



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Franklin Park Elementary School

2323 FORD ST

Fort Myers, FL 33916

239-332-1969

<http://frk.leeschools.net/>

School Demographics

| | | |
|---|-----------------------------|---|
| School Type Elementary School | Title I Yes | Free and Reduced Lunch Rate 97% |
| Alternative/ESE Center No | Charter School No | Minority Rate 98% |

School Grades History

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| 2013-14 F | 2012-13 F | 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 |
|----------------------|--------|--------------|
| Focus Year 3 or more | 5 | Gayle Sitter |

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

Current School Status

School Information

School-Level Information

School

Franklin Park Elementary School

Principal

Charles Luckey

School Advisory Council chair

Nekema Jackson

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

| Name | Title |
|------------------|----------------------|
| Rhonda Alward | K PLC Chair |
| Gabrielle Babyak | First PLC Chair |
| Christine Mullen | Second PLC Chair |
| Stacia Morgan | Third PLC Chair |
| Jackson Morgan | Fourth PLC Chair |
| Tamara Hunter | Fifth PLC Chair |
| Anne Garcia | Special PLC Chair |
| Porshe Chapman | Second Grade Teacher |

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

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

Membership of the SAC

Nekema Jackson, parent SAC Chair
 Tiffney McCall, parent
 Rasheda Carr, parent
 Gregory Bryant, Sr., parent
 Lisa Ross, teacher
 Charles R. Luckey, principal
 Anne Garcia, teacher
 Bill Guyn, Grace Community Church
 Abdul 'Haq Muhammed, Quality of Life Center

Involvement of the SAC in the development of the SIP

Members of the School Advisory Council met as a group to go over and review the working document. The body will meet in September to continue discussion of the plan, make suggestions and adjustments. The plan will be officially approved by the School Advisory Council on September 26, 2013.

Activities of the SAC for the upcoming school year

The School Advisory Council will meet monthly; and will be updated on school initiatives related to student learning.

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

School Improvement dollars will be allocated to school-wide initiatives related to student learning. Before dollars are spent, the principal will bring the suggestion to the School Advisory Council for approval.

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 Luckey

| | | |
|-----------|----------------------------|----------------------------|
| Principal | Years as Administrator: 13 | Years at Current School: 4 |
|-----------|----------------------------|----------------------------|

Credentials Ed.D- Organizational Management

Performance Record

Bethany Quisenberry

| | | |
|----------------|---------------------------|----------------------------|
| Asst Principal | Years as Administrator: 5 | Years at Current School: 2 |
|----------------|---------------------------|----------------------------|

Credentials Ed.D

Performance Record

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lisa Ross

Full-time / School-based Years as Coach: 2 Years at Current School: 3

Areas Mathematics, Data

Credentials M.S.-Educational Leadership
 B.S.-Elementary Education
 Certifications: Educational Leadership, Elementary Education,
 Reading Endorsement, ESOL Endorsement

Performance Record

Jackson Morgan

Full-time / School-based Years as Coach: 1 Years at Current School: 2

Areas Other

Credentials M.S.--Elementary Education
 B.S. - Business Administration
 Certifications: ESE K-12; ESOL Endorsement; Elementary K-6,
 Autism Spectrum Disorders Endorsement

Performance Record

Kristin Rice

Full-time / School-based Years as Coach: 1 Years at Current School: 2

Areas Reading/Literacy

Credentials M.S. Educational Leadership
 B.S. -Elementary Education
 Certifications: Elementary Education, Educational Leadership,
 ESOL Endorsement

Performance Record

Stacia Morgan

Full-time / School-based Years as Coach: 1 Years at Current School: 4

Areas Other

Credentials B.S.- Elementary Education;
 Certifications: Elementary Education 1-6; ESOL Endorsement

Performance Record

Classroom Teachers

of classroom teachers

32

receiving effective rating or higher

23, 72%

Highly Qualified Teachers

97%

certified in-field

31, 97%

ESOL endorsed

19, 59%

reading endorsed

6, 19%

with advanced degrees

10, 31%

National Board Certified

1, 3%

first-year teachers

7, 22%

with 1-5 years of experience

12, 38%

with 6-14 years of experience

7, 22%

with 15 or more years of experience

6, 19%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

8, 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

The principal conducts intensive interviews, contacts references, provides specific new teacher training, pairs new teachers with mentors. and conducts monthly meetings with new teachers to discuss the progress and assist with skills.

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

All first year teachers are paired with a mentor to assist with planning, model lessons, discuss best practices, provide coaching and classroom management. All mentors have received training provided by the district for Peer Educators.

- Rice – Jaqueline Ali (1st grade)
- Babyak – Genevieve Taylor (1st grade)
- Molheim – Carly Merson (2nd grade)
- Hunter – Ashley Loson (2nd grade)
- Ross – Anastasia Young (3rd grade)
- Waltman – Elizabeth Brewer (3rd grade)

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/RTI Leadership team at Franklin Park Elementary meets on a weekly basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of additional support. The team uses the five-step problem solving process as outlined in the district’s Response to Intervention Manual.

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

The roles of the MTSS/RTI/Leadership Team are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a RTI folder (FAIR, curriculum assessments, SAT 10 or FCAT scores)
- Attend RTI Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by RTI Team for students in Tier 2 & 3
- Deliver instructional interventions with fidelity

Learning Resource Teacher

- Attend RTI Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction

Maintain log of all students involved in the RTI process

- Model and assist as needed Tier 2 & 3 interventions
- Collect progress monitoring notes & anecdotes of interventions implemented
- Administer screenings as needed
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend RTI Team meetings as needed for Tier 2 & Tier 3 students

- Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
- Incorporate RTI data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of RTI in the building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support RTI implementation when possible
- Attend RTI Team meetings to be active in the RTI change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- MTSS/RTI Team facilitators
- Schedule and attend RTI Team meetings
- Send parent invites
- Complete necessary RTI forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend RTI Team meetings on some students in Tier 2 & on all students in Tier 3
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with RTI Team on effective instruction & specific interventions
- Incorporate RTI data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with RTI Team regarding Tier 3 interventions
- Incorporate RTI data when making eligibility decisions

Specialist (Behavior, OT, PT)

- Consult with RTI Team
- Provide staff trainings

Social Worker

- Attend RTI Team meetings when requested
- Conduct social-developmental history interviews and share with RTI Team

ESOL/ELL Representative

- Attend all RTI Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions.

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

The Leadership team meets monthly to discuss school wide initiatives and to analyze student data by grade level. The team determines what trainings are necessary to support instruction in the classroom to meet learning goals. Meeting minutes are electronically distributed to all school personnel for additional input.

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

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

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

The system for MTSS and data-based problem solving are two important subjects for faculty trainings and School Advisory Council meetings. Faculty trainings occur twice monthly. The SAC meets monthly.

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: 0

All teachers will incorporate intervention time for all students that require assistance to become proficient with the grade level standards. The teachers will use data to drive instruction to enrich or remediate the students based upon their needs. Additionally, students in grades 3, 4, and 5 will have after school tutoring.

Strategy Purpose(s)

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

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

The data is collected after each assessment, and each teacher completes a Student Data Analysis Review Sheet in which he/she identifies any student and standard in which 75% mastery was not obtained. Then, the teacher creates an action plan for the students to be remediated or enriched for a particular skill.

Who is responsible for monitoring implementation of this strategy?

The teachers and administrators are responsible for monitoring implementation.

Literacy Leadership Team (LLT)

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

| Name | Title |
|---------------------|---------------------|
| Charles R. Luckey | Principal |
| Bethany Quisenberry | Assistant Principal |
| Jackson Morgan | Teacher Leader |
| Stacia Morgan | Teacher Leader |
| Lisa Ross | Math Coach |
| Kristin Rice | Reading Coach |

| Name | Title |
|------------------|-------------------------|
| Anne Garcia | Special Areas PLC Chair |
| Joy Hunter | 5th Grade PLC Chair |
| Christine Mullen | 2nd Grade PLC Chair |
| Gabrielle Babyak | 1st Grade PLC Chair |
| Rhonda Alward | K PLC Chair |
| Gail Velasquez | ESE Resource Teacher |

How the school-based LLT functions

The LLT meets monthly to discuss school wide initiatives and to analyze student data by grade level. The team determines what trainings are necessary to support instruction in the classroom to meet learning goals. Meeting minutes are electronically distributed to all school personnel for additional input, school wide initiatives and to analyze student data by grade level.

Major initiatives of the LLT

The major goal of the LLT is that every student will read on grade level by the end of the school year or make one or more year's growth in reading. Proper implementation of Reading Street and Go Math curriculum in Grades K-5 will be a major initiative. Extensive Training in Literacy Labs and Vocabulary Strategies will be on-going throughout the year.

Every Teacher Contributes to Reading Instruction

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

Each grade level professional learning community collaboratively plans for instruction and monitors student performance data in order to provide intervention and insure student growth.

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

Orientation meetings will be held prior to the start of the school year for Kindergarten students and their families to familiarize them with the school and expectations for the coming year. All students are assessed prior to, or upon entering, within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students who may need intervention beyond core instruction.

College and Career Readiness

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

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

Not Applicable

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

Not Applicable

Strategies for improving student readiness for the public postsecondary level

Not Applicable

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 | 48% | 39% | No | 53% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 48% | 42% | No | 54% |
| Hispanic | 40% | 20% | No | 46% |
| White | | | | |
| English language learners | | | | |
| Students with disabilities | 51% | 14% | No | 56% |
| Economically disadvantaged | 47% | 39% | No | 52% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 40 | 25% | 54% |
| Students scoring at or above Achievement Level 4 | 22 | 14% | 14% |

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> | | 0% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 0% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 51 | 57% | 55% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 19 | 68% | 50% |

Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | [data excluded for privacy reasons] | | |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | [data excluded for privacy reasons] | | |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | [data excluded for privacy reasons] | | |

Postsecondary Readiness

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|-------------------------------------|---------------|---------------|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | [data excluded for privacy reasons] | | 0% |

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 | [data excluded for privacy reasons] | | 80% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | [data excluded for privacy reasons] | | 0% |

Area 3: Mathematics

Elementary and Middle School Mathematics

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 49% | 33% | No | 54% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 48% | 34% | No | 54% |
| Hispanic | 53% | 13% | No | 58% |
| White | | | | |
| English language learners | | | | |
| Students with disabilities | 47% | 11% | No | 52% |
| Economically disadvantaged | 49% | 34% | No | 54% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 35 | 22% | 54% |
| Students scoring at or above Achievement Level 4 | 18 | 11% | 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> | 0% |
| Students scoring at or above Level 7 | | <i>[data excluded for privacy reasons]</i> | 0% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | 57 | 64% | 54% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 18 | 67% | 50% |

Middle School Acceleration

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|--|---------------|
| Middle school participation in high school EOC and industry certifications | | <i>[data excluded for privacy reasons]</i> | 0% |
| Middle school performance on high school EOC and industry certifications | | <i>[data excluded for privacy reasons]</i> | 0% |

Algebra I End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3 | <i>[data excluded for privacy reasons]</i> | | 0% |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> | | 0% |

Geometry End-of-Course (EOC) Assessment

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3 | <i>[data excluded for privacy reasons]</i> | | 0% |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> | | 0% |

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3 | 12 | 22% | 30% |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> | | 0% |

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> | | 0% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 0% |

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Achievement Level 3 | <i>[data excluded for privacy reasons]</i> | | 0% |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> | | 0% |

Florida Alternate Assessment (FAA)

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

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 0 | | 0 |
| Participation in STEM-related experiences provided for students | 0 | 0% | 0% |

Area 6: Career and Technical Education (CTE)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students enrolling in one or more CTE courses | 0 | 0% | 0% |
| Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses | 0 | 0% | 0% |
| Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses | | 0% | 0% |
| Students taking CTE industry certification exams | 0 | 0% | 0% |
| Passing rate (%) for students who take CTE industry certification exams | | 0% | 0% |
| CTE program concentrators | 0 | 0% | 0% |
| CTE teachers holding appropriate industry certifications | 0 | 0% | 0% |

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 | 38 | 8% | 3% |
| Students retained, pursuant to s. 1008.25, F.S. | 1 | 1% | 0% |
| Students who are not proficient in reading by third grade | 20 | 31% | 10% |
| Students who receive two or more behavior referrals | 37 | 8% | 4% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 68 | 15% | 5% |

Middle School Indicators

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

Area 9: Parent Involvement

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

Parental involvement targets for the school

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement Plan that contains information required by section 1118(b)(1) of the Elementary and Secondary Education Act (ESEA). The Plan establishes the expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, and is incorporated into the schoolwide Title I / School Improvement Plan submitted to the Florida Department of Education (FDOE) as required in Section 1114(b)(2) of ESEA.

ASSURANCES

Franklin Park Elementary agrees to:

- ? Be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- ? Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(a)(3)(B)];
- ? Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of

programs under this part, including the planning, review, and improvement of the school parental involvement Plan and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];

? Jointly develop/revise with parents the school parental involvement Plan and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118(b)(1)];

? Use the findings of the parental involvement Plan review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement Plan [Section 1118(a)(2)(E)];

? If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];

? Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];

? Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and

? Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals, as described in Section 1111(h)(6)(A) [Section 1111(h)(6)(A)].

1. Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)]. Franklin Park Elementary will send home "Parent Surveys" to have open communications with parents and address their needs and requests effectively. We will frequently update our school website and marquee in front of the school for reminder dates of school events. We will hold monthly SAC/PTO meetings to involve parents and provide their input. At our first SAC meeting, parents will be asked for their ideas about how the Title I parent involvement funds should be used, and a joint decision will be made.

Franklin Park will keep meeting minutes for all parent meetings. We will encourage all to attend the meetings. Parents will be invited to attend through phone calls, newsletters, school website, school's marquee and parent link. Parent support workshops will be implemented to share the current curriculum. Parents will be permitted to volunteer in their child's classroom. Parent surveys, agendas, sign-in sheets and minutes will be kept to document the SAC meetings in our Title I Toolkit.

2. Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home to the extent feasible and appropriate (including but not limited to other federal programs such as: Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI) [Section 1118(e)(4)].

Program Coordination

Head Start Preschool program

Pre-K teachers have 2 home conferences and 2 school conferences. In addition, and the parents are included with all the Franklin Park activities.

3. Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental education services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

Activity/Task Person Responsible Timeline Evidence of Effectiveness

Title I Annual Meeting/ Administration, Teachers Saturday prior to the Parent Surveys, Sign in sheets, Open House beginning of school PowerPoint, meeting minutes

4. Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services

related to parental involvement [Section 1118(c)(2)].

The staff of Franklin Park Elementary will be very flexible with parents about having parent-teacher conferences. The teachers will be available before (7:15-7:50 am) and after school (3:10-3:45 pm) to meet with parents. If there is a need for a home visit, we will make a request for our school social worker to go out and visit the home (conduct surveys, get required signatures etc). We will hold parent information meetings throughout the year at various times. We will have an open forum with parents regarding any concerns they may have. In addition, a Spanish translator will be on location and at student led-conferences in the evenings.

5. Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under section 1118 as parents may request [Section 1118(e)(14)].

Content/Type of Activity Person Responsible Correlation/Student Achievement Timeline Evidence
 Title I Annual meeting/ Administration, teachers Provide school information to parents on Saturday Parent Surveys,

Open House expectations and how parents can help Sign in sheets,
 their children PowerPoint, meeting minutes, agendas

Fall Festival/ Curriculum Night Staff, administration Provide curriculum information to parents on Fall Flyers,

expectations and how parents can help their agendas,
 children handouts

Subject Area Curriculum Nights Staff, administration Provide specific subject area information to Every 3rd Parent Surveys,

parents on expectations and how parents can Thurs. of comments/
 help their children the month suggestions
 cards, Sign-in sheets

FCAT Night Teachers and Coaches Provide FCAT information to parents on April Flyers,
 expectations and how parents can help agendas,
 their children handouts,
 sign-in sheets

6. Describe the training the school will provide to educate its teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

Content/Type of Activity Person Responsible Correlation/Student Achievement Timeline Evidence
 Parent Link/Share Point Information Technology Stronger communication skills with parents Quarterly Interims &

and involvement in the community report cards

Newsletter – Parent Involvement School Principal Provide information to teachers on expectations
 Monthly Newsletters

research articles to faculty & staff and how parents can help their children

7. Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their child [Section 1118 (e)(4)].

Activity/Tasks Person Responsible Timeline Evidence of Effectiveness

Teacher websites Classroom teachers August-May Open communication between the parents and teachers

Enhance a family-friendly school Assistant Principal & PIRC contact August-May Pre-post evaluations,
 activity logs, and staff

development logs, if needed

8. Describe how the school will provide parents of participating children the following [Section

1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

At the Annual Title I meeting in August, parents will be given information about the Title I programs, the curriculum, types of assessments, and student expectations. Parents will learn about the school-wide programs and how to become actively involved in the education of their children.

Franklin Park will have a schedule posted on the school's website to allow parents an opportunity to come and receive assistance from the parental involvement specialist with school paperwork. In addition, we will ensure that all school information will be available to the parents, either on the school's website or on campus, and provide the information in specific language to accommodate the parents.

All sign-in sheets, agendas, and other documentation will be maintained in the Title I Toolkit. Parents who have questions or concerns about the plan will be directed to the District Title I office.

9. Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Franklin Park will provide full opportunities of participation for all parents in parent involvement by setting up parents of ESOL the opportunity to go to ESOL classes and having a Spanish translator on campus to help with translations of paperwork. We plan on sharing our monthly activities by having these placed on our school's marquee outside the entrance of the school. Franklin Park will continually update the parent link/website so parents will be informed on school information. In addition, have teachers make phone calls to the home to update on student's progress in the classroom.

All written communication is provided in English and Spanish. Translators are available at all parent events and the Talk System is provided. ParentLink is available in English and Spanish. All documentation is maintained in the Title I Toolkit. In the event of a parent with special needs or handicap, we will provide all reasonable accommodations.

Discretionary School Level Parental Involvement Plan Components

? Check if the school does not plan to implement any discretionary parental involvement activities.

Check all activities the school plans to implement:

- o Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];
- o Providing necessary literacy training for parents from Title I, Part A funds, if the school LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];
- o Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];
- o Training parents to enhance the involvement of other parents [Section 1118(e)(9)];
- o Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];
- o Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];
- o Establishing an LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and

o Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

School-Parent Compact:

As a component of the school-level parental involvement Plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement [Section 1118(d)].

Provide a copy of the School-Parent Compact and evidence of parent input in the development of the compact.

Adoption

This Plan was adopted by the school at the first SAC meeting of the 2013-2014 school year and will be in effect for the period of 8/8/2013 – 5/28/14. The school will distribute this Plan to all parents of participating Title I, Part A children on or before 8/30/13.

(Signature of Authorized Representative) (Date)

Provide evidence that the Plan has been developed with the input from parents.

1. Provide a summary of activities provided that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

| Content/Type of Activity | # of Activities | # of Participants | Correlation | Student Achievement |
|---------------------------------------|--------------------|--------------------------|---|---------------------|
| Title I Annual meeting | 1 | 75% of school population | Provide information to parents on expectations and how parents can help their children | |
| Fall Festival/Curriculum Night | Various activities | 80% of school population | Provide information to parents on expectations & classroom visits and how parents can help their children | |
| Curriculum Night: Accelerated Reading | 1 | 45 | Provide Accelerated Reading information to parents on expectations and how parents can help their children | |
| Curriculum Night: Science (Fall) | 1 | 40 | Provide information to parents on expectations and how parents can help their children | |
| Curriculum Night: Primary Music | 1 | 50 | Provide music information to parents on expectations & how parents can help their children | |
| Curriculum Night: Intermediate Music | 1 | 35 | Provide music information to parents on expectations & how parents can help their children | |
| Curriculum Night: Mathematics | 1 | 10 | Provide mathematics information to parents on expectations & how parents can help their children | |
| Curriculum Night: Reading | 1 | 10 | Provide reading information to parents on expectations & how parents can help their children | |
| Curriculum Night: Technology | 1 | 10 | Provide technology information to parents on expectations & how parents can help their children | |
| Curriculum Night: Science (Spring) | 10 | 200 | Provide science activities and information to parents on expectations and how parents can help their children | |
| Science Fair Night | 1 | 75 | Provide science information to parents on expectations & how parents can help their children | |

2. Provide a summary of the professional development activities provided by the school to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

| Content/Type of Activity | # of Activities | # of Participants | Correlation | Student Achievement |
|--------------------------------|-----------------|-------------------|---|---------------------|
| •Parent Link/Share Point | 1 | 40 staff members | Improve the ability of staff to work effectively with parents | |
| •Parent Involvement Newsletter | 1 | 40 staff members | Parent Involvement research articles to faculty and staff | |

3. Describe the barriers identified that hindered participation by parents in parental involvement activities and the steps the school will take to overcome the identified barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

Barrier (Including the Specific Subgroup) Steps the School will Take to Overcome

- Lack of parental involvement /interest Survey parents, provide information for them

(Sub group: Black)

- Transportation Flexibility with time for meetings/provide transportation if possible

(Sub group: Black)

- Lack of contact (working numbers/contact information) Update numbers per quarter if possible

(Sub group: Black)

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Increase the percentage of parents participating in school activities | 55 | 60% | 70% |

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--------|---------------|---------------|---------------|
| NA | NA | NA% | NA% |

Goals Summary

- G1.** To improve the teachers' level of confidence and competence with content knowledge and instructional practices.

Goals Detail

G1. To improve the teachers' level of confidence and competence with content knowledge and instructional practices.

Targets Supported

- Writing
- Science - Elementary School
- EWS - Elementary School

Resources Available to Support the Goal

- Content area committees
- Instructional coaches
- Curriculum materials
- Master curriculum teachers
- TIF (Teacher Incentive Fund) Teachers

Targeted Barriers to Achieving the Goal

- Instructional practices do not produce the desired level of rigor, differentiated instructions, writing across content areas, and Science integration.

Plan to Monitor Progress Toward the Goal

Significant improvement in instructional practices that model/exhibit rigor, differentiated instruction, writing across the content areas, and Science integration

Person or Persons Responsible

Administration, DA Team

Target Dates or Schedule:

Mid Year, End of Year

Evidence of Completion:

Instructional Review Data, Walk-through data collection, Student Performance Data, STAR Quarterly

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To improve the teachers' level of confidence and competence with content knowledge and instructional practices.

G1.B1 Instructional practices do not produce the desired level of rigor, differentiated instructions, writing across content areas, and Science integration.

G1.B1.S1 To create opportunities for teachers to increase their expertise in subject area content.

Action Step 1

Create content area committees to provide monthly professional development for teachers

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

October 7, 2013

Evidence of Completion

Membership list and agenda

Facilitator:

Committee members

Participants:

All teachers

Action Step 2

Provide professional development through planning, in-class support, and model classroom visits

Person or Persons Responsible

Academic Coaches, TIF Teacher Leaders, Resource Teachers (science and writing), DA Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

sign-in sheets from PD, coach logs

Facilitator:

Teacher Leader Team, District Curriculum Master Teachers, DA Team

Participants:

All teachers

Action Step 3

Implement TIF Professional Development Plan

Person or Persons Responsible

TIF Teachers, Professional Development and Leadership Specialist, Teacher Leader Team

Target Dates or Schedule

Analyze: October 31, 2013 Understand: January 31, 2014 Reason: March 30, 2014

Evidence of Completion

Sign in sheets, training registration

Facilitator:

TIF Teachers, Teacher Leader Team

Participants:

All teachers

Action Step 4

Facilitate purposeful planning for teachers to develop rigorous lessons that include opportunities to write across the content areas

Person or Persons Responsible

DA Team, District Master Teacher(Writing)-Nicole Lemme, Writing Teacher, PLC Teams, Leadership Team

Target Dates or Schedule

September 27, October 15, October 21, October 24, November 4-5, November 20 - 21 Leadership Dates: November 4, December 2 PLC Dates: October 30, November 13, 19, 20 December 4,9,10

Evidence of Completion

Lesson plans, Walk through data collection, Student Artifacts, PLC MInutes, Writing Plan, Student Data Review Sheet

Facilitator:

DA Team, District Master Teacher(Writing)-Nicole Lemme, Writing Teacher, Administrative Team, Leadership Team

Participants:

All teachers

Action Step 5

Facilitate purposeful planning for teachers to integrate science concepts into classroom instruction

Person or Persons Responsible

District science personnel-Lee Hughes, school-based Science Resource Teacher, Administrative Team

Target Dates or Schedule

November 5, 6, 8. 2013

Evidence of Completion

Lesson plans, Walk through data collection, Student Artifacts, PLC MInutes, Student Data Review Sheet, Science Academic Plan

Facilitator:

DA Team District science personnel-Lee Hughes, school-based Science Resource Teacher, Administrative Team

Participants:

Classroom Teacher K-5/PLC Teams,

Action Step 6

Facilitate purposeful planning for teachers to implement differentiated instruction

Person or Persons Responsible

DA Team, District Master Teacher(Writing)-Nicole Lemme, Writing Teacher, Administrative Team, Leadership Team, District Science personel-Lee Hughes, Reading Coach, Math Coach

Target Dates or Schedule

Beginning November 20,2013

Evidence of Completion

Walk throughs, student data (FAIR - K, STAR 1-5) Meeting Minutes, Lesson Plans, PLC Meetings

Facilitator:

DA Team, District Master Teacher(Writing)-Nicole Lemme, Writing Teacher, Administrative Team, Leadership Team, District Science personel-Lee Hughes, Reading Coach, Math Coach

Participants:

Teachers K-5/PLC Teams

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

Instruction and activities that include rigor, differentiated instructions, writing across content areas, and Science integration.

Person or Persons Responsible

Administration, Teacher Leaders, Academic Coaches

Target Dates or Schedule

Adminstration:Daily

Evidence of Completion

Walk-through data collection, Lesson Plans, Student work samples, graphics organizers, ability grouping based on data, writing in response to reading, student work displays,

Plan to Monitor Effectiveness of G1.B1.S1

Increased Instructional practices which demonstrate the desired level of rigor, differentiated instruction, writing across content areas, and Science integration.

Person or Persons Responsible

Administration Team, DA Team

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Student performance data, Walkthrough data collection, student work samples, 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, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools.

Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require

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

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

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

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

Housing Programs

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

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

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

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

Other Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. To improve the teachers' level of confidence and competence with content knowledge and instructional practices.

G1.B1 Instructional practices do not produce the desired level of rigor, differentiated instructions, writing across content areas, and Science integration.

G1.B1.S1 To create opportunities for teachers to increase their expertise in subject area content.

PD Opportunity 1

Create content area committees to provide monthly professional development for teachers

Facilitator

Committee members

Participants

All teachers

Target Dates or Schedule

October 7, 2013

Evidence of Completion

Membership list and agenda

PD Opportunity 2

Provide professional development through planning, in-class support, and model classroom visits

Facilitator

Teacher Leader Team, District Curriculum Master Teachers, DA Team

Participants

All teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

sign-in sheets from PD, coach logs

PD Opportunity 3

Implement TIF Professional Development Plan

Facilitator

TIF Teachers, Teacher Leader Team

Participants

All teachers

Target Dates or Schedule

Analyze: October 31, 2013 Understand: January 31, 2014 Reason: March 30, 2014

Evidence of Completion

Sign in sheets, training registration

PD Opportunity 4

Facilitate purposeful planning for teachers to develop rigorous lessons that include opportunities to write across the content areas

Facilitator

DA Team, District Master Teacher(Writing)-Nicole Lemme, Writing Teacher, Administrative Team, Leadership Team

Participants

All teachers

Target Dates or Schedule

September 27, October 15, October 21, October 24, November 4-5, November 20 - 21 Leadership Dates: November 4, December 2 PLC Dates: October 30, November 13, 19, 20 December 4,9,10

Evidence of Completion

Lesson plans, Walk through data collection, Student Artifacts, PLC MInutes, Writing Plan, Student Data Review Sheet

PD Opportunity 5

Facilitate purposeful planning for teachers to integrate science concepts into classroom instruction

Facilitator

DA Team District science personnel-Lee Hughes, school-based Science Resource Teacher, Administrative Team

Participants

Classroom Teacher K-5/PLC Teams,

Target Dates or Schedule

November 5, 6, 8. 2013

Evidence of Completion

Lesson plans, Walk through data collection, Student Artifacts, PLC Minutes, Student Data Review Sheet, Science Academic Plan

PD Opportunity 6

Facilitate purposeful planning for teachers to implement differentiated instruction

Facilitator

DA Team, District Master Teacher(Writing)-Nicole Lemme, Writing Teacher, Administrative Team, Leadership Team, District Science perssonel-Lee Hughes, Reading Coach, Math Coach

Participants

Teachers K-5/PLC Teams

Target Dates or Schedule

Beginning November 20,2013

Evidence of Completion

Walk throughs, student data (FAIR - K, STAR 1-5) Meeting Minutes, Lesson Plans, PLC Meetings

Appendix 2: Budget to Support School Improvement Goals