2013-2014 SCHOOL IMPROVEMENT PLAN

Navy Point Elementary School

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Pensacola, FL 32507
850-453-7415
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School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	90%

Alternative/ESE Center	Charter School	Minority Rate
No	No	64%

School Grades History

2013-14	2012-13	2011-12	2010-11
F	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 3 or more	1	Sam Foerster

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

Current School Status

School Information

School-Level Information

School
Navy Point Elementary School

Principal
Monica Ford-Harris

School Advisory Council chair
Ericka Whiting-Crocker

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

Name	Title
Monica Ford-Harris	Principal
Pam Frick	Elementary Resource Teacher
Melissa Groff	Instructional Coach
Sheryl Davis	3rd Grade Teacher
Mary Alice Case	4th Grade Teacher
Stacey Ladner	5th Grade Teacher
Andrea Washington	Guidance Counselor

District-Level Information

District
Escambia

Superintendent
Mr. Malcolm Thomas

Date of school board approval of SIP
10/15/2013

School Advisory Council (SAC)

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

Membership of the SAC

Navy Point's SAC is made up of the principal, 6 parents, 2 paraprofessionals, the school's guidance counselor, and a community partner. The racial breakdown is 45% black, 37% white, 9% multi-racial, and 9% Hispanic. Nine of the members have students who qualify for free or reduced lunch status, which is equivalent to 82%; the others 2 qualify for full paid status, which is equivalent to 18%.

Involvement of the SAC in the development of the SIP

A copy of the plan will be shared with the SAC for input at the September meeting. The principal will make a presentation of the plan to members during this meeting as well. The council will then have an opportunity to make recommendations for additional information to be added or deleted from the plan.

Activities of the SAC for the upcoming school year

The SAC at Navy Point will meet monthly to discuss the progress being made towards meeting the goals set forth in the SIP. Since the plan is a work in progress, the council will have an opportunity to suggest additions or deletions based on the data that is shared during the monthly meetings. The SAC will also provide input on how the school spends its School Improvement funds. Another task for the council this year will be to review and provide input in the development of budgets for the next year in the spring.

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

There were no funds allocated for the 2013-14 school year.

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
1

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

Administrator Information:

Monica Ford-Harris		
Principal	Years as Administrator: 3	Years at Current School: 0

Credentials	Degrees: B.S. Degree in Elementary Education K-6, M.Ed. in Educational Leadership K-12, Ed.S. in Curriculum and Instruction, Ed.D. in Curriculum and Instruction with emphasis in Diversity Studies. Certifications: Elementary Education K-6, Educational Leadership K-12, and School Principal K-12 all in the state of Florida
Performance Record	During the 2012-13 school year I served as Assistant Principal at Longleaf Elementary School. Below is the data from Longleaf: Reading Proficiency: 56 Reading LG: 63 Math Proficiency: 62 Math LG: 73 Science Proficiency: 54 Reading LG Lowest 25: 72 Writing Proficiency: 68 Math LG Lowest 25: 77 2013 School Grade: A

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Melissa Groff		
Full-time / District-based	Years as Coach: 2	Years at Current School: 0

Areas	Reading/Literacy, Mathematics, Science
Credentials	Degrees: B.S. in Elementary Education K-6 and M.Ed. in School Administration Certifications: Elementary Education K-6, Reading, and School Leadership
Performance Record	2009-2010 Comfort Elementary School: Title I school with similar demographics to Navy Point. Taught 3rd grade with Reading Proficiency of 68.9% and Math Proficiency of 93.8% 2010-2011 Graduate Student at University of North Carolina Wilmington in Master of School Administration program. 2011-2012 Assistant Principal Internship at Wallace Elementary School, NC- Title I school with similar demographics: Reading Proficiency 70.3% Math Proficiency 84.9% 2012-2013 Third grade teacher Stateside Elementary School. Data for NC End of Grade tests has not been released yet due to implementation of Common Core Curriculum during the 2012-2013 school year and new versions of test written to align with new curriculum. Proficiency results will be released in October. Was marked as Accomplished and Distinguished in all areas on the Teacher Evaluation Tool used by the state of NC.

Classroom Teachers

# of classroom teachers

40

 # receiving effective rating or higher

0%

 # Highly Qualified Teachers

95%

 # certified in-field

38, 95%

 # ESOL endorsed

13, 33%

 # reading endorsed

5, 13%

 # with advanced degrees

5, 13%

 # National Board Certified

0, 0%

 # first-year teachers

4, 10%

 # with 1-5 years of experience

13, 33%

 # with 6-14 years of experience

8, 20%

 # with 15 or more years of experience

13, 33%

Education Paraprofessionals

# of paraprofessionals

6

 # Highly Qualified

6, 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

Recruitment and retention of highly effective teachers is essential to the continuous improvement of a school. At Navy Point, the principal will work with district personnel to provide support through the START program (Successful Teachers Assisting Rising Teachers). The program provides the new teachers with a CT (Consulting Teacher), who meets with them on a regular basis to observe, provide feedback, and as a team collaborate on strategies to improvement in areas of concern.
The principal and ERT will meet with the new teachers on a monthly basis to determine needs and to provide support. The teachers will participate in required district trainings in order to support the classroom instruction. The teachers will be given release time as needed to visit model classrooms for further support and development as a professional.

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

In addition to the district's mentoring program, Navy Point implements a site based mentor program where each first year teacher is assigned a grade level teacher mentor who assists them with school procedures, policies, and other areas of school related concerns. They work collaboratively on

planning and will be provided with opportunities to visit other classrooms to gain insight and ideas for continuous improvement.
New Teacher Mentor Teacher
Kelly Rogers-Wininigar (1st Grade) Jennifer Griffiths (1st Grade Chair)
Jordan Waite (5th Grade) Stacey Ladner (5th Grade Chair)
Kristie Thames (ESE-Access Points) Amanda Austin (ESE Chair)

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

Monthly data meetings will be held to monitor student progress and curriculum needs. The principal, Elementary Resource Teacher, and guidance counselor will be participants at the meetings with each grade level. Students who are identified during these meetings as not demonstrating significant gains in a subject area will be immediately referred to the MTSS process. The team, also to include the parent will devise a plan for monitoring the student's progress and implementing research based strategies to improve academics and/or behaviors. The plan will be closely monitored for fidelity in accordance with the timeline established by the district.

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

The function and responsibility of the school-based leadership team is to monitor the MTSS process and to ensure that the individualized plan is being implemented to fidelity. The team is responsible for meeting on a regular basis to update the plan according to the student needs, thus increasing their chances for individual academic or behavior success. The SIP will serve as a fluid tool for the team to reflect upon the effective implementation of the MTSS at Navy Point.

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

Monthly data meetings will be held to monitor the fidelity of the MTSS and SIP. In addition to the data meetings, the school based administration will meet weekly with the guidance counselor and school psychologist to receive updates on students who are in the MTSS process and their current tier.

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

Navy Point will be implementing the Discovery Education Program (DE) during the 2013-14 school year. The program will be used at grades K-5. Kindergarten through second grades will be assessed and monitored in reading and math; third through fifth grades will be assessed and monitored in reading, math, and science.The school based administration and classroom teachers will each have accounts to access and monitor students's progress.
Navy Point has established a Writing Leadership Team for 2013-14. In order to assess students in the area of writing, Navy Point will be implementing monthly school-wide writings. The administration will review the writings upon completion to help grade levels identify instructional needs. The classroom teachers will be conferencing with students on areas of identified needs prior to the next month's writing. The leadership team will meet monthly to discuss the identified needs and plan for student writing expectations for the next month.

Navy Point has also established a School-Wide Behavior Team for 2013-14. The team will meet monthly to discuss behavior data, adjustments needed to the school-wide plan, and identify students who may need referral to the RtI/MTSS process. The data will be later shared with the faculty and staff members during one of the faculty meetings.

The guidance counselor along with the data clerk will work together to identify students whose attendance is an issue. The guidance counselor will communicate with the principal on a weekly basis in regard to the identified students/families for further attention as needed from the school social worker.

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

On Thursday, September 12, 2013, Katilyn Cross, Navy Point's school psychologist presented an in-service on the RtI/MTSS process, forms, and school based expectations. During the monthly data meetings the school's RtI/MTSS Leadership team will meet with grade levels to re-enforce the process and the use of data to make informed decisions regarding instructional interventions.

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: 2,160

Students will participate in activities which focus on building beginning mathematics and science concepts. Emerald Coast Science Center will will partner with teachers to provide hands-on lessons/ experiments for grades 3-5 during the school day and after school. Students enrolled in the White Hats after-school program will participate in a robotics unit, a general science class/lab, and a variety of math programs.

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?

The program is evaluated by a third party contracted program evaluators. Education Florida, LLC uses both quantitative and qualitative data collection and evaluation methods.

Who is responsible for monitoring implementation of this strategy?

The school based administration, teachers, and grant coordinator will be responsible for monitoring the implementation of the strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Melissa Groff	Instructional Coach

Name	Title
Pam Frick	Elementary Resource Teacher
Tiffany Macklin	Media Specialist
Lauren Tanton	Kindergarten Teacher
Jennifer Griffiths	1st Grade Teacher
Kathy McCallister	2nd Grade Teacher
Mary Lamy	3rd Grade Teacher
Aaron Foote	4th Grade Teacher
Stacey Ladner	5th Grade Teacher
Chris Abbuhl	ESE Teacher
Alicia Navarrete	ESOL Teacher

How the school-based LLT functions

The Literacy Leadership team will meet monthly to share best practices, analyze school wide literacy data from formative and summative assessments, and discuss progress made toward school wide literacy goals. The team will function collaboratively, requiring all members to play an active role and to communicate information to and from their respective grade level teams. The members of the team come from varied backgrounds, allowing all team members to have an equal role in moving the team and school forward with Literacy.

Major initiatives of the LLT

Implementation of Reading Wonders with fidelity. The team will assist teachers in utilizing all components of the program during the 120 minute English Language Arts block to include reading, writing, spelling, grammar, and small group instruction. The team will discuss scheduling, planning, and use of the resources provided with the program to ensure successful implementation in all classrooms. Utilization of higher order questioning skills. Teachers will be focusing on developing questions that prompt higher order thinking skills within the classroom. The team plans to focus on assisting teachers with a transition from recall and knowledge based questions to questions that require students to analyze and create. The team will provide teachers with resources, question stems, and professional development that will prompt deeper questioning.
Integration of writing across the curriculum. Teachers will be teaching students how to apply common core reading standards in written format as a response to literature and informational text in all subject areas. The LLT will share and discuss ideas for integrating smoothly and successfully.
Data driven small group instruction. The team will be focusing on analyzing data related to students' Oral Reading Fluency, Comprehension levels, and spelling stage along with quarterly Discovery Education benchmark results in order to form flexible reading groups and plan instruction for the groups. The team will discuss remediation and enrichment opportunities that can be utilized within each classroom in order to provide targeted instruction for students.

Every Teacher Contributes to Reading Instruction

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

The school schedule has been set up to provide common planning times for grade level teams. During the week, teams meet to plan for instruction and to analyze data. It is during these common planning times that teachers are reflecting on their practice and making instructional decisions for each student in their classroom. We are utilizing the diagnostic assessments from the Reading Wonders series to find initial placement of students' reading levels and will utilize Discovery Education benchmark testing

throughout the school year. Teachers are required to collect data in their data notebooks and provide proof of data driven decision-making. School administration, the instructional coach, and district level specialists will assist in observing instruction, providing professional development, and analyzing data in order to ensure that each student in every classroom is showing growth in reading.

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

Navy Point currently has 2 ESE Pre-K classrooms. We provide the students in these classes with multiple opportunities to make their transition to kindergarten a smooth process. Some examples are:
1) Many ride buses to and from school
2) They eat breakfast and lunch in the school's cafeteria
3) The students are trained how to run errands to the front office and cafeteria. They are also allowed to visit the Media Center for book checkouts.
4) They share a playground area with kindergarten students
5) The students are active participants in school-wide activities
6) Their exposure to specific reading standards help to prepare them for the kindergarten curriculum (letter sounds, letter recognition, and numbers)
An annual orientation/school visit is scheduled for other Pre-K students in the district that are slated to attend Navy Point. The students come over and are assigned to a kindergarten classroom for about an hour or two and participate in the routine of the class. This opportunity allows the children to experience a typical day in kindergarten.

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	57%	39%	No	61%
American Indian				
Asian				
Black/African American	48%	27%	No	53%
Hispanic	53%	46%	No	58%
White	68%	49%	No	72%
English language learners	49%	31%	No	54%
Students with disabilities	50%	23%	No	55%
Economically disadvantaged	54%	38%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	22%	30%
Students scoring at or above Achievement Level 4	35	17%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		20%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		91%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	89	59%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	101	67%	75%

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)	19	51%	56%
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]*		27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	27%	32%

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	10	15%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		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	48%	31%	No	53%
American Indian				
Asian				
Black/African American	40%	10%	No	46%
Hispanic	42%	42%	Yes	48%
White	59%	47%	No	63%
English language learners	40%	23%	No	46%
Students with disabilities	42%	18%	No	48%
Economically disadvantaged	45%	30%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	22%	38%
Students scoring at or above Achievement Level 4	20	10%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		20%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		91%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	81	39%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	81	40%	50%

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	22	29%	35%
Students scoring at or above Achievement Level 4	13	17%	20%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		8
Participation in STEM-related experiences provided for students	450	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	42	9%	5%
Students retained, pursuant to s. 1008.25, F.S.	28	6%	4%
Students who are not proficient in reading by third grade	48	72%	66%
Students who receive two or more behavior referrals	36	8%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	50%

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

Navy Point is a Title I school and will be using the Parent Involvement Plan for this section.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Utilization of higher order questioning strategies in each classroom across each subject area will be used to help increase student achievement.

G2. Increasing the level of student engagement will lead to increased student achievement.

Goals Detail

G1. Utilization of higher order questioning strategies in each classroom across each subject area will be used to help increase student achievement.

Targets Supported

- All Areas

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

- Writing

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

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Professional development on Webb's DOK (Depth of Knowledge) will be provided for teachers. As a component of the training, teachers will receive a copy of the DOK wheel along with some sample questioning terms or phrases. Videos from PD 360 related to higher order questioning will be used as another resource during the professional development opportunities provided to teachers. A professional learning community will be started using John Hattie's book entitled,

"Visible Learning" to help teachers determine the impact of quality questioning on student achievement.

Targeted Barriers to Achieving the Goal

- Teachers will need training on identifying the various levels of questioning or increasing the rigor of their questioning.

Plan to Monitor Progress Toward the Goal

Teachers will be surveyed monthly to determine the school's progress on questioning strategies. Teachers will also be given a sample of questions to identify the knowledge level for accuracy. The results from these samples will be used to gauge our school's direction and needs based on teacher growth.

Person or Persons Responsible

District/State staff, along with Navy Point's leadership team will be responsible for monitoring the progress toward meeting the goal of utilizing higher order questioning.

Target Dates or Schedule:

Progress checks will occur monthly during one of the common team planning sessions.

Evidence of Completion:

Conversations with grade levels, the school's leadership team, the surveys collected, and the sample questions results will be the evidence used to assess our progress towards meeting the goal.

G2. Increasing the level of student engagement will lead to increased student achievement.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Navy Point's principal and several teachers have been training in Kagan Cooperative Learning. Based on their experience, they will help support other teachers increase student engagement in the classroom through professional development activities. Videos from PD 360 will be used as another resource in the professional development activities provided for teachers. These videos will be focused on strategies and model classrooms related to student engagement.

Targeted Barriers to Achieving the Goal

- Not all teachers have attended Kagan or other professional development activities related to increasing student engagement. Teachers need training related to how to implement student engagement activities with the Common Core curriculum.

Plan to Monitor Progress Toward the Goal

Teachers will be surveyed monthly to determine the school's progress on increasing student engagement. The survey will rate how often the teachers use one of the Kagan structures in their lessons for the month and in which subject area. A tally sheet will be used to determine how many times a Kagan structure or student to student discourse is occurring during a classroom visit.The results will be shared with the leadership team to gauge the school's needs towards support in meeting the goal.

Person or Persons Responsible

District/State level staff, school based administration instructional coach, along with the school's leadership team will be responsible for monitoring Navy Point's progress towards increasing student engagement.

Target Dates or Schedule:

Grade levels will meet monthly during common planning to discuss progress and the leadership team once a month as well.

Evidence of Completion:

Classroom observations, tally sheets, and teacher surveys will be the evidence used for progress monitoring.

Action Plan for Improvement

Problem Solving Key

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

G1. Utilization of higher order questioning strategies in each classroom across each subject area will be used to help increase student achievement.

G1.B1 Teachers will need training on identifying the various levels of questioning or increasing the rigor of their questioning.

G1.B1.S1 Teachers will be provided professional development opportunities related to higher order thinking strategies across all content areas. As a follow up to the PD, district subject specialists, along with the school based instructional coach and administration will collaborate on modeling and other follow up activities. These professional development offerings will take place during the common planning period for each grade level or as a faculty on Wednesdays during meetings.

Action Step 1

Professional development activities such as: videos from PD 360, PLC on Hattie's Visible Learning, and modeling of questioning strategies will be used with teachers to increase their rigor of questioning. During weekly grade level meetings the teams will develop H.O.T. for each subject area with input from the administration and instructional coach. District level specialist will come in to complete observations and to provide feedback to teachers as well on their questioning strategies. Specific examples will be shared on how the teacher could have increased the level of the questions during the lesson observed.

Person or Persons Responsible

District/State subject area specialists or members from their respective departments, the school based instructional coach, and school based administration.

Target Dates or Schedule

The professional development activities will begin in September 2013 and will be an on-going process throughout the school year.

Evidence of Completion

The evidence of completion will be the entries in VIBE with specific comments related to questioning strategies, pre and post tests results of teacher response to various levels of questions, and a tally sheet of the number of H.O.T. being asked during a classroom visit.

Facilitator:

District/State subject area specialists, Monica Ford-Harris, Melissa Groff, and Pam Frick

Participants:

Kindergarten-5th grade teachers

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

Monitoring of the implementation process will be done primarily through classroom observations.

Person or Persons Responsible

District/State level staff, as well as school based administration and the instructional coach will be responsible for completing the classroom observations.

Target Dates or Schedule

Classrooms will be visited on a daily basis with at least 10-20 recorded in the VIBE system each week.

Evidence of Completion

The evidence will be postings in the VIBE system, as well as the tally sheets regarding the number of H.O.T. per classroom visit.

Plan to Monitor Effectiveness of G1.B1.S1

Students performance on Discovery Education assessments, as well as their performance on monthly writing assessments will be used to determine the effectiveness of the questioning strategies. As students are exposed to the H.O.T. questions their ability to make inferences and use text based evidence to support their responses. If the results from the assessment tools demonstrate that students are not making adequate progress, then the leadership Team at Navy Point will convene to determine what steps should be next. Those steps may include having more modeling activities by state or district subject area specialists or support from state or district specialists to set up groups based on data from the assessments.

Person or Persons Responsible

District/State staff, as well as the school based administration and instructional coach will be responsible for monitoring the effectiveness of the strategies.

Target Dates or Schedule

Classroom assessments will be administrated weekly, Discovery Education assessments will be administrated every 2-3 months, and writing assessments monthly.

Evidence of Completion

Students' weekly classroom assessment results, the Discovery Education reports, and students' monthly writing responses.

G2. Increasing the level of student engagement will lead to increased student achievement.

G2.B1 Not all teachers have attended Kagan or other professional development activities related to increasing student engagement. Teachers need training related to how to implement student engagement activities with the Common Core curriculum.

G2.B1.S1 Teachers will be provided monthly professional development on Kagan structures to incorporate in their classrooms to increase student engagement.

Action Step 1

Professional development activities such as: videos from PD 360 and one structure from Kagan will be presented each month to ensure that teachers have the resources to engage students across all content areas. District/State subject area specialists, along with the school administration and instructional coach will work collaboratively to assist teachers with implementation of the structures. District/State level specialists will come in to complete observations and to provide feedback to teachers related to student engagement. Specific examples or strategies will be shared on how the teacher could increase student engagement during the lesson observed.

Person or Persons Responsible

The principal, instructional coach, teachers trained in Kagan, and district/state specialists will be responsible for providing the PD on student engagement.

Target Dates or Schedule

The activities will occur once a month during a faculty meeting or common planning meeting.

Evidence of Completion

Classroom observations and notations in lesson plans will be the evidence used to monitor implementation of the student engagement strategies.

Facilitator:

Monica Ford-Harris, Melissa Groff, teachers trained in Kagan, and district/state specialists

Participants:

Kindergarten-5th grade teachers

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

Classroom observations and conversations with grade level teams will be used to monitor the fidelity of implementation. In addition to the above monitoring strategies, a tally sheet will be used to determine how many times a Kagan structure or student to student discourse is occurring during a classroom visit. If there is a concern with the implementation of the plan, a conference will be called with those teachers individually. The structures will be retaught or a model lesson will be done in their room to support the implementation.

Person or Persons Responsible

District/State level staff, as well as school based administration and the instructional coach will be responsible for completing the classroom observations.

Target Dates or Schedule

The initial training will take place in September 2013 and will be an on-going process throughout the school year.

Evidence of Completion

Classroom observations and lesson plans will be the evidence used to ensure the fidelity of implementation.

Plan to Monitor Effectiveness of G2.B1.S1

The student to student interactions, as well as the teacher to student interactions tallies will be the strategy used to monitor the effectiveness of the strategy. These interactions will increase the amount of student talk within classrooms.

Person or Persons Responsible

District/State level staff, as well as school based administration and the instructional coach will be responsible for monitoring the effectiveness of the Kagan structures and other strategies implemented towards increasing student engagement.

Target Dates or Schedule

Classrooms will be visited on a daily basis with at least 10-20 recorded in the VIBE system each week.

Evidence of Completion

Classroom observation data from VIBE, as well as the tally sheets will be used as evidence for monitoring effectiveness of the strategies.

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

Navy Point Elementary School receives support through Federal, State, and local programs. Title I funds of $134,316 are used to provide additional personnel at the school level to support the classrooms. This year funds are being used to purchase part of an Elementary Resource Teacher position and technology position. Stipends to pay for subs, allowing teachers to attend trainings are covered by Title I funds, as well as supplies and materials needed to supplement classroom instruction. Monies are set aside for grade levels to attend field trips that support the classroom instruction as well.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are 3 migrant students attending Navy Point Elementary School.

Title I, Part D

Services to neglected and delinquent students are provided by various district operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Title II

Professional development is offered at both the school and district level.

Title III

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school based sites attend their zoned school where ESOL endorsed teachers provide services. All teacher who serve ELL identified students have ESOL endorsement on their teaching certificate or are in the process of completing this endorsement.

Navy Point is an ESOL Center and we currently serve 28 students in grades K-5 (2013-14).

Title X

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the Title I District Office. At Navy Point we have identified 21 students classified as homeless and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI funds for the 2013-2014 school year are $17, 253. These funds will be used to continue the use of select on-line resources for teachers (Raz-Kids and Reading A-Z). The remaining funds will be used to purchase supplemental materials to support classroom strategies, part of the funding for an Elementary Resource Teacher, as well as supplies.

Violence Prevention Program

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion, Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnson Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school sponsored events, and through school computer networks. In addition, our district has launched the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continued offering nutritional choices in its cafeteria. This includes a salad bar, la carte items, and self serve options. Our school is also a Healthier Generation Alliance School. This school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will

address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

This program is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is overseen by the Title I Prekindergarten Office.

Adult Education

Evening programs are offered at all of our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

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. Utilization of higher order questioning strategies in each classroom across each subject area will be used to help increase student achievement.

G1.B1 Teachers will need training on identifying the various levels of questioning or increasing the rigor of their questioning.

G1.B1.S1 Teachers will be provided professional development opportunities related to higher order thinking strategies across all content areas. As a follow up to the PD, district subject specialists, along with the school based instructional coach and administration will collaborate on modeling and other follow up activities. These professional development offerings will take place during the common planning period for each grade level or as a faculty on Wednesdays during meetings.

PD Opportunity 1

Professional development activities such as: videos from PD 360, PLC on Hattie's Visible Learning, and modeling of questioning strategies will be used with teachers to increase their rigor of questioning. During weekly grade level meetings the teams will develop H.O.T. for each subject area with input from the administration and instructional coach. District level specialist will come in to complete observations and to provide feedback to teachers as well on their questioning strategies. Specific examples will be shared on how the teacher could have increased the level of the questions during the lesson observed.

Facilitator

District/State subject area specialists, Monica Ford-Harris, Melissa Groff, and Pam Frick

Participants

Kindergarten-5th grade teachers

Target Dates or Schedule

The professional development activities will begin in September 2013 and will be an on-going process throughout the school year.

Evidence of Completion

The evidence of completion will be the entries in VIBE with specific comments related to questioning strategies, pre and post tests results of teacher response to various levels of questions, and a tally sheet of the number of H.O.T. being asked during a classroom visit.

G2. Increasing the level of student engagement will lead to increased student achievement.

G2.B1 Not all teachers have attended Kagan or other professional development activities related to increasing student engagement. Teachers need training related to how to implement student engagement activities with the Common Core curriculum.

G2.B1.S1 Teachers will be provided monthly professional development on Kagan structures to incorporate in their classrooms to increase student engagement.

PD Opportunity 1

Professional development activities such as: videos from PD 360 and one structure from Kagan will be presented each month to ensure that teachers have the resources to engage students across all content areas. District/State subject area specialists, along with the school administration and instructional coach will work collaboratively to assist teachers with implementation of the structures. District/State level specialists will come in to complete observations and to provide feedback to teachers related to student engagement. Specific examples or strategies will be shared on how the teacher could increase student engagement during the lesson observed.

Facilitator

Monica Ford-Harris, Melissa Groff, teachers trained in Kagan, and district/state specialists

Participants

Kindergarten-5th grade teachers

Target Dates or Schedule

The activities will occur once a month during a faculty meeting or common planning meeting.

Evidence of Completion

Classroom observations and notations in lesson plans will be the evidence used to monitor implementation of the student engagement strategies.

Appendix 2: Budget to Support School Improvement Goals