

## 2013-2014 SCHOOL IMPROVEMENT PLAN

---

### Thacker Avenue Elementary For International Studies

301 N THACKER AVE  
Kissimmee, FL 34741  
407-935-3540  
[www.osceola.k12.fl.us](http://www.osceola.k12.fl.us)

## School Demographics

**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
79%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
80%

## School Grades History

**2013-14**  
C

**2012-13**  
C

**2011-12**  
C

**2010-11**  
C

## SIP Authority and Template

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

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

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>15</b>
<b>Goals Summary</b>	<b>19</b>
<b>Goals Detail</b>	<b>19</b>
<b>Action Plan for Improvement</b>	<b>21</b>
<b>Part III: Coordination and Integration</b>	<b>30</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>31</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>33</b>

---

## 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
Not in DA	N/A	N/A

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Thacker Avenue Elem For International Studies

##### Principal

Ben Osypan

##### School Advisory Council chair

Patricia O'Neill

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

Name	Title
Benjamin Osypan	Principal
Yara DeLaFuentes	Assistant Principal
Ana Jimenez	Literacy Coach
Christine Shaw	LRS
Keisy Campos	PYP/IB Coordinator

#### District-Level Information

##### District

Osceola

##### Superintendent

Mrs. Melba Luciano

##### Date of school board approval of SIP

Pending

### School Advisory Council (SAC)

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

#### Membership of the SAC

The SAC Committee includes 12 members. Four members are staff and the other 8 are parents including one business partner.

Trish O'Neill - SAC Chair - Staff

Kim Dunn - Treasurer - Parent

Becky Chirillo - Secretary - Parent

#### Involvement of the SAC in the development of the SIP

Throughout the year, data is shared with the committee. From this data, ideas are shared to promote positive growth in academic areas. Survey results are also shared and used to determine next steps.

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

Meet once a month to go over school improvement needs and activities such as current data results and Thacker Third Thursday events.

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

School improvement funds are utilized to increase student achievement. SAC meetings are held for approval and review of spending.

**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:**

Ben Osypian		
Principal	Years as Administrator: 5	Years at Current School: 1
Credentials	Bachelor's Degree in Elementary Education from SUNY Master's from Stetson University in Educational Leadership. His certifications include Elementary Education, Middle School Intergraded and Educational Leadership.	
Performance Record	12-13 School Grade C, Principal at TAESIS, Did not make AYP Rdg. Proficiency, 50% Math Proficiency, 45% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 68 points Rdg. Imp. of Lowest 25% - 57 points Math Imp. of Lowest 25% - 69points 11-12: School Grade D, Asst. principal at VES. Did not make AYP 10-11: School Grade C, Asst. principal at VES, 23 point increase in school grade, Did not make AYP at VES 09-10: School Grade C- Asst. principal at VES, Did not make AYP 08-09 and part of 2008: School Year- Asst. Principal at HTE, Graded "A" school, Did not make AYP 07- part of 08: Dean of Students at DJMS, Graded "A" school, Did not make AYP 06-07: Math teacher at DJMS, Graded "C" school, Did not make AYP 05-06: Math teacher at DJMS, Grade "A" school, Did not make AYP	
Yara Tavarez-DeLaFuentes		
Asst Principal	Years as Administrator: 6	Years at Current School: 2
Credentials	Bachelor's Degree from the City College of NY in Elementary Education Master's from City College of NY in Bilingual Education Master's from Bank Street College in Educational Leadership. Her certifications include Elementary Education, Spanish K-12, ESOL and Educational Leadership.	
Performance Record	12-13 School Grade C, Assistant Principal at TAESIS, Did not make AYP Rdg. Proficiency, 50% Math Proficiency, 45% Rdg. Lrg. Gains, 61 points Math Lrg. Gains, 68 points Rdg. Imp. of Lowest 25% - 57 points Math Imp. of Lowest 25% - 69points 11-12: School Grade C Assistant Principal at TAESIS. Did not make AYP	

**Instructional Coaches****# of instructional coaches**

3

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Ana Jimenez-Tirado**

Full-time / School-based

Years as Coach: 1

Years at Current School: 3

**Areas**

Reading/Literacy

**Credentials**

\*BA in Music K-12  
 \*MS in PreK/Primary Ed  
 \*ESOL K-12 certification  
 \*Reading Endorsement

**Performance Record**

12-13: School Grade C at TAESIS. Did not make AYP  
 11-12: School Grade Cat TAESIS. Did not make AYP

**Christine Shaw**

Full-time / School-based

Years as Coach: 2

Years at Current School: 1

**Areas**

Mathematics, Science, Data

**Credentials**

\*BS in Elementary Education 1-6  
 \*ESOL Endorsement

**Performance Record**

12-13: School Grade C at TAESIS. Did not make AYP

**Keisy Campos**

Full-time / School-based

Years as Coach: 0

Years at Current School: 6

**Areas**

Other

**Credentials**

\*BS in elementary Education  
 \*ESOL K-12 Certification  
 \*Spanish K-12

**Performance Record****Classroom Teachers****# of classroom teachers**

53

**# receiving effective rating or higher**

53, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

, 0%

**# ESOL endorsed**

41, 77%

**# reading endorsed**

6, 11%

**# with advanced degrees**

21, 40%

**# National Board Certified**

2, 4%

**# first-year teachers**

3, 6%

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

13, 25%

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

21, 40%

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

14, 26%

**Education Paraprofessionals****# of paraprofessionals**

15

**# Highly Qualified**

15, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above****# receiving effective rating or higher****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**

The principal and assistant principal have a list of criteria and questions to follow at all interviews. Resumes and cover letter are carefully reviewed for credentials and prior experiences. Interview questions vary based on knowledge and experiences in classroom management, parental involvement, and content area specialties. Teachers are assigned a mentor upon being hired and they are supported continuously by the instructional coaches on campus.

## 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

All new teachers to TAESIS are assigned a mentor at their grade level. Teachers are paired up based on the number of years teaching and special expertise possessed. During the pre-planning session they have the opportunity to attend new teacher orientation presented by one of our teacher leaders. Some of the topics discussed curriculum guidelines, behavior plans, resources available, and a school tour. Instructional coaches also meet with each new teacher about concerns and specific needs they may request assistance with.

## 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

Schoolwide data is presented to entire staff at the beginning of the year. The leadership team meets on a weekly basis to discuss the state of current data and how to match available resources within the school. New MTSS protocol is in place which gives teachers a set of guidelines and data collection to be in place prior to recommending students for further needed interventions. The percent of students meeting grade level expectations is reviewed and great emphasis has been placed on core instruction (Tier 1) guided reading. A great deal of professional development has been offered to all teachers in the 5 components of reading to strengthen core instruction. Progress monitoring schedules have been developed for all students to be monitored every 4-5 weeks in both running records and STAR reading assessments. K-2 teachers have a paraprofessional provide small group push-in support for core instruction.

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

Ben Psypian - Principal - Supports the fidelity of the MTSS process.

Yara DeLaFuentes - Assistant Principal - Supports the fidelity of the MTSS process.

Natalia Miller - MTSS Coach - Schedules meetings. Is responsible for maintaining current and accurate data base for all students in Tier 2 and Tier 3.

Ana Jimenez - Literacy Coach - Collects and presents both schoolwide and individual reading data and resources.

Christine Coach - LRS - Collects and presents both schoolwide and individual math data and resources.

Angie Burdue - School Psychologist - provide guidance on the process for testing and evaluations.

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

Each classroom teacher is expected to keep a Guided Reading/Data Binder. Current lesson plans are kept as well as progress monitoring data for both tier 1 core instruction (white folder) and tier 2 Triple iii interventions (orange folder). Journeys reading data is reviewed by MTSS team every 2 weeks/10 days of instruction.

STAR reading data is reviewed by MTSS team every 2 weeks in between Journeys assessments.

**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**

Reading - early Literacy, STAR Reading and Journey assessments

Math - STAR assessments and BOY Go Math assessments.

Science -

Writing - Osceola Writes Pre and Post prompts

NorthLogic EdPlan marzano teacher evaluation tool is used to give teacher feedback on teaching and learning.

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

Teacher input is of great importance during all MTSS meetings. Teachers have a grade level contact which collects and shares data during all meetings. Teachers are guided through the process of MTSS by all members of the team through meetings, professional development, data chats and mentoring.

**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:** 3,360

Students will be invited to participate in a Math and Reading extended learning opportunity. The program will be monitored biweekly to show progress. Students will be invited to participate Monday, Tuesday, Thursday, and Friday from the hours of 4-5pm in grades 3-5. ELL students in grades 2-5 will also be invited to participate in Oral Language Development, Vocabulary, and Reading.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Beginning of year assessments are analyzed along with a comparative analysis of prior year assessment data and students are selected based on a correlation between the two. Teacher and administrative input is always considered.

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

Extended learning opportunities are monitored by the administration, lead team, along with the teacher involved in the extended learning instruction.

**Literacy Leadership Team (LLT)**

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

Name	Title
Katalina DaSilva	Kindergarten Teacher
Marlene Rivera	Kindergarten Teacher
Megan Leonerd	Grade 1 Teacher
Simone Mercado	Grade 1 Teacher
Lisa Torres	Grade 2 Teacher
Arlene Ortiz	Grade 2 Teacher
Sandee Antaya	Grade 2 Teacher
Laurie Mercado	Grade 2 Teacher
Keisy Campos	IB Coordinator
Renata Morato	Grade 4 Teacher
Kim Baker	Grade 4 Teacher
Maria Gomez	Grade 5 Teacher
Diane Black	Grade 5 Teacher
Trish O'Neill	Secretary
Lynn Dower	Media Specialist
Ana Jimenez	Literacy Coach
Patrick Dunn	Grade 3 Teacher
Rebecca Kogele	Grade 3 Teacher

### How the school-based LLT functions

The LLT will meet once a month. They will be responsible for AR celebrations, Parent Academy, Literacy Week, Parent Literacy nights

### Major initiatives of the LLT

AR celebrations - at least one per quarter.  
 Parent Academy - provide trainings for parents.  
 Professional Development and Book Studies.  
 Reading Clubs for all grade levels.

## Every Teacher Contributes to Reading Instruction

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

The school ensures that every teacher contributes to the reading improvement of every student by providing critical professional development during both grade level and staff meetings. The school also ensures that teachers are aware of current and relevant data pertaining to the school and individual classrooms. Data chats are focused on reading essential skills and met with individually every teacher on the school site.

## 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

The classroom environment is transitioned easily due to the consistency between Pre-K and K. Center set-ups are extremely similar. VPK students are included into school-wide functions.

## 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	56%	50%	No	60%
American Indian				
Asian				
Black/African American	55%	35%	No	60%
Hispanic	52%	41%	No	57%
White	62%	76%	Yes	66%
English language learners	42%	28%	No	48%
Students with disabilities	42%	28%	No	48%
Economically disadvantaged	53%	43%	No	57%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	186	50%	65%
Students scoring at or above Achievement Level 4	104	27%	35%

### 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			

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	147	61%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	137	57%	65%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	147	58%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	62	24%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	51	20%	35%

**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	52	49%	65%
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	46%	45%	No	51%
American Indian				
Asian				
Black/African American	35%	24%	No	42%
Hispanic	43%	39%	No	48%
White	55%	71%	Yes	60%
English language learners	36%	27%	No	42%
Students with disabilities	37%	28%	No	43%
Economically disadvantaged	43%	39%	No	49%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	167	45%	60%
Students scoring at or above Achievement Level 4	69	23%	35%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	163	68%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	40	69%	75%

**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	56	42%	60%
Students scoring at or above Achievement Level 4	24	18%	30%

**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)	4		6
Participation in STEM-related experiences provided for students	104	13%	20%

**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	25	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	30	4%	3%
Students who are not proficient in reading by third grade	50	6%	4%
Students who receive two or more behavior referrals	48	6%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	1%	0%

**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**

Community outreach to involve more parents and training for parents at the school.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Community Fair	136	16%	40%
Literacy Night	50	6%	35%
FCAT Prep	25	3%	25%
Museum Nights	625	73%	90%
Open House	750	87%	95%
Title I Annual Meeting/SAC	75	9%	25%
Mobile Parent Resource Center	65	8%	25%

**Area 10: Additional Targets****Additional targets for the school**

Osceola County does not have a large enough population of Migrant students to have a Migratory student subgroup, so Migratory students would be found within the following subgroups, Hispanic, English Language Learners, Economically Disadvantaged and sometimes Students with Disabilities. They would also be in the Comprehensive English Language Learning Assessment (CELLA) section

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

## Goals Summary

- G1.** Students increasing proficiency in reading.
- G2.** Students increasing proficiency in math

## Goals Detail

### G1. Students increasing proficiency in reading.

#### Targets Supported

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

#### Resources Available to Support the Goal

- Leveled Literacy Readers
- Journeys Textbook and Resources
- Reading Coach
- Literacy Team
- Literacy Night

#### Targeted Barriers to Achieving the Goal

- Poor academic background and vocabulary
- Attendance
- Inability to read grade level passage
- Parental involvement

### Plan to Monitor Progress Toward the Goal

Constant review of attendance reports/creating contact and meetings with parents.

#### Person or Persons Responsible

Leadership Team/Data Entry/Truency Officer

#### Target Dates or Schedule:

Monthly/Quarterly

#### Evidence of Completion:

Decrease in absentism

## **G2. Students increasing proficiency in math**

### **Targets Supported**

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

### **Resources Available to Support the Goal**

- Leveled Literacy Readers
- Journeys Textbook and Resources
- Reading Coach
- Literacy Team
- Literacy Night

### **Targeted Barriers to Achieving the Goal**

- Poor academic background and vocabulary
- Attendance
- Inability to read grade level passage
- Parental involvement

## **Plan to Monitor Progress Toward the Goal**

Constant review of attendance reports/creating contact and meetings with parents.

### **Person or Persons Responsible**

Leadership Team/Data Entry/Truency Officer

### **Target Dates or Schedule:**

Monthly/Quarterly

### **Evidence of Completion:**

Decrease in absentism

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Students increasing proficiency in reading.

**G1.B1** Poor academic background and vocabulary

**G1.B1.S1** Utilization of appropriate vocabulary and research based vocabulary instruction.

### Action Step 1

Provide professional development specific to results from STAR Reading

#### Person or Persons Responsible

All teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

PD sign-in sheets, Agendas, Reading Coach Feedback, Classroom Walkthroughs

#### Facilitator:

Literacy Team/Reading Coach

#### Participants:

All Teachers/Staff

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

Classroom Walkthroughs

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Feedback through evaluation tool and individual feedback from coaches

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

Implementation of vocabulary/literacy centers

**Person or Persons Responsible**

Reading Coach

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Increase in grade level appropriate vocabulary in both formal and informal assessment

### G1.B2 Attendance

#### G1.B2.S1 Provide attendance incentives for all students

**Action Step 1**

Incentives will be provided for students achieving a certain level of attendance proficiency

**Person or Persons Responsible**

All students Pre-K - 5

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Attendance records quarterly

### Plan to Monitor Fidelity of Implementation of G1.B2.S1

Continuously review of attendance

**Person or Persons Responsible**

Data Entry/Truency Officer

**Target Dates or Schedule**

Weekly/Monthly

**Evidence of Completion**

Meetings established due to attendance non-compliance with parents.

### **Plan to Monitor Effectiveness of G1.B2.S1**

Reflect on effectiveness of providing effectiveness of incentive

**Person or Persons Responsible**

Leadership Team/SAC

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Review of Agenda/Minutes of Meetings

### **G1.B2.S2 Communication with parents via website and newsletter about expectations**

**Action Step 1**

Parent newsletters will target and inform parents on effects of students not attending school

**Person or Persons Responsible**

Parent Newsletter Liason

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Parent Newsletter

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

Maintain copies of newsletter

**Person or Persons Responsible**

Webmaster/Tech

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Archived copies of newsletter

## **Plan to Monitor Effectiveness of G1.B2.S2**

Needs survey at the end of the year

### **Person or Persons Responsible**

All parents will be targeted

### **Target Dates or Schedule**

Final Parent Newsletter

### **Evidence of Completion**

Results of survey

## **G1.B2.S3 Truency officer and school monitoring of attendance**

### **Action Step 1**

School will work with truency officer to monitor attendance concerns

### **Person or Persons Responsible**

Data Entry/Front Clerk/Administration/Truency Officer

### **Target Dates or Schedule**

Weekly/Monthly

### **Evidence of Completion**

Truency letters/meetings

## **Plan to Monitor Fidelity of Implementation of G1.B2.S3**

Progress monitor student performance/attendance

### **Person or Persons Responsible**

Front Clerk/Truency Officer

### **Target Dates or Schedule**

Weekly/Monthly

### **Evidence of Completion**

Truency letters/meetings

## Plan to Monitor Effectiveness of G1.B2.S3

Decrease in attendance issues

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

Lead team minutes/agenda

## G2. Students increasing proficiency in math

### G2.B1 Poor academic background and vocabulary

#### G2.B1.S1 Utilization of appropriate vocabulary and research based vocabulary instruction.

### Action Step 1

Provide professional development specific to results from STAR Math

### Person or Persons Responsible

All teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

PD sign-in sheets, Agendas, Reading Coach Feedback, Classroom Walkthroughs

### Facilitator:

Literacy Team/Reading Coach/Math Coach

### Participants:

All Teachers/Staff

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

### Classroom Walkthroughs

#### Person or Persons Responsible

Leadership Team

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Feedback through evaluation tool and individual feedback from coaches

## Plan to Monitor Effectiveness of G2.B1.S1

### Implementation of vocabulary/literacy centers

#### Person or Persons Responsible

Reading Coach

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Increase in grade level appropriate vocabulary in both formal and informal assessment

## G2.B2 Attendance

### G2.B2.S1 Provide attendance incentives for all students

#### Action Step 1

Incentives will be provided for students achieving a certain level of attendance proficiency

#### Person or Persons Responsible

All students Pre-K - 5

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Attendance records quarterly

### Plan to Monitor Fidelity of Implementation of G2.B2.S1

Continuously review of attendance

**Person or Persons Responsible**

Data Entry/Truency Officer

**Target Dates or Schedule**

Weekly/Monthly

**Evidence of Completion**

Meetings established due to attendance non-compliance with parents.

### Plan to Monitor Effectiveness of G2.B2.S1

Reflect on effectiveness of providing effectiveness of incentive

**Person or Persons Responsible**

Leadership Team/SAC

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Review of Agenda/Minutes of Meetings

### G2.B2.S2 Communication with parents via website and newsletter about expectations

**Action Step 1**

Parent newsletters will target and inform parents on effects of students not attending school

**Person or Persons Responsible**

Parent Newsletter Liason

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Parent Newsletter

### Plan to Monitor Fidelity of Implementation of G2.B2.S2

Maintain copies of newsletter

**Person or Persons Responsible**

Webmaster/Tech

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Archived copies of newsletter

### Plan to Monitor Effectiveness of G2.B2.S2

Needs survey at the end of the year

**Person or Persons Responsible**

All parents will be targeted

**Target Dates or Schedule**

Final Parent Newsletter

**Evidence of Completion**

Results of survey

### G2.B2.S3 Truency officer and school monitoring of attendance

**Action Step 1**

School will work with truency officer to monitor attendance concerns

**Person or Persons Responsible**

Data Entry/Front Clerk/Administration/Truency Officer

**Target Dates or Schedule**

Weekly/Monthly

**Evidence of Completion**

Truency letters/meetings

### Plan to Monitor Fidelity of Implementation of G2.B2.S3

Progress monitor student performance/attendance

**Person or Persons Responsible**

Front Clerk/Truency Officer

**Target Dates or Schedule**

Weekly/Monthly

**Evidence of Completion**

Truency letters/meetings

### Plan to Monitor Effectiveness of G2.B2.S3

Decrease in attendance issues

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Lead team minutes/agenda

## 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

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches

#### Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

#### Title I Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

#### Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

#### Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

## 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. Students increasing proficiency in reading.

#### G1.B1 Poor academic background and vocabulary

##### G1.B1.S1 Utilization of appropriate vocabulary and research based vocabulary instruction.

#### PD Opportunity 1

Provide professional development specific to results from STAR Reading

##### Facilitator

Literacy Team/Reading Coach

##### Participants

All Teachers/Staff

##### Target Dates or Schedule

Monthly

##### Evidence of Completion

PD sign-in sheets, Agendas, Reading Coach Feedback, Classroom Walkthroughs

## **G2. Students increasing proficiency in math**

### **G2.B1 Poor academic background and vocabulary**

#### **G2.B1.S1 Utilization of appropriate vocabulary and research based vocabulary instruction.**

##### **PD Opportunity 1**

Provide professional development specific to results from STAR Math

##### **Facilitator**

Literacy Team/Reading Coach/Math Coach

##### **Participants**

All Teachers/Staff

##### **Target Dates or Schedule**

Monthly

##### **Evidence of Completion**

PD sign-in sheets, Agendas, Reading Coach Feedback, Classroom Walkthroughs

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Students increasing proficiency in reading.	\$2,000
G2.	Students increasing proficiency in math	\$2,000
Total		\$4,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Other	Professional Development	Total
SAC	\$2,000	\$0	\$2,000
School	\$0	\$2,000	\$2,000
Total	\$2,000	\$2,000	\$4,000

### Budget Details

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

#### G1. Students increasing proficiency in reading.

##### G1.B1 Poor academic background and vocabulary

##### G1.B1.S1 Utilization of appropriate vocabulary and research based vocabulary instruction.

#### Action Step 1

Provide professional development specific to results from STAR Reading

#### Resource Type

Professional Development

#### Resource

Professional Development given through grade level and early release Wednesdays

#### Funding Source

School

#### Amount Needed

\$1,000

## **G1.B2 Attendance**

### **G1.B2.S1 Provide attendance incentives for all students**

#### **Action Step 1**

Incentives will be provided for students achieving a certain level of attendance proficiency

#### **Resource Type**

Other

#### **Resource**

Incentives for students

#### **Funding Source**

SAC

#### **Amount Needed**

\$1,000

## **G2. Students increasing proficiency in math**

### **G2.B1 Poor academic background and vocabulary**

#### **G2.B1.S1 Utilization of appropriate vocabulary and research based vocabulary instruction.**

#### **Action Step 1**

Provide professional development specific to results from STAR Math

#### **Resource Type**

Professional Development

#### **Resource**

Professional Development given through grade level and early release Wednesdays

#### **Funding Source**

School

#### **Amount Needed**

\$1,000

## **G2.B2 Attendance**

### **G2.B2.S1 Provide attendance incentives for all students**

#### **Action Step 1**

Incentives will be provided for students achieving a certain level of attendance proficiency

#### **Resource Type**

Other

#### **Resource**

Incentives

#### **Funding Source**

SAC

#### **Amount Needed**

\$1,000