2013-2014 SCHOOL IMPROVEMENT PLAN

Purcell Elementary School

305 1ST AVE NE
Mulberry, FL 33860
863-701-1061
http://www.polk-fl.net/purcell

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	62%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	54%

School Grades History

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

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	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School
Purcell Elementary School

Principal
Beth Nave

School Advisory Council chair
Julie Wells

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

Name	Title
Sean Williams	Principal
Alan Fontana	TTI Facilitator/Math resource
Paul Kozlow	Network Manager
Heather Scherer	Media Specialist

District-Level Information

District
Polk

Superintendent
Dr. Kathryn Leroy

Date of school board approval of SIP
10/22/2013

School Advisory Council (SAC)

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

Membership of the SAC

Chair
• Schedules SAC meetings
• Sets Agenda with Principal
• Sends Meeting Notice, including agenda, 2 weeks prior to meeting
• Facilitates meeting
• Determines strategy for making plans available
Principal – is a SAC member
• Keeps up-to-date with legislation governing School Advisory Councils
• Facilitates election process stated in by-laws?
• Provides testing, behavior, discipline and attendance data to the SAC
• Seeks input from staff and the SAC on School Improvement Plan, School Budget, Lottery Money, and School Recognition Funds
• Leads revision, implementation, and evaluation of the School Improvement Plan
The School Advisory Council of Purcell Elementary School is nominated in the following manner:

• All parents have the opportunity to sign up to become a member of the School Advisory Council during our first Open House meeting in September. These volunteers are compiled into a list and then contacted with specific information about the number of SAC meetings during the year and the dates and times of the meetings. Prospective members are asked to verify that they are willing and available to serve as a member. The list is also checked to make sure the racial make-up is comparable to the racial balance in our student population. Ballots are sent home with the students for parents to vote for or against the parents listed and return the ballot to school. A majority vote determines the membership.
• Teachers and support personnel are voted on in a staff meeting.
• Community members are invited to be members of the SAC by the principal.

Involvement of the SAC in the development of the SIP

The SAC shall review school performance data and determine the causes of low performance. The SAC shall advise the school on its SIP.

Activities of the SAC for the upcoming school year

Throughout the year the SAC reviews data, parent surveys, and participates in legislative changes/ mandates that affect schools. They are trained to become community liasons so that parents and schools increase communication with academic expectations.

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

TBA

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:

Beth Nave		
Principal	Years as Administrator: 9	Years at Current School: 7

Credentials	MASTER'S DEGREE EDUCATIONAL LEADERSHIP CERTIFICATION: PRINCIPAL K-12 EDUCATIONAL LEADERSHIP K-12 K-3 EARLY CHILDHOOD 1-6 ELEM. EDUCATION ADMIN. CREDITS: ESOL
Performance Record	12-13 School Grade: C- Proficiency Reading: 45% Math: 53% Learning Gains: Reading: 57% Math: 55% Lowest 25% Reading: 67% Math: 50% 11-12 School Grade: C- Proficiency Reading: 45% Math: 56% Learning Gains: Reading: 68% Math: 58% Lowest 25% Reading: 83% Math: 55% 10-11 School Grade: A- 87% AYP criteria met Proficiency Reading: 60% Math: 70% Learning Gains: Reading: 72% Math: 72% Lowest 25% Reading: 66% Math: 72% 09-10 School Grade: C- 92% AYP criteria met Proficiency Reading: 70% Math: 61% Learning Gains: Reading: 65% Math: 60% Lowest 25% Reading: 54% Math: 60% 08-09 School Grade: C- 79% AYP criteria met Proficiency Reading: 58% Math: 58% Learning Gains: Reading: 45% Math: 57% Lowest 25% Reading: 50% Math: 63% 07-08 School Grade: C- 85% AYP criteria met Proficiency Reading: 62% Math: 54% Learning Gains: Reading: 52% Math: 55% Lowest 25% Reading: 70% Math: 73%

Sean Williams		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials		
Performance Record	12-13 School Grade: C- Proficiency Reading: 45% Math: 53% Learning Gains: Reading: 57% Math: 55% Lowest 25% Reading: 67% Math: 50% 11-12 School Grade: C- Proficiency Reading: 45% Math: 56% Learning Gains: Reading: 68% Math: 58% Lowest 25% Reading: 83% Math: 55% 10-11 School Grade: A- 87% AYP criteria met Proficiency Reading: 60% Math: 70% Learning Gains: Reading: 72% Math: 72% Lowest 25% Reading: 66% Math: 72%	

Instructional Coaches

of instructional coaches
2

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

Instructional Coach Information:

Alan Fontana		
Full-time / District-based	Years as Coach:	Years at Current School:
Areas	Mathematics	
Credentials		
Performance Record		

TBA		
Full-time / District-based	Years as Coach:	Years at Current School:
Areas	Reading/Literacy	
Credentials		
Performance Record		

Classroom Teachers

of classroom teachers
37

receiving effective rating or higher
0%

 # Highly Qualified Teachers

100%

 # certified in-field

37, 100%

 # ESOL endorsed

24, 65%

 # reading endorsed

7, 19%

 # with advanced degrees

7, 19%

 # National Board Certified

0, 0%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

13, 35%

 # with 6-14 years of experience

14, 38%

 # with 15 or more years of experience

10, 27%

Education Paraprofessionals

# of paraprofessionals

8

 # Highly Qualified

8, 100%

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

Purcell Elementary School believes that high-quality; highly qualified teachers will positively impact the academic success of our students. There is a strong emphasis on recruiting teachers who have high expectations for and understand the needs of Purcell's diverse student population.

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

New teachers are mentored and provided training to assist them in their roles as leaders for our students and parents. Every effort is made to provide new teachers with needed support in getting

classroom materials and resources. Every effort is made to foster a team atmosphere where decisions are made together.

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

Our data-based problem solving process will be the focus of PLC groups and that of our leadership team each week. Close monitoring of the Tier 1 instruction will be our primary focus and making certain that teachers are provided with the reources, technology, and varied strategies training to ensure success with each students.

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

Beth Nave, Principal: (Required Member) The Principal provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS schoolwide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities.

Sean Williams, Assistant Principal: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

A. Owens (primary), L. Ferguson(intermediate): (Recommend at least one Primary Teacher and one Intermediate Teacher) – Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

A. Rice, B. Rice, C. Davis Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.

TBA, Reading Coach and Alan Fontana/Math Resource: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Cindy Irvine, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based decision making activities.

C.Nolan, K. Hasenmeier, N. Styron, MTSS Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns;

assists in facilitation data-based decision making activities.

B. Wimberley, Speech Language Pathologist: Educates the team in the role language plays in curriculum assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Lois Stortz, Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

P. Kozlow, Technology Specialist: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

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

The MTSS Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.

o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.

o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

o Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

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

Baseline data is gathered through August and September. Discovery data is processed through the District's Progress Monitoring and Kindergarten's Reporting Network (PMRN) for FLKRS testing is used in Kdg. and FAIR is given 1-5 to determine FCAT probability percent and determines areas of concern. Third through fifth grade instructional data is gathered from the previous year's FCAT scores.

Progress Monitoring data is gathered mid-year and toward the end of the year. Discovery data is processed three times a year. Kindergarten and First Grade data is gathered for the SBAR every nine weeks. Other Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained by probes, Quick Reads, Fluency checks, etc. Diagnostic Assessment data is gathered through the FAIR, ERDA, and DAR

End of Year data is gathered through Discovery, FAIR, Tier 2 data, and FCAT. Data is discussed and analyzed at least monthly at the MTSS Leadership Team Meetings.

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

Professional learning will be provided during the teachers' common planning time and sessions will occur throughout the year. The MTSS Overview will be provided in mid-August/September. The District has five other mini-modules that will be provided throughout the year.
The MTSS Leadership Team will evaluate additional staff Professional Learning needs during the monthly MTSS Leadership Team meetings.
Monthly MTSS team will meet to determine student progress and through PLC meetings with grade levels once a month.

Literacy Leadership Team (LLT)

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

Name	Title
Beth Nave	Principal
Sean Williams	Assistant Principal
Alan Fontana	Title One Fac./Math resource
TBA	Reading Coach
Paul Kozlow	Network Manager
Heather Scherer	Media Specialist

How the school-based LLT functions

The LLT meets once a week to plan and discuss goals and PLC meeting agendas. The LLT monitors classroom instruction through daily walk throughs and evaluates data presented school-wide to determine goals and practices that need refinement. LLT also works with individual grade levels in order to meet the various levels of learning with staff members.

Major initiatives of the LLT

The most prevalent focus will be the implementation and understanding of the Common Core State Standards for all grade levels in reading and math. The district is also implementing a new reading series K-5 and the team will focus on understanding all components of the program and effective delivery of instruction. The LLT will also focus on the top three school strategies: Common Core Standards, Extended Thinking-refinement, and student engagement. The LLT will also support new teachers with LFS strategies and monitoring all classrooms for effective delivery techniques such as higher order questioning techniques, accountable talk, student learning maps, and data analysis to drive instructional decisions.

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

Early identification of kindergarten readiness skills is begun by establishing a link with the local pre-school programs and the Pre-K programs located on the campus. Site visits are made by pre-schoolers during the school year to assist in orienting the students to kindergarten. Classroom visits are made and lunch is eaten with the kindergarten students. Kindergarten Round-Up is used to orient students and parents of the expectations for the upcoming school year and summer packets are provided that include suggestions for parents to use in preparing the child to make a successful transition. Students attending Round-Up are evaluated based on Kindergarten Readiness Skills using teacher-made assessments.

Observations are also conducted during the Round-Up by the teachers to assess the developmental level of social skills. Following Round-Up, the kindergarten teachers meet with the administrative team to discuss the positives, what needs to be changed or modified, and what needs to be discarded for the following year. During the school year, FLKRS, FAIR and IDEL will be used as assessment tools. The Reading Coach and Administration will disaggregate the data based on the subgroups and use that data to drive instruction in reading and math.

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	51%	45%	No	56%
American Indian				
Asian				
Black/African American	45%	43%	Yes	51%
Hispanic	43%	36%	No	48%
White	58%	51%	No	63%
English language learners	34%	26%	No	41%
Students with disabilities	56%	35%	No	60%
Economically disadvantaged	49%	43%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	26%	30%
Students scoring at or above Achievement Level 4	33	16%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	77	57%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	91	67%	70%

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)	358	41%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	19%	22%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	15%	19%

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	28	39%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	56%	53%	No	60%
American Indian				
Asian				
Black/African American	48%	50%	Yes	54%
Hispanic	50%	43%	No	55%
White	60%	60%	Yes	64%
English language learners	53%	33%	No	57%
Students with disabilities	43%	50%	Yes	49%
Economically disadvantaged	53%	51%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	30%	40%
Students scoring at or above Achievement Level 4	45	20%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	74	55%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	68	50%	65%

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	20	13%	40%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		10%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		6
Participation in STEM-related experiences provided for students			40%

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	65	14%	10%
Students retained, pursuant to s. 1008.25, F.S.	9	11%	9%
Students who are not proficient in reading by third grade	34	45%	55%
Students who receive two or more behavior referrals	9	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	27	5%	4%

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

Purcell will continue to provide engaging parent nights to increase home and school connection. We will also increase communication with parents through teacher interactions and school-wide messaging.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent participation by 10%	230	49%	59%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. All teachers will routinely engage in rigorous instructional best practices.

Goals Detail

G1. All teachers will routinely engage in rigorous instructional best practices.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- 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)
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Utilization of vertical teams to increase awareness of grade level expectations. Reading has gradual release built into the program. Common planning time across all grade levels Professional development will focus on student engagement. New reading series focused on close reading and text complexity.

Targeted Barriers to Achieving the Goal

- Full implementation of rigorous instructional best practices. Inconsistent instruction and preparation New reading series, teachers need to have time to get comfortable and confident. New learning schedules Teachers are overwhelmed by all the new curriculum and materials to teach with using the new curriculum fully implemented.
- The primary barrier is the lack of full implementation of rigorous instructional best practices.

Plan to Monitor Progress Toward the Goal

Teachers will be monitored in the classroom, during PLC's for evidence of rigorous best practices being used routinely.

Person or Persons Responsible
School administration

Target Dates or Schedule:
Daily

Evidence of Completion:
Walk-through data, observations during PLC's

Action Plan for Improvement

Problem Solving Key

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

G1. All teachers will routinely engage in rigorous instructional best practices.

G1.B2 The primary barrier is the lack of full implementation of rigorous instructional best practices.

G1.B2.S2 Through Marzano's Top Five instructional best practices teachers will develop rigorous plans that incorporate high yield strategies.

Action Step 1

During PLC meetings and professional development staff members will develop a better understanding of increasing consistent rigor of best practices in the classroom consistently.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Weekly and monthly

Evidence of Completion

PLC agenda's to demonstrate PD is planned and provided, walk through data using a focus of implementation.

Facilitator:

Leadership Team

Participants:

Teachers and Administration

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Consistency of implementation for rigorous best practices

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Walk through data and feedback

Plan to Monitor Effectiveness of G1.B2.S2

Consistency of rigorous instructional best practices

Person or Persons Responsible

Administration along with Leadership Team

Target Dates or Schedule

weekly/monthly checks of data

Evidence of Completion

walk through data, student progress monitoring

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 funds school-wide services to Purcell Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant Migrant students enrolled in Purcell Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Purcell Elementary are used to purchase materials from the Professional Development Department for Professional Learning Communities and Lesson Studies workshops.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Violence Prevention Programs

Purcell Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school is a location for a summer feeding program for the community.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

Head Start

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Adult Education

Students are provided with information related to adult education options upon request.

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. All teachers will routinely engage in rigorous instructional best practices.

G1.B2 The primary barrier is the lack of full implementation of rigorous instructional best practices.

G1.B2.S2 Through Marzano's Top Five instructional best practices teachers will develop rigorous plans that incorporate high yield strategies.

PD Opportunity 1

During PLC meetings and professional development staff members will develop a better understanding of increasing consistent rigor of best practices in the classroom consistently.

Facilitator

Leadership Team

Participants

Teachers and Administration

Target Dates or Schedule

Weekly and monthly

Evidence of Completion

PLC agenda's to demonstrate PD is planned and provided, walk through data using a focus of implementation.

Appendix 2: Budget to Support School Improvement Goals