2013-2014 SCHOOL IMPROVEMENT PLAN

Suwannee Intermediate School

1419 WALKER AVE SW
Live Oak, FL 32064
386-647-4700
www.suwannee.k12.fl.us/sis

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	54%

Alternative/ESE Center	Charter School	Minority Rate
No	No	39%

School Grades History

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

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 1	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School
Suwannee Intermediate School

Principal
Jim Simpson

School Advisory Council chair
Debbie McCall

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

Name	Title
Mandy Brown	Assistant Principal
Dana Lashley	Guidance Counselor
Marcia Boatright	Academic Coach

District-Level Information

District
Suwannee

Superintendent
Mr. Jerry A Scarborough

Date of school board approval of SIP
11/19/2014

School Advisory Council (SAC)

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

Membership of the SAC

Debbie McCall is presiding chairperson. Membership of SAC includes community members, parents, teachers, and other school faculty.

Involvement of the SAC in the development of the SIP

The plan is provided for review to the SAC committee and input is given and accepted from all stakeholders.

Activities of the SAC for the upcoming school year

SAC members will participate in a trainings of parent involvement, bullying, volunteering, title 1 benefits, student information system training. This is not a all-inclusive list of activities.

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

A science coach provides hands-on lab experiments for all 5th graders on a weekly basis. Teachers are also provided opportunities for training for strategies to implement Common Core standards.

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:

Jim Simpson		
Principal	Years as Administrator: 9	Years at Current School: 1

Credentials	Bachelor's degree from University of Georgia. Master's degree from the Florida State University.
Performance Record	In the first year of Principalship, Suwannee Intermediate dropped from a C to a D in the Dept of Education's grade.

Mandy Brown		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Master's Degree - Educational Leadership Bachelor's Degree - Elementary Education (1-6) ESOL Endorsed National Board Certified Teacher
Performance Record	Mrs. Brown is in her first year of administrative experience.

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Renee Bass		
Part-time / District-based	Years as Coach: 5	Years at Current School:
Areas	Mathematics	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
35

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
35, 100%

 # ESOL endorsed
32, 91%

 # reading endorsed
6, 17%

 # with advanced degrees
15, 43%

 # National Board Certified
3, 9%

 # first-year teachers
2, 6%

 # with 1-5 years of experience
4, 11%

 # with 6-14 years of experience
12, 34%

 # with 15 or more years of experience
20, 57%

Education Paraprofessionals

# of paraprofessionals
9

 # Highly Qualified
9, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # 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

We recruit outside of our immediate area for qualified candidates. We offer Professional Development and also provide a mentoring program for beginning teachers.

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

Teachers who are new to the district and/or new to their current grade level will receive a mentor. The mentor/new teacher pairing is based on the specific needs of the new teacher and the strengths of the mentoring teacher. We also ensured that the pairs shared a common planning period so that they could meet and collaborate with one another throughout the week. Planned mentoring activities include collaborative planning, data chats, and modeling teaching opportunities.

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

Each grade level (4th and 5th) consists of 3 teams. Each team per grade level is dedicated to servicing either ELLs, IEPs, or 504s. Each of those individual groups consists of 4-5 teachers per team. Due to this grouping, the ESE and paraprofessional support for each specific group is able to spend more time with their targeted group of students because they are only having to divide their time between 4-5 teachers, rather than 14-15 teachers. The first 50 minutes of the school day is dedicated to school-wide reading interventions. The Level 4-5 students (according to FCAT scores) are removed from the classroom to work with paraprofessionals and resource teachers on enrichment activities. The remaining Level 1-3 students are kept with the classroom teacher to work on specific skill deficits. These are fluid groups and are constantly changing according to the needs of each individual student.

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

Jim Simpson, Principal, and Mandy Brown, Assistant Principal, are responsible for gathering and analyzing the school-wide data. This data is used to drive the programs, interventions, and instruction in each classroom. The Principal and Assistant Principal provide the support for the classroom teachers to be able to achieve the maximum growth of each individual student. Marcia Boatright, Media Specialist, provides guidance to the teachers when analyzing the FAIR data. She also provides resources for the teachers to use during the school-wide intervention time, as well as modeling of specific strategies within the classroom setting. Dana Lashley, Guidance Counselor, provides support to the school and district

personnel in regards to the RtI process for our students. Mrs. Lashley assists teachers and staff with all aspects of the ESE program.

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

STAR, FAIR, Discovery Education, FCAT, Write Score

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

FAIR - diagnostic assessment used to define specific reading deficiencies in individual students. The FAIR assessment is administered three times per year.
STAR Reading and Math - Progress monitoring tool used to assess reading and math. District-wide testing windows are set for 4 times per year. Teachers at SIS may use the STAR assessment as often as twice per month to progress monitor the effectiveness of reading and math interventions in place in the classroom.
Think Link (Discovery Education) is a benchmark assessment used to assess the grade level standards in reading and math three times per year. Specific standards are targeted for interventions after each assessment depending on mastery or non-mastery of the standards.
Writing - weekly writing prompts are assessed at 4th grade according to the FCAT writing rubric. 5th grade teachers are transitioning to the response to reading type of writing that is outlined by the Common Core State Standards.
FOCUS is used to monitor behavior and attendance. Behavior is monitored daily and handled accordingly. Attendance is monitored weekly. 3, 5, and 10 day unexcused absence letters are mailed to parents. Attendance SST meetings are scheduled as needed with the district office assistance in some cases.

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

Staff and parents will be involved with the creation and understanding of the SIP through the monthly School Advisory Council (SAC) and Association of Parents and Teachers (APT) meetings. Staff and parents are asked for input on the plan at these meetings.

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:

Grant provided 21st Century Learning Community will guide an after school program for any students that wish to participate.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Testing scores will be recorded at the beginning of the program and again at year's end.

Who is responsible for monitoring implementation of this strategy?

District and school administration.

Literacy Leadership Team (LLT)

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

Name	Title
Jim Simpson	Principal
Mandy Brown	Assistant Principal
Marcia Boatright	Media Specialist
Kim Warren	Teacher
Shannon Chauncey	Teacher
Kristy Chauncey	Teacher
Natalie Haney	Teacher
Sandra Winburn	Teacher

How the school-based LLT functions

The LLT meets weekly to plan professional development for the entire staff based upon the needs from the prior meetings. These PD days are held on the early release days each month. Once a month they meet with other LLT members from the other schools in the district. At these meetings, strategies and plans are discussed as to what should be addressed at future PD days.

Major initiatives of the LLT

Common Core State Standards and the transition to these standards will be the major focus this year for the LLT team.

Every Teacher Contributes to Reading Instruction

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

Each day, every teacher in the building is teaching reading. The first 50 minutes of the day are dedicated to TEAM (Targeted Enrichment, Academics, and Motivation) time. All teachers (including Physical

Education, Music, and Media Specialist) teach a specific group of students. These teachers provide literacy enrichment to our highest leveled students (Levels 4-5) through a variety of ways, which include but are not limited to, literature circles, author studies, novel studies, and the reading-writing connection. All of the classroom teachers provide specific reading interventions to their Levels 1-3 students. These interventions address specific reading deficiencies that each student has through activities that deal with phonics, fluency, vocabulary, and comprehension. Data is monitored on the students to continually reassess their specific needs.

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	61%	51%	No	65%
American Indian				
Asian				
Black/African American	42%	33%	No	48%
Hispanic	47%	47%	Yes	52%
White	68%	57%	No	72%
English language learners	29%		No	36%
Students with disabilities	34%	15%	No	41%
Economically disadvantaged	53%	44%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	303	50%	68%
Students scoring at or above Achievement Level 4	141	23%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	349	57%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	87	57%	66%

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]*		50%
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]*		50%
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]*		50%

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	106	36%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		33%

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	60%	49%	No	64%
American Indian				
Asian				
Black/African American	45%	27%	No	51%
Hispanic	53%	49%	No	57%
White	66%	58%	No	69%
English language learners	48%		No	53%
Students with disabilities	41%	19%	No	47%
Economically disadvantaged	54%	44%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	301	49%	68%
Students scoring at or above Achievement Level 4	119	19%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	349	57%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	64	42%	66%

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	135	44%	50%
Students scoring at or above Achievement Level 4	34	14%	25%

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]*		100%

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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	128	21%	10%
Students retained, pursuant to s. 1008.25, F.S.	2	0%	0%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals	41	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	45	7%	5%

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

Communication with parents is essential to the success of the school. Parent involvement beyond conversation at SIS includes volunteering at school events and participating in monthly SAC and ATP meetings.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
parent attendance at APT & SAC meetings	38	3%	10%
parent volunteers	175	14%	25%

Goals Summary

G1. The percentage of students who score at Level 3 or above in Reading as measured by the 2014 FCAT will increase to 68%.

G2. The percentage of students who score at Level 3 or above in Math as measured by the 2014 FCAT will increase to 68%.

G3. The percentage of students who score a level 3.5 or above in Writing as measured by the 2014 FCAT will increase to 65%.

G4. The percentage of students who score at level 3 or above in Science as measured by the 2014 FCAT will increase to 50%.

G5. The percentage of students who are classified as making "Learning Gains" as measured by the 2014 FCAT will increase to 66% in all areas (Reading, Math, LQ Reading, & LQ Math).

Goals Detail

G1. The percentage of students who score at Level 3 or above in Reading as measured by the 2014 FCAT will increase to 68%.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal
- Teacher team planning time to analyze data and develop strategic instructional processes.
- Progress monitoring data that provide for targeted instruction.
- Instructional modeling of highly effective strategies and protocols.

Targeted Barriers to Achieving the Goal
- Instructional protocols / strategies that fail to result in optimal learning for all students.

Plan to Monitor Progress Toward the Goal

Progress monitoring data will show reading improvement

Person or Persons Responsible
Teachers

Target Dates or Schedule:
At the end of each progress monitoring window

Evidence of Completion:
Progress monitoring data charts will provide evidence of the improvements in reading.

G2. The percentage of students who score at Level 3 or above in Math as measured by the 2014 FCAT will increase to 68%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Teacher team planning time to analyze data and develop strategic instructional processes.

- Progress monitoring data that provide for targeted instruction.

- Instructional modeling of highly effective strategies and protocols.

Targeted Barriers to Achieving the Goal

- Instructional protocols / strategies that fail to result in optimal learning for all students.

Plan to Monitor Progress Toward the Goal

Progress monitoring data will show reading improvement

Person or Persons Responsible
Teachers

Target Dates or Schedule:
At the end of each progress monitoring window

Evidence of Completion:
Progress monitoring data charts will provide evidence of the improvements in reading.

G3. The percentage of students who score a level 3.5 or above in Writing as measured by the 2014 FCAT will increase to 65%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Experienced teachers.

Targeted Barriers to Achieving the Goal

- New teachers need training.

Plan to Monitor Progress Toward the Goal

Write Score data for expository / Grades of narratives by peer teachers

Person or Persons Responsible
all 4th grade teachers

Target Dates or Schedule:
Jan- Feb

Evidence of Completion:
test scores

G4. The percentage of students who score at level 3 or above in Science as measured by the 2014 FCAT will increase to 50%.

Targets Supported
- Science

- Science - Elementary School

Resources Available to Support the Goal
- DA team from DoE

Targeted Barriers to Achieving the Goal
- As a district, we look at science as a 5th grade concern; we need to move to a 1-5, (k-12), concern.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:
DEA ThinkLink testing for science and benchmark probes will be administered for current data.

G5. The percentage of students who are classified as making "Learning Gains" as measured by the 2014 FCAT will increase to 66% in all areas (Reading, Math, LQ Reading, & LQ Math).

Targets Supported
- Reading (Learning Gains)

- Math (Elementary and Middle Learning Gains)

Resources Available to Support the Goal
- The DA teams along with our own staff.

Targeted Barriers to Achieving the Goal
- A culture of "ok" is good. A lack of rigor.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

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

G1. The percentage of students who score at Level 3 or above in Reading as measured by the 2014 FCAT will increase to 68%.

G1.B1 Instructional protocols / strategies that fail to result in optimal learning for all students.

G1.B1.S1 Classroom observation during specific reading instructional time to monitor strategic practice.

Action Step 1

Classroom instructional observations will be completed on each teacher during each nine-weeks to monitor the use of effective instructional strategies and feedback for improved Reading instructional protocol will be provided to the teacher.

Person or Persons Responsible

School administrators will conduct routine classroom observations.

Target Dates or Schedule

During the school term, each teacher will be observed delivering reading instruction at least once each 9-weeks.

Evidence of Completion

Observation records will document evidence of observations.

Facilitator:

Principal, Assistant Principal, Reading Coach

Participants:

All teachers with responsibility for Reading Instruction.

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

Records of classroom observations

Person or Persons Responsible

Leadership team will monitor the number of classroom observations during reading instruction throughout the term.

Target Dates or Schedule

Each 9-weeks the classroom visit during Reading instruction will be counted.

Evidence of Completion

9-week report of Reading Instructional observations tallies for each teacher will document implementation.

Plan to Monitor Effectiveness of G1.B1.S1

A reduction in inappropriate instructional protocol will be observed during reading instruction.

Person or Persons Responsible

Principal and assistant principal

Target Dates or Schedule

At the end of first semester, a general report of Reading instructional practice will be formulated that describe the 'rate' of inappropriate protocol.

Evidence of Completion

The Reading Instructional report will provide evidence

G1.B1.S2 Teacher to teacher observation for shared best practices at least once each semester.

Action Step 1

A schedule is to be created to allow out-of-classroom time to observe colleagues during reading instruction.

Person or Persons Responsible

All classroom teachers will participate by observation. Teachers with data records of high results in writing will also serve as teachers to be observed.

Target Dates or Schedule

at least once per semester

Evidence of Completion

schedule adherence

Facilitator:

Principal and Assistant Principal

Participants:

all classroom teachers

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.B1.S3 Teacher team book study of instructional practices related to instruction of Common Core Standards.

Action Step 1

Books related to strategies to instruct using Common Core Standards will be read by teams and discussed per a schedule.

Person or Persons Responsible

all classroom teachers will participate

Target Dates or Schedule

at varying times throughout the year, approximately in 6-week intervals

Evidence of Completion

records of attendance at discussions

Facilitator:

Principal, Assistant Principal, and Reading Coach

Participants:

all classroom teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S4 Utilize professional development opportunities to learn strategies related to instruction of Common Core Standards.

Action Step 1

Attend various PD workshops/conventions

Person or Persons Responsible

teachers, coaches, media specialist, counselor, assistant principal, principal

Target Dates or Schedule

varying times throughout the year

Evidence of Completion

documentation of attendance

Facilitator:

Principal

Participants:

various personnel

Plan to Monitor Fidelity of Implementation of G1.B1.S4

classroom observation, data analysis, discussions

Person or Persons Responsible

all classroom teachers

Target Dates or Schedule

regularly though out each 9-weeks period

Evidence of Completion

observation feedback, data chats, and records of discussions

Plan to Monitor Effectiveness of G1.B1.S4

progress monitor testing results will steadily improve

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

after each progress monitoring test

Evidence of Completion

testing results

G2. The percentage of students who score at Level 3 or above in Math as measured by the 2014 FCAT will increase to 68%.

G2.B1 Instructional protocols / strategies that fail to result in optimal learning for all students.

G2.B1.S1 Classroom observation during specific reading instructional time to monitor strategic practice.

Action Step 1

Classroom instructional observations will be completed on each teacher during each nine-weeks to monitor the use of effective instructional strategies and feedback for improved Reading instructional protocol will be provided to the teacher.

Person or Persons Responsible

School administrators will conduct routine classroom observations.

Target Dates or Schedule

During the school term, each teacher will be observed delivering reading instruction at least once each 9-weeks.

Evidence of Completion

Observation records will document evidence of observations.

Facilitator:

Principal, Assistant Principal, Reading Coach

Participants:

All teachers with responsibility for Reading Instruction.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Records of classroom observations

Person or Persons Responsible

Leadership team will monitor the number of classroom observations during reading instruction throughout the term.

Target Dates or Schedule

Each 9-weeks the classroom visit during Reading instruction will be counted.

Evidence of Completion

9-week report of Reading Instructional observations tallies for each teacher will document implementation.

Plan to Monitor Effectiveness of G2.B1.S1

A reduction in inappropriate instructional protocol will be observed during reading instruction.

Person or Persons Responsible

Principal and assistant principal

Target Dates or Schedule

At the end of first semester, a general report of Reading instructional practice will be formulated that describe the 'rate' of inappropriate protocol.

Evidence of Completion

The Reading Instructional report will provide evidence

G2.B1.S2 Teacher to teacher observation for shared best practices at least once each semester.

Action Step 1

A schedule is to be created to allow out-of-classroom time to observe colleagues during reading instruction.

Person or Persons Responsible

All classroom teachers will participate by observation. Teachers with data records of high results in writing will also serve as teachers to be observed.

Target Dates or Schedule

at least once per semester

Evidence of Completion

schedule adherence

Facilitator:

Principal and Assistant Principal

Participants:

all classroom teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S3 Teacher team book study of instructional practices related to instruction of Common Core Standards.

Action Step 1

Books related to strategies to instruct using Common Core Standards will be read by teams and discussed per a schedule.

Person or Persons Responsible

all classroom teachers will participate

Target Dates or Schedule

at varying times throughout the year, approximately in 6-week intervals

Evidence of Completion

records of attendance at discussions

Facilitator:

Principal, Assistant Principal, and Reading Coach

Participants:

all classroom teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S4 Utilize professional development opportunities to learn strategies related to instruction of Common Core Standards.

Action Step 1

Attend various PD workshops/conventions

Person or Persons Responsible

teachers, coaches, media specialist, counselor, assistant principal, principal

Target Dates or Schedule

varying times throughout the year

Evidence of Completion

documentation of attendance

Facilitator:

Principal

Participants:

various personnel

Plan to Monitor Fidelity of Implementation of G2.B1.S4

classroom observation, data analysis, discussions

Person or Persons Responsible

all classroom teachers

Target Dates or Schedule

regularly though out each 9-weeks period

Evidence of Completion

observation feedback, data chats, and records of discussions

Plan to Monitor Effectiveness of G2.B1.S4

progress monitor testing results will steadily improve

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

after each progress monitoring test

Evidence of Completion

testing results

G3. The percentage of students who score a level 3.5 or above in Writing as measured by the 2014 FCAT will increase to 65%.

G3.B1 New teachers need training.

G3.B1.S1 Bi-weekly grade level meetings to discuss strategies. Experienced teachers modeling strategies for new teachers.

Action Step 1

Scheduled meetings and model examples of teaching writing strategies.

Person or Persons Responsible

all 4th grade teachers.

Target Dates or Schedule

November - February

Evidence of Completion

meeting attendance and direct feedback after observations.

Facilitator:

SIS Admin

Participants:

all 4th grade teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

FCAT results!

G4. The percentage of students who score at level 3 or above in Science as measured by the 2014 FCAT will increase to 50%.

G4.B1 As a district, we look at science as a 5th grade concern; we need to move to a 1-5, (k-12), concern.

G4.B1.S1 The DA team will help to prioritize science in the curriculum of different grade levels. We, as a district, will learn what standards need to be taught at what grade.

Action Step 1

Finding the science test specs and re-mapping the science curriculum.

Person or Persons Responsible

all 5th grade teachers, and ultimately all 1-5 teachers.

Target Dates or Schedule

December - May

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

lesson plans and observations will provide evidence that the "new" map is being followed.

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

FCAT scores

Coordination and Integration

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

Federal funds (Title 1) provide for staffing of paraprofessionals in the ESE department to meet individualized needs of students.
Federal funds (Title 1, Part C) provide for paraprofessionals to provide instructional support for the students who qualify as Migrant students.
Federal funds (Title II) provide for professional development resources.

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. The percentage of students who score at Level 3 or above in Reading as measured by the 2014 FCAT will increase to 68%.

G1.B1 Instructional protocols / strategies that fail to result in optimal learning for all students.

G1.B1.S1 Classroom observation during specific reading instructional time to monitor strategic practice.

PD Opportunity 1

Classroom instructional observations will be completed on each teacher during each nine-weeks to monitor the use of effective instructional strategies and feedback for improved Reading instructional protocol will be provided to the teacher.

Facilitator

Principal, Assistant Principal, Reading Coach

Participants

All teachers with responsibility for Reading Instruction.

Target Dates or Schedule

During the school term, each teacher will be observed delivering reading instruction at least once each 9-weeks.

Evidence of Completion

Observation records will document evidence of observations.

G1.B1.S2 Teacher to teacher observation for shared best practices at least once each semester.

PD Opportunity 1

A schedule is to be created to allow out-of-classroom time to observe colleagues during reading instruction.

Facilitator

Principal and Assistant Principal

Participants

all classroom teachers

Target Dates or Schedule

at least once per semester

Evidence of Completion

schedule adherence

G1.B1.S3 Teacher team book study of instructional practices related to instruction of Common Core Standards.

PD Opportunity 1

Books related to strategies to instruct using Common Core Standards will be read by teams and discussed per a schedule.

Facilitator

Principal, Assistant Principal, and Reading Coach

Participants

all classroom teachers

Target Dates or Schedule

at varying times throughout the year, approximately in 6-week intervals

Evidence of Completion

records of attendance at discussions

G1.B1.S4 Utilize professional development opportunities to learn strategies related to instruction of Common Core Standards.

PD Opportunity 1

Attend various PD workshops/conventions

Facilitator

Principal

Participants

various personnel

Target Dates or Schedule

varying times throughout the year

Evidence of Completion

documentation of attendance

G2. The percentage of students who score at Level 3 or above in Math as measured by the 2014 FCAT will increase to 68%.

G2.B1 Instructional protocols / strategies that fail to result in optimal learning for all students.

G2.B1.S1 Classroom observation during specific reading instructional time to monitor strategic practice.

PD Opportunity 1

Classroom instructional observations will be completed on each teacher during each nine-weeks to monitor the use of effective instructional strategies and feedback for improved Reading instructional protocol will be provided to the teacher.

Facilitator

Principal, Assistant Principal, Reading Coach

Participants

All teachers with responsibility for Reading Instruction.

Target Dates or Schedule

During the school term, each teacher will be observed delivering reading instruction at least once each 9-weeks.

Evidence of Completion

Observation records will document evidence of observations.

G2.B1.S2 Teacher to teacher observation for shared best practices at least once each semester.

PD Opportunity 1

A schedule is to be created to allow out-of-classroom time to observe colleagues during reading instruction.

Facilitator

Principal and Assistant Principal

Participants

all classroom teachers

Target Dates or Schedule

at least once per semester

Evidence of Completion

schedule adherence

G2.B1.S3 Teacher team book study of instructional practices related to instruction of Common Core Standards.

PD Opportunity 1

Books related to strategies to instruct using Common Core Standards will be read by teams and discussed per a schedule.

Facilitator

Principal, Assistant Principal, and Reading Coach

Participants

all classroom teachers

Target Dates or Schedule

at varying times throughout the year, approximately in 6-week intervals

Evidence of Completion

records of attendance at discussions

G2.B1.S4 Utilize professional development opportunities to learn strategies related to instruction of Common Core Standards.

PD Opportunity 1

Attend various PD workshops/conventions

Facilitator

Principal

Participants

various personnel

Target Dates or Schedule

varying times throughout the year

Evidence of Completion

documentation of attendance

G3. The percentage of students who score a level 3.5 or above in Writing as measured by the 2014 FCAT will increase to 65%.

G3.B1 New teachers need training.

G3.B1.S1 Bi-weekly grade level meetings to discuss strategies. Experienced teachers modeling strategies for new teachers.

PD Opportunity 1

Scheduled meetings and model examples of teaching writing strategies.

Facilitator

SIS Admin

Participants

all 4th grade teachers

Target Dates or Schedule

November - February

Evidence of Completion

meeting attendance and direct feedback after observations.