



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Kingsford Elementary School

1400 DEAN ST

Mulberry, FL 33860

863-701-1054

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 73%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 70%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> B	<b>2011-12</b> D	<b>2010-11</b> D
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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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

Kingsford Elementary School

##### Principal

Patricia Noble

##### School Advisory Council chair

Denise Hunter

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

Name	Title
Christopher Miller	Assistant Principal
Clair Hernandez	ESOL Teacher
Rae Argo	School Counselor
Delia Crowder	School Psychologist
Janel Brown	Title 1 Facilitator

#### District-Level Information

##### District

Polk

##### Superintendent

Mrs. Kathryn LeRoy

##### Date of school board approval of SIP

1/22/2014

### School Advisory Council (SAC)

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

#### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

SAC position titles are TBD.

#### Involvement of the SAC in the development of the SIP

SAC will meet to review the SIP and make the appropriate changes (if necessary).

#### Activities of the SAC for the upcoming school year

Quarterly meetings, review SIP, review school budget, and assist in identifying school needs.

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

Technology needs and classroom needs. Amount to be determined.

**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:**

**Patricia Noble**

Principal

Years as Administrator:

Years at Current School:

**Credentials**

Assistant Principal Dr. N. E. Roberts Elementary

2006- 2007:

Grade B, Reading Mastery: 72%, 64% making a year's worth of progress in reading; 68% of struggling students making a year's worth of progress in reading.

Math Mastery: 70% of students at or above grade level in math, 60% of students making a year's worth of progress in math, and 58% of struggling students making a year's of progress in math. Black students did not make AYP in reading or math.

2007-2008:

Grade B, Reading Mastery: 69% at or above grade level; 52% making a year's worth of progress in reading; 45% of struggling students making a year's worth progress in reading.

Math: 73% at or above grade level in math; 62% making a year's progress in math; 60% of struggling students making a year's progress in math.

Black and Economically Disadvantaged did not make AYP in reading or math.

2008-2009:

Grade B, Reading Mastery: 73% of students reading at or above grade level in reading; 56% making a year's worth of progress in reading; 48% of struggling students making a year's worth of progress in reading.

Math: 73% of students at or above grade level in math; 58% making a year's worth of progress in math; 71% of struggling students making a year's worth of progress in math.

Economically Disadvantaged students made AYP in Reading and Math through Safe Harbor

2009-2010:

Grade D, Reading Mastery: 74% of students reading at or above grade level in reading; 60% making a year's worth of progress in reading; 44% of struggling students making a year's worth of progress in reading.

Math: 77% of students at or above grade level in math; 56% making a year's worth of progress in math; 52% of struggling students making a year's worth of progress in math.

2010-2011:

Grade A, Reading Mastery: 73%, 68% making a year's worth of progress in reading; 69% of struggling students making a year's worth of progress in reading.

Math: 75% of students at or above grade level in math, 63% making a year's worth of progress in math; 65% of struggling students making a year's worth of progress in math.

Economically Disadvantaged students made AYP in Math but not in Reading as evidenced by the 2010-2011 FCAT Test

2011-2012

Grade B, Reading Mastery: 55%, 70% making a year's worth of progress in reading; 72% of struggling students making a year's worth of progress in reading.



Math: 55% of students at or above grade level in math, 61% making a year's worth of progress in math; 60% of struggling students making a year's worth of progress in math.

**Performance Record**

<b>Christopher Miller</b>		
Asst Principal	Years as Administrator: 1	Years at Current School:

<b>Credentials</b>	B.S. Exceptional Student Education M. Ed. Educational Leadership Certifications Elementary Education K-6 Educational Leadership K-12 Exceptional Student Education K-12 ESOL Endorsement
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<b>Performance Record</b>	Kingsford Elementary 2012-13 / Grade B: Reading Mastery-40%; Math Mastery-49%; Writing Mastery-61%; Science Mastery-49%
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**Instructional Coaches**

<b># of instructional coaches</b>	1
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<b># receiving effective rating or higher</b>	(not entered because basis is < 10)
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**Instructional Coach Information:**

<b>Bradley Hardesty</b>		
Full-time / District-based	Years as Coach: 3	Years at Current School: 6

<b>Areas</b>	Reading/Literacy, Mathematics
<b>Credentials</b>	B.S. Exceptional Student Education M. Ed. Educational Leadership Certifications Elementary Education K-6 Educational Leadership K-12 Exceptional Student Education K-12 ESOL Endorsement

<b>Performance Record</b>	2011-2012- Kingsford Elementary recieved a letter grade of a D. 2012-2013- Kingsford Elementary maintain a letter grade of a D with new mandates. 2012-2013- Kingsford Elementary recieved a letter grade of a B.
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**Classroom Teachers**

**# of classroom teachers**

44

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

100%

**# certified in-field**

39, 89%

**# ESOL endorsed**

32, 73%

**# reading endorsed**

1, 2%

**# with advanced degrees**

11, 25%

**# National Board Certified**

1, 2%

**# first-year teachers**

2, 5%

**# with 1-5 years of experience**

17, 39%

**# with 6-14 years of experience**

15, 34%

**# with 15 or more years of experience**

10, 23%

**Education Paraprofessionals**

**# of paraprofessionals**

14

**# Highly Qualified**

14, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

5

**# 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**

1. Hire only teachers who have experience
2. Strategic questions in interviews have lead to hiring only those who are appropriately trained and experienced
3. Mentoring of teachers new to Kingsford

### **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**

Collaborative grade level planning (3 times per week); resource  
Mrs. Melissa Hatfield is mentoring Mrs. Pamela Cooper and Mrs. Jessica Hall.  
Mrs. Christy Gardner is mentoring Miss Jessica DiMarco  
Miss Laura Carns is mentoring Mr. Wesley Whitlock  
The School Based Leadership Team is also involved in mentoring new teachers (weekly).  
Mrs. Rae Argo is mentoring Miss Jessica DiMarco  
Mrs. Clair Hernandez is mentoring Mrs. Pamela Cooper and Mrs. Jessica Hall  
Mrs. Janel Brown is mentoring Mr. Wesley Whitlock

### **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**

School will utilize FAIR and Discovery three times per year for on-going assessment of reading, math, and science. Since all students take FAIR it will be utilized to analyze the effectiveness of core instruction.

All students receive an extended reading block (120 minutes) total in order to support core reading instruction. Opportunity for Tier 2 intervention is available during a scheduled 30 minute "triple i" time outside of the 120 minute reading block and within the additional 30 minutes of the total 120 minutes for Math. Teachers review their own data within their grade level team meetings to problem solve which students need additional interventions. Teachers consult with their grade level, the ESE inclusion teachers, the guidance counselor, school psychologist, speech-language pathologist, Title I facilitator, and administration for problem solving, data analysis, and intervention needs.

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

All of the SBLT reviews school-wide academic data at SBLT meetings.  
School psychologist will gather and analyze behavior and attendance data once a month.  
Guidance counselor and school psychologist facilitate teacher review of academic and behavior data, teacher-parent communication of interventions and data.

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

Guidance counselor and school psychologist will train and facilitate teacher use of MTSS documentation forms.

Administration will complete classroom observations of teachers, including observations of intervention

time.

Progress toward SIP goals will be discussed at SBLT 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**

Various databases including IDEAS (for FCAT and SAT-10 data), FAIR PMRN, and Discovery Education will be utilized to analyze data at the core, supplemental, and intensive support levels. This data will be reviewed after each assessment by the SBLTs and within the grade levels.

Behavior and attendance data will be reviewed by the SBLT to assess engagement and behavior and attendance warning indicators. Behavior and attendance data will be gathered by the school psychologist monthly.

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

Teachers will communicate frequently with parents about academic and behavioral concerns, interventions, and progress monitoring data. Problem-solving team meetings will be held with parent(s), guidance counselor, intervention teacher, school-psychologist, and speech-language pathologist. Problem-solving team members may vary depending on student need.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 5,400

All students receive a 120 minute uninterrupted daily reading schedule (30 minutes on top of the required 90 minutes). An additional 30 minutes is designated for intervention time for a total of 150 minutes of reading instruction.

All students also receive a 90 minute uninterrupted daily math schedule (30 minutes on top of the required 60 minutes). An additional 30 minutes is designated for intervention time.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

School-wide data is collected three times per year to monitor student progress through FAIR and Discovery Education. Annual data includes FCAT and SAT-10. Continuous monitoring of student progress is collected from Reading Wonders and Go Math! curriculum.

**Who is responsible for monitoring implementation of this strategy?**

SBLT will review school-wide data after each assessment and meet with grade level teachers to discuss the data. Teachers also review their own class data.

## Literacy Leadership Team (LLT)

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

Name	Title
Patricia Noble	Principal
Carmen Croy	Media Specialist
Team Leader/Grade Chairs	Classroom Teachers
Janel Brown	Title I Facilitator
Christopher Miller	Assistant Principal

### How the school-based LLT functions

Meet once per month to review grade level and classroom progress monitoring data. After examining data, the team collaborates, evaluates implementation, shares best practices, and facilitates the process of building consensus about implementation.

### Major initiatives of the LLT

To increase students reading at or above grade level as measured on FCAT and SAT-10. To accomplish this goal: Teachers will monitor struggling students' progress bi-weekly; monitor students' participation in tutorial services after school; communicate with target group's parents about the students' progress. Ongoing progress monitoring, mini-assessments, student data charts, Accelerated Reading, FAIR, and Discovery Education Assessment data will be utilized in conjunction with direct instruction and provide assistance to meet the needs of students in order to develop lifelong readers.

## 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

Pre-school students visit the kindergarten classrooms prior to the end of the school year to learn of expectations and procedures. The Pre-K liaison communicates with parents to ensure they are successful at school. Our Pre-K teachers also meet with our kindergarten teachers for vertical articulation sessions.

Our migrant liaison communicates with local families to enroll students in pre-K and connect them with resources.

## 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	46%	40%	No	51%
American Indian				
Asian				
Black/African American	43%	47%	Yes	49%
Hispanic	38%	31%	No	44%
White	59%	53%	No	63%
English language learners	33%	27%	No	39%
Students with disabilities	34%	45%	Yes	41%
Economically disadvantaged	43%	36%	No	49%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	27%	37%
Students scoring at or above Achievement Level 4	39	16%	26%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	132	75%	82%
Students in lowest 25% making learning gains (FCAT 2.0)	44	82%	90%

#### 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)	120	41%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	68	23%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	66	23%	33%

**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	45	61%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**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	44%	49%	Yes	50%
American Indian				
Asian				
Black/African American	30%	40%	Yes	37%
Hispanic	43%	44%	Yes	48%
White	51%	54%	Yes	56%
English language learners	41%	35%	No	47%
Students with disabilities	31%	54%	Yes	38%
Economically disadvantaged	43%	45%	Yes	48%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	79	32%	42%
Students scoring at or above Achievement Level 4	40	17%	27%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	153	87%	88%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	44	84%	86%

**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	17	19%	22%
Students scoring at or above Achievement Level 4	26	30%	32%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**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)	5		8
Participation in STEM-related experiences provided for students	5	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	83	13%	11%
Students retained, pursuant to s. 1008.25, F.S.	34	6%	4%
Students who are not proficient in reading by third grade	64	73%	65%
Students who receive two or more behavior referrals	16	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	2%	1%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

To have increased parent involvement such as grade level open houses, ESOL Parent night, Migrant family night, and other events that parents will be encouraged to attend.  
 Teachers will increase communication with parents through face to face meetings, agenda, phone calls, and connect-ed messages to discuss positive reports, academic and behavior concerns, progress



monitoring data, and extended learning opportunities (tutoring, community resources, & online programs).

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase family involvement nights including a math, science, and reading night.	4	67%	80%

## Goals Summary

- G1.** Establish clear expectations for teachers to engage in collaborative planning to develop and implement research-based, rigorous core and supplemental instruction informed by analysis of student data and aligned with Standards.

## Goals Detail

**G1.** Establish clear expectations for teachers to engage in collaborative planning to develop and implement research-based, rigorous core and supplemental instruction informed by analysis of student data and aligned with Standards.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science - Elementary School
- Parental Involvement
- EWS - Elementary School

### Resources Available to Support the Goal

- Data/Progress Monitoring: FAIR, Discovery, FCAT, SAT-10
- New master schedule
- curriculum resources (Reading Wonders, National Geographic, LLI, learning schedules, new Writing program, common core, learning schedules)
- People resources: paras, SBLT, district curriculum specialist, special area teachers

### Targeted Barriers to Achieving the Goal

- Instructional: lack of collaborative planning, open ended exploration, too many initiatives, need PD, content embedded in reading
- Data/Progress Monitoring: guided instruction by data, need FAIR training, need improved and more frequent data analysis

### Plan to Monitor Progress Toward the Goal

Implement research based, rigorous core and supplemental instruction based upon student data.

#### Person or Persons Responsible

SBLT

#### Target Dates or Schedule:

During PLC's (monthly)

#### Evidence of Completion:

PLC Sign In Sheet, observations (classroom walkthroughs), and student data

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Establish clear expectations for teachers to engage in collaborative planning to develop and implement research-based, rigorous core and supplemental instruction informed by analysis of student data and aligned with Standards.

**G1.B1** Instructional: lack of collaborative planning, open ended exploration, too many initiatives, need PD, content embedded in reading

**G1.B1.S1** professional development on collaborative planning

#### Action Step 1

Overview of expectations for collaborative planning.

##### Person or Persons Responsible

Administration providing training to teachers.

##### Target Dates or Schedule

8/28/2013 during grade level meetings

##### Evidence of Completion

Lesson plans, data, and observations of teacher collaborative planning meetings.

#### Action Step 2

Professional development on collaborative planning.

##### Person or Persons Responsible

Administration

##### Target Dates or Schedule

9/4/2013 during grade level meetings

##### Evidence of Completion

Lesson plans, data, and observations of teacher collaborative planning meetings.

##### Facilitator:

Administration

##### Participants:

Classroom teachers.

### **Action Step 3**

Grade level teachers collaboratively plan on their own.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

9/29/2013

#### **Evidence of Completion**

Lesson plans, data, and observations of teacher collaborative planning meetings.

#### **Facilitator:**

Administration

#### **Participants:**

Teachers

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

Expectation to collaboratively plan two days a week within their grade level teams.

#### **Person or Persons Responsible**

Administration and school based leadership team

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Lesson plans, data, observations of teacher collaborative planning meetings, anecdotal notes and feedback.

### **Plan to Monitor Effectiveness of G1.B1.S1**

#### **Person or Persons Responsible**

#### **Target Dates or Schedule**

#### **Evidence of Completion**

**G1.B4 Data/Progress Monitoring: guided instruction by data, need FAIR training, need improved and more frequent data analysis**

**G1.B4.S1 Develop expectations & procedures for choosing common assessments**

**Action Step 1**

Overview of utilizing benchmarks & standards within the common assessments

**Person or Persons Responsible**

Administration training teachers

**Target Dates or Schedule**

10/30/2013 within grade level PLC meetings

**Evidence of Completion**

Q&A, feedback from teachers, strengths and weaknesses

**Facilitator:**

Administration

**Participants:**

Classroom Teachers

**Action Step 2**

Professional development about common assessments.

**Person or Persons Responsible**

Administration training teachers

**Target Dates or Schedule**

11/6/2013 within grade level PLC meetings

**Evidence of Completion**

Q&A, feedback from teachers, strengths and weaknesses

**Facilitator:**

Administration

**Participants:**

Classroom teachers

### **Action Step 3**

Teachers are utilizing common assessments

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

12/4/2013

#### **Evidence of Completion**

Resource inventory of common assessments.

#### **Facilitator:**

SBLT

#### **Participants:**

Classroom teachers

### **Plan to Monitor Fidelity of Implementation of G1.B4.S1**

Expectations and procedures for choosing common assessments.

#### **Person or Persons Responsible**

SBLT

#### **Target Dates or Schedule**

During Professional Learning Communities (bi-weekly)

#### **Evidence of Completion**

Lesson Plans, Data Collection, and PLC Sign-In Sheet

### **Plan to Monitor Effectiveness of G1.B4.S1**

Collaborative Planning

#### **Person or Persons Responsible**

SBLT

#### **Target Dates or Schedule**

During PLC's (Bi-Weekly)

#### **Evidence of Completion**

PLC Sign In Sheet and Lesson Plans

## Coordination and Integration

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

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

#### Title I, Part A:

Title I, Part A provides for substantive parental involvement at every level of the program, such as in the development and implementation of the State and local plan, and in carrying out the LEA and school improvement provisions. Studies have found that students with involved parents, no matter what their income or background, are more likely to earn high grades and test scores, and enroll in higher-level programs; pass their classes, earn credits, and be promoted; attend school regularly; and graduate and go on to postsecondary education.

#### Title I, Part C Migrant:

The purpose of this program is to ensure that the special educational needs of migrant children are identified and addressed. This program supports high-quality and comprehensive educational programs for migrant children in order to help reduce the educational disruptions and other education related problems that result from frequent moves. This program also attempts to ensure that migrant students who move between states are not put at a disadvantage because of disparities in curriculum, graduation requirements, content, and student academic achievement standards. The program promotes interstate and intrastate coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records.

#### Title II:

Teacher and Principal Training and Recruiting Fund assists with the implementation of

Florida's Common Core State Standards and the Next Generation Sunshine State Standards.

Head Start program is designed to prepare students from low socioeconomic backgrounds for Kindergarten.

Community Eligibility Option pilot program: Grant to provide all students free breakfast and lunch.

## 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.** Establish clear expectations for teachers to engage in collaborative planning to develop and implement research-based, rigorous core and supplemental instruction informed by analysis of student data and aligned with Standards.

**G1.B1** Instructional: lack of collaborative planning, open ended exploration, too many initiatives, need PD, content embedded in reading

**G1.B1.S1** professional development on collaborative planning

### **PD Opportunity 1**

Professional development on collaborative planning.

#### **Facilitator**

Administration

#### **Participants**

Classroom teachers.

#### **Target Dates or Schedule**

9/4/2013 during grade level meetings

#### **Evidence of Completion**

Lesson plans, data, and observations of teacher collaborative planning meetings.



## PD Opportunity 2

Grade level teachers collaboratively plan on their own.

### Facilitator

Administration

### Participants

Teachers

### Target Dates or Schedule

9/29/2013

### Evidence of Completion

Lesson plans, data, and observations of teacher collaborative planning meetings.

**G1.B4** Data/Progress Monitoring: guided instruction by data, need FAIR training, need improved and more frequent data analysis

**G1.B4.S1** Develop expectations & procedures for choosing common assessments

## PD Opportunity 1

Overview of utilizing benchmarks & standards within the common assessments

### Facilitator

Administration

### Participants

Classroom Teachers

### Target Dates or Schedule

10/30/2013 within grade level PLC meetings

### Evidence of Completion

Q&A, feedback from teachers, strengths and weaknesses

## **PD Opportunity 2**

Professional development about common assessments.

### **Facilitator**

Administration

### **Participants**

Classroom teachers

### **Target Dates or Schedule**

11/6/2013 within grade level PLC meetings

### **Evidence of Completion**

Q&A, feedback from teachers, strengths and weaknesses

## **PD Opportunity 3**

Teachers are utilizing common assessments

### **Facilitator**

SBLT

### **Participants**

Classroom teachers

### **Target Dates or Schedule**

12/4/2013

### **Evidence of Completion**

Resource inventory of common assessments.

## Appendix 2: Budget to Support School Improvement Goals