

2013-2014 SCHOOL IMPROVEMENT PLAN

Washington Elementary School
1407 ESTELLE ST
Tampa, FL 33605
813-233-3720

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 99%
Alternative/ESE Center No	Charter School No	Minority Rate 96%

School Grades History

2013-14 D	2012-13 F	2011-12 D	2010-11 C
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SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	17
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	23
Part III: Coordination and Integration	28
Appendix 1: Professional Development Plan to Support Goals	29
Appendix 2: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	4	Jim Browder

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

Current School Status

School Information

School-Level Information

School

Washington Elementary School

Principal

Anthony Montoto

School Advisory Council chair

Deborah Johnson

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

Name	Title
Anthony Montoto	Principal
Andrea Frazier	Assistant Principal

District-Level Information

District

Hillsborough

Superintendent

Mrs. Maryellen Elia

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

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

Involvement of the SAC in the development of the SIP

The Problem Solving Team along with the faculty and SAC were involved in School Improvement Plan development activities that were conducted prior to school being out for 12-13 school year. The School Improvement Plan is the document that guides the work of the Problem Solving Team. The large part of the work of the Problem Solving Team is outlined in the Action Steps, Evaluation Process, Evaluation Tool, and Professional Development of the School Improvement Plan. One of the main tasks of the Problem Solving Team is to address the needs of all students by problem solving and systematic progress monitoring.

Activities of the SAC for the upcoming school year

Monthly Meetings
 Support Educational Activities Held at School

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

School Sponsored Activities
 Classroom Materials
 Motivational incentives for students

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:

Anthony Montoto

Principal

Years as Administrator: 7

Years at Current School: 2

Credentials

Bachelor of Science, University of South florida, College of Education, Early Childhood Certification Pre-K to Grade 3, December 2001.

Master of Education, University of South Florida, College of Education, Administration and Educational Leadership, May 2005

Performance Record

12/13: B
 11/12: B
 10/11: C, 90% AYP
 09/10: F, 79% AYP
 08/09: C, 85% AYP
 07/08: C, 82% AYP

Andrea Frazier		
Asst Principal	Years as Administrator: 6	Years at Current School: 1
Credentials	BA - Elementary Education MA - Educational Leadership Certification (s): Elementary Education grades 1-6 Educational Leadership (All levels)	
Performance Record	12/13: D 11/12: D 10/11: D, 69% AYP 09/10: C, 77% AYP 08/09: B, 87% AYP	

Instructional Coaches

# of instructional coaches	5
# receiving effective rating or higher	(not entered because basis is < 10)
Instructional Coach Information:	

Tara Wood		
Part-time / District-based	Years as Coach: 5	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	BS, Early Childhood Education MA, Reading Certification: K-6	
Performance Record	12/13: F 11/12: D 10/11: C 90% AYP 09/10: F 79% AYP 08/09: A 100% AYP	

Lakeyshea Bryant		
Part-time / District-based	Years as Coach: 1	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	BS, Elementary Education MA, Education Leadership Certifications: K-6, Educational Leadership ESOL	
Performance Record	12/13: F 11/12: D 10/11: C 90% AYP 09/10: F 79% AYP	

Brandi Dickens		
Part-time / District-based	Years as Coach: 5	Years at Current School: 5
Areas	Mathematics	
Credentials	BS, Early Childhood MA Educational Leadership Certifications: Early Childhood/Primary K-6 ESOL Educational Leadership	
Performance Record	12/13: F 11/12: D 10/11: C 90% AYP 09/10: F 79% AYP 08/09: B 100% AYP 07/08: F 69% AYP	

Jennifer Begley		
Part-time / District-based	Years as Coach: 4	Years at Current School: 4
Areas	Reading/Literacy	
Credentials	BS, Elementary Education Certifications: Elementary Ed 1-6 ESOL Endorsement National Board Certified Teacher	
Performance Record	12/13: F 11/12: D 10/11: C 90% AYP 09/10: C 77% AYP 08/09: B 85% AYP	

Teresa Fallis		
Part-time / District-based	Years as Coach: 3	Years at Current School: 1
Areas	Other	
Credentials	Certifications: K-6 Prekindergarten/Primary ESOL ESE K12	
Performance Record	12/13: D 11/12: D	

Classroom Teachers

# of classroom teachers	58
# receiving effective rating or higher	0%
# Highly Qualified Teachers	83%
# certified in-field	58, 100%
# ESOL endorsed	34, 59%
# reading endorsed	3, 5%

with advanced degrees

29, 50%

National Board Certified

5, 9%

first-year teachers

7, 12%

with 1-5 years of experience

11, 19%

with 6-14 years of experience

36, 62%

with 15 or more years of experience

4, 7%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

, 0%

Teacher Recruitment and Retention Strategies

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

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

1. Teacher Interview Day - General Director
2. Recruitment Fairs - Supervisor of Teacher Recruitment
3. Regular meetings of new teachers with principal - Anthony Montoto, Principal
4. Partnering new teachers with veteran staff - Andrea Frazier, Assistant Principal
5. Salary Differential - General Director of Federal Programs
6. Sunshine committee community building activities among teachers - Tara Wood & Jennifer Begley
Head of Sunshine Committee

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

The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement. Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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 Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem analysis, Intervention Design and Implementation and Evaluation to :

*Use the problem-solving model when analyzing data:

1. what is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitoring Progress and Evaluate Action Plan Effectiveness)

*Identify the problem (based on an analysis of the data dis-aggregated via data sorts) in multiple areas - curriculum content, behavior, and attendance

*Develop and test hypotheses about why student/school problems are occurring (changeable barriers).

*Develop and target interventions based on confirmed hypotheses.

*Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.

*Develop grading period or units of instruction/intervention goals that are ambitious, time-bound, and measurable (e.g.SMART goals).

*Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and or enrichment support).

*Each PLC develops PLC action plan for SIP strategy implementation and monitoring.

*Assess the implementation of the strategies on the SIP using the following questions:

1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. Of we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

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

The purpose of the MTSS team is to support high quality instruction, enrichment, and intervention matched to student needs by using performance and learning rate over time to make important educational decisions to guide instruction. The MTSS team functions to monitor the progress of all students. It serves to help students meet grade level benchmarks, states in regular education settings and improve long term outcomes. The team uses a problem solving model making decisions based on content area data, data collection forms, anecdotal records and student samples.

The MTSS leadership team includes:

Principal - Anthony Montoto

Assistant Principal - Andrea Frazier

Guidance Counselor - Charlene Stouffer

School Psychologist - Emily Fisher

Social Worker - Veronica Jacques

Academic Coaches - Reading Tara Wood, Jennifer Begley

Academic Resource Teachers - Reading: Lakeyshea Bryant, Math:Brandi Dickens, Writing Teresa Fallis

ESE teacher- Kenya Jones

Representative from the PLCs for Intermediate - Jennifer Begely

Representative from the PLCs for primary - Amy DeGeorge and Joanna Helak

SAC Chair - Debra Johnson

ELP Coordinator - Andrea Frazier

Representatives from the PLCs for each grade level, K-5

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

The PSLT will monitor the effectiveness of the Action Steps and suggest modifications if needed using content area data. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator: Not Evident

Strategy Fidelity Check: Teacher monitoring indicates strategy implementation has not begun.

Strategy Data Check: Student data indicate that strategy implementation is showing no positive effect on student achievement.

indicator: Emerging

Strategy Fidelity Check: Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.

Strategy Data Check: Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.

Indicator: Operational

Strategy Fidelity Check: Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.

Strategy Data Check: Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.

Indicator: Highly Functional

Strategy Fidelity Check: Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.

Strategy Data Check: Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

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

The Problem Solving Team will review school wide behavior, academic, and attendance data twice a month. In Reading, FAIR results will be reviewed. In Math, chapter assessments and formative assessments will be reviewed. In fourth grade Writing, the monthly B.T. Writes scores will be reviewed. In Science, district tests and formative assessments will be reviewed. In the area of behavioral functioning, referral/discipline data from Reports on Demand and Mainframe will be reviewed. In the area of attendance, the Instructional Planning Tool will be used to review attendance data. At minimum, reviewing these data will help us establish if the action steps outlined in the SIP, related professional development activities, and allocation of resources are having the desired impact on overall student achievement.

The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:

- review and analyze screening and collateral data
- develop and test hypotheses about why student/school problems are occurring (changeable barriers)
- develop and target interventions based on confirmed hypotheses
- establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
- develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
- review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
- assess the fidelity of instruction/intervention implementation and other PS/Rtl processes

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

Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Utilize the District RtI facilitator assigned to our school, Dia Davis, to provide support, guidance and training on Problem Solving at all Tier levels.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

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: 24,255

Ed- Venture is an afternoon program funded through a SIG. Every student receives extended core instruction until 3:30 and small group instruction for an additional hour. Ed-Venture has been designed to address our students' social, physical, and intellectual needs. The program is structured, but also allows children the freedom to choose and participate in a variety of activities. The program includes academic support, recreational activities, and enrichment opportunities. Click on the title for a brochure explaining the program.

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?

Data is collected and analyzed to determine the effectiveness of Ed-venture through standardized test scores such as FCAT, FAIR, SAT on a regular basis by teachers, administrators, and resource personnel. We determine the effectiveness of the implemented strategies by observed application of the strategies through administrative and academic coaches walkthroughs.

Who is responsible for monitoring implementation of this strategy?

This is monitored by the Ed-Venture coordinator and assistant principal.

Strategy: Weekend Program**Minutes added to school year: 1,920**

The Saturday camps are designed to support core academic subjects with remedial and enrichment activities.

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?

Data is collected and analyzed to determine the effectiveness of Saturday camp through district form test and standardized test scores such as FCAT, FAIR, SAT.

Who is responsible for monitoring implementation of this strategy?

The Saturday camps are monitored by the assistant principal.

Strategy: Summer Program**Minutes added to school year: 10,080**

The summer program has two parts. The morning session is a reading camp. This camp provides students with strategies and interventions to provide support in helping students reach their grade level benchmarks. The second part of the day is a continuation of Ed-Venture. The afternoon has been designed to address our students' social, physical, and intellectual needs through a variety of activities.

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?

Data is collected and analyzed to determine the effectiveness of Reading camp and Ed-venture through standardized test scores such as FCAT, FAIR, SAT.

Who is responsible for monitoring implementation of this strategy?

This is monitored by the assistant principal.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Tara Wood	Reading Coach
Jennifer Begley	Reading Coach
Lakeyshea Bryant	Reading Resource Teacher
Joanna Helak	AIS Teacher
Amy DeGeorge	AIS Teacher
Charlene Stouffer	Guidance Counselor
Emily Fisher	Psychologist
Dawn Ingersoll	First Grade Teacher
Megan Butler	Second Grade Teacher
Kelvin Williams	Third Grade Teacher
Christina Waggoner	Fourth Grade Teacher
Deidra Hampton	Fifth Grade Teacher
Tim Waits	ESE Resource Teacher
Teresa Fallis	Writing Resource Teacher

How the school-based LLT functions

The LLT is a subset of the PSLT that meets once every month. The team provides leadership for the implementation of the reading goals and strategies identified on the SIP.

The Reading Coaches are the LLT chairpersons. The reading team members provide extensive expertise in data analysis and reading interventions. The reading coach, reading resource teacher and the principal collaborate with the team to ensure that data driven instruction support is provided to teachers.

The principal also ensures that the LLT monitors reading data, and identifies school-wide reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the PSLT team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

Major initiatives of the LLT

Implementation and evaluation of the SIP reading strategies across the content areas

Articles focusing on Differentiated Instruction and Student Engagement.

Data analysis (on-going)

Every Teacher Contributes to Reading Instruction

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

The Literary Leadership Team conducts learning walks. The grade level PLCs turn in minutes to the administration teams. There is evidence of strategies in the teachers' lesson plans seen during administration walk-through. There are EET Pop-Ins, formal and informal evaluations conducted by the principal and assistant principal. There are formal and informal observations made by peer evaluator or peer mentor.

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 Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading. The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program will be given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment will be administered at the start and end of the VPK program. A copy of these assessments will be mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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	37%	27%	No	43%
American Indian				
Asian				
Black/African American	37%	28%	No	43%
Hispanic	31%	28%	No	38%
White				
English language learners	17%	25%	Yes	25%
Students with disabilities	28%	18%	No	35%
Economically disadvantaged	37%	30%	No	43%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	159	27%	30%
Students scoring at or above Achievement Level 4	159	9%	12%

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	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	108	60%	64%
Students in lowest 25% making learning gains (FCAT 2.0)		62%	65%

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)	76	43%	46%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	76	21%	24%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	77	18%	21%

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	38	50%	53%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	39%	24%	No	45%
American Indian				
Asian				
Black/African American	38%	27%	No	45%
Hispanic	38%	23%	No	45%
White				
English language learners	28%	21%	No	36%
Students with disabilities	32%	21%	No	39%
Economically disadvantaged	39%	27%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	159	24%	27%
Students scoring at or above Achievement Level 4	159	7%	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>		100%
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	107	54%	57%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		60%	63%

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	64	25%	38%
Students scoring at or above Achievement Level 4	64	6%	9%

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>		100%
Students scoring at or above Level 7			

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		5
Participation in STEM-related experiences provided for students			

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

See Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** To build a culture of mutual respect in which all stakeholders problem solve and communicate effectively.
- G2.** Rigorous instruction consistently occurring within core school wide.

Goals Detail

G1. To build a culture of mutual respect in which all stakeholders problem solve and communicate effectively.

Targets Supported

Resources Available to Support the Goal

- Second Step Curriculum, modeling
- Clear posted school rules and expectations
- PBS website lessons and other resources
- Terrific Kids
- Buzz Bucks
- School wide commitment to implement with fidelity.

Targeted Barriers to Achieving the Goal

- Behavior philosophy among teachers

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Rigorous instruction consistently occurring within core school wide.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Technology
- Past Professional Development
- Effective Building Leadership
- District Based Coaches
- Administrative Walk-Throughs
- Business Partners
- Daily Common Planning Time
- Data-driven Planning with Coaches
- District Support with Accountability

Targeted Barriers to Achieving the Goal

- Implementation of Professional Development : No fidelity checks, No teacher buy-in or limited buy-in / teacher does not believe in the topic/strategy Many times there is no on-going support to Coaching model is not always available Not being able to be "creative" Multiple Initiatives and/or constantly changing initiatives

Plan to Monitor Progress Toward the Goal

District created walkthrough observation checklist

Person or Persons Responsible

Administration Academic Coaches District Personnel

Target Dates or Schedule:

Monthly basis

Evidence of Completion:

Well developed lessons observed by administration, district personnel, and academic coaches through walkthroughs. Walkthrough data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To build a culture of mutual respect in which all stakeholders problem solve and communicate effectively.

G1.B5 Behavior philosophy among teachers

G1.B5.S1 PLC discussions as to what the mission statement looks like and sounds like as a staff.

Action Step 1

Utilize Professional Learning Communities

Person or Persons Responsible

All teachers, Academic Coaches, and other staff

Target Dates or Schedule

During PLC time

Evidence of Completion

School Wide Behavior Data

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily basis

Evidence of Completion

School Wide Behavior Data

Plan to Monitor Effectiveness of G1.B5.S1

Walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily basis

Evidence of Completion

School Wide Behavior Data

G1.B5.S2 Build a tool box to assist teachers

Action Step 1

Survey of behavior philosophy

Person or Persons Responsible

Teachers and Staff

Target Dates or Schedule

During november faculty meeting

Evidence of Completion

School Wide Behavior data

Plan to Monitor Fidelity of Implementation of G1.B5.S2

School wide behavior data

Person or Persons Responsible

Positive Behavior Support Committee and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

There will be a decrease of referrals to the office.

Plan to Monitor Effectiveness of G1.B5.S2

School wide behavior data

Person or Persons Responsible

Positive Behavior Support Committee and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

There will be a decrease of referrals to the office.

G2. Rigorous instruction consistently occurring within core school wide.

G2.B5 Implementation of Professional Development : No fidelity checks, No teacher buy-in or limited buy-in / teacher does not believe in the topic/strategy Many times there is no on-going support to Coaching model is not always available Not being able to be "creative" Multiple Initiatives and/or constantly changing initiatives

G2.B5.S1 Utilize academic coaches in planning lessons, modeling, co-teaching, coaching and training.

Action Step 1

Utilizing Academic Coaches

Person or Persons Responsible

Teachers, Academic Coaches

Target Dates or Schedule

During lesson planning and delivery of lessons

Evidence of Completion

Well developed lesson plans and delivery incorporating learned strategies and techniques from professional development opportunities observed by administration, district personnel, and academic coaches through walkthroughs..

Plan to Monitor Fidelity of Implementation of G2.B5.S1

District created walkthrough observation checklist

Person or Persons Responsible

Administration, Academic Coaches, District Personnel

Target Dates or Schedule

Monthly basis

Evidence of Completion

Well developed lesson plans and delivery incorporating learned strategies and techniques from professional development opportunities observed by administration, district personnel, and academic coaches through walkthroughs.

Plan to Monitor Effectiveness of G2.B5.S1

District created walkthrough observation checklist

Person or Persons Responsible

Administration, Academic Coaches, District Personnel

Target Dates or Schedule

Monthly basis

Evidence of Completion

Well developed lesson plans and delivery incorporating learned strategies and techniques from professional development opportunities observed by administration, district personnel, and academic coaches through walkthroughs.

G2.B5.S2 Utilize the media center, computers, and various technology as a part of the lesson.

Action Step 1

Utilize the media center, computers, and various technology as a part of the lesson.

Person or Persons Responsible

Media Specialist, teachers, technology specialist

Target Dates or Schedule

During the core instruction.

Evidence of Completion

Well developed lessons incorporating the use of technology and data from the administration and district walkthroughs.

Plan to Monitor Fidelity of Implementation of G2.B5.S2

District created walkthrough observation checklist

Person or Persons Responsible

Administration, Academic Coaches, District Personnel

Target Dates or Schedule

Monthly basis

Evidence of Completion

Well developed lesson plans and delivery incorporating learned strategies and techniques from professional development opportunities observed by administration, district personnel, and academic coaches through walkthroughs.

Plan to Monitor Effectiveness of G2.B5.S2

District created walkthrough observation checklist

Person or Persons Responsible

Administration, Academic Coaches, District Personnel

Target Dates or Schedule

Monthly basis

Evidence of Completion

Well developed lesson plans and delivery incorporating learned strategies and techniques from professional development opportunities observed by administration, district personnel, and academic coaches through walkthroughs

Coordination and Integration

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

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

Title I, Part A

Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.

Title I, Part C- Migrant

N/A

Title I, Part DThe district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.

Title II

The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.

Title III

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

Title X- Homeless

The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

We utilize information from students in Head Start to transition into Kindergarten.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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.