



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Celebration School

510 CAMPUS ST

Celebration, FL 34747

407-566-2300

www.osceola.k12.fl.us

School Demographics

School Type
Combination School

Title I
No

Free and Reduced Lunch Rate
21%

Alternative/ESE Center
No

Charter School
No

Minority Rate
32%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
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
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

Celebration School

Principal

Rene Clayton E

School Advisory Council chair

John Warner

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

Name	Title
Rene' Clayton-Principal	Michael Ballone-Assistant Principal
Chery Cassano-Assistant Principal	Rose Pollzzie-Guidance
Jim MacGregor-Guidance	Jannine Martino-Guidance
Agustin Damers-Dean	Tamara Medrano-Math/Science Coach
Rhonda Schad-Literacy Coach	

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

John Warner-SAC Chair, Jim MacGregor-Secretary, Vanessa Winter-Membership, need to add current membership

Involvement of the SAC in the development of the SIP

Review, provide feedback previous year plan that needs updates on current plan

Activities of the SAC for the upcoming school year

Monthly meetings to review school safety, monthly updates based on SIP goals, open forum for problem solving
SAC mini conference

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

No funds

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**

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Rene Clayton E**

Principal

Years as Administrator: 11

Years at Current School: 3

Credentials

Bachelors in Education, Masters in Education
 Educational Specialist Degree
 Elem Ed 1-5
 Reading K-12
 Ed Leadership/School Principal All Levels

Performance Record

Pleasant Hill ES, Assist Prin, 2 years,(02-03 B, AYP-no), (03-04 B, AYP-no), (04-05, A, AYP-no).
 Pleasant Hill ES, Principal, 5 years 05-06, C- AYP – no, 06-07, B, AYP- no, 07-08 B, AYP-no, 08-09 A, AYP-95%, 09-10 C-AYP no

Cheryl Cassano

Asst Principal

Years as Administrator: 34

Years at Current School: 14

Credentials

Bachelors in Elementary Education
 Masters in Early Childhood Education
 Ed Leadership Sixth Year Degree in Administration and Supervision
 Certified Principals Mentor: National Association of Elementary School Principals (NAESP)
 FL Certification: School Principal
 CT & NY Certification: Administration/Supervision (multi-level), Elementary Education Pre-K - 6, Special Education K-12

Performance Record

20 years - Principal of 3 elementary schools (RI and NY)
 14 years - Assistant Principal at Celebration School
 School Grade: C, B, and consecutive A's for 12 years

Michael Ballone

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

Bachelors- Social Science Education
 Masters- Educational Leadership
 Social Studies 6-12
 Physical Education K-12
 Educational Leadership K-12

Performance Record**Instructional Coaches****# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Rhonda Schad**

Full-time / School-based

Years as Coach: 6

Years at Current School: 3

Areas

Reading/Literacy, Data, RtI/MTSS

Credentials

Elementary K-6, Reading Endorsement

Performance Record

Tamara Medrano

Full-time / School-based

Years as Coach: 1

Years at Current School:

Areas

Mathematics, Science, Data, RtI/MTSS

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

78

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

78, 100%

ESOL endorsed

59, 76%

reading endorsed

8, 10%

with advanced degrees

33, 42%

National Board Certified

4, 5%

first-year teachers

3, 4%

with 1-5 years of experience

12, 15%

with 6-14 years of experience

44, 56%

with 15 or more years of experience

25, 32%

Education Paraprofessionals**# of paraprofessionals**

15

Highly Qualified

15, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Mentor new teachers - Person Responsible: Admin/Lead Team
2. Professional Learning Support - Person Responsible: Admin/Lead Team
3. Positive School Community - Person Responsible: Admin/Lead Team/PTA/SAC

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

Mentors: Rhonda Schad and Tamara Medrano

Mentees Assigned: Kathleen Tennant, Vicky Sutton, Collen Tonkovic, Danielle Jeffries, Tiffany Hines, Brandi David, Keiley Bronaugh, Kristin DeLeon

Rationale for Pairing: Grade level, experienced--teachers new to the school

Planned Mentoring Activities: preplanning orientation, PLC, new teacher mentoring, new to school mentoring, once a month meetings

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

Elementary MTSS meetings monthly and middle school quarterly based on STAR assessments in reading and math. In middle school, science and social studies monitor student growth via district-based assessments. Extended learning opportunities are provided for students in grades 3-8. Students are identified through base line data, FCAT scores and formative assessments. Extended learning curriculum is tailored to the needs of the targeted students

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

Monitor MTSS students in their assigned subject area K-8, offer trainings to teachers during PLCs, Wednesday meeting times, and planning as needed, provide supports for subject areas assigned, share current education research with teachers, distribute and train on usages of available resources. Counselors maintain open and consistent communication with parents regarding interventions and progress monitoring.

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

Monitor and analyze MTSS data charts completed by teachers, run reports for comparison in assigned subject areas, assist teachers in knowledge and implementation of classroom strategies, weekly leadership team meetings to share developments in each subject area K-8

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

Data sources:

STAR

District-created baseline, midyear, and end-of-year assessments

Plato

Teenbiz

Osceola Writes

Management systems:

ODMS

TERMS

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

Grade level and department MTSS meetings with leadership team members to identify tier 2 and 3 students and assign appropriate interventions, monitoring by teachers and leadership team of targeted students, monthly/quarterly follow up meetings to progress monitor MTSS plans in place, administrative monitoring of school wide data to ensure fidelity/understanding by staff, leadership team trainings for teachers in need of support for implementing in individual classrooms and for individual understanding of student interventions, open house and parent meetings for parent support and understanding of interventions in place and how parents can assist at home, newsletters home for subject area supports parents can utilize and implement in an effort toward student growth.

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:**

Data analyzed to determine students at risk, letters sent home to parents for targeted students to participate in extended learning opportunities, teachers selected based on certifications and experience in subject areas in need, before school tutoring for students whose parents provide permission to join program, student data analyzed by teachers to determine areas needing extra support and practice, strategies implemented to work on weak areas, practice for students provided and analyzed for effectiveness, support offered on a one-on-one basis, assessments of students given to monitor growth/improvement, new strategies implemented based on continuing needs of students

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Assessments given in STAR, Plato, Teenbiz to progress monitor student growth and analyzed by level of improvement in weak areas, new strategies and interventions offered based on needs determined from data

Who is responsible for monitoring implementation of this strategy?

Administration and ELO Coordinators - Agustin Damers and Tamara Medrano

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Rhonda Schad	Literacy Coach

How the school-based LLT functions

Grade level representatives will meet quarterly with Literacy coach to plan, implement, and assess school-wide literacy initiatives.

Major initiatives of the LLT

Implementation of Journeys Curriculum Grades K-5
 Literacy Week activities K-8
 Implementation of CCSS ELA Standards across curriculum areas

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

Regularly scheduled MTSS meetings to monitor individual students/teachers, usage and monitoring of baseline/midyear/end-of-year assessments, trainings at faculty and PLC meetings on importance and

opportunities for reading improvement in individual subject areas, school wide goal setting and plans for literacy shared at meetings, classroom walk-throughs and observations, leadership and literacy teams set goals and create actions steps and plans for school wide use, PLC minutes/notes, Lesson Study participation by all teachers, daily reading and writing in all classes, meetings/discussions between administration and teachers/grade levels/departments, data and lesson plans provided by teachers to administration, district fidelity visits

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

Summer parent informational meeting, summer orientation lunch for Kindergarten students, request and receive input from feeder preschools with beneficial student recommendations, staggered start for Kindergarten students with one half the class attending day one, the other half attending day two, all students attending day three

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

APPS (Accelerated Placement Program for Success) This program identifies top 10% of 8th graders and exposes them to IB/AP skill development
 Springboard- Pre- AP curriculum for all language arts classes
 STEM- Engineering focus elective
 High School Credit Classes - We offer 4 high school credit classes
 Student and Parent transitional informational meetings regarding strategic planning
 DUKE TIP - 7th grade students are identified to participate in taking the SAT/ACT
 8th grade High School/College/Career Planning

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Students are met on an individual basis from 5th-8th grade, conferencing on their course selections and strategic planning for their high school relevant to their four year academic plan. 8th grade students receive on -going consultation through counselor classroom lessons regarding high school academic requirements as well as State University Systems admission requirements.

Strategies for improving student readiness for the public postsecondary level

Students and parents are invited to our DUKE TIP presentation which encourages students to take the SAT in 7th grade. Parent High School information night provides and overview of important county data of AP/IB enrollment, SAT requirements of Bright Futures Scholarship, & Parent Information night for elementary students regarding acceleration options and the impact of acceleration for high school planning.
 All APPS students complete PSAT prep. PLATO test pack software identifies and prescribes lessons based on student's deficiencies.

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	84%	83%	No	86%
American Indian				
Asian	88%	94%	Yes	90%
Black/African American	75%	67%	No	78%
Hispanic	78%	74%	No	80%
White	87%	86%	No	88%
English language learners	63%	61%	No	66%
Students with disabilities	59%	46%	No	63%
Economically disadvantaged	74%	72%	No	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	233	26%	28%
Students scoring at or above Achievement Level 4	510	57%	58%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		80%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		78%	80%
Students in lowest 25% making learning gains (FCAT 2.0)		72%	80%

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)	17	57%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	47%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		79%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	228	82%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	80%	81%	Yes	82%
American Indian				
Asian	88%	88%	Yes	90%
Black/African American	68%	40%	No	71%
Hispanic	69%	70%	Yes	72%
White	83%	85%	Yes	85%
English language learners	60%	64%	Yes	64%
Students with disabilities	54%	44%	No	59%
Economically disadvantaged	72%	74%	Yes	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	256	32%	34%
Students scoring at or above Achievement Level 4	387	47%	48%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	570	80%	85%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	126	71%	80%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	69	46%	50%
Middle school performance on high school EOC and industry certifications	69	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4	67	100%	100%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		100%

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	33	26%	28%
Students scoring at or above Achievement Level 4	64	52%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	28%	30%
Students scoring at or above Achievement Level 4	62	42%	50%

Florida Alternate Assessment (FAA)

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

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)	912		70
Participation in STEM-related experiences provided for students	912	68%	70%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	19	4%	25%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	14	3%	20%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies**U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

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**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** All teachers of mathematics will implement effective teaching instruction aligned to the Standards for Mathematical Practices. This will have an impact to increase overall math performance, specifically in the area of geometry and measurement.
- G2.** All teachers of ELA/Reading will implement data driven effective teaching instruction (Art and Science of Teaching) aligned to the Common Core Standards and curriculum timelines. This will have an impact to ensure learning gains in reading for all student

Goals Detail

G1. All teachers of mathematics will implement effective teaching instruction aligned to the Standards for Mathematical Practices. This will have an impact to increase overall math performance, specifically in the area of geometry and measurement.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC

Resources Available to Support the Goal

- Math Solutions training and hands on math resources
- Curriculum time lining and data driven instruction through use of FCAT results and Star Math progress monitoring
- Math Coach and Lead Teachers
- PLATO and MobyMath adaptive technology learning paths
- Extended Learning opportunities for individual students
- Multi-Tier System of Supports (MTSS) monitoring of at-risk students
- District provided curriculum resource materials
- Professional Development Days, Common Teacher Planning, and Early Release Days for use in PLCs
- Administrative Support
- Online Teacher Resources through Marzano's Art and Science of Teaching, Think Central (K-5), Math Connects (6-8)

Targeted Barriers to Achieving the Goal

- Previous year baseline knowledge gaps
- Opportunities for hands on

Plan to Monitor Progress Toward the Goal

Reports of class performance in math

Person or Persons Responsible

Teachers, Coach and Administrators

Target Dates or Schedule:

Following the 4 different STAR test administration periods listed in Step 7

Evidence of Completion:

PLC and Leadership Team minutes and notes

G2. All teachers of ELA/Reading will implement data driven effective teaching instruction (Art and Science of Teaching) aligned to the Common Core Standards and curriculum timelines. This will have an impact to ensure learning gains in reading for all student

Targets Supported

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

Resources Available to Support the Goal

- Common Core, Springboard, and Journeys training
- Curriculum time lining and data driven instruction through use of FCAT results and Star Reading progress monitoring
- Reading Coach and Lead Teachers
- PLATO and Teenbiz adaptive technology learning paths
- Extended Learning opportunities for individual students
- Multi-Tier System of Supports (MTSS) monitoring of at-risk students
- District provided curriculum resource materials
- Professional Development Days, Common Teacher Planning, and Early Release Days for use in PLCs
- Administrative Support
- Online Teacher Resources through Marzano's Art and Science of Teaching, JourneysThink Central (K-5), Springboard

Targeted Barriers to Achieving the Goal

- Previous year baseline knowledge gaps
- Teacher Training opportunities

Plan to Monitor Progress Toward the Goal

Reports of class performance in math

Person or Persons Responsible

Teachers, Coach and Administrators

Target Dates or Schedule:

Following the 4 different STAR test administration periods listed in Step 7

Evidence of Completion:

PLC and Leadership Team minutes and notes

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers of mathematics will implement effective teaching instruction aligned to the Standards for Mathematical Practices. This will have an impact to increase overall math performance, specifically in the area of geometry and measurement.

G1.B1 Previous year baseline knowledge gaps

G1.B1.S1 Design and deliver data driven problem solving and differentiated instruction.

Action Step 1

Use of baseline assessments to determine individual student gaps and areas of need from previous years' content standards. Once gaps are determined, individualized learning paths will be utilized via instructional technology opportunities such as PLATO and MobyMax. These programs will be used in addition to teacher intervention and hands on learning opportunities via the Standards for Mathematical Practice

Person or Persons Responsible

Leadership team, MTSS team, classroom teachers

Target Dates or Schedule

Baseline assessments will occur weekly for Tier 3 students, bi monthly for Tier 2 students, Quarterly or as needed for Tier 1 students and all students for progress monitoring and intervention.

Evidence of Completion

Progress monitoring results from PLATO, MobyMax, and STAR Math will show evidence of progress over time. Time on task and learning paths with the technology based programs will provide evidence of interventions. Teacher lesson plans will show evidence of teacher planned interventions and curriculum implementation for student needs.

Facilitator:

Math Solutions trainer for Standards of Mathematical Practices. Leadership and MTSS Team to review data problem solving

Participants:

Teachers of mathematics, MTSS team

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S2 Implementation of the common core Standards for Mathematical Practice through ongoing training with teachers and follow up implementation

Action Step 1

Monthly PLC meetings

Person or Persons Responsible

Teachers of Mathematics in K-5 and 6 - 8 Middle School Departments

Target Dates or Schedule

Early Release on Wednesdays, September 2013 - May 2014

Evidence of Completion

Calendar, PLC notes

Facilitator:

Grade Level Leaders K-5 and Department Chairperson 6-8

Participants:

All faculty teaching mathematics

Action Step 2

Math Solutions Training for Teachers

Person or Persons Responsible

Grade 2 - 8 Teachers of mathematics

Target Dates or Schedule

3 full school day training sessions for each teacher of mathematics first date: October 7 and 9
Middle School first date: October 22, 23, 24, 25 Elementary

Evidence of Completion

Calendar schedule of training dates assigned by district Professional Development, Sign In Sheets

Facilitator:

Participants:

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

Math Solutions Training for Administrators, Coaches Training, and Leadership meetings to discuss school-wide observations, new data, and implementation to provide support and follow-up to the training.

Person or Persons Responsible

Administration, Dean, Guidance, and Coaches

Target Dates or Schedule

September 2013 - Administration Training October 2013 and monthly thereafter - Coach training
November 2013 - May, 2014 - bi-monthly Leadership Team Meetings note: Training dates for all teachers of mathematics is October, 2013

Evidence of Completion

Professional Development log of in-service training for administrators and coaches PRIDE
Leadership Agenda November 2013 - May 2014

Plan to Monitor Effectiveness of G1.B1.S2

Progress Monitoring on STAR Math testing in Grades K-8

Person or Persons Responsible

All students

Target Dates or Schedule

Progress Monitoring is 4 times a year: Aug. 26 - Sept. 7; Oct. 22 - Nov. 4; Jan.14 - 27; and March 3 - 20.

Evidence of Completion

Data Reports following testing

G2. All teachers of ELA/Reading will implement data driven effective teaching instruction (Art and Science of Teaching) aligned to the Common Core Standards and curriculum timelines. This will have an impact to ensure learning gains in reading for all student

G2.B1 Previous year baseline knowledge gaps

G2.B1.S1 Design and deliver data driven problem solving and differentiated instruction.

Action Step 1

Use of baseline assessments to determine individual student gaps and areas of need from previous years' content standards. Once gaps are determined, individualized learning paths will be utilized via instructional technology opportunities such as PLATO and MobyMax and TeenBiz. These programs will be used in addition to teacher intervention and hands on learning opportunities via the Common Core Standards.

Person or Persons Responsible

Leadership team, MTSS team, classroom teachers

Target Dates or Schedule

Baseline assessments will occur weekly for Tier 3 students, bi monthly for Tier 2 students, Quarterly or as needed for Tier 1 students and all students for progress monitoring and intervention.

Evidence of Completion

Progress monitoring results from PLATO, MobyMax, and STAR Reading will show evidence of progress over time. Time on task and learning paths with the technology based programs will provide evidence of interventions. Teacher lesson plans will show evidence of teacher planned interventions and curriculum implementation for student needs.

Facilitator:

Common Core Standards Trainer, Core Connections Trainer Leadership and MTSS Team to review data problem solving

Participants:

Teachers of ELA/Reading, MTSS team Content area teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B1.S2 Implementation of the common core Standards for ELA through ongoing training with teachers and follow up implementation

Action Step 1

Monthly PLC meetings

Person or Persons Responsible

Teachers of Mathematics in K-5 and 6 - 8 Middle School Departments

Target Dates or Schedule

Early Release on Wednesdays, September 2013 - May 2014

Evidence of Completion

Calendar, PLC notes

Facilitator:

Grade Level Leaders K-5 and Department Chairperson 6-8

Participants:

All faculty teaching mathematics

Action Step 2

Math Solutions Training for Teachers

Person or Persons Responsible

Grade 2 - 8 Teachers of mathematics

Target Dates or Schedule

3 full school day training sessions for each teacher of mathematics first date: October 7 and 9
Middle School first date: October 22, 23, 24, 25 Elementary

Evidence of Completion

Calendar schedule of training dates assigned by district Professional Development, Sign In Sheets

Facilitator:

Participants:

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

Math Solutions Training for Administrators, Coaches Training, and Leadership meetings to discuss school-wide observations, new data, and implementation to provide support and follow-up to the training.

Person or Persons Responsible

Administration, Dean, Guidance, and Coaches

Target Dates or Schedule

September 2013 - Administration Training October 2013 and monthly thereafter - Coach training
November 2013 - May, 2014 - bi-monthly Leadership Team Meetings note: Training dates for all teachers of mathematics is October, 2013

Evidence of Completion

Professional Development log of in-service training for administrators and coaches PRIDE
Leadership Agenda November 2013 - May 2014

Plan to Monitor Effectiveness of G2.B1.S2

Progress Monitoring on STAR Math testing in Grades K-8

Person or Persons Responsible

All students

Target Dates or Schedule

Progress Monitoring is 4 times a year: Aug. 26 - Sept. 7; Oct. 22 - Nov. 4; Jan. 14 - 27; and March 3 - 20.

Evidence of Completion

Data Reports following testing

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

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 of mathematics will implement effective teaching instruction aligned to the Standards for Mathematical Practices. This will have an impact to increase overall math performance, specifically in the area of geometry and measurement.

G1.B1 Previous year baseline knowledge gaps

G1.B1.S1 Design and deliver data driven problem solving and differentiated instruction.

PD Opportunity 1

Use of baseline assessments to determine individual student gaps and areas of need from previous years' content standards. Once gaps are determined, individualized learning paths will be utilized via instructional technology opportunities such as PLATO and MobyMax. These programs will be used in addition to teacher intervention and hands on learning opportunities via the Standards for Mathematical Practice

Facilitator

Math Solutions trainer for Standards of Mathematical Practices. Leadership and MTSS Team to review data problem solving

Participants

Teachers of mathematics, MTSS team

Target Dates or Schedule

Baseline assessments will occur weekly for Tier 3 students, bi monthly for Tier 2 students, Quarterly or as needed for Tier 1 students and all students for progress monitoring and intervention.

Evidence of Completion

Progress monitoring results from PLATO, MobyMax, and STAR Math will show evidence of progress over time. Time on task and learning paths with the technology based programs will provide evidence of interventions. Teacher lesson plans will show evidence of teacher planned interventions and curriculum implementation for student needs.

G1.B1.S2 Implementation of the common core Standards for Mathematical Practice through ongoing training with teachers and follow up implementation

PD Opportunity 1

Monthly PLC meetings

Facilitator

Grade Level Leaders K-5 and Department Chairperson 6-8

Participants

All faculty teaching mathematics

Target Dates or Schedule

Early Release on Wednesdays, September 2013 - May 2014

Evidence of Completion

Calendar, PLC notes

PD Opportunity 2

Math Solutions Training for Teachers

Facilitator

Participants

Target Dates or Schedule

3 full school day training sessions for each teacher of mathematics first date: October 7 and 9
Middle School first date: October 22, 23, 24, 25 Elementary

Evidence of Completion

Calendar schedule of training dates assigned by district Professional Development, Sign In Sheets

G2. All teachers of ELA/Reading will implement data driven effective teaching instruction (Art and Science of Teaching) aligned to the Common Core Standards and curriculum timelines. This will have an impact to ensure learning gains in reading for all student

G2.B1 Previous year baseline knowledge gaps

G2.B1.S1 Design and deliver data driven problem solving and differentiated instruction.

PD Opportunity 1

Use of baseline assessments to determine individual student gaps and areas of need from previous years' content standards. Once gaps are determined, individualized learning paths will be utilized via instructional technology opportunities such as PLATO and MobyMax and TeenBiz. These programs will be used in addition to teacher intervention and hands on learning opportunities via the Common Core Standards.

Facilitator

Common Core Standards Trainer, Core Connections Trainer Leadership and MTSS Team to review data problem solving

Participants

Teachers of ELA/Reading, MTSS team Content area teachers

Target Dates or Schedule

Baseline assessments will occur weekly for Tier 3 students, bi monthly for Tier 2 students, Quarterly or as needed for Tier 1 students and all students for progress monitoring and intervention.

Evidence of Completion

Progress monitoring results from PLATO, MobyMax, and STAR Reading will show evidence of progress over time. Time on task and learning paths with the technology based programs will provide evidence of interventions. Teacher lesson plans will show evidence of teacher planned interventions and curriculum implementation for student needs.

G2.B1.S2 Implementation of the common core Standards for ELA through ongoing training with teachers and follow up implementation

PD Opportunity 1

Monthly PLC meetings

Facilitator

Grade Level Leaders K-5 and Department Chairperson 6-8

Participants

All faculty teaching mathematics

Target Dates or Schedule

Early Release on Wednesdays, September 2013 - May 2014

Evidence of Completion

Calendar, PLC notes

PD Opportunity 2

Math Solutions Training for Teachers

Facilitator

Participants

Target Dates or Schedule

3 full school day training sessions for each teacher of mathematics first date: October 7 and 9
Middle School first date: October 22, 23, 24, 25 Elementary

Evidence of Completion

Calendar schedule of training dates assigned by district Professional Development, Sign In Sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program
Total	\$0	\$0
	\$0	\$0

Budget Details

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

G1. All teachers of mathematics will implement effective teaching instruction aligned to the Standards for Mathematical Practices. This will have an impact to increase overall math performance, specifically in the area of geometry and measurement.

G1.B1 Previous year baseline knowledge gaps

G1.B1.S1 Design and deliver data driven problem solving and differentiated instruction.

Action Step 1

Use of baseline assessments to determine individual student gaps and areas of need from previous years' content standards. Once gaps are determined, individualized learning paths will be utilized via instructional technology opportunities such as PLATO and MobyMax. These programs will be used in addition to teacher intervention and hands on learning opportunities via the Standards for Mathematical Practice

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2. All teachers of ELA/Reading will implement data driven effective teaching instruction (Art and Science of Teaching) aligned to the Common Core Standards and curriculum timelines. This will have an impact to ensure learning gains in reading for all student

G2.B1 Previous year baseline knowledge gaps

G2.B1.S1 Design and deliver data driven problem solving and differentiated instruction.

Action Step 1

Use of baseline assessments to determine individual student gaps and areas of need from previous years' content standards. Once gaps are determined, individualized learning paths will be utilized via instructional technology opportunities such as PLATO and MobyMax and TeenBiz. These programs will be used in addition to teacher intervention and hands on learning opportunities via the Common Core Standards.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed