# 2013-2014 SCHOOL IMPROVEMENT PLAN

## Sheehy Elementary School

6402 N 40TH ST
Tampa, FL 33610
813-233-3800

## School Demographics

| School Type | Title I | Free and Reduced Lunch Rate |
|---|---|---|
| Elementary School | Yes | 98% |

| Alternative/ESE Center | Charter School | Minority Rate |
|---|---|---|
| No | No | 99% |

## School Grades History

| 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|---|---|---|---|
| D | F | D | 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.

## Table of Contents

## 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**
Sheehy Elementary School

**Principal**
Patricia Mccants

**School Advisory Council chair**
Deena Ham

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

| Name | Title |
| --- | --- |
| Patricia McCants | Principal |
| Stacie Lonsway | Reading Coach |
| Michele Roberts | Science Resource |
| Nichole Churchwell | Writing Resource |
| Deena Ham | Math Resource |
| Paula Alexis | Media Specialist |
| Grace Coger-Windham | Social Worker |
| Julius Denson | Psychologist |
| Heather Benjamin | VE Resource |
| Yizenia Mercano | Gifted |
| Lahna Tate | Assistant Principal |
| Samiat Antigha | Guidance Counselor |

### 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

Ham Deena SAC Chair
McCants Patricia Principal
Robin Sheppard Parent

Robin Stephenson Parent
Eddie Delgado Parent
Miya Williams Parent
Sony Bogan Parent
Stella Ling Parent
Rosalie Hall Parent
Celia Ramirez Parent
Jasmine Page Parent
Cherie Hytovick SAC Co-Chair
Dianne Williams Teachers

**Involvement of the SAC in the development of the SIP**

Surveys and small group meetings were held to get input from all stakeholders to increase parent involvement and student achievement.

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

Monthly meetings. Activites will be to educate parents with strategies on how to support learning at home and school that will impact achievement.

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

Timers will be purchased for intermediate classrooms to support pacing and stamina. Any additional funds will be used to build the professional library.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**
In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

## Highly Qualified Staff

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

### Administrators

**# of administrators**
2

**# receiving effective rating or higher**
(not entered because basis is < 10)

**Administrator Information:**

| Patricia Mccants | | |
|---|---|---|
| Principal | Years as Administrator: 10 | Years at Current School: 4 |

| | |
|---|---|
| **Credentials** | Masters Degree in Educational Leadership |
| **Performance Record** | 2008-09 A<br>2009-10 C AYP 85%<br>2010-2011 C<br>2011-2012 D<br>2012-2013 F |

| Dr. Lahna Tate | | |
|---|---|---|
| Asst Principal | Years as Administrator: 8 | Years at Current School: 0 |

| | |
|---|---|
| **Credentials** | Ph.D. Educational Leadership<br>EDS Educational Leadership<br>Masters Special Education<br>BA Special Education<br>Reading Endorsed |
| **Performance Record** | 2008-2009 C<br>2009-2010 B<br>2010-2011 C<br>2011-2012 C<br>2012-2013 D |

## Instructional Coaches

**# of instructional coaches**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

| Stacie Lonsway | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 4 | Years at Current School: 4 |

| | |
|---|---|
| **Areas** | Reading/Literacy |
| **Credentials** | Elementary Education K-6<br>ESOL Endorsed |
| **Performance Record** | 2009-2010 C 85%<br>2010-2011 C<br>2011-2012 46% 3 and above, 64 point learning gains, 82 point gain lowest 25%<br>2012-2013 29% 3 and above, 40 point learning gains, 40 point gain lowest 25% |

| Nichole Churchwell | | |
| --- | --- | --- |
| Full-time / School-based | Years as Coach: 1 | Years at Current School: 6 |

| **Areas** | Other |
| --- | --- |
| **Credentials** | Elementary Education K-6 |
| **Performance Record** | 2012-2013 58% 3.5 and above |

| Michele Roberts | | |
| --- | --- | --- |
| Full-time / School-based | Years as Coach: 5 | Years at Current School: 0 |

| **Areas** | Science |
| --- | --- |
| **Credentials** | B.S. Anthropology, Biology, and Chemistry with a concentration of Primate Studies<br>Certified Elem. Ed. K-6<br>Middle Grades Integrated Curriculum<br>Hillsborough EPI - Highly Qualified |
| **Performance Record** | 2012 - 2013 47% proficient<br>2011 - 2012 38% proficient<br>2010 - 2011 62% proficient<br>2009 - 2010 28% proficient<br>2008 - 2009 30% proficient |

| Deena Ham | | |
| --- | --- | --- |
| Full-time / School-based | Years as Coach: 2 | Years at Current School: 2 |

| **Areas** | Mathematics |
| --- | --- |
| **Credentials** | Elementary Education K-6<br>ESOL Endorsed |
| **Performance Record** | 2011-2012 40% 3 and above, 51 points learning gains, 31 point gain lowest 25%<br>2012-2013 27% 3 and above, 40 points learning gains, 53 point gain lowest 25% |

**Classroom Teachers**

**# of classroom teachers**
47

**# receiving effective rating or higher**
28, 60%

**# Highly Qualified Teachers**
51%

**# certified in-field**

47, 100%

**# ESOL endorsed**

43, 91%

**# reading endorsed**

1, 2%

**# with advanced degrees**

16, 34%

**# National Board Certified**

4, 9%

**# first-year teachers**

7, 15%

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

12, 26%

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

19, 40%

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

9, 19%

## Education Paraprofessionals

**# of paraprofessionals**

2

**# Highly Qualified**

2, 100%

## Other Instructional Personnel

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

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

## Teacher Recruitment and Retention Strategies

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

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

1. Teacher Interview Day District staff
2. Salary Differential (Renaissance Schools) General of Federal Programs
3. District Mentor Program District Mentors
4. District Peer Program District Peers
5. School-based teacher recognition system Principal
6. Opportunities for teacher leadership Principal
7. Regular time for teacher collaboration Principal
8. Teacher Incentive Fund 3 Grant

### 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**

District based mentor is through the EET initiative. The School based mentor has strengths in the areas they are mentoring in to help increase student achievement. Weekly visits to include planning, modeling, co-teaching, analyzing student data, developing assessments, conferencing and problem solving to move students forward.

## 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 purpose of the core Leadership Team is to:
1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.
The Leadership team meets regularly (weekly).
• Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
• Create, manage and update the school resource map
• Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
• Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
• Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
• Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
• Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
• Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
• Strengthen the Tier 1 (core curriculum) instruction through the:
o Implementation and support of PLCs
o Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
o Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student

outcomes through data summaries and conferences.
• On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
• Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
• Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
• Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

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

Review data provided from the Easy CBM program along with observations

**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**

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

Provide staff development to the entire faculty. We provide additional support as needed through the school psychologist and the reading coach.

**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:** 11,150 | |

Grade level Walk-to-success time where students are grouped based upon reading needs (ie. fluency, word work, vocabulary, comprehension).

### Strategy Purpose(s)

- Instruction in core academic subjects

- Teacher collaboration, planning and professional development

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

Easy CBM progress monitoring tool

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

Administration

## Literacy Leadership Team (LLT)

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

| Name | Title |
|---|---|
| Sharita Crowell | AIS |
| Lauren Portera | First Grade Teacher |
| Liza Baisi | Kindergarten Teacher |
| Miranda Pringle | Second Grade Teacher |
| Cherie Hytovick | Third Grade Teacher |
| Marshica Rankin | Fourth Grade Teacher |
| Kaneisha Pendleton | Fifth Grade Teacher |
| Heather Benjamin | ESE Resource |
| Nichole Churchwell | Writing Resource |
| Paula Alexis | Media Specialist |
| Patricia McCants | Principal |
| Stacie Lonsway | Reading Coach |

### How the school-based LLT functions

The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers.
The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership 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**

What will be the major initiatives of the LLT this year?
• Implementation and evaluation of the SIP reading goals/strategies across the content areas
• Professional Development
• Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
• Data analysis (on-going)
• Implementation of the K-12 Reading Plan
• Family Literacy Night
Implementation of Common Core
School wide use of Easy CBM

## Every Teacher Contributes to Reading Instruction

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

Every teacher will be working with students on reading during a grade-level walk to success time (RTI). During the ERT minutes every teacher will be responsible for teaching word work, vocabulary, fluency, and comprehension. This will be monitored through admistrative walk throughs, the use of Easy CBM, Individual Professional Development Plan (IPDP) and academic reviews.

## 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 (FAIR). 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 | 54% | 29% | No | 59% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 54% | 28% | No | 59% |
| Hispanic | 54% | 40% | No | 59% |
| White | | 25% | | |
| English language learners | 43% | 29% | No | 48% |
| Students with disabilities | 28% | 0% | No | 36% |
| Economically disadvantaged | 51% | 30% | No | 56% |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 28 | 14% | 19% |
| Students scoring at or above Achievement Level 4 | 28 | 14% | 19% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | 108 | 40% | 45% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 20 | 40% | 45% |

**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) | 27 | 52% | 56% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | 27 | 7% | 11% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | 27 | 11% | 15% |

## 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 | 48 | 58% | 61% |
| 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 | 58% | 27% | No | 63% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 59% | 25% | No | 63% |
| Hispanic | 54% | 47% | No | 59% |
| White | | 50% | | |
| English language learners | 43% | 21% | No | 48% |
| Students with disabilities | 41% | 11% | No | 47% |
| Economically disadvantaged | 58% | 27% | No | 62% |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 39 | 19% | 24% |
| Students scoring at or above Achievement Level 4 | 11 | 5% | 10% |

#### Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Learning Gains | 107 | 40% | 43% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 27 | 53% | 56% |

## Area 4: Science

### Elementary School Science

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 15 | 22% | 27% |
| Students scoring at or above Achievement Level 4 | *[data excluded for privacy reasons]* | | 15% |

**Florida Alternate Assessment (FAA)**

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

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

### All Levels

|  | 2013 Actual # | 2013 Actual % | 2014 Target |
|---|---|---|---|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 5 | | 7 |
| Participation in STEM-related experiences provided for students | 53 | 100% | 100% |

## Area 8: Early Warning Systems

### Elementary School Indicators

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | 74 | 15% | 10% |
| Students retained, pursuant to s. 1008.25, F.S. | 8 | 11% | 6% |
| Students who are not proficient in reading by third grade | 65 | 81% | 50% |
| Students who receive two or more behavior referrals | 7 | 2% | 0% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 27 | 23% | 20% |

## 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

Goal is to increase the number of parent involvement events during the 2013-2014 school year. During the 2012-2013 school year, there were twenty event. That number will be increased to 25 this school year.

**Specific Parental Involvement Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Increase number of events. | 20 | | |

## Area 10: Additional Targets

**Additional targets for the school**

All instructional staff will attend appropriate and recommended professional developement to increase student achievement in all academic areas.

**Specific Additional Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Faculty | 46 | | 80% |

# Goals Summary

**G1.** Increase faculty and staff morale to make a positive impact on students' learning.

# Goals Detail

**G1.** Increase faculty and staff morale to make a positive impact on students' learning.

### Targets Supported
- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

### Resources Available to Support the Goal
- Highly skilled staff members that can be used to support teachers/staff (Professional Development & Student Support)
- Incentive monetary rewards.
- Walk to Success
- Behavior Management System

### Targeted Barriers to Achieving the Goal
- Inconsistent infrastructure for communication.
- Stamina

**Plan to Monitor Progress Toward the Goal**

Teachers take ownership of problem solving and school wide communication systems. Use structures in PLC's. Walk-throughs reflect student engagment, students on task, improved student work (displayed), and instruction is differentiated.

**Person or Persons Responsible**

Leadership

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Periodic assessments Performance assessments Walk-throughs PLC minutes/logs (noting facilitator)

## Action Plan for Improvement

**Problem Solving Key**

**G** = Goal          **B** = Barrier          **S** = Strategy

**G1.** Increase faculty and staff morale to make a positive impact on students' learning.

**G1.B1** Inconsistent infrastructure for communication.

**G1.B1.S1** Build, define, and share the infrastructures of communication to all stakeholders.

### Action Step 1

Create a structure for teacher participation in PLC's.

**Person or Persons Responsible**

PSLT

**Target Dates or Schedule**

Beginning October 8th, and weekly thereafter

**Evidence of Completion**

PLC logs/minutes

### Action Step 2

Evaluate, outline, and define current communication infrastructures

**Person or Persons Responsible**

Problem-Solving Leadership Team (PSLT)

**Target Dates or Schedule**

Beginning on 8/26/13 and continuing. First Evaluation Date: 9/26/13

**Evidence of Completion**

Written outline of communication infrastructure in the hands of stakeholders.

**Action Step 3**

Professional development on communication system

### Person or Persons Responsible

Principal

### Target Dates or Schedule

First faculty meeting in October.

### Evidence of Completion

Faculty sign-in sheet.

### Facilitator:

Principal

### Participants:

Instructional Staff

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

Use Master Calendar as a form of communication.

### Person or Persons Responsible

Assistant Principal

### Target Dates or Schedule

Regularly (Pop-up when instructional staff opens Sheehy Internal)

### Evidence of Completion

Meeting Attendance, Collecting Appropriate Materials, Corrective Feedback

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

Stakeholders are proactive to open communicaton and take ownership of the process.

### Person or Persons Responsible

Science Resource will share data with leadership team.

### Target Dates or Schedule

Monthly

### Evidence of Completion

Pre- and post survey results E-mails read (pre- and post percent) Team Leader Minutes Observations of conversations

**G1.B1.S2** Develop a structure for PLC's which utilizes data based problem solving to impact student achievement and empower teachers as leaders.

### Action Step 1

Develop and define PLC expectations and structure.

**Person or Persons Responsible**

Resource Team, Administration, and DOE

**Target Dates or Schedule**

Beginning December 2, 2013

**Evidence of Completion**

Minutes from meeting and PLC Form(s) developed to implement in January 2014

### Action Step 2

Provide PLC Facilitators mini-training.

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### Action Step 3

Model components of an effective PLC,

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Action Step 4**

Mini-training on accessing data.

**Person or Persons Responsible**

**Target Dates or Schedule**

After FCAT

**Evidence of Completion**

Teachers will bring data sets to PLC's.

**Facilitator:**

Targeted teaching staff who has data accessing skill set.

**Participants:**

Targeted teaching staff who lack data accessing skill set.

**Action Step 5**

Support coaches support of lesson planning.

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G1.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G1.B4** Stamina

**G1.B4.S1** Support teachers with a tool to assist in building student stamina.

### Action Step 1

Provide teachers with times to assist in increasing student stamina.

**Person or Persons Responsible**

SAC

**Target Dates or Schedule**

As soon as the order is delivered

**Evidence of Completion**

Students completed tests and teacher documentation.

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

Teachers will use timers during instruction and testing.

**Person or Persons Responsible**

Adminstration

**Target Dates or Schedule**

Walk-throughs

**Evidence of Completion**

Testing data

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## 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
The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
Title I, Part D
The 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
Head Start
We utilize information from students in Head Start to transition into Kindergarten.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** Increase faculty and staff morale to make a positive impact on students' learning.

**G1.B1** Inconsistent infrastructure for communication.

**G1.B1.S1** Build, define, and share the infrastructures of communication to all stakeholders.

### PD Opportunity 1

Professional development on communication system

**Facilitator**

Principal

**Participants**

Instructional Staff

**Target Dates or Schedule**

First faculty meeting in October.

**Evidence of Completion**

Faculty sign-in sheet.

**G1.B1.S2** Develop a structure for PLC's which utilizes data based problem solving to impact student achievement and empower teachers as leaders.

### PD Opportunity 1

Mini-training on accessing data.

#### Facilitator

Targeted teaching staff who has data accessing skill set.

#### Participants

Targeted teaching staff who lack data accessing skill set.

#### Target Dates or Schedule

After FCAT

#### Evidence of Completion

Teachers will bring data sets to PLC's.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

| Goal | Description | Total |
|------|-------------|-------|
| | Total | $0 |

### Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Program | | Total |
|----------------|------------------------|---|-------|
| SAC Funds | | $0 | $0 |
| Total | | $0 | $0 |

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

**G1.** Increase faculty and staff morale to make a positive impact on students' learning.

**G1.B4** Stamina

**G1.B4.S1** Support teachers with a tool to assist in building student stamina.

### Action Step 1

Provide teachers with times to assist in increasing student stamina.

**Resource Type**

Evidence-Based Program

**Resource**

MegaTimer Electronic Teaching Tool

**Funding Source**

SAC Funds

**Amount Needed**