feedback.

- Common Planning

Targeted Barriers to Achieving the Goal

- Limited knowledge of and consistent implementation of effective research based instructional strategies to include the new Reading and Math curriculum by instructional staff including new and inexperienced staff (52% of teachers have fewer than 5 years experience)

Plan to Monitor Progress Toward the Goal

Teachers will review data at the grade level, class level and individual student level. As teachers determine the names of students and skills which are deficient, teachers are expected to brainstorm additional strategies , reteach skills and determine if progress took place. Administration will review weekly data results which are submitted with team notes and discuss at CLT meetings. Also, administration will meet quarterly with each teacher to review individual student data which includes all academic and early warning system data.

Person or Persons Responsible
Administration, LCRT, District Reading, Science and Mathematics Specialists, Classroom Teachers, Guidance

Target Dates or Schedule:
Teachers will review data each week. Administration, Guidance and LCRT will meet with every teacher four times per year to progress monitor approximately two weeks before report cards.

Evidence of Completion:
Team notes, CLT meeting agenda and notes and progress monitoring charts will be collected.

G2. Teachers will consistently use the school wide behavior system and the implementation of Leader in Me to reduce disruptive behaviors.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Resource teacher
- Leader in Me
- Consistent school-wide behavior system

Targeted Barriers to Achieving the Goal
- Teachers have limited strategies on how to deal with disruptive behavior.

Plan to Monitor Progress Toward the Goal

Discipline Reports, Informal Walkthroughs

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Reduction of referrals as evidence by the cumulative comparision report from 2012-2013 school year to this year, FASTe reports.

Action Plan for Improvement

Problem Solving Key

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

G1. All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies.

G1.B1 Limited knowledge of and consistent implementation of effective research based instructional strategies to include the new Reading and Math curriculum by instructional staff including new and inexperienced staff (52% of teachers have fewer than 5 years experience)

G1.B1.S1 Provide professional development on the implementation and use of the new series as well as high yield research based instructional strategies for other subject areas as well ex: Writing.

Action Step 1

Provide recurring professional development on high yield research-based instructional strategies and the new textbook series and support materials.

Person or Persons Responsible

Kim Ervin, Jennifer Westergom, Cathy Hardesty; Administration, LCRT (Shirley Demeri), Nikki Swaine (Fourth Grade)

Target Dates or Schedule

Pre-planning (8/8-8/16), faculty meeting PD (9/3, 9/17, 10/1, 12/3), Early release PD day over the course of the 2013-14 school year and district PD (10/4).

Evidence of Completion

ERO records and sign-in sheets, lesson plans, formal and informal observations,

Facilitator:

Kim Ervin, Jennifer Westergom, Cathy Hardesty, and Administration

Participants:

All classroom teachers

Action Step 2

Review top three concerns from Instructional Review with faculty and set expectations for implementation.

Person or Persons Responsible

Laura Waldon, Courtney Floyd and Shirley Demeri

Target Dates or Schedule

Tuesday, November 5, 2013; Tuesday, November 19, 2013

Evidence of Completion

Agenda, hand-outs, sign-in sheets

Facilitator:

Principal and Assistant Principal

Participants:

Faculty and staff

Action Step 3

Through data, identify specific instructional staff who will participate in coaching cycles with Reading Coach.

Person or Persons Responsible

Principal and Assistant Principal and mentor teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

List of teaches who will receive additional support through coaching cycles.

Action Step 4

Differentiate PD and identify teachers receiving tiered levels of coaching support. Consider identifying the tiered levels of coaching support and including evidence of support.

Person or Persons Responsible

Laura Waldon, Courtney Floyd, Shirley Demeri, Cathy, Courtney, Jennifer, Kayla, Kim

Target Dates or Schedule

Start October 04, 2013

Evidence of Completion

Informal Observation forms with data

Action Step 5

Disaggregate data to determine effectiveness of tiered professional development: ex: videos and coaching cycles

Person or Persons Responsible

Kim, Jennifer, Cathy, Laura, Erin, Shirley, /CTL

Target Dates or Schedule

January 31, 2014

Evidence of Completion

Data

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

Observe reading, mathematics, and science lessons, review lesson plans

Person or Persons Responsible

Administration, LCRT, District Reading, Science, and Mathematics Specialists, Peer Evaluator

Target Dates or Schedule

Periodically during the school year (1-3 informal observations per semester and 1-2 formal observations per year), weekly lesson plan check,

Evidence of Completion

ERO records and formal and informal walkthrough documents, provide additional differentiated professional development.

Plan to Monitor Effectiveness of G1.B1.S1

Student data will show increased achievement levels on weekly and benchmark Reading tests, Math Chapter tests, Performance Matters assessments, SM6, FAIR, Read 180, CAMS/STAMS/SOLVE

Person or Persons Responsible

Classroom Teachers, LCRT and Administration

Target Dates or Schedule

Teachers will collect and review data weekly. Weekly data will be submitted to Administration on team meeting notes. Administration, Guidance and LCRT will meet with teachers to review data one time per quarter.

Evidence of Completion

Team meeting notes and progress monitoring charts will be submitted to administration. Pinnacle gradebook data will also be available for review. Student will collect individual data in their STAR notebooks, including discipline.

G2. Teachers will consistently use the school wide behavior system and the implementation of Leader in Me to reduce disruptive behaviors.

G2.B2 Teachers have limited strategies on how to deal with disruptive behavior.

G2.B2.S1 Teachers will be provided professional development on implementing behavior strategies and consistent expectations.

Action Step 1

Provide professional development in verbal deescalation and Leader in Me.

Person or Persons Responsible

Administration

Target Dates or Schedule

Leader in Me (Pre-planning August 12, 13, 14, 2013); Implementation and Lighthouse training: October 23rd and 24th, 2013; Verbal deescalation, October 15, 2013.

Evidence of Completion

Sign-in sheets, ERO

Facilitator:

Josh Miller and Paula Farnsworth.

Participants:

All Staff

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

Informal Classroom Walkthroughs, Observations in classrooms

Person or Persons Responsible

Administration, Resource Teacher, Peer Evaluator

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Discipline Referral Count

Plan to Monitor Effectiveness of G2.B2.S1

Discipline Referral Count, Informal Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Reduction of referrals as evidence by the cumulative comparision report from 2012-2013 school year to this year, FASTe reports

Coordination and Integration

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

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

1

ELL

The ELL Parent Advisory Council is actively involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FCAT standards, graduation requirements and post secondary career opportunities.

2

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.

3

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.

4

Title II

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

5

Title III

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

6

SAI

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

7

Nutrition Programs

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

8

Adult Education

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

9

Title VI

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

10

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.
11
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).
12
Migrant Parent Advisory
The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs.
13
Exceptional Students Education
This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies.
14
IDEA
Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP.
15
District Parent Advisory for Advance Academics
This Parent Advisory Council is actively involved in the support and increasing the advanced acacemic program.
16
District School Advisory Council
This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Involvement Plans, and other items of concern.

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. All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies.

G1.B1 Limited knowledge of and consistent implementation of effective research based instructional strategies to include the new Reading and Math curriculum by instructional staff including new and inexperienced staff (52% of teachers have fewer than 5 years experience)

G1.B1.S1 Provide professional development on the implementation and use of the new series as well as high yield research based instructional strategies for other subject areas as well ex: Writing.

PD Opportunity 1

Provide recurring professional development on high yield research-based instructional strategies and the new textbook series and support materials.

Facilitator

Kim Ervin, Jennifer Westergom, Cathy Hardesty, and Administration

Participants

All classroom teachers

Target Dates or Schedule

Pre-planning (8/8-8/16), faculty meeting PD (9/3, 9/17, 10/1, 12/3), Early release PD day over the course of the 2013-14 school year and district PD (10/4).

Evidence of Completion

ERO records and sign-in sheets, lesson plans, formal and informal observations,

PD Opportunity 2

Review top three concerns from Instructional Review with faculty and set expectations for implementation.

Facilitator

Principal and Assistant Principal

Participants

Faculty and staff

Target Dates or Schedule

Tuesday, November 5, 2013; Tuesday, November 19, 2013

Evidence of Completion

Agenda, hand-outs, sign-in sheets

G2. Teachers will consistently use the school wide behavior system and the implementation of Leader in Me to reduce disruptive behaviors.

G2.B2 Teachers have limited strategies on how to deal with disruptive behavior.

G2.B2.S1 Teachers will be provided professional development on implementing behavior strategies and consistent expectations.

PD Opportunity 1

Provide professional development in verbal deescalation and Leader in Me.

Facilitator

Josh Miller and Paula Farnsworth.

Participants

All Staff

Target Dates or Schedule

Leader in Me (Pre-planning August 12, 13, 14, 2013); Implementation and Lighthouse training: October 23rd and 24th, 2013; Verbal deescalation, October 15, 2013.

Evidence of Completion

Sign-in sheets, ERO

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies.	$7,756
G2.	Teachers will consistently use the school wide behavior system and the implementation of Leader in Me to reduce disruptive behaviors.	$250
	Total	$8,006

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Professional Development	Total
Title 1, Parent Involvement, School Improvement	$7,756	$0	$7,756
Title 1	$0	$250	$250
Total	$7,756	$250	$8,006

Budget Details

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

G1. All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies.

G1.B1 Limited knowledge of and consistent implementation of effective research based instructional strategies to include the new Reading and Math curriculum by instructional staff including new and inexperienced staff (52% of teachers have fewer than 5 years experience)

G1.B1.S1 Provide professional development on the implementation and use of the new series as well as high yield research based instructional strategies for other subject areas as well ex: Writing.

Action Step 1

Provide recurring professional development on high yield research-based instructional strategies and the new textbook series and support materials.

Resource Type

Other

Resource

Classroom Libraries, Write Brite online access, CAMS/STAMS/SOLVE mathematics materials for remediation, writing books, science boards

Funding Source

Title 1, Parent Involvement, School Improvement

Amount Needed

$7,756

G2. Teachers will consistently use the school wide behavior system and the implementation of Leader in Me to reduce disruptive behaviors.

G2.B2 Teachers have limited strategies on how to deal with disruptive behavior.

G2.B2.S1 Teachers will be provided professional development on implementing behavior strategies and consistent expectations.

Action Step 1

Provide professional development in verbal deescalation and Leader in Me.

Resource Type

Professional Development

Resource

Support materials for Leader in Me following the professional development for Leader in Me; Professional development by trained staff members on verbal de-escalation skills.,

Funding Source

Title 1

Amount Needed

$250