



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Martin Luther King, Jr Elementary School

8801 LAKE PLACID DR E

Jacksonville, FL 32208

904-924-3027

<http://www.duvalschools.org/mlking>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 79%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

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

Martin Luther King, Jr Elementary School

Principal

Kimberly Brown

School Advisory Council chair

Collana Sambolah

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

Name	Title
Kimberly Brown	Principal
Georgette Jones	Assistant Principal
Teia Anderson	Math Coach
Marie Williams	Reading Coach
Lauren Apolito	5th Grade Teacher
Deborah Appelman	Kindergarten Teacher
Rishena Hicks	2nd Grade Teacher
Cynthia Robinson	1st Grade Teacher
Amanda Paizs	3rd Grade Teacher
Leslie Royster	4th Grade Teacher

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

School Advisory Council (SAC)

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

Membership of the SAC

Collana Sambolah - SAC Chair; Virginia Baker-Williams - Co-Chair; Patricia Colbert - Secretary; Parent Representative - Shevonica Howell ; Business Partnership Representative - Angie Nixon, Ashley Cabrera- Faculty Representative, Kimberly Brown - Principal

Involvement of the SAC in the development of the SIP

The SAC submits additional strategies and resources to enhance student achievement. The principal reviews data with the SAC team monthly in order to continuously update the school improvement plan based on student needs.

Activities of the SAC for the upcoming school year

The school advisory council will meet on the 3rd Tuesday of every month to discuss data and the progression of the targeted goals of the school improvement plan.

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

School Improvement funds are utilized to provide supplemental materials to the school. After data is reviewed materials are selected based on the needs of the students. Funds are appropriated towards the strategies identified in the school improvement plan.

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:

Kimberly Brown		
Principal	Years as Administrator: 5	Years at Current School: 5
Credentials	BA – Elementary Education, University of North Florida; Master of Education – Educational Leadership, University of North Florida; Certification – State of Florida; School Principal (All Levels) Certification	
Performance Record	<p>Principal of Martin Luther King Jr. Elementary 2012-2013 Overall School Grade D. Reading Proficiency 34%. Math Proficiency 48%. Reading Learning Gains 59%. Math Learning Gains 74%. Reading Lowest 25% 72%. Math Lowest 25% 71%. Assistant Principal/Principal of Martin Luther King Jr. Elementary 2011-2012: Overall School Grade D. Reading Proficiency 35%. Math Proficiency 42%. Reading learning gains 61%. Math learning gains 53%. Reading lowest 25% gains 66%. Math lowest 25% gains 64%.</p> <p>Assistant Principal of Martin Luther King Elementary in 2010-2011: Overall School Grade C. Reading Proficiency 64%. Math Proficiency 71%. Reading learning gains 66%. Math learning gains 64%. Reading lowest 25% gains 57%. Math lowest 25% gains 63%. Black subgroup did not make AYP in Math.</p> <p>2009-2010: Overall School Grade A. Grade Reading Proficiency 58%. Math Proficiency 71%. Math learning gains 76%. Reading learning gains 63%. Lowest 25% gains in reading 66%, in math 84%. AYP 92%. Black and Economically Disadvantage did not make AYP in reading.</p>	

Georgette Jones		
Asst Principal	Years as Administrator: 2	Years at Current School: 1
Credentials	Master’s of Educational Leadership Bachelor Organizational Management 7 years (2006) with district, 2 years Administration	
Performance Record	2012-2013 Jeb Stuart Middle School school grade C Grade 8 80% level three or higher Algebra 35% level three or higher Reading 30% level three or higher Math 25% level three or higher Science 83% level three or higher Writing	

Instructional Coaches

# of instructional coaches	2
# receiving effective rating or higher (not entered because basis is < 10)	

Instructional Coach Information:

Teia Anderson

Full-time / School-based Years as Coach: 3 Years at Current School: 3

Areas Mathematics

Credentials BA- Elementary Education; ESOL Certification; Reading Endorsed

Performance Record

2012-2013 Martin Luther King Jr. (D)
Math Proficiency 48%. Math Gains 74%. Lowest 25% Math Gains 71%

2011 – 2012 Martin Luther King, Jr. (D)
Math proficiency 42%. Math Gains 53%. Lowest 25% math Gains 64%.

2010 – 2011 Martin Luther King, Jr. (C)
Math proficiency 72%. Math Gains 64%. Lowest 25% Math Gains 63%.

2009 – 2010 San Mateo. (Classroom Teacher) (A) Math Proficiency 81%. Math Gains 67%. Lowest 25% Math Gains 79%. Writing Proficiency 84%.

Marie Williams

Full-time / School-based Years as Coach: 1 Years at Current School: 1

Areas Reading/Literacy

Credentials Elementary Education (grades k-6); Prekindergarten/Primary Education (Age 3-Grade 3); Exceptional Student Education/(Grades K-12);Reading Endorsement; Masters Degree

Performance Record

2011-2012 Benchmark Data
88% 65 or above
76% 80 or above
We did not give CRCT in lower grades that year
Spring 2010 CRCT
Percent Meets or Exceeds (Levels 2-3) 86% Reading
Spring 2009 CRCT
Percent Meets or Exceeds (Levels 2-3) 100% Reading
Spring 2008 CRCT
Percent Meets or Exceeds (Levels 2-3) 93% Reading

Classroom Teachers

of classroom teachers

23

receiving effective rating or higher

8, 35%

Highly Qualified Teachers

100%

certified in-field

23, 100%

ESOL endorsed

4, 17%

reading endorsed

1, 4%

with advanced degrees

3, 13%

National Board Certified

0, 0%

first-year teachers

3, 13%

with 1-5 years of experience

8, 35%

with 6-14 years of experience

5, 22%

with 15 or more years of experience

7, 30%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

4

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 Monthly Meetings on Mondays are held with the Mentee, Mentor, Administrator, and PDF. Strategies are provided and assistance with the completion of the MINT program.
2. Bi-weekly Professional Development is held on Wednesdays to support teachers with curriculum mapping, analyzing data, and looking at student work. The Instructional Coaches and Administration work with grade levels in specific content areas.

3. Teacher Mentoring Program assigns a highly qualified mentor to work with a beginning teacher throughout the school year. Mentors support the teachers with classroom management, lesson planning and delivery, and any other areas of need.
4. Teach For America Support Staff visits core members on a weekly basis. Providing specific feedback to classroom observations.

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

Deborah Appelman - Delena Highsmith & Amy Wagner

Mrs. Anderson is a dynamic educator. Her current role is Math Coach. She has successfully taught 3rd, and 4th grade. Mrs. Anderson and Ms. Hite successfully worked together last year. Ms. Hite is a 2nd year teacher. Intensive support with CHAMPs system to assist with classroom management. Provide lesson plan support for diverse learners. Shadowing and observing teachers. Assist with the completion of the MINT Program. Analyze student work to inform instruction. Monthly Mentoring Meetings

Amanda Paizs - Emily Horkan & Kathryn Kirkpatrick

Lauren Apolito - Savannah Fraid & Samantha Valentini

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

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

The School Improvement Plan becomes the guiding document for the work of the school. The MTSS Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The MTSS Leadership Team finalizes the plan.

The MTSS Leadership Team will regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used MTSS/Rtl to inform instruction and made mid-course adjustments as data are analyzed.

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

- Administrators (Kimberly Brown & Georgette Jones): Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS/Rtl; conducts assessment of MTSS/ Rtl skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support MTSS/ Rtl implementation; and communicates with parents regarding school-based MTSS/ Rtl plans and activities.
- Academic Coaches (Anderson, Kohn, and Williams): 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; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

- School Counselor (Cabrera): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.
- General Education Teachers (Grade Level Chairs) : Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.
- Special Education Teacher (Speights & Hutcherson): Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- Foundations Team Chair (Blank): Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.
- Technology Specialist (Appelman): Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and 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 around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? The team will meet weekly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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

The data sources that will be analyzed to determine the needs of the students include: Curriculum Guide Assessments, Diagnostic Assessment of Reading, IOWA Assessment, Florida Continuous Improvement Model Mini-Assessments, Prompt Writing, Behavior Report data from Genesis, and Success Maker Diagnostic reports.

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

In order to support the Multi-Tiered Support System the staff will receive ongoing professional development in order to meet student needs. The school-wide calendar has been pre-populated with dates to ensure consistency of MTSS meetings and opportunities for teachers to receive support from the instructional support team.

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: 10,800

Team Up after school program allows for an additional 60 minutes of instruction. All positions are held by classroom teachers. Students receive additional instruction in reading, math, and science. There is a total of 150 students in K- 5 being served.

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?

Data is collected from the weekly/ bi-weekly mini assessments. Teachers adjust home learning activities based on student data. The home learning activities are reviewed during the after school program.

Who is responsible for monitoring implementation of this strategy?

Lead teacher and administration monitor data of the students attending the program. Data is collected from mini-assessments and curriculum guide assessments.

Literacy Leadership Team (LLT)

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

Name	Title
Kimberly Brown	Principal
Marie Williams	Reading Coach
Gail Brinson	Direct Instruction Coordinator
Leslie Royster	4th Grade Teacher
Ingrid Pitts	4th Grade Teacher
Samantha Valentini	3rd Grade Teacher
April Burch	Kindergarten Teacher
Teia Anderson	Math Coach

How the school-based LLT functions

In support of the district’s reading goals and our school based reading goals, we have established a monthly literacy team data review meeting to assist us in aligning with DCPS Comprehensive K-12 Reading Plan. Team members review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum.

We further meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students.

Major initiatives of the LLT

Our reading proficiency target for this school year is 56%. We will increase our learning gains from 59% to 60%. Our students in the bottom quartile will increase gains from 78% to 79%. The strategies that we will incorporate include: Six Essential Comprehension Strategies, SuccessMaker, Implementing text complexity and closed reading, Direct Instruction in Kindergarten and 1st Grade, Teaching students how to utilize the text to prove answers, Florida Continuous Improvement Model, Team Up, Coaching and modeling support, Million Word Reading Count, and a book study around text complexity and Rigor.

Every Teacher Contributes to Reading Instruction

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

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

At Martin L. King, Jr. Elementary F.A.M.E. Academy, we have two Pre-Kindergarten classes which increase the transitional learning at the school base level. All incoming Kindergarten students are assessed upon entering school to assist in differentiated instruction, as well as intervention strategies and programs. All students are assessed using FLKRS/Echos, Direct Instruction Placement Test, and Curriculum Guide Assessments.

Screening data will be collected and aggregated by October 2013. Data will be used to plan daily instruction for all students; including those who may need intervention beyond core instruction. Teachers will provide differentiated instruction in small groups in order to meet students' needs. Instruction will include modeling, guided practice, and independent practice of all areas identified by screening data. After data are gathered and analyzed, teachers will group students according to their needs. Students will work on the skills that were identified as weaknesses in order to move forward.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and instructional needs.

Incorporate an Adopt a Day-Care program where we invite the owners of local Day Care businesses to participate in hands-on instructional activities. This will bring awareness of Kindergarten expectations.

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%	34%	No	56%
American Indian				
Asian				
Black/African American	49%	34%	No	54%
Hispanic				
White				
English language learners				
Students with disabilities	33%	10%	No	39%
Economically disadvantaged	50%	29%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	23%	41%
Students scoring at or above Achievement Level 4	22	11%	15%

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	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	61	59%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	66	78%	79%

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	12	21%	35%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		15%

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	58%	48%	No	63%
American Indian				
Asian				
Black/African American	57%	48%	No	61%
Hispanic				
White				
English language learners				
Students with disabilities	38%	20%	No	44%
Economically disadvantaged	58%	45%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	32%	45%
Students scoring at or above Achievement Level 4	30	15%	18%

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	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	83	74%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	19	71%	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	15	24%	30%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		15%

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	<i>[data excluded for privacy reasons]</i>		100%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	400	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	36	8%	5%
Students retained, pursuant to s. 1008.25, F.S.	28	6%	3%
Students who are not proficient in reading by third grade	59	71%	56%
Students who receive two or more behavior referrals	46	11%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	66	15%	10%

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

Parental involvement is vital to student achievement. Parent Professional development opportunities will be offered twice a month. We would like 25% of our parents to take part in these offerings. We will hold parent conferences the 1st and 3rd nine weeks and we would like 90% of our parents to attend. at programs where students have the opportunity to highlight their talents is also key. We would like 80% participation from our parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
60% of parents will attend parent conferences	156	35%	60%
50% of parents will participate in professional development opportunities	198	44%	50%
60% parents will attend student presentations	180	40%	60%

Goals Summary

- G1.** Increase rigorous instruction during instructional delivery through the use of purposeful common planning
- G2.** Increase student foundation skills through meaningful response to intervention strategies
- G3.** Increase teacher content knowledge through the use of professional book studies with the support of District and School-based Coaches.
- G4.** Increase student reading comprehension skills and strategies through the use of guided and differentiated instruction in all content areas.

Goals Detail

G1. Increase rigorous instruction during instructional delivery through the use of purposeful common planning

Targets Supported

- Writing
- Science - Elementary School

Resources Available to Support the Goal

- District Coaches
- School-Based Coaches
- Curriculum Guides
- Book Study (Text Complexity; Raising Rigor in Reading)

Targeted Barriers to Achieving the Goal

- Teachers understanding and implementation of the complexity of rigorous instruction.

Plan to Monitor Progress Toward the Goal

Monitor Student assessment data

Person or Persons Responsible

Administration Teachers Instructional Coaches

Target Dates or Schedule:

Bi-weekly

Evidence of Completion:

Increase in student achievement (proficiency levels)

G2. Increase student foundation skills through meaningful response to intervention strategies

Targets Supported

- Writing
- Science - Elementary School

Resources Available to Support the Goal

- District Coaches
- School Based Coaches
- IReady
- DAR
- Reflex
- Direct Instruction

Targeted Barriers to Achieving the Goal

- Students lack of readiness in Early Literacy, Math and Science skills.

Plan to Monitor Progress Toward the Goal

Monitor Curriculum Guide Assessments Vertical Articulation Meetings

Person or Persons Responsible

Teachers Administration DI Building Coordinator Instructional Coaches

Target Dates or Schedule:

Bi-weekly

Evidence of Completion:

Student increase achievement levels

G3. Increase teacher content knowledge through the use of professional book studies with the support of District and School-based Coaches.

Targets Supported

- Writing

Resources Available to Support the Goal

- District Based Coaches in all content areas
- Reading and Math School-based Coaches
- Curriculum Guides
- Common Core Standards - Unpacking Standards
- Item Specifications
- Books (Teaching Student Centered Mathematics; Text Complexity Raising Rigor in Reading; Better Learning through Structured Teaching)

Targeted Barriers to Achieving the Goal

- Novice teachers (lack of content knowledge)

Plan to Monitor Progress Toward the Goal

Curriculum Guide Assessments FCIM Assessments Student and Teacher Data Notebook

Person or Persons Responsible

Administration School-Based Coaches

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Updated Teacher Action Plans Teacher Data Notebook Student Data Notebook Increase in student achievement levels

G4. Increase student reading comprehension skills and strategies through the use of guided and differentiated instruction in all content areas.

Targets Supported

- Writing
- Science - Elementary School

Resources Available to Support the Goal

- District Reading Coaches
- School-Based Coaches
- Professional Learning Community (researched based books and article studies)

Targeted Barriers to Achieving the Goal

- Students reading below grade level expectations
- Students lack of critical thinking skills
- Students exposure to Vocabulary

Plan to Monitor Progress Toward the Goal

Curriculum Guide Assessments FCIM Assessments DAR

Person or Persons Responsible

Administration Teachers School Based Coaches

Target Dates or Schedule:

Weekly (FCIM) Quarterly

Evidence of Completion:

Increased student reading achievement level

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase rigorous instruction during instructional delivery through the use of purposeful common planning

G1.B1 Teachers understanding and implementation of the complexity of rigorous instruction.

G1.B1.S1 Teachers will participate in a book study with instructional coaches and administration during common planning on how to effectively raise rigor in the classroom.

Action Step 1

Teachers will participate in an ongoing book study on raising the rigor in their classrooms

Person or Persons Responsible

School Based Coaches Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Reflections Lesson Plans Teacher Artifacts

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

Administration and Instructional Coaches will monitor student accountable talk and their ability to engage in rigorous questioning

Person or Persons Responsible

Administration School Based Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Student Observations Anecdotal Notes

Plan to Monitor Effectiveness of G1.B1.S1

Instructional Rounding Lesson Plans Classroom Walkthroughs Leadership Meeting

Person or Persons Responsible

Administration Instructional Coaches Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Curriculum Guide Assessments 2014 FCAT 2.0 FCIM Assessments

G1.B1.S2 Teachers will incorporate writing throughout all content areas in order to enhance critical thinking skills

Action Step 1

Teachers will participate in professional development opportunities on how to effectively implement writing across all content areas

Person or Persons Responsible

Teachers School Based Coaches

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Lesson Plans Student Interactive Journals

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

Teachers will participate in professional development opportunities on how to effectively implement writing across all content areas

Person or Persons Responsible

Teachers School Based Coaches

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Common Planning Minutes Lesson Plans Student Interactive Journals

Plan to Monitor Effectiveness of G1.B1.S2

Lesson Plans Informal/Formal Observations Quarterly Data Chats Classroom Walkthroughs

Person or Persons Responsible

Administration School Based Coaches

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Curriculum Guide Assessments FCIM Assessments

G2. Increase student foundation skills through meaningful response to intervention strategies

G2.B1 Students lack of readiness in Early Literacy, Math and Science skills.

G2.B1.S1 All classrooms have an additional allotted time to implement researched based interventions before, after, and during the school day.

Action Step 1

Teachers will provide support to students using research based interventions provided by the district which include: Direct Instruction, IReady, SuccessMaker, Gizmos, and Reflex Math.

Person or Persons Responsible

Teachers School Based Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Prescriptive Data Reports

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

Teachers and Leadership team will progress monitor interventions on a bi-weekly basis utilizing student data

Person or Persons Responsible

Teachers Administration Instructional Coaches DI Building Coordinator

Target Dates or Schedule

Weekly

Evidence of Completion

Student Assessment Reports

Plan to Monitor Effectiveness of G2.B1.S1

Data Chats Formal and Informal Observations Common Planning Time Meetings District Support Feedback Forms

Person or Persons Responsible

Administration Teachers DI Building Coordinator Instructional Coaches

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Curriculum Guide Assessments Data notebooks FCIM Assessments DAR Computer-based Reports

G3. Increase teacher content knowledge through the use of professional book studies with the support of District and School-based Coaches.

G3.B1 Novice teachers (lack of content knowledge)

G3.B1.S1 Teachers will participate in weekly common planning with school and district based coaches on improving teaching pedagogy.

Action Step 1

Teachers participating in ongoing professional development to improve teaching pedagogy

Person or Persons Responsible

School-based Coaches District Coaches Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Common planning agendas Common Planning Minutes Teacher exit tickets Student Work Samples

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

Teachers participate in Professional development to understand how to effectively utilize curriculum guides and standards.

Person or Persons Responsible

Administration School Based Coaches Teachers District Coaches

Target Dates or Schedule

Weekly Leadership Meeting

Evidence of Completion

Common Planning Template Lesson Plans Informal and formal observations Classroom Walkthroughs

Plan to Monitor Effectiveness of G3.B1.S1

Common Planning Time Meetings Informal/Formal Observations Classroom Walkthroughs Quarterly Data Chats

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Coaches Logs Common Planning Template Notes CAST Observations Teacher Data Notebooks

G3.B1.S3 Teachers will participate in book studies that share researched based strategies on how to effectively teach grade appropriate content

Action Step 1

Teachers participate in professional development opportunities through the implementation of school wide book studies

Person or Persons Responsible

School Based Coaches Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Walkthroughs Informal/Formal Observations Teacher Book Study Reflections

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Teachers participate in professional learning communities with a particular piece of text on learning how to effectively teach their content area

Person or Persons Responsible

Administration School Based Coaches Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Informal and Formal Observations Classroom Walkthroughs Lesson Plans Teacher Reflections (exit tickets)

Plan to Monitor Effectiveness of G3.B1.S3

Lesson Plans Informal/Formal Observations Quarterly Data Chats Anecdotal Notes

Person or Persons Responsible

School Based Coaches Teachers Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student work samples Curriculum Guide Assessments FCIM Assessments

G3.B1.S4 Teachers will learn how to effectively unpack standards in order to dig deeper into the curriculum

Action Step 1

Teachers will participate in professional development on how to effectively unpack the standards

Person or Persons Responsible

School Based Coaches District Coaches Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Common Planning Meeting Notes & Agendas Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B1.S4

Teachers will participate in professional development opportunities to understand how to unpack the standards and plan effective lessons

Person or Persons Responsible

Administration School Based Coaches Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Lesson Plans Formal/Informal Observations Common Planning Minutes and Notes

Plan to Monitor Effectiveness of G3.B1.S4

Lesson Plans Classroom Walkthroughs Informal/Formal Observations Quarterly Data Chats

Person or Persons Responsible

Administration Teachers School Based Coaches

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Curriculum Guide Assessments FCIM Assessments Teacher Reflections (exit tickets)

G4. Increase student reading comprehension skills and strategies through the use of guided and differentiated instruction in all content areas.

G4.B1 Students reading below grade level expectations

G4.B1.S1 Professional development, inquiry, and book studies provided by school based coaches and teacher leaders to facilitate training on research-based strategies to help promote student achievement

Action Step 1

Teachers will participate in Professional Learning Communities utilizing a book study on how to effectively teach reading strategies on how to chunk, take marginal notes, and use evidence from text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Common Planning Minutes & Agendas Informal/Formal Observations Student Work Samples

Facilitator:

Administration and Reading Coach

Participants:

Teachers

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

Teachers participate in on going professional development to learn effective reading strategies that support struggling readers

Person or Persons Responsible

Administrators School Based Coaches Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Walkthroughs Informal/Formal Observations Anecdotal Notes Lesson Plans

Plan to Monitor Effectiveness of G4.B1.S1

Lesson Plans Formal/Informal Observations Quarterly Data Chats Common Planning Meeting Minutes

Person or Persons Responsible

Administration Teachers School Based Coaches

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Curriculum Guide Assessments FCIM Assessments

G4.B1.S2 Varying Exceptional Support Facilitation, Teachers, and Co-teachers will work with small groups of students providing them with small chunks of work at a time. They will also provide students multiple opportunities to practice foundation skills by utilizing guided and differentiated instruction.

Action Step 1

Provide multiple opportunities to practice foundation skills daily during guided and differentiated groups.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Formal/Informal Observations Lesson Plans Anecdotal notes from conferencing

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Teachers will provide multiple opportunities to practice foundation skills during daily guided and differentiated groups.

Person or Persons Responsible

Administration Teachers School Based Coaches

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Informa/Formal Observations

Plan to Monitor Effectiveness of G4.B1.S2

Lesson Plans Formal/Informal Observations Quarterly Data Chats Common Planning Minutes

Person or Persons Responsible

Administration School Based Coaches Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Students will increase reading achievement levels

G4.B2 Students lack of critical thinking skills

G4.B2.S1 Teachers will participate in a book study on Better Learning through Structured Teaching (Gradual Release Model)

Action Step 1

Participate in professional development on how to implement the gradual release model in order to enhance student critical thinking skills.

Person or Persons Responsible

Teachers School Based Coaches

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Lesson Plans Student work samples Interactive Journals

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Participate in professional development on how to effectively implement the gradual release model in order to enhance student critical thinking skills.

Person or Persons Responsible

Administration School Based Coaches Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Classroom Walkthroughs Informal/Formal Observations Teacher Reflections (exit tickets)

Plan to Monitor Effectiveness of G4.B2.S1

Lesson Plans Formal/Informal Observations Quarterly Data Chats Common Planning Minutes

Person or Persons Responsible

Teachers School Based Coaches Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Curriculum Guide Assessments FCIM Assessments

G4.B3 Students exposure to Vocabulary

G4.B3.S1 Teachers will read aloud stories throughout all content areas while effectively modeling think alouds in order to expose students to vocabulary

Action Step 1

Teachers will plan and implement daily read alouds in order to expose students to unfamiliar vocabulary utilizing interactive word walls.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Interactive Word Wall Student Work Samples

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Teachers will implement vocabulary strategies throughout daily read alouds in order to enhance student vocabulary skills

Person or Persons Responsible

Administration Instructional Coaches Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Interactive Journals Informal/Formal Observations Classroom Walkthroughs

Plan to Monitor Effectiveness of G4.B3.S1

Lesson Plans Quarterly Data Chats Formal/Informal Observations

Person or Persons Responsible

Administration Teachers School Based Coaches

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Curriculum Guide Assessments FCIM Assessments

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

Services are provided to ensure students receive additional remediation through after-school programs and/or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Superintendent's Summer Academy is funded through this source which extends students learning opportunities.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. Martin L. King Elementary is a designated center for S.T.A.R. Program.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. The District purchased SuccessMaker and GIZMO licenses to integrate with instruction. In addition, professional development for SuccessMaker and GIZMO will be provided.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the Ribault Full Service Program and United Way to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 and Level 2 students, SAI funds will be used to pay for teacher salaries for Saturday School and Part-Time Reading Interventionists. Funds were also given to help supplement the STAR program.

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.

G4. Increase student reading comprehension skills and strategies through the use of guided and differentiated instruction in all content areas.

G4.B1 Students reading below grade level expectations

G4.B1.S1 Professional development, inquiry, and book studies provided by school based coaches and teacher leaders to facilitate training on research-based strategies to help promote student achievement

PD Opportunity 1

Teachers will participate in Professional Learning Communities utilizing a book study on how to effectively teach reading strategies on how to chunk, take marginal notes, and use evidence from text.

Facilitator

Administration and Reading Coach

Participants

Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Common Planning Minutes & Agendas Informal/Formal Observations Student Work Samples

Appendix 2: Budget to Support School Improvement Goals