



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Eastside Elementary School

1820 JOHNSON AVE E

Haines City, FL 33844

863-421-3254

<http://schools.polk-fl.net/ee>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 59%
Alternative/ESE Center No	Charter School No	Minority Rate 90%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	17
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	26
Part III: Coordination and Integration	35
Appendix 1: Professional Development Plan to Support Goals	36
Appendix 2: Budget to Support Goals	38

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 1	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Eastside Elementary School

Principal

Johna Jozwiak

School Advisory Council chair

Carol Collins

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

Name	Title
Johna Jozwiak	Principal
Ryan Foster	Assistant Principal
Willie Anglin	Assistant Principal
Lucinda Nicks	Math Resource
Maria Quiroa	Reading Resource
Chauncey Mitchell	Science Resource
Robyn Williams	Writing Resource

District-Level Information

District

Polk

Superintendent

Dr. Kathryn Leroy

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

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

Membership of the SAC

SAC includes a chair, secretary, and members to match the demographics of the school student population.

Involvement of the SAC in the development of the SIP

SAC will look at student data, discuss problems, and solutions. Once the SIP is completed, SAC will approve the plan.

Activities of the SAC for the upcoming school year

Review of SIP, Review of Student Academic Progress, Review of Budget, Review of Family Involvement Plan, Review of SAC Guidelines

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

After school tutoring-\$5,000

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

NA

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Johna Jozwiak

Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

B.S. degree in Arts and Science,
West Virginia University
Masters degree in Education Leadership, NOVA Southeastern, currently working to obtain a Doctorate in Organizational Leadership, North Central University; Teacher Certification-State of Florida, School Principal Certification-State of Florida.

Performance Record

2012-13 Grade--C
Reading-40%
Math-44%
Writing-62%
Science-25%
Reading gains-58%
Math Gains-48%
Reading Lowest 25%-61%
Math Lowest 25%-40%
2012-13 Grade--B
Reading-40%
Math-44%
Writing-62%
Science-25%
Reading gains-58%
Math Gains-48%
Reading Lowest 25%-61%
Math Lowest 25%-40%
2010-2011 Grade C
Students meeting High Standards in:
Reading 46%
Math 60%
Writing 89%
Science 23%
2009-2010 Grade C-79% AYP
Students meeting High Standards in:
Reading 64%
Math 76%
Writing 85%
Science 30%
2008-09 Grade A-100% AYP
Students meeting High Standards in:
Reading 70%
Math 75%

Writing 94%
 Science 31%
 2007-08 Grade B-100% AYP
 Students meeting High Standards in:
 Reading 65%
 Math 68%
 Writing 93%
 Science 32%
 2006-07 Grade A-100% AYP
 Students meeting High Standards in:
 Reading 66%
 Math 71%
 Writing 84%
 Science 22%

Willie Anglin

Asst Principal	Years as Administrator: 7	Years at Current School: 0
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Credentials MA in Educational Leadership

Performance Record NA

Ryan Foster

Asst Principal	Years as Administrator: 1	Years at Current School: 1
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Credentials B.S. degree, Elementary Education, Indiana University
 Masters degree in Education Leadership, University of South Florida,
 Teacher Certification-State of Florida: ESOL, Reading Endorsed

Performance Record 2012-13 Grade--C
 Reading-40%
 Math-44%
 Writing-62%
 Science-25%
 Reading gains-58%
 Math Gains-48%
 Reading Lowest 25%-61%
 Math Lowest 25%-40%

Instructional Coaches

of instructional coaches
0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

NA

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

73

receiving effective rating or higher

60, 82%

Highly Qualified Teachers

100%

certified in-field

73, 100%

ESOL endorsed

48, 66%

reading endorsed

7, 10%

with advanced degrees

18, 25%

National Board Certified

0, 0%

first-year teachers

9, 12%

with 1-5 years of experience

16, 22%

with 6-14 years of experience

32, 44%

with 15 or more years of experience

18, 25%

Education Paraprofessionals

of paraprofessionals

14

Highly Qualified

14, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

11

receiving effective rating or higher

11, 100%

Teacher Recruitment and Retention Strategies

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

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

We will have a mentoring program, where each new teacher will be placed with an experienced teacher. We will meet monthly with administration, mentees, and mentors. Teachers will view other teachers throughout the year in a vertical team.

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

Each "New to Eastside" teacher is paired with a highly-qualified, master teacher. The mentees and mentors meet with the assistant principal two weeks a month. The meetings are held to discuss the issues that arise at the time period of the meetings, such as beginning of school year, interims, and report card grades. A weekly blast will be sent to all mentees to discuss a prime factor going on in the school at that time.

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

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The MTSS Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The PS/Rtl Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about

implementation.

o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Assistant Principal: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of PS/Rtl, further assists the principal in the assessment of PS/Rtl skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co teaching.

Instructional Coaches-Reading/Math/Science: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district 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;" assists 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.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

School Psychologist: Participates in 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 decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

PS/Rtl Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

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

The RtI Leadership Team will meet with the School Advisory Council (SAC) and principal to help develop the SIP. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.

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

Baseline data is gathered through August and September. Discovery Ed data is processed through the Progress Monitoring and Reporting Network (PMRN). Kindergarten, First, and Second Grade data is gathered for the report card. First and Second Grade instructional data is gathered from the previous year SAT 10. Third through Fifth Grade instructional data is gathered from the previous year's FCAT scores.

Progress Monitoring data is gathered mid-year and toward the end of the year. FAIR is processed twice more through the PMRN. Kindergarten, First, and Second Grade data is gathered for the report card every nine weeks. Other Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained by probes, Quick Reads, Fluency checks, etc.

Diagnostic Assessment data is gathered through the Discovery Ed, ERDA, and DAR, and FAIR End of Year data is gathered through Discovery Ed, FAIR, SAT 10, FCAT, and report cards. Data is discussed and analyzed at least monthly at the PS/RtI Leadership Team Meetings.

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

The MTSS team will meet with the SAC and report on the progress.

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: 1,440

Master teachers will work with students in 3rd, 4th, and 5th grade in the subjects of reading, math, science (5th). Teachers will use best practices to instruct students in those areas.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data will be collected from FAIR for reading, math and science progress monitoring before and after the tutoring program.

Who is responsible for monitoring implementation of this strategy?

Assistant principal

Literacy Leadership Team (LLT)

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

Name	Title
Ryan Foster	Assistant Principal
Maria Quiroa	Reading Resource
Robyn Williams	Writing Resource
Lorine Smith	Guidance
Coretta Rivers	Technology Resource
Lucinda Nicks	Math Resource
Chauncey Mitchell	Science Resource

How the school-based LLT functions

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing LLT, conducts assessment of LLT skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support LLT implementation, and communicates with parents regarding school-based LLT plans and activities.

Assistant Principal: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of LLT, further assists the principal in the assessment of LLT skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning LLT plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general

education teachers through such activities as co teaching.

Instructional Coaches-Reading/Math/Science: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district 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;” assists 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.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students’ academic, emotional, behavioral, and social success.

School Psychologist: Participates in 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 decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

PS/Rtl Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

The LLT will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The LLT will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The LLT will meet at least once per month (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Major initiatives of the LLT

What will be the major initiatives of the LLT this year?

- o Increase Accelerated Reading participation by offering classroom and school wide incentives
- o Provide time each day for age appropriate, engaging literacy centers that align with the lesson that was taught that morning
- o Participate in the Author’s Backpack program in which ESOL students receive a free backpack full of

reading books and literacy activity books to complete both in school and at home
o Offer an after-school Reading Aimed on Success Camp prior to the FCAT to help students who are in need of improvement

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

In the spring of each year, a “Kindergarten Visits” is held by the school. The students and teachers spend the morning with a Kindergarten class where they participate in several activities that our Kindergarten staff has prepared. The students also take a tour of the Eastside campus with a stop in the cafeteria for snacks.

Eastside Kindergarten Visit allows children to:

- Register for school
- Visit kindergarten classrooms
- Learn about the things that parents can do to prepare their children for kindergarten
- Receive necessary information

At the August orientation:

- Parents meet the teacher
- Tour the school
- Receive supply lists and other information

The students and teachers spend the morning with a Kindergarten class where they participate in several activities that our Kindergarten staff has prepared. The students also take a tour of the Eastside campus with a stop in the cafeteria for snacks.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	40%	No	50%
American Indian				
Asian				
Black/African American	34%	35%	Yes	41%
Hispanic	46%	41%	No	51%
White	50%	40%	No	55%
English language learners	41%	38%	No	47%
Students with disabilities	33%	22%	No	39%
Economically disadvantaged	43%	39%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	151	30%	50%
Students scoring at or above Achievement Level 4	50	10%	10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		90%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	159	58%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	45	61%	80%

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)	234	37%	
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	175	28%	
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	185	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	79	62%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	52%	44%	No	57%
American Indian				
Asian				
Black/African American	47%	38%	No	52%
Hispanic	53%	45%	No	58%
White	48%	42%	No	54%
English language learners	48%	46%	No	54%
Students with disabilities	34%	25%	No	41%
Economically disadvantaged	51%	43%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	177	38%	50%
Students scoring at or above Achievement Level 4	30	6%	10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		90%
Students scoring at or above Level 7	[data excluded for privacy reasons]		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	123	45%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	40%	80%

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	27	22%	45%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%

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]		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)	1		1
Participation in STEM-related experiences provided for students	130	100%	100%

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	92	8%	5%
Students retained, pursuant to s. 1008.25, F.S.	37	19%	5%
Students who are not proficient in reading by third grade	120	60%	40%
Students who receive two or more behavior referrals	150	15%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	116	11%	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

Host 6 parent nights: Open House, Math Night, Reading Night, Science Night, Writing Night, Spring Night

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement	125	13%	45%

Goals Summary

- G1.** Increase student engagement during core instructional delivery through the use of collaborative pairs and cooperative structures
- G2.** Increase students knowledge of core standards through standards-based curriculum by following the learning schedules
- G3.** Increase students high order thinking during core instruction with the use of moderate two-step questioning in math
- G4.** Increase student reading levels through the use differentiated instruction to teach students based on need in the area of reading
- G5.** Increase reading proficiency through eyes-on-text with close reading during core instruction.
- G6.** Increase science proficiency through the use of hands-on activities to teach core science
- G7.** Increase cross content writing with the use of writing summaries in all subject areas
- G8.** Increase student knowledge of technology to increase performance on computer-based testing

Goals Detail

G1. Increase student engagement during core instructional delivery through the use of collaborative pairs and cooperative structures

Targets Supported

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

Resources Available to Support the Goal

- Staff training in cooperative structures and collaborative pairs. Kagan trained staff will use structures during staff development days.

Targeted Barriers to Achieving the Goal

- Staff misuse or incorrect use of the cooperative structure

Plan to Monitor Progress Toward the Goal

Data chats

Person or Persons Responsible

Principal

Target Dates or Schedule:

Three times a year

Evidence of Completion:

FAIR/Progress Monitoring Data; lesson plans

G2. Increase students knowledge of core standards through standards-based curriculum by following the learning schedules

Targets Supported

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

Resources Available to Support the Goal

- Learning schedules, GO Math! teacher editions

Targeted Barriers to Achieving the Goal

- lack of planning from team members, lack of fidelity of following the learning schedules

Plan to Monitor Progress Toward the Goal

Review progress monitoring data

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule:

3 times a year

Evidence of Completion:

increase in the proficiency of students based on progress monitoring data; lesson plans

G3. Increase students high order thinking during core instruction with the use of moderate two-step questioning in math

Targets Supported

Resources Available to Support the Goal

- Math stem questions, 8 mathematical practices, 12-words (Tested vocabulary)

Targeted Barriers to Achieving the Goal

- Teachers only use the low order questions because they are easier

Plan to Monitor Progress Toward the Goal

Review progress monitoring data

Person or Persons Responsible

Principal, Assistant principal

Target Dates or Schedule:

3 times a year

Evidence of Completion:

Increased student proficiency; lesson plans; Student Agendas

G4. Increase student reading levels through the use differentiated instruction to teach students based on need in the area of reading

Targets Supported

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

Resources Available to Support the Goal

- Reading Wonders, FAIR data

Targeted Barriers to Achieving the Goal

- Teachers do not monitor the time of whole group reading instruction, which takes away from the small group time.

Plan to Monitor Progress Toward the Goal

review progress monitoring data

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule:

three times a year

Evidence of Completion:

increased student proficiency

G5. Increase reading proficiency through eyes-on-text with close reading during core instruction.

Targets Supported

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

Resources Available to Support the Goal

- Reading Wonders

Targeted Barriers to Achieving the Goal

- lack of knowledge of the close reading strategy and using appropriate text

Plan to Monitor Progress Toward the Goal

review progress monitoring data

Person or Persons Responsible

Principal

Target Dates or Schedule:

three times a year

Evidence of Completion:

increase in student proficiency

G6. Increase science proficiency through the use of hands-on activities to teach core science

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science textbook, science materials, science lab

Targeted Barriers to Achieving the Goal

- Lack of planning of hands on activities

Plan to Monitor Progress Toward the Goal

review progress monitoring data

Person or Persons Responsible

Principal

Target Dates or Schedule:

three times a year

Evidence of Completion:

increase science proficiency; lesson plans; student journals

G7. Increase cross content writing with the use of writing summaries in all subject areas

Targets Supported

- Writing

Resources Available to Support the Goal

- Summary rubrics, writing resource teacher

Targeted Barriers to Achieving the Goal

- Teachers and students do not know how to write summaries

Plan to Monitor Progress Toward the Goal

review progress monitoring data

Person or Persons Responsible

Principal

Target Dates or Schedule:

three times a year

Evidence of Completion:

increased writing proficiency; student journals

G8. Increase student knowledge of technology to increase performance on computer-based testing

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Computer lab, laptops, resource

Targeted Barriers to Achieving the Goal

- students do not use technology enough in school, and lack basic skills for testing on the computer

Plan to Monitor Progress Toward the Goal

progress monitoring data

Person or Persons Responsible

Principal

Target Dates or Schedule:

three times a year

Evidence of Completion:

increased performance on computer based test

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student engagement during core instructional delivery through the use of collaborative pairs and cooperative structures

G1.B1 Staff misuse or incorrect use of the cooperative structure

G1.B1.S1 weekly integrated staff development during collaborative planning sessions.

Action Step 1

Facilitate the collaborative plannings and discuss the use of cooperative structures and collaborative pairs

Person or Persons Responsible

Assistant Principal; selected staff who were trained in KAGAN to model strategies

Target Dates or Schedule

Weekly Wednesday Collaborative Planning; monthly staff development meetings

Evidence of Completion

Collaborative Plannings notes

Facilitator:

Assistant Principal; selected staff who were trained in KAGAN to model strategies

Participants:

Assistant Principal; selected staff who were trained in KAGAN to model strategies

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

Review Notes

Person or Persons Responsible

Assistant Principal/Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Planning notebook

Plan to Monitor Effectiveness of G1.B1.S1

Leadership Team Discussion

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Progress Monitoring Data

G2. Increase students knowledge of core standards through standards-based curriculum by following the learning schedules

G2.B1 lack of planning from team members, lack of fidelity of following the learning schedules

G2.B1.S1 Through weekly collaborative planning sessions, teachers will review and align all lessons with the curriculum maps.

Action Step 1

AP will facilitate the planning of the week using the curriculum maps, and the GO Math series, plus other appropriate resources

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly Wednesday Collaborative Planning sessions

Evidence of Completion

Collaborative planning sessions notes from AP

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

Discuss the notes of the the collaborative planning sessions

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Monthly Leadership Team meetings

Evidence of Completion

Collaborative planning notes

Plan to Monitor Effectiveness of G2.B1.S1

Review progress monitoring data

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

3 times a year

Evidence of Completion

Increase in progress monitoring data

G3. Increase students high order thinking during core instruction with the use of moderate two-step questioning in math

G3.B1 Teachers only use the low order questions because they are easier

G3.B1.S1 Through collaborative planning, train teachers to use moderate questions to help with two-step problems. Daily brain teasers for K-5 as morning work (12-words)

Action Step 1

discuss moderate questions that would be appropriate for the current math module

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly Wednesday collaborative planning sessions

Evidence of Completion

collaborative planning notes from AP

Facilitator:

Math resource teacher

Participants:

Assistant Principal

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Facilitate the weekly planning sessions

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

AP notes from sessions

Plan to Monitor Effectiveness of G3.B1.S1

review Progress monitoring data

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

3 times a year

Evidence of Completion

increased student proficiency

G5. Increase reading proficiency through eyes-on-text with close reading during core instruction.

G5.B1 lack of knowledge of the close reading strategy and using appropriate text

G5.B1.S1 Weekly planning meetings to discuss using reading wonders to teach close reading

Action Step 1

collaborative planning

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

weekly

Evidence of Completion

Collaborative planning notes from AP

Plan to Monitor Fidelity of Implementation of G5.B1.S1

planning sessions

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

weekly

Evidence of Completion

planning notes

Plan to Monitor Effectiveness of G5.B1.S1

review progress monitoring data

Person or Persons Responsible

Prinicpal

Target Dates or Schedule

three times a year

Evidence of Completion

increase in student proficiency

G6. Increase science proficiency through the use of hands-on activities to teach core science

G6.B1 Lack of planning of hands on activities

G6.B1.S1 implement a science lab for 4th and 5th grade students; implement hands-on activities in K-3 classrooms during core science instruction.

Action Step 1

Science lab for 4th and 5th graders

Person or Persons Responsible

Science Resource Teacher

Target Dates or Schedule

weekly

Evidence of Completion

Special Activity Schedule

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Walk Thrus and discussion with science resource teacher

Person or Persons Responsible

Assistant principal

Target Dates or Schedule

Weekly

Evidence of Completion

notes from AP

Plan to Monitor Effectiveness of G6.B1.S1

Review science progress monitoring

Person or Persons Responsible

Principal

Target Dates or Schedule

three times a year

Evidence of Completion

increase science proficiency

G7. Increase cross content writing with the use of writing summaries in all subject areas

G7.B1 Teachers and students do not know how to write summaries

G7.B1.S1 Teachers instruct students to write summaries in all subjects in summary journals; PD for teachers on how to instruct students to write a summary

Action Step 1

planning sessions

Person or Persons Responsible

Writing resource teacher

Target Dates or Schedule

weekly

Evidence of Completion

planning session notes

Facilitator:

Writing Resource

Participants:

Writing resource teacher

Plan to Monitor Fidelity of Implementation of G7.B1.S1

classroom walk throughs

Person or Persons Responsible

assistant principal, principal

Target Dates or Schedule

weekly

Evidence of Completion

increase of teacher effectiveness

Plan to Monitor Effectiveness of G7.B1.S1

review progress monitoring data

Person or Persons Responsible

Principal

Target Dates or Schedule

three times a week

Evidence of Completion

increase writing proficiency

G8. Increase student knowledge of technology to increase performance on computer-based testing

G8.B1 students do not use technology enough in school, and lack basic skills for testing on the computer

G8.B1.S1 weekly computer labs

Action Step 1

computer lab sessions

Person or Persons Responsible

Computer lab paras, tech resource teacher, reading and writing resource teacher/labs

Target Dates or Schedule

weekly

Evidence of Completion

special activity schedule

Plan to Monitor Fidelity of Implementation of G8.B1.S1

leadership team meetings

Person or Persons Responsible

Principal

Target Dates or Schedule

weekly

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of G8.B1.S1

progress monitoring data

Person or Persons Responsible

Principal

Target Dates or Schedule

three times a year

Evidence of Completion

increase performance

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

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and

other programs to ensure student needs are met.

Title I, Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title I, Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title II

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title III

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Title X

Supplemental Academic Instruction (SAI)

SAI funds are used to provide services to Tier 2 and Tier 3 students.

Supplemental Violence Prevention Programs

The district provides training in anti-bullying.

Violence Nutrition Programs

The district provides materials and training on nutrition.

Nutrition Housing Programs

N/A

Housing Head Start

The district provides Head Start programs in selected locations.

Head Adult Education

The district provides opportunities for adults take GED classes.

Career and Technical Education

The district provides both career and technical educational opportunities.

Career Job Training

The district provides opportunities for job training through the career, technical and adult education efforts.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase student engagement during core instructional delivery through the use of collaborative pairs and cooperative structures

G1.B1 Staff misuse or incorrect use of the cooperative structure

G1.B1.S1 weekly integrated staff development during collaborative planning sessions.

PD Opportunity 1

Facilitate the collaborative plannings and discuss the use of cooperative structures and collaborative pairs

Facilitator

Assistant Principal; selected staff who were trained in KAGAN to model strategies

Participants

Assistant Principal; selected staff who were trained in KAGAN to model strategies

Target Dates or Schedule

Weekly Wednesday Collaborative Planning; monthly staff development meetings

Evidence of Completion

Collaborative Plannings notes

G3. Increase students high order thinking during core instruction with the use of moderate two-step questioning in math

G3.B1 Teachers only use the low order questions because they are easier

G3.B1.S1 Through collaborative planning, train teachers to use moderate questions to help with two-step problems. Daily brain teasers for K-5 as morning work (12-words)

PD Opportunity 1

discuss moderate questions that would be appropriate for the current math module

Facilitator

Math resource teacher

Participants

Assistant Principal

Target Dates or Schedule

Weekly Wednesday collaborative planning sessions

Evidence of Completion

collaborative planning notes from AP

G7. Increase cross content writing with the use of writing summaries in all subject areas

G7.B1 Teachers and students do not know how to write summaries

G7.B1.S1 Teachers instruct students to write summaries in all subjects in summary journals; PD for teachers on how to instruct students to write a summary

PD Opportunity 1

planning sessions

Facilitator

Writing Resource

Participants

Writing resource teacher

Target Dates or Schedule

weekly

Evidence of Completion

planning session notes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student engagement during core instructional delivery through the use of collaborative pairs and cooperative structures	\$10,000
G3.	Increase students high order thinking during core instruction with the use of moderate two-step questioning in math	\$60,000
G5.	Increase reading proficiency through eyes-on-text with close reading during core instruction.	\$50,000
G6.	Increase science proficiency through the use of hands-on activities to teach core science	\$60,000
G7.	Increase cross content writing with the use of writing summaries in all subject areas	\$50,000
G8.	Increase student knowledge of technology to increase performance on computer-based testing	\$120,000
Total		\$350,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Evidence-Based Materials	Total
Title I Staff Training	\$10,000	\$0	\$0	\$10,000
Title I	\$0	\$280,000	\$60,000	\$340,000
Total	\$10,000	\$280,000	\$60,000	\$350,000

Budget Details

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

G1. Increase student engagement during core instructional delivery through the use of collaborative pairs and cooperative structures

G1.B1 Staff misuse or incorrect use of the cooperative structure

G1.B1.S1 weekly integrated staff development during collaborative planning sessions.

Action Step 1

Facilitate the collaborative plannings and discuss the use of cooperative structures and collaborative pairs

Resource Type

Professional Development

Resource

Kagan Cooperative Learning Structures Training

Funding Source

Title I Staff Training

Amount Needed

\$10,000

G3. Increase students high order thinking during core instruction with the use of moderate two-step questioning in math

G3.B1 Teachers only use the low order questions because they are easier

G3.B1.S1 Through collaborative planning, train teachers to use moderate questions to help with two-step problems. Daily brain teasers for K-5 as morning work (12-words)

Action Step 1

discuss moderate questions that would be appropriate for the current math module

Resource Type

Personnel

Resource

Math Resource Teacher

Funding Source

Title I

Amount Needed

\$60,000

G5. Increase reading proficiency thought eyes-on-text with close reading during core instruction.

G5.B1 lack of knowledge of the close reading strategy and using appropriate text

G5.B1.S1 Weekly planning meetings to discuss using reading wonders to teach close reading

Action Step 1

collaborative planning

Resource Type

Personnel

Resource

Reading Resource Teacher

Funding Source

Title I

Amount Needed

\$50,000

G6. Increase science proficiency through the use of hands-on activities to teach core science

G6.B1 Lack of planning of hands on activities

G6.B1.S1 implement a science lab for 4th and 5th grade students; implement hands-on activities in K-3 classrooms during core science instruction.

Action Step 1

Science lab for 4th and 5th graders

Resource Type

Evidence-Based Materials

Resource

Science Resource Teacher and supplies

Funding Source

Title I

Amount Needed

\$60,000

G7. Increase cross content writing with the use of writing summaries in all subject areas

G7.B1 Teachers and students do not know how to write summaries

G7.B1.S1 Teachers instruct students to write summaries in all subjects in summary journals; PD for teachers on how to instruct students to write a summary

Action Step 1

planning sessions

Resource Type

Personnel

Resource

Writing Resource Teacher

Funding Source

Title I

Amount Needed

\$50,000

G8. Increase student knowledge of technology to increase performance on computer-based testing

G8.B1 students do not use technology enough in school, and lack basic skills for testing on the computer

G8.B1.S1 weekly computer labs

Action Step 1

computer lab sessions

Resource Type

Personnel

Resource

Computer Lab Paras, Network manager, Tech Resource Teacher

Funding Source

Title I

Amount Needed

\$120,000