2013-2014 SCHOOL IMPROVEMENT PLAN

Jefferson County Elementary School
960 ROCKY BRANCH RD
Monticello, FL 32344
850-342-0115

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	70%

Alternative/ESE Center	Charter School	Minority Rate
No	No	77%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
F	D	F		F

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
Focus Year 3 or more	1	Sam Foerster

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

Current School Status

School Information

School-Level Information

School
Jefferson County Elem. School

Principal
Dr. Gwen S. Coverson

School Advisory Council chair
Robert Walker

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

Name	Title
Dr. Gwen S. Coverson	Principal
Nancy Whitty	Assistant Principal
Denese Hamilton	Guidance Counselor
Tanishia Barnhart	Math Coach
Shawntrice Oliver	Reading Coach
Daphne Hill	Science Coach
Rodell Thomas	Dean of Students
Megan Mansell	ESOL Coordinator

District-Level Information

District
Jefferson

Superintendent
Mr. Al Cooksey

Date of school board approval of SIP
1/31/2014

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

Dr. Gwen Coverson - Principal
Nancy Whitty- Assistant Principal
Nikki Seaton - SAC Chairperson
Nicole Roddenberry - First Grade Teacher (Elected)
Brenda Brown - Second Grade Teacher (Elected)
Brenda Cook - Grandparent (Volunteer)
Anthony Seaton - 6th Grade Student (Volunteer)
Allen Washington - 6th Grade Students (Volunteer)
Tyren Dasher - 4th Grade Student (Volunteer)

Christian McClure -3rd Grade Student (Volunteer)
Ariel Williams- 2nd Grade Student (Volunteer)
Sherry McClure - Parent
Tondra Williams - Parent
Elizabeth Kessler -Parent
Bob Ingram - Parent
Angela Gray - Business Partner
Alfred Washington - Business Partner
Ben Ransom - Business Partner

Involvement of the SAC in the development of the SIP

The SAC will review FCAT data in Reading, Math, Writing, and Science in order to better understand the improvements needed in each subject areas. Members will collaborate and determine best practices needed to incorporate into the SIP along with evaluating and approving the school's annual budget.

Activities of the SAC for the upcoming school year

The SAC committee will be involved in approving ways to motivate teachers, students, and parents to improve the overall performance of the school.

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

As of August 29. 2013, JES had 604 students with a projected budget of $3,020.00. These funds will be used for student incentives in conjunction with our Positive Behavior Support program. Students will earn tickets to use in the "School Store" as well as building character traits of being respectful, responsible, and safe.

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:

Dr. Gwen S. Coverson		
Principal	Years as Administrator: 17	Years at Current School: 1
Credentials	Bachelors of Science in Math Education (FAMU) Masters of Science in Administration and Supervision (Nova Southeastern University) Doctorate in Educational Leadership (Nova Southeastern University)	
Performance Record	Our School grade increased 86 points from a letter grade "F" (322 total points) 2011-2012 to a letter grade "D" (408 total points) in 2012-2013.	

Nancy Whitty		
Asst Principal	Years as Administrator: 1	Years at Current School: 24
Credentials	Bachelor of Science in Elementary Education (University of Alabama) Masters of Science in Education Leadership in Educational Administration (Capella University)	
Performance Record	Our School grade increased 86 points from a letter grade "F" (322 total points) 2011-2012 to a letter grade "D" (408 total points) in 2012-2013.	

Instructional Coaches

# of instructional coaches
3

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

Instructional Coach Information:

Daphne M. Hill		
Full-time / School-based	Years as Coach: 1	Years at Current School: 0
Areas	Science	
Credentials	B.S. Biology M.S. Ed - Concentration in Biology Professional Educator's Certificate - Biology (July 01, 2012 - June 30, 2017)	
Performance Record	2011-2012 State Assessments FCAT 2.0 Grade 8 - Biology EOC - 15%	

Shawntrice Oliver		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Bachelors of Science - Elementary Education - (Florida A & M University) Masters of Science - Reading Education - (Nova Southeastern University) Professional Teacher's Certification: -Elementary Education K-6 -English 6-12 -ESOL Endorsement -Reading K-12
Performance Record	FCAT 2.0 Reading 2011-2012 Grade 3 -32 Grade 4 -43 Grade 5 -32 FCAT 2.0 Reading 2012-2013 Grade 3 -36 Grade 4 -40 Grade 5 -47 +16 point gain

Tanishia Barnhart		
Full-time / School-based	Years as Coach: 1	Years at Current School: 8

Areas	Mathematics
Credentials	B.S Elementary Ed (Certificaton K-6) M.S Ed- School Psychology
Performance Record	2011-2012: 38% Proficiency 2012-2013: 42% Proficiency

Classroom Teachers

# of classroom teachers
43

 # receiving effective rating or higher
43, 100%

 # Highly Qualified Teachers
95%

 # certified in-field
41, 95%

 # ESOL endorsed
10, 23%

 # reading endorsed
8, 19%

 # with advanced degrees
12, 28%

 # National Board Certified
0, 0%

 # first-year teachers
4, 9%

 # with 1-5 years of experience
8, 19%

 # with 6-14 years of experience
12, 28%

 # with 15 or more years of experience
19, 44%

Education Paraprofessionals

# of paraprofessionals
11

 # Highly Qualified
11, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # 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

* Provide professional development opportunities from contracted consultants (principal responsible).
* Teacher Recruitment through college and career fairs (principal and district office responsible).
* Provide Professional Learning Communities during common planning time with Academic Coaches
* Provide Beginning Teacher/Mentoring Program (principal)

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The district has contracted a consultant to implement the beginning teacher program. New teachers will be paired with a mentor teachers and provided opportunities to observe and conference with

mentors throughout the year.
Mentor Name: Mentee Assigned : Rationale for Pairing: Activities:
Shawntrice Oliver Diane Kroeger New Teacher Modeling
Sharico Parrish Mary Carr New Teacher Modeling
Tanishia Barnhart Shelly Ryan New To Grade Level Modeling
Carlton Londeree Michael Hiatt New Teacher Modeling
Twynetta Howard Annie Gervin New To Grade Level Modeling
Debra Bishop Kristine Monroe New Teacher Modeling
Daphne Hill Dana Harrelson New Teacher Modeling
Brenda Brown Shakeila Moxey New To Grade Level Modeling
Lia Hill George Frisby New Teacher Modeling
Shelly Ryan Morgan Johanson New Teacher Modeling
Terri Clark Carol Rose New Teacher Modeling

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

Jefferson Elementary will train their teachers to use Performance Matters as they monitor the progress of all their students. The MTSS team and grade levels will meet the second and fourth Thursday of each month to review universal screening data that will link to instructional decisions. They will also review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks, at moderate risk or students that are at high risk for not meeting benchmarks. Based on the above information the team will identify professional development and resources needed to improve student achievement.

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

The Leadership team is composed of: principal, assistant principal, academic coaches, homeroom teachers, guidance counselor, dean, school psychologist, and student staffing specialist. The team identifies struggling students which may have academic, behavioral, and attendance concerns. The team will focus on students that are below grade level (lowest 25%), retainees, students with 3 or more referrals, and students absent more that 5 days within a nine week period.
Principal/Assistant Principal: The administrators provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skill of school staff, ensures implementation of intervention support and documentation, provides adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Academic Coaches: The reading, math, science, and writing coach develops, leads, and evaluates school core content standards/programs; identifies systematic patterns of student need while working with school personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Homeroom Teachers: Provide information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with the team to implement Tier II and Tier III interventions, and integrates Tier 1 materials/instruction with Tier II and Tier III activities.
Guidance Counselor: Provides quality services and expertise and placement of students in general

education and exceptional student education classes; assists the Student Staffing Specialist in linking child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Dean: Provide information concerning student behavior and behavior modification plans, contracts, and incentives used to improve student engagement and behavior.

School Psychologist: Participates in the collection, interpretation, and analysis of data, facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based making activities.

Student Staffing Specialist: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the staffing specialist provides information on resources related to child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The MTSS team and grade level teachers meet biweekly to identify and monitor students in the three tiers of intervention (academic, behavior, and attendance). The problem solving team (PST) meets to identify and monitor potential interventions for use by the classroom teacher for academic purposes. The same holds true for the students in need of behavioral interventions who will be monitored by the dean. The PST maintains a problem solving process to implement potential strategies for teachers, students, and parents.

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

Performance Matters will be the management system used to track baseline, midyear, and end-of-the-year data on all students. Progress monitoring will also be charted and graphed throughout the year on students receiving Tier II and Tier III interventions.

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

Performance Matters training will be provided throughout the year as teachers learn to use the system to collect data and make data driven decisions that support student achievement. Academic coaches will support teacher training during grade level meetings and PLCs.

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: 24,300

The 21st Century TCC after school program provides core instruction, enrichment activities, and homework assistance. The after school staff utilizes the lesson plans taught during the regular school hours to correct student deficiencies and areas of weaknesses.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Baseline data is used to determine areas of weaknesses which is reflected in the Focus Calendars and lesson plans. On-going progress monitoring is done throughout the year including mid-year and end-of-the-year assessments. By TCC staff and teacher collaboration, data will be analyzed to determine student growth and achievement.

Who is responsible for monitoring implementation of this strategy?

The administrators and the 21st Century TCC (Tallahassee Community College) Coordinator will be responsible for monitoring academic strategies implemented and evaluate their effectiveness.

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Gwen S. Coverson	Principal
Nancy Whitty	Assistant Principal
Tanishia Barnhart	Math Coach
Shawtrice Oliver	Reading Coach
Daphne Hill	Science Coach
Rodell Thomas	Dean of Students
Barbara Myers	ESE Teacher
Megan Mansell	ESOL Coordinator
Denese Hamilton	Guidance Counselor

How the school-based LLT functions

The Literacy Team will meet bi-weekly or on an as needed basis. The primary focus for this team is to promote and implement school-wide literacy across all content areas. The team will work with teachers to ensure that research based strategies are being utilized.; appropriate interventions and remediation services are provided with reading and writing strategies in all content areas.

Major initiatives of the LLT

The major initiatives of the LLT is to promote reading school-wide and to assist teachers with understanding the use of using progress monitoring data to drive instruction.

Every Teacher Contributes to Reading Instruction

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

All JES teachers teach reading. At the beginning of the year each teacher conducts multiple baseline assessments that provide them with valuable information concerning the students' reading level (Grade Level Benchmark Test, STAR Reading Test, FAIR, and Oral Reading Fluency Checks) Through daily and weekly progress monitoring teachers use FCIM and time during Literacy Stations to remediate and provide differentiated instruction to students showing skill deficiencies. Incentives are put in place by the reading coach, administrators, SAC, and PTO to encourage students to accumulate points by taking AR test. Point clubs are established (5,10, 20,30,40, and 50+) for students strive to achieve each month. Students are recognized and added to each point club and given monthly treats for their efforts. Students receiving the most points at the end of the semester receive a handheld device.

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

The 2013-2014 Pre-Kindergarten team of teachers are working together to build the foundation for educational success for all Pre-K students at Jefferson Elementary School. We plan to utilize the Scholastic Early Childhood Program, a complete Pre-K Curriculum, in order to provide the most effective learning opportunities for our children. The curriculum provides intergraded content-area instruction across all learning domains and is based on the ten most recent and relevant research-based principles of early childhood.

The Pre-K program is home to approximately 125 student ranging in ages of 3-5 years old. In order to successfully prepare them for Kindergarten the Pre-K team focuses on Kindergarten Readiness Skills. These skills include: Physical Health, Approaches to Learning, Social and Emotional Development, Language and Communication, Emergent Literacy, Mathematical and Scientific Thinking, Social Studies and the Arts, and Motor Development. Upon entry and exiting the program students are also pre/post assessments to track students developmental growth. Data Sheets are kept on each student and passed on to the Kindergarten teachers.

.A screening in done on all VPK students (students entering Kindergarten the following year) to assessment and monitor each students' progress at the beginning, middle, and end-of-the-year in order to make the transition into Kindergarten more successful.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Units are taught in all grade levels on community helpers and civic organizations and responsibilities. Career Fairs are held each year to allow students opportunities to meet local leaders to better understand their career goals and responsibilities.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

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%	42%	No	60%
American Indian				
Asian				
Black/African American	51%	37%	No	56%
Hispanic	83%	22%	No	85%
White	64%	58%	No	68%
English language learners		0%		
Students with disabilities	33%	20%	No	39%
Economically disadvantaged	55%	40%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	33%	43%
Students scoring at or above Achievement Level 4	44	23%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	135	71%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	35	73%	78%

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)	*[data excluded for privacy reasons]*		75%
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]*		50%
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]*		40%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	24	38%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

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	57%	42%	No	61%
American Indian				
Asian				
Black/African American	53%	40%	Yes	58%
Hispanic	92%	44%	No	93%
White	61%	42%	No	65%
English language learners				
Students with disabilities	43%	30%	Yes	49%
Economically disadvantaged	55%	39%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	28%	40%
Students scoring at or above Achievement Level 4	28	13%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	57	53%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	13	58%	63%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	*[data excluded for privacy reasons]*		0%
Middle school performance on high school EOC and industry certifications	*[data excluded for privacy reasons]*		0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

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	12	16%	25%
Students scoring at or above Achievement Level 4	12	16%	25%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Florida Alternate Assessment (FAA)

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

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)	3		4
Participation in STEM-related experiences provided for students	250	45%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	99	5%	2%
Students retained, pursuant to s. 1008.25, F.S.	45	13%	6%
Students who are not proficient in reading by third grade	67	4%	2%
Students who receive two or more behavior referrals	291	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	185	3%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

JES will increase parental engagement opportunities from 10% (50) in 2012-2013 to 15% (75) for the academic year 2013-2014.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase in parental involvement opportunities.	25	10%	15%

Area 10: Additional Targets

Additional targets for the school

Attendance in 2013-2014 will increase from 94%(525) to 98% (605), for students with excessive absences (5 or more) for grade levels PK through 6th. (Added an additional grade level)
Referrals in 2013-2014 will decrease from 182 by 20%(36), this will also reduce the suspension rate.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Attendance rates	525	94%	98%
Reduce Referrals per student which will reduce the suspension Rate.	182	33%%	20%%

Goals Summary

G1. Jefferson Elementary will increase student achievement using on-going progress monitoring data to facilitate flexible grouping.

G2. Jefferson Elementary will utilize the implementation and delivery of core curriculum with fidelity (bell-to-bell), using high quality instruction.

Goals Detail

G1. Jefferson Elementary will increase student achievement using on-going progress monitoring data to facilitate flexible grouping.

Targets Supported

- All Areas
- 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, Middle School Acceleration)
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- Additional Targets

Resources Available to Support the Goal

- Diagnostic and Prescriptive computer-based programs,Teacher-made formative assessments,FAIR Data; Interim Data; Benchmark Assessments,Technology,Data Portfolio

Targeted Barriers to Achieving the Goal

- Instructional staff lack skills needed to interpret and implement data to address student strengths and weaknesses in the content areas.

Plan to Monitor Progress Toward the Goal

Monitor the effectiveness of instructional staff using data to progress monitor student data.

Person or Persons Responsible
Leadership Team (Administrative Team, Coaches)

Target Dates or Schedule:
December 2013-June 2014

Evidence of Completion:
Interim Assessments Results, Benchmark Assessments, Student Report Cards

G2. Jefferson Elementary will utilize the implementation and delivery of core curriculum with fidelity (bell-to-bell), using high quality instruction.

Targets Supported
- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- 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, Middle School Acceleration)
- Science
- Science - Elementary School
- Science - Middle School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- Additional Targets

Resources Available to Support the Goal
- Story Town (Reading), Go Math, Fusion (Science),Common Board Configuration, Highly Qualified Instructors, Item Specifications, Focus Calendars, Pacing Guides, Common lesson planning, Content departmentalization, Monthly PLC's, and FCIM Intruction.

Targeted Barriers to Achieving the Goal
- Due to the lack of content knowledge and time constraints on subject matter, difficulty is demonstrated with aligning standards to the core curriculum and effective use of small group instruction with manipulatives.

Plan to Monitor Progress Toward the Goal

Monitor student engagement, interim reporting, and the delivery of core instruction on-going to increase the proficiency and learning gains of student achievement.

Person or Persons Responsible

Leadership Team (Administrative Team and Instructional Coaches)

Target Dates or Schedule:

December 2013-June 2014

Evidence of Completion:

Classroom Walk through visits, Interim Assessments, Lesson Plans, Discipline Referrals and Attendance in FOCUS

Action Plan for Improvement

Problem Solving Key

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

G1. Jefferson Elementary will increase student achievement using on-going progress monitoring data to facilitate flexible grouping.

G1.B1 Instructional staff lack skills needed to interpret and implement data to address student strengths and weaknesses in the content areas.

G1.B1.S1 Professional development will be conducted to assist instructional staff in analyzing progress monitoring data school-wide to help increase student achievement.

Action Step 1

Provide Professional Development for instructional staff to understand the interpretation and application of data analysis; Use data reporting to address student strengths and weaknesses in content areas.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

By November 30, 2013

Evidence of Completion

Record of Attendance, Agenda

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

Administration will provide instructional staff with substitutes needed to attend professional development on data analysis.

Person or Persons Responsible

Administration

Target Dates or Schedule

By November 30, 2013

Evidence of Completion

Substitute roster, PD Agenda

Plan to Monitor Effectiveness of G1.B1.S1

Monitor implementation of data usage in the classroom.

Person or Persons Responsible

Leadership Team (Administration, Coaches)

Target Dates or Schedule

December 2013-June 2014

Evidence of Completion

Lesson Plans, Classroom Walk through, Data Chats, IPDP, Performance Matters Database system,

G2. Jefferson Elementary will utilize the implementation and delivery of core curriculum with fidelity (bell-to-bell), using high quality instruction.

G2.B1 Due to the lack of content knowledge and time constraints on subject matter, difficulty is demonstrated with aligning standards to the core curriculum and effective use of small group instruction with manipulatives.

G2.B1.S3 Unwrapping standards and understanding item specifications and alignment to core

Action Step 1

Provide in-service during monthly PLCs with instructional staff on unwrapping standards and understanding item specifications to increase student achievement.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

By December 30, 2013

Evidence of Completion

Attendance Records, Agenda

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

Administration will be present during the segments of unwrapping standards and understanding item specifications conducted by instructional coaches.

Person or Persons Responsible

Administration Team

Target Dates or Schedule

By December 30, 2013.

Evidence of Completion

Observation, Attendance Record, Agenda

Plan to Monitor Effectiveness of G2.B1.S3

Monitor the pedagogy of CCSS and NGSS standards embedded in the instructional delivery.

Person or Persons Responsible

Leadership Team (Administration Team and Instructional Coaches); DOE Representatives

Target Dates or Schedule

By December 30, 2013.

Evidence of Completion

Classroom Walk through visits, Lesson Plans, Interim Assessments

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 Title I, Part A (including 1003(a) ARRA) funds are used for personnel (class size reduction & Title I teachers and HQ instructional assistance), material/supplies (books and math manipulatives), ACALETICS math programs, parent involvement activities, and for other after school/summer supplemental academic programs. Several of these activities are split-funded with other Title programs.

Title I , Part C- Migrant

Jefferson County Migrant Program services are coordinated through PAEC, as part of the multi-county consortium of small schools.

Title I, Part D

The school does not receive Title I Part D funding.

Title II,

Title II Part A funds professional development activities for instructional personnel and administrators, including district level PD, school level PD, and individual PD. All professional development activities are aligned to the district, school, and individual goals as identified in the IPDP (Individual Professional Development Plan). Funds are also used to play for PD stipends and performance incentives.

Title III

The school does not receive Title III funds.

Title VI

Race To The Top (RTTT) supports in the area of technology and personnel (Centralized Services) and tuition reimbursement for teacher for STEM academy/dual enrollment certification.

Title X-Homeless

The school does not receive Title X funding.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instructional funds will be used in conjunction with Title I funds to provide summer school for students Level 1 and on the Reading Portion on the FCAT.

Violence Prevention Program

Jefferson Elementary School uses the Positive Behavior Support (PBS) program to reinforce students demonstrating positive behavior. Also, the Peace Builders program reinforces student demonstrating the character traits of being respectful, responsible, and safe.

Nutrition Program

Jefferson Elementary School provides a well balanced and nutritious meal for breakfast and lunch free of charge. Offer vs. Serve is available to all students that choose to eat the breakfast and or lunch provided by the school.

Housing Programs

The school does not offer housing programs.

Head Start

Head Start programs are offered in multiple facilities in Jefferson County.

Adult Education

The Jefferson County School District offers an Adult Education Program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Jefferson Elementary will utilize the implementation and delivery of core curriculum with fidelity (bell-to-bell), using high quality instruction.	$15,000
	Total	$15,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title 1 and Title 2	$15,000	$15,000
Total	$15,000	$15,000

Budget Details

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

G2. Jefferson Elementary will utilize the implementation and delivery of core curriculum with fidelity (bell-to-bell), using high quality instruction.

G2.B1 Due to the lack of content knowledge and time constraints on subject matter, difficulty is demonstrated with aligning standards to the core curriculum and effective use of small group instruction with manipulatives.

G2.B1.S3 Unwrapping standards and understanding item specifications and alignment to core

Action Step 1

Provide in-service during monthly PLCs with instructional staff on unwrapping standards and understanding item specifications to increase student achievement.

Resource Type

Evidence-Based Program

Resource

Federal Programs

Funding Source

Title 1 and Title 2

Amount Needed

$15,000