



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Alturas Elementary School

420 4TH ST

Alturas, FL 33820

863-519-3917

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

School Demographics

| | | |
|---|-----------------------------|---|
| School Type Elementary School | Title I Yes | Free and Reduced Lunch Rate 90% |
| Alternative/ESE Center No | Charter School No | Minority Rate 38% |

School Grades History

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| 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

Alturas Elementary School

Principal

Charles Pemberton, Jr

School Advisory Council chair

Susan Donahue

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

| Name | Title |
|---------------|---------------------|
| Julie Sloan | assistant principal |
| Brian Chance | technology |
| Terry Stinson | media |
| Lori May | Title 1 Facilitator |
| Sue Weinreich | Guidance counselor |
| Cindy Irvine | School Psychologist |

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

- Charles Pemberton - Principal
- Lori L. May - Title I Program Facilitator
- Susan Donahue - SAC Chair
- Daya Jimenez - Staff Member
- Cheryl Joe - Community Member
- Anna DiCesare - Community Member
- Rosa Cavazos - Parent
- Brittney Blankenship, Parent
- MAria Lopez, Parent

Involvement of the SAC in the development of the SIP

The School Advisory Council will meet to generate, review and approve the School Improvement Plan.

Activities of the SAC for the upcoming school year

Analyze and monitor data
Designate and approve the spending of Title I funds
Evaluate the effectiveness of teaching strategies used enhance student achievement

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

School improvement funds will be used to purchase meeting materials. We have allocated \$500.

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:

Charles Pemberton, Jr

Principal

Years as Administrator: 10

Years at Current School: 2

Credentials

B.A Elementary Education
 M.Ed. Educational Leadership
 School Principal

Performance Record

Assistant Principal of Stephens Elementary 2008-2010
 2009 (AYP)
 Reading Proficient Level-59%
 Math Proficient Level-52%
 Writing Proficient Level-94%
 2009 School Grades
 School Grade-B
 Reading Proficient Level-67%
 Math Proficient Level-57%
 Writing Proficient Level-94%
 2010 (AYP)
 Reading Proficient Level-54%
 Math Proficient Level-63%
 Writing Proficient Level-76%
 2010 School Grades
 School Grade-D
 Reading Proficient Level-58%
 Math Proficient Level-67%
 Writing Proficient Level-76%
 Alturas Elementary
 2011 (AYP)
 School Grade C
 Reading Proficient Level- 60%
 Math Proficient Level- 48%
 Writing Proficient Level- 94%
 Alturas Elementary
 2012 (AYP)
 School Grade D
 Reading Proficiency Level 38%
 Math Proficiency Level 34%
 Writing Proficiency Level 81%
 Science Proficiency Level 26%
 2012-2013
 School Grade B (4 points from an A)
 Reading Proficiency Level: 58%
 Math Proficiency Level: 56%
 Writing Proficiency Level:49%
 Science Proficiency Level:36%

| | | |
|--------------------|---------------------------|----------------------------|
| Julie Sloan | | |
| Asst Principal | Years as Administrator: 2 | Years at Current School: 2 |

| | |
|---------------------------|---|
| Credentials | B.A. Elementary Education, 1-6. M.Ed. Educational Leadership |
| Performance Record | 2009 (AYP) Reading Proficient Level-66% Math Proficient Level- 56% Writing Proficient Level- 95% 2009 (School Grades) School Grade - A Reading Proficient Level-72% Math Proficient Level-61% Writing Proficient Level-94% Science Proficient Level-58% 2010 (AYP) School Grade C Reading Proficient Level- 58% Math Proficient Level- 53% Writing Proficient Level- 95% 2011 (AYP) School Grade C Reading Proficient Level- 60% Math Proficient Level- 48% Writing Proficient Level- 94% Alturas Elementary 2012 (AYP) School Grade D Reading Proficiency Level 38% Math Proficiency Level 34% Writing Proficiency Level 81% Science Proficiency Level 26% 2013 School Grade B (4 points from an A) Reading Proficiency Level: 58% Math Proficiency Level: 56% Writing Proficiency Level: 49% Science Proficiency: 36% |

Instructional Coaches

| | |
|--|---|
| # of instructional coaches | 0 |
| # receiving effective rating or higher (not entered because basis is < 10) | |
| Instructional Coach Information: | |

| Part-time / District-based Areas | Years as Coach: | Years at Current School: |
|----------------------------------|-----------------|--------------------------|
| | [none selected] | |
| Credentials | | |
| Performance Record | | |

Classroom Teachers

| | |
|---|----------|
| # of classroom teachers | 19 |
| # receiving effective rating or higher | 19, 100% |
| # Highly Qualified Teachers | 100% |
| # certified in-field | 19, 100% |
| # ESOL endorsed | 19, 100% |
| # reading endorsed | 0, 0% |
| # with advanced degrees | 2, 11% |
| # National Board Certified | 3, 16% |
| # first-year teachers | 0, 0% |
| # with 1-5 years of experience | 2, 11% |
| # with 6-14 years of experience | 14, 74% |
| # with 15 or more years of experience | 3, 16% |

Education Paraprofessionals

| | |
|-------------------------------|---------|
| # of paraprofessionals | 5 |
| # Highly Qualified | 5, 100% |

Other Instructional Personnel

| | |
|--|----|
| # of instructional personnel not captured in the sections above | 10 |
|--|----|

receiving effective rating or higher

10, 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

Alturas Elementary believes that high-quality, highly qualified teachers will positively impact the academic success of our students. There is a strong emphasis on recruiting teachers who have high expectations for and understand the needs of Alturas' diverse student population.

New teachers are mentored and provided training to assist them in their roles as leaders for our students and parents. Every effort is made to provide new teachers with needed support in getting classroom materials and resources. Every effort is made to foster a team atmosphere where decisions are made together.

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

AT this time, Alturas does not have any first year teachers requiring a mentor. Teachers that the administration feel need additional support will be mentored by Mrs. Lori May (National Board Certified teacher). These teachers will meet with Mrs. May bi-weekly. Any new staff members will be assigned to meet with Mrs. May weekly.

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

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team will focus on how to improve student achievement and teacher effectiveness using the Problem Solving Model. The MTSS Leadership Team will meet quarterly (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to 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 with screening data or more frequently if new data is available.
- o Help teachers design design interventions for students in need of tier 2 support during infeasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assisting in making decisions for school, teacher and student improvement.
- o Facilitate the process of building consensus, increasing infrastructure (organize interventions into tiers based on the resources available at Alturas) and making decisions about implementation.
- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- o 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

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

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

The leadership team will meet at least quarterly to go over the status of MTSS, the students, the strategies, and analyze what is working and what is not. Once the team meets, they make any adjustment necessary to the students interventions and tracking. The team also meets to analyze SIP goals.

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

Academic Tier 1 (core) data is collected three times yearly. Discovery Education Assessments are administered in math for students in grades 3 to 5 and in science for students in grade 5. FAIR (reading) is administered in all grades.

Last year's data (Discovery Education, SAT-10, and FCAT) were analyzed by the MTSS Leadership Team. Data was sorted by grade level and teacher to identify students whose test scores were below grade level expectations. This data will be compared to the this year's first assessments of FAIR and Discovery. Students in need to tier 2 support will be identified and a group intervention plans will be written on data day in September 2013.

The school social worker meets regularly with the terminal operator to discuss students who absences are excessive. Intervention plans are written on these students. The school's PST team is involved if deemed necessary the the school social worker.

The school implements school-wide PBS. The team meets monthly and looks at discipline data. The Behavior Intervention Plan (BEP) will be implemented this year for students in need of tier 2 support. The Teacher Nomination Form will be utilized to identify these students.

The above data is discussed and analyzed at least quarterly by the MTSS Leadership Team.

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

An overview of MTSS will be provided to the school staff in September 2013. The guidance counselor and school psychologist will meet at least quarterly with grade level teams to review tier 2 progress monitoring data. Problem Solving Team meetings will be scheduled for students in need of tier 3 support. Parents are informed and involved throughout the MTSS process.

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:

n/a

Strategy Purpose(s)

""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

| Name | Title |
|--------------------|---------------------|
| Julie Sloan | Assistant Principal |
| Chuck Pemberton | Principal |
| Lori May | Title 1 Facilitator |
| Christina Sparkman | Teacher |
| Linda Malone | Teacher |
| Jan Edwards | Teacher |
| Ethel Johnson | Teacher |

How the school-based LLT functions

The Literacy Leadership team shall meet once a month. The team will focus on core in the 120 minute block, interventions, and iii. The team will also focus on authentic literacy practices. The team will work to facilitate and monitor the fidelity of the school wide reading plan and make adjustments as needed. Monitoring will be done by administration and Title 1 facilitator. Teachers on the team will provide feedback on plan and help analyze grade level data.

Major initiatives of the LLT

Strengthening the core instruction within the 120 minute Reading Block.
Building Reading stamina and focusing on complex text.

Every Teacher Contributes to Reading Instruction

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

Alturas Elementary has created a school wide reading plan. Every Grade Level is differentiated as to the needs of each level and its specific instruction. The plan focuses on core instruction, interventions, reading stamina, poetry, small group instruction, guided reading, and intensive interventions. Each teacher has received training on the reading plan during a PLC. Teachers are required to follow the plan and it will be monitored through lesson plans, walk throughs, and observations. Data Analysis is done throughout the year and adjustments are made based off of the data.

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 2014, Alturas will host a Kindergarten Round Up. Flyers will be sent to local area preschools and placed around the community to advertise the event. During the event, future Kindergartners and their parents will receive important information on SBAR, Common Core and other curriculum info. Parents and students will be taken on a tour of the school, visit Kindergarten during Reading Block, listen to a story in the media center, and go through the lunch line for a snack. Time will be provided for parents to complete paper work and ask questions while the students get to interact with the staff.

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 | 54% | 58% | Yes | 59% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 73% | 45% | No | 75% |
| Hispanic | 46% | 51% | Yes | 51% |
| White | 55% | 63% | Yes | 60% |
| English language learners | 37% | 48% | Yes | 43% |
| Students with disabilities | 21% | 13% | No | 29% |
| Economically disadvantaged | 53% | 57% | Yes | 57% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 46 | 28% | 35% |
| Students scoring at or above Achievement Level 4 | 42 | 26% | 31% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 128 | 78% | 81% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 33 | 81% | 85% |

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) | 11 | 42% | 47% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | <i>[data excluded for privacy reasons]</i> | | 36% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | <i>[data excluded for privacy reasons]</i> | | 24% |

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 | 22 | 49% | 80% |
| 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 | 42% | 56% | Yes | 48% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 50% | 45% | No | 55% |
| Hispanic | 38% | 56% | Yes | 44% |
| White | 41% | 56% | Yes | 47% |
| English language learners | 23% | 52% | Yes | 31% |
| Students with disabilities | 21% | 13% | No | 29% |
| Economically disadvantaged | 40% | 54% | Yes | 46% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 51 | 31% | |
| Students scoring at or above Achievement Level 4 | 36 | 22% | |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | 132 | 81% | 85% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 134 | 82% | 85% |

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 | 15 | 36% | 41% |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> | | 15% |

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) | 4 | | 4 |
| Participation in STEM-related experiences provided for students | 47 | 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 | 36 | 10% | 8% |
| Students retained, pursuant to s. 1008.25, F.S. | 18 | 5% | 4% |
| Students who are not proficient in reading by third grade | 28 | 42% | 37% |
| Students who receive two or more behavior referrals | 16 | 5% | 3% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 38 | 11% | 8% |

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 increase the number of parents attending the Annual Meeting by 10%
- To increase the amount of building capacity activities

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Increase the number of parents attending the Annual Meeting | 145 | 44% | 54% |
| Increase the amount of building capacity events | 4 | % | 5% |

Goals Summary

- G1.
- G2.
- G3. Increase student percentage of proficiency through instruction utilizing high yield strategies
- G4. increase student attendance

Goals Detail

G1.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. Increase student percentage of proficiency through instruction utilizing high yield strategies

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Title 1 Facilitator--Provide professional development in weekly Professional Learning Communities. Will be utilized during the reading block for co-teaching and center rotation. Planning with grade level. Modeling for teachers.
- Specials teachers-Will be utilized during the reading block for co-teaching
- Resource Teachers-Will be utilized during the reading block for co-teaching
- New reading series Reading Wonders
- Title 1 Paraprofessional---Provide instructional support through small group instruction.

Targeted Barriers to Achieving the Goal

- Lack of content knowledge, vocabulary and hands on experiences
- Effective use of high yield strategies

Plan to Monitor Progress Toward the Goal

Classroom walkthroughs observations

Person or Persons Responsible

Chuck Pemberton Jullie Sloan

Target Dates or Schedule:

continually

Evidence of Completion:

Evidence of student achievement

G4. increase student attendance

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Social worker, PTO

Targeted Barriers to Achieving the Goal

- Lack of parental support

Plan to Monitor Progress Toward the Goal

attendance reports

Person or Persons Responsible

Chuck Pemberton Julie Sloan Caren Bone

Target Dates or Schedule:

Each Grading Period

Evidence of Completion:

attendance reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G3. Increase student percentage of proficiency through instruction utilizing high yield strategies

G3.B1 Lack of content knowledge, vocabulary and hands on experiences

G3.B1.S1 Professional development in the content areas, content knowledge and teaching strategies, including utilizing videos for teachers in Moodle

Action Step 1

Unpacking the standards

Person or Persons Responsible

Principal, AP, Title One Facilitator, Teachers.

Target Dates or Schedule

Weekly PLCs, Administer Formative Assessments Data Day Chats Data Chats to make curricular/ instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations

Evidence of Completion

Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area

Facilitator:

Lori May

Participants:

Principal, AP, Title One Facilitator, Teachers.

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

Sign in sheets for PLC's

Person or Persons Responsible

Chuck Pemberton, Julie Sloan, Lori May

Target Dates or Schedule

continually

Evidence of Completion

Classroom walkthroughs lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

Walk throughs observations

Person or Persons Responsible

Chuck Pemberton, Julie Sloan

Target Dates or Schedule

Weekly

Evidence of Completion

Increased student achievement data

G3.B2 Effective use of high yield strategies

G3.B2.S1 Weekly Professional Development in PLC's

Action Step 1

Doug Lemov's Teach Like A Champion Book Study

Person or Persons Responsible

Title 1 Facilitator

Target Dates or Schedule

Weekly PLC's

Evidence of Completion

Lesson plans observations

Facilitator:

Lori May Chuck Pemberton

Participants:

Title 1 Facilitator

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Walkthroughs Observations

Person or Persons Responsible

Chuck Pemberton, Julie Sloan

Target Dates or Schedule

weekly

Evidence of Completion

Agenda, sign in sheets, lesson plans

Plan to Monitor Effectiveness of G3.B2.S1

Walkthroughs observations

Person or Persons Responsible

Chuck Pemberton, Julie Sloan

Target Dates or Schedule

continually

Evidence of Completion

classroom walk throughs, observations lesson plans

G4. increase student attendance

G4.B1 Lack of parental support

G4.B1.S3 School wide awards for each 9 weeks

Action Step 1

Awards ceremony attendance celebration

Person or Persons Responsible

Chuck Pemberton Julie Sloan Caren Bone

Target Dates or Schedule

Each grading period

Evidence of Completion

Attendance manager's generated reports

Facilitator:

Participants:

Chuck Pemberton Julie Sloan Caren Bone

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Attendance reports

Person or Persons Responsible

Chuck Pemberton Julie Sloan Caren Bone

Target Dates or Schedule

Each Grading period

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of G4.B1.S3

Attendance reports

Person or Persons Responsible

Chuck Pemberton Julie Sloan Caren Bone

Target Dates or Schedule

Each grading period

Evidence of Completion

Attendance reports

Coordination and Integration

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

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

Title 1, Part A, funds school-wide services to Alturas Elementary. The Title 1 funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title 1 Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant students enrolled in Alturas Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title II Application for Title II grant will be applied for and money received will pay for teachers to have planning days to plan LFS lessons using Common Core Standards and NGSSS.

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C. Supplemental Academic Instruction (SAI)

Violence Prevention Programs Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

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.

G3. Increase student percentage of proficiency through instruction utilizing high yield strategies

G3.B1 Lack of content knowledge, vocabulary and hands on experiences

G3.B1.S1 Professional development in the content areas, content knowledge and teaching strategies, including utilizing videos for teachers in Moodle

PD Opportunity 1

Unpacking the standards

Facilitator

Lori May

Participants

Principal, AP, Title One Facilitator, Teachers.

Target Dates or Schedule

Weekly PLCs, Administer Formative Assessments Data Day Chats Data Chats to make curricular/ instructional decisions based on review of student data and artifacts Daily classroom walk throughs Informal observations Formal observations

Evidence of Completion

Discovery Assessments Common Assessments Aggregated data by teacher, grade level, and subject area

G3.B2 Effective use of high yield strategies

G3.B2.S1 Weekly Professional Development in PLC's

PD Opportunity 1

Doug Lemov's Teach Like A Champion Book Study

Facilitator

Lori May Chuck Pemberton

Participants

Title 1 Facilitator

Target Dates or Schedule

Weekly PLC's

Evidence of Completion

Lesson plans observations

G4. increase student attendance

G4.B1 Lack of parental support

G4.B1.S3 School wide awards for each 9 weeks

PD Opportunity 1

Awards ceremony attendance celebration

Facilitator

Participants

Chuck Pemberton Julie Sloan Caren Bone

Target Dates or Schedule

Each grading period

Evidence of Completion

Attendance manager's generated reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|-----------------------------|---------|
| G4. | increase student attendance | \$1,000 |
| Total | | \$1,000 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Other | Total |
|-----------------------|---------|---------|
| Student activity fund | \$1,000 | \$1,000 |
| Total | \$1,000 | \$1,000 |

Budget Details

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

G4. increase student attendance

G4.B1 Lack of parental support

G4.B1.S3 School wide awards for each 9 weeks

Action Step 1

Awards ceremony attendance celebration

Resource Type

Other

Resource

awards/certificates/trophies

Funding Source

Student activity fund

Amount Needed

\$1,000