2013-2014 SCHOOL IMPROVEMENT PLAN

Ventura Elementary School

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Kissimmee, FL 34743
407-344-5040
www.osceola.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	82%

Alternative/ESE Center	Charter School	Minority Rate
No	No	93%

School Grades History

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

SIP Authority and Template

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

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

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

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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
Ventura Elementary School

Principal
Scott Clark

School Advisory Council chair
Holly Plaza

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

Name	Title
Dr. Karen Vislocky	Assistant Principal
Andrea Nelson	MTSS Coordinator / LRS
Holly Plaza	Math/Science Coach
Polly Prather	Literacy Coach
Jacqueline Rivera	ELL / Data
Linda Keesling	LRS / ESE
Beverly Marsh	Guidance Counselor / Testing Coordinator
Theresa Glasscock	School Psychologist

District-Level Information

District
Osceola

Superintendent
Mrs. Melba Luciano

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

School Advisory Council (SAC)

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

Membership of the SAC

SAC Chair: Holly Plaza, Math/Science Coach
SAC Treasurer: Deborah Casey, Art Teacher
SAC Secretary: Vacant
12 other parent members
2 other staff members
Demographics:
67% caucasian, 7% black, 20% hispanic, and 6% other.

Involvement of the SAC in the development of the SIP

The SAC members helped to develop the school improvement plan, were invited to attend meetings in which the SIP was created and discussed. Then the SIP was presented to SAC for them to approve.

Activities of the SAC for the upcoming school year

Monthly meetings. Activities will be planned as needed/able due to lack of funding for this school year. It is hard to predict what we will be able to afford as a SAC at this point. We have monthly meetings to discuss curriculum, approve the PIP, SIP, and parent/teacher compacts.

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

We have $1,286.03 available in current SAC funds. At this time, we have not decided how to use these 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
2

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

Administrator Information:

Scott Clark		
Principal	Years as Administrator: 4	Years at Current School: 1

Credentials	Master's and Bachelor's Degree in Elementary Education; Certification held in Elementary Education and School Principal K-12
Performance Record	12-13: School Grade C, Principal @ Ventura Elementary 11-12: School Grade B, Assistant Principal @ Cypress Elementary 10-11: School Grade A, Met AYP, Assistant Principal @ Cypress Elem. 09-10: School Grade C, Did not meet AYP, Assistant Principal @ Cypress Elem.

Karen Vislocky		
Asst Principal	Years as Administrator: 10	Years at Current School: 0

Credentials	Doctorate and Masters from University of Central Florida Bachelors from Rutgers University Reading Endorsement ESOL Endorsement
Performance Record	2013-present: AP at Ventura Elementary 2009-2013: AP at Westside K8 - grades: B (2010), A (2011), A (2012), B (2013) 2004-2009: AP at Kissimmee Middle C (2004, 2005, 2007, 2008, 2009), B (2006)

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Edna (Polly) Prather		
Full-time / School-based	Years as Coach: 8	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	Bachelor's Degree Elementary Education Master's Degree Reading Education Certifications: Early Childhood K, Elementary (1-6), Reading K-12	
Performance Record	Highly Effective Effective	

Holly Plaza		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics, Science	
Credentials	B.A. Psychology Elementary Education Certification K-6 ESOL Gifted Endorsement M. Ed Leadership expected 12/2013	
Performance Record	Highly effective	

Andrea Nelson		
Full-time / School-based	Years as Coach: 3	Years at Current School: 9

Areas	RtI/MTSS
Credentials	B.S. Elementary Education M. Ed Educational Leadership Elementary Education K-6 ESOL K-12 Educational Leadership K-12
Performance Record	Effective

Jacqueline Rivera		
Full-time / School-based	Years as Coach: 10	Years at Current School: 0

Areas	Data, Other
Credentials	BA in Elementary Education/Primary Certifications: Primary Education (K-3) ESOL endorsement
Performance Record	Effective and Highly Effective

Classroom Teachers

# of classroom teachers
62

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
60, 97%

 # ESOL endorsed
35, 56%

 # reading endorsed
4, 6%

 # with advanced degrees
21, 34%

 # National Board Certified
0, 0%

 # first-year teachers
1, 2%

 # with 1-5 years of experience

21, 34%

 # with 6-14 years of experience

26, 42%

 # with 15 or more years of experience

14, 23%

Education Paraprofessionals

# of paraprofessionals

17

 # Highly Qualified

17, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

Teacher Recruitment and Retention Strategies

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

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

At Ventura Elementary School, we initially depend on the Human Resources Department at our school district office to recruit the applicants for our teaching positions. We also count on word of mouth discussions with our current staff to those seeking employment. We advertise our current teaching positions and selectively choose those to be interviewed. If the candidate is of high quality, the administration then sends an receives an email stating the highly qualified status of the candidate. After these effective teachers are hired, it is the responsibility of the principal and assistant principal to keep them motivated to remain at Ventura Elementary. We build a team attitude that should be contagious and increase the desire of teachers to stay and new candidates to join. During the employees time at Ventura Elementary, we make it an expectation to help the teacher grow and achieve the goals that they set for themselves.

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

During pre-planning, the administration met with the new teachers/staff to Ventura Elementary school in order to make them feel welcome. The teachers/staff were then given the opportunity to meet with their assigned mentor. The assignment of the mentors was based on their area of expertise. An example would be: a fifth grade teacher that is teaching reading was assigned a fifth grade reading teacher and so forth. The mentors will meet regularly with the new teachers/staff to provide support with instructional practices, curriculum, classroom management, and any other procedural things that relate to Ventura Elementary School.

The new teachers/staff will meet with administration at least quarterly to discuss any concerns, needs, or questions about upcoming events.

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

The MTSS/Leadership team meets once a week to look at school-wide data (STAR data - administered 4 times a year for students in Tier 1 and monthly for students in Tier 2) to determine effectiveness of core instruction. Based on the results we determine the need for professional development. We also use this data to regroup students' intervention groups.

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

Literacy Coach - monitoring data and providing ideas for Reading interventions
Math/Science Coach - monitoring data and providing ideas for Math interventions
Administration - monitoring implementation through classroom walk-throughs
ESOL Specialist - monitoring data and providing strategies to use with ELL students
MTSS Coach - monitoring data and implementation of interventions
School Psychologist - monitoring data and providing screenings for students as needed
Guidance Counselor - monitoring EWS and providing behavior interventions,
LRS - monitoring EWS and providing interventions
Speech Pathologist - monitoring data and providing speech/language interventions

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

The team uses classroom walk-throughs, attendance sheets, and data tracking to monitor the fidelity of the school's MTSS and SIP.

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 is accessed using ODMS, TERMS, Renaissance, KIDBIZ, Moby Max, and DataDirector to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, and writing. Behavior is monitored through the number of referrals and attendance through Pinnacle.

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

The team will provide professional development for staff to support their understanding of data-based problem solving. We will also hold an informational night for parents on MTSS/data-based problem solving.

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: Extended Day for All Students

Minutes added to school year: 1,600

Session 1 is October 4-December 16. Session 2 is February 7-April 14th.
1. 2-5 students in the urgent intervention and intervention section of STAR Reading baseline assessment are participating in small group extra assistance with a teacher 2 days a week for 50 minutes for reading. Grade 2 teachers are using Journeys Write-in Readers. Grades 3-5 teachers are using guided reading and Kidbiz.
2. K-1 students in the urgent intervention section of Early Literacy baseline assessment are participating in small group extra assistance with a teacher 2 days a week for 50 minutes for reading. K and 1 teachers are using Journeys Write-in Readers.
3. 4-5 students in the lowest 30% for math only are participating in small group extra assistance with a teacher 2 days a week for 50 minutes. 4-5 teachers are using Do the Math and Moby Math.

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?

STAR Reading and Math will be used for progress monitoring.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal

Literacy Leadership Team (LLT)

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

Name	Title
Jennifer Crider	1st grade teacher
Jennifer Bundy	Kindergarten
Staci Lang	2nd grade teacher
Gwendolyn Darling	3rd grade teacher
Kari Dawson	4th grade teacher
Stacey Ballard	5th grade techer
Polly Prather	Literacy Coach
Karen Vislocky	Assistant Principal

How the school-based LLT functions

The Literacy leadership is meeting twice a month to plan literacy events and to focus on school wide literacy issues based on data and school needs. Every grade level is represented and each LLT

representative provides feedback from their grade level to each meeting. Depending on the areas of concern, different teachers take the lead on topics. An agenda is prepared by the literacy coach prior to each meeting.

Major initiatives of the LLT

This year the literacy council is focusing on three areas: Parental involvement, high-level curriculum implementation and collaborative planning with an emphasis on Common Assessment and Common procedures during the 90 minute block.

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

This is the first year in which Ventura Elementary School is hosting two half-day VPK classes. As the year, continues, the leadership and school staff will include and invite students and families from these classes to participate in our school-wide events. We also will be sure to include those families in our Kindergarten Round-up that occurs in the Spring to introduce them to our Kindergarten Programs.

Expected Improvements

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	53%	45%	No	58%
American Indian				
Asian				
Black/African American	41%	42%	Yes	47%
Hispanic	53%	43%	No	58%
White	48%	52%	Yes	54%
English language learners	41%	27%	No	47%
Students with disabilities	31%	27%	No	38%
Economically disadvantaged	49%	43%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	20%	28%
Students scoring at or above Achievement Level 4	107	23%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	269	58%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	40	56%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)		51%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		27%	47%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		52%	59%

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	74	58%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

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	53%	51%	No	58%
American Indian				
Asian				
Black/African American	44%	50%	Yes	50%
Hispanic	54%	49%	No	59%
White	48%	60%	Yes	54%
English language learners	48%	43%	No	53%
Students with disabilities	25%	19%	No	33%
Economically disadvantaged	49%	49%	Yes	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	23%	28%
Students scoring at or above Achievement Level 4	116	26%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	184	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		70%	70%

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	43	27%	32%
Students scoring at or above Achievement Level 4	22	14%	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			

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		8
Participation in STEM-related experiences provided for students	35	4%	8%

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	59	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	83	8%	4%
Students who are not proficient in reading by third grade	94	55%	42%
Students who receive two or more behavior referrals	40	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	39	4%	3%

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

Our parent involvement targets are to have programs and activities that teach parents how to help their children at home, as appropriate, including but not limited to, other federal programs.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
SAC and PTO meetings (10 per school year)	10	2%	5%
Annual Parent Meeting (2 times offered)	31	3%	6%
All Pro Dad Breakfast (monthly meetings) (figures given are attendance per each meeting-not cumulative)	38	4%	8%
iMom breakfast (#/% based on how many attend each meeting- 10 monthly meetings)	49	5%	10%
FCAT Information Nights for Parents - Grades 3-5	135	14%	28%
		%	%

Goals Summary

G1.   Increase student engagement through collaborative structures.

G2.   All teachers will implement effective instruction aligned to the common core state standards(Grades K-5) and the next generation sunshine state standards in (Grades 3-5).

Goals Detail

G1. Increase student engagement through collaborative structures.

Targets Supported

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

- Writing

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

- Science - Elementary School

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. All teachers will implement effective instruction aligned to the common core state standards(Grades K-5) and the next generation sunshine state standards in (Grades 3-5).

Targets Supported

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

- Writing

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

- Science - Elementary School

Resources Available to Support the Goal

- Instructional Coaches...... Literacy coach, Learning Resource Specialist, & ESOL Compliance Specialist

- Supporting Programs: Achieve 3000 (Non-fiction leveled computer based program), Reading Renaissance, Journeys Reading series

- Reading Buddies

- Guided Reading Library..... with the addition of the Appendix B books supporting the Common Core State Standards

Targeted Barriers to Achieving the Goal

- Data Analysis skills of staff

- Content knowledge of the teachers in relation to Common Core State Standards and the Next Generation Sunshine State Standards

Plan to Monitor Progress Toward the Goal

Data Chats with Teachers (Assessment Data, CWT, Grades, STAR)

Person or Persons Responsible
Administration and Teachers

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Data Tracker reflecting student data

Action Plan for Improvement

Problem Solving Key

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

G2. All teachers will implement effective instruction aligned to the common core state standards(Grades K-5) and the next generation sunshine state standards in (Grades 3-5).

G2.B1 Data Analysis skills of staff

G2.B1.S1 Develop a user friendly data tracker

Action Step 1

Develop a data tracker that is accessible to all teachers and staff in order to monitor student progress as well as the successes or failures of differentiation.

Person or Persons Responsible

The School Leadership Team..... Data Coach

Target Dates or Schedule

Early Fall

Evidence of Completion

Actual file of the data tracker with student data provided by the teachers and staff. Multiple data points from the year will be inputted.

Facilitator:

Dr. Akes and our school coaches

Participants:

Teachers and staff

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

The data tracker will be reviewed weekly

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Weekly Meetings

Evidence of Completion

Located on the Leadership Agenda

Plan to Monitor Effectiveness of G2.B1.S1

Is the data scores improving

Person or Persons Responsible

The Teachers and Leadership Team

Target Dates or Schedule

Bi-Monthly PLC Meetings

Evidence of Completion

Actual data tracker sheets and PLC minutes

G2.B1.S2 Provide professional development on data analysis

Action Step 1

Provide professional development looking at content area data.

Person or Persons Responsible

Leadership Team Coaches

Target Dates or Schedule

Systematically throughout the school year

Evidence of Completion

Professional development calendar

Facilitator:

Coaches

Participants:

Teachers and Staff

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

Tracking of professional development in regards to data analysis

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Professional development calendar and PLC notes

Plan to Monitor Effectiveness of G2.B1.S2

Differentiation of instruction in relation to the data collected

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Data Tracker information and CWT

G2.B2 Content knowledge of the teachers in relation to Common Core State Standards and the Next Generation Sunshine State Standards

G2.B2.S1 Provide professional development in relation to basic content knowledge of Next Generation Sunshine State Standards and the Common Core State Standards.

Action Step 1

Professional Development in which the teachers were presented the Next Generation Sunshine State Standards and the Common Core State Standards.

Person or Persons Responsible

Literacy Coach & Math Science Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Sign-in Sheets, Teachers provided copies of the standards.

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

Classroom Observations & Walk-throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

September .... on going. Weekly

Evidence of Completion

Classroom Observation & Walk-through data

Plan to Monitor Effectiveness of G2.B2.S1

STAR Renaissance Data , FCIM

Person or Persons Responsible

School Leadership Team

Target Dates or Schedule

FCIM Bi-Weekly / Quarterly

Evidence of Completion

Renaissance Reports, Data Tracker, FCIM Tracker

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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

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

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

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. All teachers will implement effective instruction aligned to the common core state standards(Grades K-5) and the next generation sunshine state standards in (Grades 3-5).

G2.B1 Data Analysis skills of staff

G2.B1.S1 Develop a user friendly data tracker

PD Opportunity 1

Develop a data tracker that is accessible to all teachers and staff in order to monitor student progress as well as the successes or failures of differentiation.

Facilitator

Dr. Akes and our school coaches

Participants

Teachers and staff

Target Dates or Schedule

Early Fall

Evidence of Completion

Actual file of the data tracker with student data provided by the teachers and staff. Multiple data points from the year will be inputted.

G2.B1.S2 Provide professional development on data analysis

PD Opportunity 1

Provide professional development looking at content area data.

Facilitator

Coaches

Participants

Teachers and Staff

Target Dates or Schedule

Systematically throughout the school year

Evidence of Completion

Professional development calendar

Appendix 2: Budget to Support School Improvement Goals