2013-2014 SCHOOL IMPROVEMENT PLAN

River Hall Elementary School

2800 RIVER HALL PKWY

Alva, FL 33920

239-693-0349

http://rhe.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	76%

Alternative/ESE Center	Charter School	Minority Rate
No	No	51%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	C	C	B

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

River Hall Elementary School

Principal

Dr. Scott LeMaster

School Advisory Council chair

Ellen Erickson

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

Name	Title
Dan Riley	Resource
Laura Robinson	Resource
Donna Johnston	Reading Specialist
Becky Silcox	Teacher
Tracey Zenoniani	Assistant Principal
Scott LeMaster	Principal
Maria Hunt	Resource
Luke Welling	Teacher

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

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

Andy Erickson- DAC Chair/Community/white
Ellen Erickson- SAC Chair/Community/white
Michelle Holley- DAC alternate/ Parent/white
John Klunder- Parent/white
Neil Shough-Parent/white
Silvia Jones-Parent/hispanic
Christina Rademaker-Parent/hispanic
Lee Cortes-Parent/hispanic
Donna Johnston- Teacher/white

Linda Bryant-Teacher/black
Alioska Riambau-Support Staff/hispanic
Laura Robinson-Teacher/black
Carla Durrand - Business/white
Nicole English- Teacher/black
Scott LeMaster - Administrator/white

Involvement of the SAC in the development of the SIP

Presentation of Plan occurred at September 11 Title 1/SAC meeting.

Activities of the SAC for the upcoming school year

Participate in the development of the Home/School Compact.
Participate in the development of the school's Parent Involvement Policy.
Participate in the development of the School Improvement Plan.
Participate in planning the parent involvement program and activities.
Participate in parent workshops at the school.
Become a parent volunteer.

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

Personnel-7 Positions $336,000.00 (includes retirement, Work comp., etc..)
Supplies-$11,000.00
Supplemental/Tutoring/Training-$11,134.36
Parent Involvement-$5,371.00

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. Scott LeMaster		
Principal	Years as Administrator:	Years at Current School:
Credentials	Degrees: Bachelor of Arts– Elementary Physical Education K-6. Master of Arts –Educational Leadership K-12 Doctor of Education -OrganizationalLeadership K-12	
Performance Record	2003-2004 Assistant Principal-LAMS-School Grade C, 2004-2005 NFMAA-School Grade C, 2005-2006 NFMAA-School Grade C, 2006-2007 Tuttle Elementary School Grade A, 2008-2009 NFMAA-School Grade A, 2009-2010- G. Weaver Hipps Elementary-School Grade A, 2010-2011 G. Weaver HIpps Elementary-School Grade A, 2011-2012- G. Weaver Hipps Elementary-School Grade B, 2012-2013 River Hall Elementary-School Grade C	

Tracey Zenoniani		
Asst Principal	Years as Administrator:	Years at Current School:
Credentials	B.S. Elementary Educaion, M.S. Educational Leadership; Certifications: Primary and Elementary Education and Educational Leadership; ESOL and Reading Endorsement	
Performance Record	2009-2010 Veterans Park Academy for the Arts, Grade A; 2010-2011 Veterans Park Academy for the Arts, Grade A; 2010-2011 River Hall Elementary, Grade B; 2011-2012 River Hall Elementary, Grade C; 2012-2013 River Hall Elementary, Grade C	

Instructional Coaches

# of instructional coaches

7

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Donna Johnston		
Full-time / School-based	Years as Coach: 10	Years at Current School: 7
Areas	Reading/Literacy, Mathematics, Science, RtI/MTSS, Other	
Credentials	Bachelor's degree in Elementary Education 1-6; Masters Degree in Reading; Elementary Reading K-12; ESOL	
Performance Record	2010-2011 River Hall Elementary Grade B 2011-2012 River Hall Elementary Grade C 2012-13 River Hall Elementary Grade C	

Dan Riley

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

Areas	Reading/Literacy, Mathematics, RtI/MTSS
Credentials	Baschelor's Degree in Elementary Education 1-6; Middle Grades Mathematics 5-9; Masters in Educational Leadership; ESOL k-12
Performance Record	2010-2011 River Hall Elementary Grade B 2011-2012 River Hall Elementary Grade C 2012-13 River Hall Elementary Grade C

Heather Riley

Full-time / School-based	Years as Coach: 1	Years at Current School: 7

Areas	Reading/Literacy, Mathematics, Other
Credentials	Bachelor's Degree in Primary Education K-3; Masters in Educational Leadership; Reading k-12; ESOL K-12; Reading Endorsement; Gifted
Performance Record	2010-2011 River Hall Elementary Grade B 2011-2012 River Hall Elementary Grade C 2012-13 River Hall Elementary Grade C

Amanda Guzman

Full-time / School-based	Years as Coach: 3	Years at Current School: 1

Areas	Reading/Literacy, Data, Other
Credentials	Bachelor of Science K-6 Elementary Education
Performance Record	2010-11 G. Weaver Hipps A 2011-12 G. Weaver Hipps B 2012-13 G. Weaver Hipps C

Laura Robinson

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

Areas	Reading/Literacy, Mathematics, Science, Other
Credentials	Bachelor's Degree in Elementary Education 1-6; ESOL Endorsement
Performance Record	2010-2011 River Hall Elementary Grade B 2011-2012 River Hall Elementary Grade C 2012-13 River Hall Elementary Grade C

Maria Hunt		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy, RtI/MTSS, Other
Credentials	Bachelor of Science Elementary Education K-6
Performance Record	2010--11 G. Weaver Hipps A 2011-12- G. Weaver Hipps B 2012-13-G. Weaver Hipps C

Nicole English		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy, Mathematics, Other
Credentials	Bachelors of Arts Elementary Education Masters of Fine Arts
Performance Record	2010-2011 High Point Elementary Grade C 2011-2012 High Point Elementary Grade C 2012-2013 High Point Elementary Grade D

Classroom Teachers

# of classroom teachers
69

 # receiving effective rating or higher
62, 90%

 # Highly Qualified Teachers
100%

 # certified in-field
69, 100%

 # ESOL endorsed
48, 70%

 # reading endorsed
7, 10%

 # with advanced degrees
21, 30%

 # National Board Certified
1, 1%

 # first-year teachers
2, 3%

 # with 1-5 years of experience

21, 30%

 # with 6-14 years of experience

26, 38%

 # with 15 or more years of experience

19, 28%

Education Paraprofessionals

# of paraprofessionals

17

 # Highly Qualified

17, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

1

 # 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

Recruit- Advertise positons. Attend District Recruitment night to talk with candidates.
Retention Strategies- New Teacher (APPLES) Orientation program, assigned mentors to all new teachers, Observation time when new teachers travel to other classrooms to watch effective teachers teach, and overall emphasis on retention verbalized in meetings to new teachers.
Detailed/thorough Professional development (school based plan) in Reading, Writing, Math, and Science.

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

New Teachers assigned Mentor teacher. Assignments, if possible, are made with another teacher that works at or around the new teacher's assigned grade level.
Mentors will conduct observations of their assigned new teachers and provide feedback.
APPLES program for new teachers also mandates that new teachers attend mandatory classes.

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

River Hall examined the academic groups: lowest 25%, ESE, students in MTSS process and distributed our allocations according. River Hall conducted a data review of 2012-2013 scores and AMO's; in addition RHE conducted a needs assessment to align our stategies with our needs. Monitoring of our MTSS and SIP structures will be done through PLC's, quarterly data meeitngs and ESOL review meetings,

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

MTSS Resource Teacher/ Member of Guidance Team is the MTSS facilitator:.
Schedule and attend MTSS team meetings, Maintain log of all students involved int the MTSS process, send out parent invitations, complete necessary MTSS forms.
Principal/Assistant Principal:
Facilitate implementation of the MTSS problem-solving process; provide or coordinate valuable and continuous professional development; assign paraprofessionals to support MTSS when possible; attend MTSS team meetings to be active in the MTSS change process; conduct classroom Walk-Throughs to monitor fidelity.
District Specialist:
Consult with MTSS Team
Provide staff trainings
School Psychologist:
Reading Specialist;
Attend MtSS Team meetings; train teachers in interventions, progress monitoring and differenttiated instruction; implement supplemental and intensive interventions; keep progress monitoring notes and anecdotals of interventions implemented, administer screenings, collect school-wide data for team to use in determining at-risk students.
Attend MTSS Team meetings; monitor data collection process for fidelity; review and interpret progress monitoring data; collaborate with MTSS Team on effective instruction & specific interventions; incorporate MTSS data when guiding a possible ESE referral and when making elegibility decisions.
ESO/ELL Representative:
Attend all MTSS Team meetings for identified ELL students, advising and competing LEP paperwork; conduct language screenings and assessments; provide Ell interventions at all tiers.
Classroom Teacher;
Keep ongoing progress monitoring notes in a MTSS folder to be filed in cumulative folder at the end of each school year of if transferring/withdrawing; attend MTSS team meeitngs to collaborate on and monitor students who are struggling; implement interventions designed by MTSS Team for students recieving supplemental and intensive supports; deliver instruction with fidelity.
Speed/Language Pathologist:
Attend MTSS Meetings for sudents receiving supplemental and intensive supports; completes Communication Skills screening for unsuccessful students with Tier 2 interventions; assist with supplemental and intensive interventions through collaborations, trainings, or direct student contact; incorporate MTSS data when guiding a possible Speech/Language referral and when making eligibility decisions.

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

Classroom Walk-Throughs, PLC's, quarterly data meetings

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

River Hall utilizes the district adopted data management system Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with teh detailed anaysis of district, shcool, classroom and student level data. These analysis assist with the tracking of students progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

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

River Hall plans to support the MTSS plan by providing on going staff development through district specialists suppoting effective instructional practices, data analysis, behavior management techniques and ESOL strategies. These trainings will ensure that teachers have the knowledge need to differentitate instruction for students.

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: 2,000

Afterschool tutoring focused on supplementing core programs. .
Saturday Writing Boot Camps for 4th graders.

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?

Pre and post
tests used to anyalyze current levels and huge growth

Who is responsible for monitoring implementation of this strategy?

Administration responsible for monitoring.

Literacy Leadership Team (LLT)

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

Name	Title
Scott LeMaster	Principal

Name	Title
Tracey Zenoniani	Assistant Principal
Donna Johnston	Reading Specialist
Amy McGinley	Meda Specialist
Becky Silcox	5th grade teacher
Linda Borchering	4th grade teacher
Luke Welling	4th grade teacher
Danielle Smith	3rd grade teacher
Minerva Sample	2nd grade teacher
Mary Baxley	1st grade teacher
Claudia Williams	Kindergarten teacher
Sharon Feeney	ESE teacher

How the school-based LLT functions

The LLT meetings are held once a month to review progress and implement changes as needed. The principal serves as the instructional leader and primary resource contact person. The Reading Specialist is the professional development support information source. The remaining members are representatve of each grade level and special areas.

Major initiatives of the LLT

River Hall plans to support the MTSS plan by working closely with a district MTSS specialist to provide on going staff development focusing on effective instructional practices, data analysis, behavior management techniques and ESOL strategies. These trainings will ensure that teachers have the knowledge needed to differentiate instruction for students. The district specialist will work closely with our MTSS chairperson to ensure sufficient support for the improved educaiional outcomes of students with academic and behavioral needs within the mulit-tiered system of student supports.

Every Teacher Contributes to Reading Instruction

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

All Teachers were part of a High Yield Symposium training to start the school
Year. Teachers were instructed by trainers with regard to best instrcutional
practices.
All Teachers received a full day of Reading training as provided by the district.
All teachers received a separate 3 hour training detailing the new Reading series
All Teachers receive on-going (monthly) training with District Reading Specialist Michelle
Mell.
Teachers also receive training from District Reading Specialist Rebecca Mendes.

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

Preschool teachers will coordinate a transition process with Kinder teachers. This process will involve Kinder teachers meeting with Preschool teachers to discuss needed readiness skills. Preschool students will also visit Kinder classrooms. Students attending another school next year will have a file that follows them that will allow their Kinder teacher to view pertinent information.

May 16 Kindergarten Orientation for 13-14

July 24-25 Kinder screenings for 13-14

Pre Kinder Transistion:

Daily identification of K Readiness skills in the areas of: Letter and number identification, shapes, sounds, and colors.

Snack Pack weekly invited to parents.

Daily communication folder for parents detailing the activities for the day.

Joining classes to work on social skills in large group daily.

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	66%	58%	No	69%
American Indian				
Asian				
Black/African American	53%	35%	No	58%
Hispanic	53%	50%	Yes	58%
White	74%	69%	Yes	77%
English language learners	44%	35%	Yes	50%
Students with disabilities	42%	25%	No	48%
Economically disadvantaged	61%	52%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	19%	22%
Students scoring at or above Achievement Level 4	79	19%	22%

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]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	167	62%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	46	68%	71%

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	37%	42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	20%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	24%	29%

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	81	55%	70%
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	63%	54%	No	66%
American Indian				
Asian				
Black/African American	49%	25%	No	54%
Hispanic	52%	56%	Yes	57%
White	71%	60%	No	74%
English language learners	41%	35%	Yes	47%
Students with disabilities	46%	29%	No	51%
Economically disadvantaged	58%	49%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	20%	23%
Students scoring at or above Achievement Level 4	61	15%	18%

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]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	149	55%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	42	62%	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	33	25%	28%
Students scoring at or above Achievement Level 4	14	11%	14%

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]*		100%

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	352	37%	40%

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	49	5%	3%
Students retained, pursuant to s. 1008.25, F.S.	14	9%	8%
Students who are not proficient in reading by third grade	74	47%	32%
Students who receive two or more behavior referrals	56	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	66	7%	5%

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

The parental involvement activities River Hall will offer during the 2013-2014 school year will include the following; All Pro Dads, Family Involvement Center, Curriculum nights, Math night, Science and Inventors Fair, Muffins for Moms, Doughnuts for Dad, ESOL night.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
River Hall will involve parents in eight activities throughout the 2013-2014.	6	100%	100%

Goals Summary

G1.

G2. Students will increase proficiency in all content areas through use of a rigorous curriculum focused on state standards and the academic needs of students.

Goals Detail

G1.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Students will increase proficiency in all content areas through use of a rigorous curriculum focused on state standards and the academic needs of students.

Targets Supported

- Writing

- Science - Elementary School

- STEM - All Levels

- Parental Involvement

- EWS - Elementary School

Resources Available to Support the Goal

- Title 1 funds-Personnel, Supplies, and Materials in the amount $360,995.

- Resource teachers

- Materials

- District personnel in Reading, Writing, Math, and Science

- PLC's

- A Plus Team

- Winn Dixie

- Dairy Queen

- Rotary Club

Targeted Barriers to Achieving the Goal

- Teachers lack content knowledge due to new programs.

Plan to Monitor Progress Toward the Goal

Checkpoints Team Meetings PLCs

Person or Persons Responsible
Adminstration-resource

Target Dates or Schedule:
Every six weeks

Evidence of Completion:
Checkpoints show a positive trend toward an increased proficiency in all content areas.

Action Plan for Improvement

Problem Solving Key

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

G2. Students will increase proficiency in all content areas through use of a rigorous curriculum focused on state standards and the academic needs of students.

G2.B1 Teachers lack content knowledge due to new programs.

G2.B1.S1 Through the use of district and on-site staff school-wide trainings.

Action Step 1

Train staff with Writing consultant Kathy Robinson.

Person or Persons Responsible

4th grade teachers

Target Dates or Schedule

4-5 half to full days throughout the year.

Evidence of Completion

Classroom implementation Lesson Plans Info obtained from classroom walkthroughs

Action Step 2

Train staff

Person or Persons Responsible

District trainers

Target Dates or Schedule

Once per month

Evidence of Completion

Classroom implementation Lesson Plans Info obtained from classroom walkthroughs/feedback from Administrators Positive trend indicator with regards to teachers response to surveys (3)

Facilitator:

Various district trainers

Participants:

District trainers

Action Step 3

Train staff

Person or Persons Responsible

Staff trainers

Target Dates or Schedule

Twice per month

Evidence of Completion

Classroom implementation Lesson Plans Info obtained from classroom walkthroughs Positive trend indicator with regards to teachers response to surveys (3)

Facilitator:

Dr. LeMaster

Participants:

Staff trainers

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

Teacher lesson plans Data meetings/checkpoints Teacher feedback Walkthroughs

Person or Persons Responsible

Administration-Resource

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Professional development implementation evident in daily lesson plans and administrative walkthroughs. Positive trend indicator with regards to teachers response to surveys (3) Professional development evident in student performance

Plan to Monitor Effectiveness of G2.B1.S1

Student data Formal/Informal Assessments

Person or Persons Responsible

Administration-Resource

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Increased student proficiency in all content areas

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, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.
Title I, Part C- Migrant
Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs

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Title I, Part D
The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.
Title II, Part A
Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.
Title III
Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.
Title X- Homeless
Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in

Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For

instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.
Other
Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

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.

G2. Students will increase proficiency in all content areas through use of a rigorous curriculum focused on state standards and the academic needs of students.

G2.B1 Teachers lack content knowledge due to new programs.

G2.B1.S1 Through the use of district and on-site staff school-wide trainings.

PD Opportunity 1

Train staff

Facilitator

Various district trainers

Participants

District trainers

Target Dates or Schedule

Once per month

Evidence of Completion

Classroom implementation Lesson Plans Info obtained from classroom walkthroughs/feedback from Administrators Positive trend indicator with regards to teachers response to surveys (3)

PD Opportunity 2

Train staff

Facilitator

Dr. LeMaster

Participants

Staff trainers

Target Dates or Schedule

Twice per month

Evidence of Completion

Classroom implementation Lesson Plans Info obtained from classroom walkthroughs Positive trend indicator with regards to teachers response to surveys (3)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Students will increase proficiency in all content areas through use of a rigorous curriculum focused on state standards and the academic needs of students.	$9,000
	Total	$9,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title II for four sessions Title 1 for two sessions	$9,000	$9,000
Total	$9,000	$9,000

Budget Details

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

G2. Students will increase proficiency in all content areas through use of a rigorous curriculum focused on state standards and the academic needs of students.

G2.B1 Teachers lack content knowledge due to new programs.

G2.B1.S1 Through the use of district and on-site staff school-wide trainings.

Action Step 1

Train staff with Writing consultant Kathy Robinson.

Resource Type

Evidence-Based Program

Resource

Writing Training or Grade 4

Funding Source

Title II for four sessions Title 1 for two sessions

Amount Needed

$9,000