



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Grand Ridge School
6925 FLORIDA ST
Grand Ridge, FL 32442
850-482-9835
<http://grs.jcsb.org>

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
69%

Alternative/ESE Center
No

Charter School
No

Minority Rate
25%

School Grades History

2013-14
C

2012-13
B

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

Grand Ridge School

Principal

Laura Cullifer

School Advisory Council chair

Anna Scott

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

Name	Title
Brian Tice	Assistant Principal
Tim Baggett	Teacher
Lorie Nable	Teacher
Melissa Harrell	Paraprofessional/ Parent
Missy Tye	Parent
Judy Weeks	Parent
Karen Parrish	Parent
Amanda McMillan	Parent
John McMillian	Parent
Doug Thompson	Parent

District-Level Information

District

Jackson

Superintendent

Mr. Steve R Benton, Sr

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

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

Membership of the SAC

The School Advisory Council consist of the administration of Grand Ridge School teachers, staff and parents of middle and elementary school students.

Involvement of the SAC in the development of the SIP

The SAC is involved in the approval of the plan as well as the preparation and evaluation. The SAC also assists the administration with the annual school budget that is associated with the School Improvement Plan.

Activities of the SAC for the upcoming school year

The activities of the School Advisory Council for the 2013-2014 school year are to increase parent involvement through school activities, give updates on school assessment progress, how to distribute funds and award money and meet for any other educational proposes as necessary.

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

The projected use of the 2013-2014 school improvement funds are as follows: 8968.99 is allocated for before and after school remediation for grades K-8. Title 1 funds were used to purchase Nikki folders and planners for students.

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:

Laura Cullifer

Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

University of West Florida
 Master of Education
 Educational Leadership
 2003
 Troy University
 Master of Science
 Counseling and Psychology
 2008
 Florida State University
 Bachelor of Science
 Mathematics Education
 1995
 Certified in Guidance and Counseling, Middle Grades
 Mathematics, Middle Grades Science , Ed. Leadership

Performance Record

Marianna Middle School 2012-2013: Grade B: Reading Mastery: 63%, Math Mastery:59%, Science Mastery 61%; Writing Mastery: 53%
 Marianna Middle School 2011-2012: Grade A- Reading Mastery: 64%, Math Mastery:62%, Science Mastery 64%; Writing Mastery: 69%
 Marianna Middle School 2010-2011: Grade A- Reading Mastery: 73%, Math Mastery:75%, Science Mastery 51%; Writing Mastery: 82%
 Marianna Middle School 2009-2010: Grade B- Reading Mastery: 69%, Math Mastery:69%, Science Mastery 50%; Writing Mastery: 82%
 Marianna Middle School 2008-2009: Grade A- Reading Mastery: 74%, Math Mastery:75%, Science Mastery 53%; Writing Mastery: 92%

Cathi Braxton

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

44

receiving effective rating or higher

44, 100%

Highly Qualified Teachers

95%

certified in-field

42, 95%

ESOL endorsed

10, 23%

reading endorsed

11, 25%

with advanced degrees

11, 25%

National Board Certified

1, 2%

first-year teachers

1, 2%

with 1-5 years of experience

11, 25%

with 6-14 years of experience

16, 36%

with 15 or more years of experience

17, 39%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

8, 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

The person responsible for recruiting staff is the Principal. Strategies used to recruit highly qualified teachers are as follows; Principal ensures that applicants meet the requirements outlined by the state with reference to highly qualified teachers, all beginning teachers are placed with full time mentors for observations and evaluations. The Principal ensures that research based professional development and pedagogy is used to enhance all teachers professional practices.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers will be paired with experienced teachers; pairings will be based on current teaching assignments; activities will include but not limited to classroom observations, lesson planning meetings, lesson breakdowns, checklists designated by the district and providing instructional support as needed. Holly Park is a veteran elementary teacher who will be mentoring Sarah Bien for the 2013-2014 school year. Mrs. Bien is currently co-teaching with Mrs. Park in the fourth grade.

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

Using data measured from formative, progressive, diagnostic and summative assessments the school makes meaningful decisions to assist students with a continuum of educational needs. As deficiencies are noted the SIP team discusses these issues with the SAC where recommendations for changes can be made.

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

Principal Laura Cullifer- Functions as the instructional leader; provides a common vision for the use of data based decision making, ensures the team is implementing RTI; ensures implementation of intervention and support and documentation, ensure professional development activities to support RTI implementation and communicate with parents regarding the schoolbased RTI plans and activities.
 RTI Team Leader Jenny Bryan- Participates in the collection and analysis of data; provides services and expertise on issues ranging from programs to assessment and intervention based on individual student needs; directs activities of the team.
 Record Keeper Barbara Melvin- Participates in the collection and analysis of data; documents and completes all paperwork required in meetings; serves as the time keeper.

Data Coach/ Technology Specialist Brian Tice- Provides expertise and technology necessary to manage and display data; provides professional and technical support to teachers and staff regarding data management and display.

Content Specialist Laura Carrasquilla-Provides guidance and technical assistance to teachers; regarding data based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; assists with materials and interventions.

Behavior Specialist Anna Scott- Assists in student data collection, provides assistance in identifying function of appropriate behavior and designing behavior plans when necessary. The Behavior Specialist may also assist in training the interventionist on behavioral strategies when necessary.

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

RTI training, LEP and 504 training which include a strong focus on the lower quartile students. This is conducted at the beginning of the year for all teachers. There are weekly grade level meetings to discuss data on student progress or problems. Students learning needs are identified and addressed.

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

Focus, Performance Matters, Fair and Think Lnk data is used to monitor all areas.

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

The RTI members meet with the SACS members at faculty meetings and scheduled yearly meetings. Data driven information is discussed and discriminated among all members. The data is then forwarded to teachers for upcoming weekly meetings.

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:**

Struggling students and the lowest 25% will be given the opportunity to participate in before and after school remediation. Morning remediation will occur in the elementary and computer labs while afternoon remediation will take place in the classroom with core teachers instructing in basic skills and concepts that are needed for mastery of standards.

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 will be collected through computer programs such as Lexia, FCAT Explorer and Think Through Math. Classroom data will be collected through the use of assessments, teacher created checklist and ThinkLink tests as well as state assessment scores.

Who is responsible for monitoring implementation of this strategy?

The School Literacy Team and administration will be responsible for monitoring these strategies as well as desegregating data to see which students are progressing as a result of the extra small group instruction time.

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

Name	Title
Laura Cullifer	Principal
Anna Scott	Teacher
Ashley Pelt	Teacher
Hannah Jones	Teacher
Linda Long	Teacher
Tim Baggett	Teacher

How the school-based LLT functions

The literacy team meets quarterly to look at ThinkLink and FAIR data results which leads to recommendations for improvement in reading instruction. The LLT will identify barriers and major initiatives. The team will identify which students are struggling and recommend strategies for teachers that will be used in the subjects.

Major initiatives of the LLT

The major initiatives of the LLT team this school year is to analyze reading data that will assist teachers in making instructional decisions for school wide reading improvement. The Team will help teachers incorporate common core standards into all classes. The literacy team will also identify students who are meeting benchmarks and those at risk for not meeting standards. The team will also identify common

barriers to students success and aide in helping teachers develop strategies that will help struggling learners. The goal is to increase reading scores for the 2013-2014 school year and ensure that every student is making adequate progress.

Every Teacher Contributes to Reading Instruction

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

Grand Ridge School ensures that all teachers contribute to the reading improvement of every student through cross curriculum instruction using commom core strategies. Differentiated Instruction is used during all cross curricular instruction to meet students individual learning needs. Common core strategies are being implemented so that reading is an integral part of all subject areas. Reading strategies will be taught in all content area classes. Administration will complete regular walkthroughs in classrooms to make sure reading strategies are being taught.

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

Strategies that will be used to help assist preschool children in transition are; PreKindergarten staff and parents will meet to plan transition activites, materials will be provided to parents related to Kindergarten, staff will conduct meetings with parents as well as an end of year conference.

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

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

Sneads High School guidance department meets with eighth grade students near the end of the school year to discuss scheduling options as well as courses that will be needed in order to graduate. Students are given forms to take home and discuss which helps in planning their freshmen year. Parents are given information so that they are aware which classes their child will need in order to graduate.

Strategies for improving student readiness for the public postsecondary level

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	65%	55%	No	69%
American Indian				
Asian				
Black/African American	48%	34%	No	54%
Hispanic	31%	47%	Yes	38%
White	70%	62%	No	73%
English language learners				
Students with disabilities	41%	33%	No	47%
Economically disadvantaged	60%	51%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	140	31%	33%
Students scoring at or above Achievement Level 4	114	25%	27%

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>		
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)	207	48%	50%
Students in lowest 25% making learning gains (FCAT 2.0)	41	65%	67%

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)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

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	75	65%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		

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	65%	56%	No	69%
American Indian				
Asian				
Black/African American	42%	36%	No	48%
Hispanic	52%	47%	No	57%
White	71%	65%	No	74%
English language learners				
Students with disabilities	48%	37%	No	54%
Economically disadvantaged	58%	52%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	156	34%	36%
Students scoring at or above Achievement Level 4	104	23%	25%

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>		
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	202	48%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	27	48%	50%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	22	100%	100%
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	50%	
Students scoring at or above Achievement Level 4	11	50%	

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	12	32%	34%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		21%

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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	31%	33%
Students scoring at or above Achievement Level 4	28	24%	26%

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>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

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	63	26%	24%
Students retained, pursuant to s. 1008.25, F.S.	44	18%	16%
Students who are not proficient in reading by third grade	42	17%	15%
Students who receive two or more behavior referrals	44	18%	16%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	6%	4%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	78	22%	20%
Students who fail a mathematics course	36	10%	8%
Students who fail an English Language Arts course	10	3%	1%
Students who fail two or more courses in any subject	25	7%	5%
Students who receive two or more behavior referrals	102	29%	27%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	71	20%	18%

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 targets for Grand Ridge School are as follows; opportunities will be provided for parents to participate in school activities during the day, school wide parent night (3 times a year), the school website will provide links for parent activities as well as important school information, monthly newsletters will be sent home by students which will provide information on school events as well as important district events,

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parental Involvement	220	35%	45%

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

Additional targets will be to decrease the number of student absences. School staff will increase communication with parents to check on attendance issues.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Decrease student absences (141 students missed 18 or more instructional days for the 12-13 school year)	141	24%	22%

Goals Summary

- G1.** In 2013, 30% of students in grades 3-8 scored a level 3 on the reading portion of the FCAT. We hope to move fluent level twos to level three bringing our percentage from 30% to 32% for the 2013-14 school year.
- G2.** In 2012, 31% of students in grade 3-8 scored a level 3 on the FCAT math assessment. In 2013 we hope to increase our percentages from 31% to 33%.
- G3.** In 2013, the percentage of 5th and 8th grade students who scored a level 3 on FCAT science was 31%. We hope to improve this number by bringing our percentage up to 33% for the 13-14 assessment.
- G4.** In 2013 46% of fourth grade students scored a level 3.5 on the writing assessment of the FCAT. We hope to increase this number to 50% on the 2014 writing assessment.

Goals Detail

G1. In 2013, 30% of students in grades 3-8 scored a level 3 on the reading portion of the FCAT. We hope to move fluent level twos to level three bringing our percentage from 30% to 32% for the 2013-14 school year.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- Computer labs that support STAR and FAIR assessments along with its data. Cross curricular instruction that ties reading into all other subjects and assesses the importance of reading across all subject areas. LEXIA computer will still be used for struggling readers.

Targeted Barriers to Achieving the Goal

- Lack of differentiated instruction and application of reading in other subject areas.
- Lack of vocabulary knowledge and skills

Plan to Monitor Progress Toward the Goal

All reading assessments being used for reading improvement will be monitored as well as individual student grades.

Person or Persons Responsible

Administration and the School Based Literacy Team

Target Dates or Schedule:

Every 9 weeks, Grade Level Meetings, End of Year

Evidence of Completion:

classroom observations, FCAT scores

G2. In 2012, 31% of students in grade 3-8 scored a level 3 on the FCAT math assessment. In 2013 we hope to increase our percentages from 31% to 33%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal

- Math consultant, Think Through Math computer program, before and after school remediation, daily remediation

Targeted Barriers to Achieving the Goal

- Students have difficulty with their basic math facts such as addition, subtraction, multiplication and division.
- Online Testing has proven difficulty for students.

Plan to Monitor Progress Toward the Goal

Data from ThinkLink, Think through Math, student grades and FCAT Assessment

Person or Persons Responsible

Administration and Math Teachers

Target Dates or Schedule:

Every 9 weeks, End of year data

Evidence of Completion:

ThinkLink data, FCAT, Class assessments, lesson plans, observations

G3. In 2013, the percentage of 5th and 8th grade students who scored a level 3 on FCAT science was 31%. We hope to improve this number by bringing our percentage up to 33% for the 13-14 assessment.

Targets Supported

- Science
- Science - Elementary School
- Science - Middle School

Resources Available to Support the Goal

- Middle School Labs, ThinkLink Assessments, Discovery Education

Targeted Barriers to Achieving the Goal

- Student's background knowledge

Plan to Monitor Progress Toward the Goal

Science skills mastery- more skills in science fundamentals

Person or Persons Responsible

Administration, Science teachers

Target Dates or Schedule:

Every 9 weeks, Grade Level Meetings

Evidence of Completion:

checklists, observations

G4. In 2013 46% of fourth grade students scored a level 3.5 on the writing assessment of the FCAT. We hope to increase this number to 50% on the 2014 writing assessment.

Targets Supported

- Writing

Resources Available to Support the Goal

- JC Writes, Wonders Reading Program which incorporates writing within the program

Targeted Barriers to Achieving the Goal

- Lack of grade level writing skills

Plan to Monitor Progress Toward the Goal

Data from state assessments, JC Writes, grades

Person or Persons Responsible

Classroom Teachers, Administration

Target Dates or Schedule:

Every 9 weeks, Grade Level Meetings

Evidence of Completion:

Checklists, Classroom Observations

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. In 2013, 30% of students in grades 3-8 scored a level 3 on the reading portion of the FCAT. We hope to move fluent level twos to level three bringing our percentage from 30% to 32% for the 2013-14 school year.

G1.B1 Lack of differentiated instruction and application of reading in other subject areas.

G1.B1.S1 Reading strategies will be implemented in all subjects.

Action Step 1

Reading strategies will be implemented in all core curriculums in order to increase reading skills.

Person or Persons Responsible

All Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, observations

Facilitator:

District Consultants, District Wide Reading Coaches

Participants:

All Classroom Teachers

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

Reading applications will be used in all subjects to increase skills in all grades. Teachers will implement common core standards in classrooms.

Person or Persons Responsible

Administration and the School Literacy Team.

Target Dates or Schedule

Monthly, End of the 9 weeks

Evidence of Completion

Lesson plans, Observations

Plan to Monitor Effectiveness of G1.B1.S1

Teachers will integrate common core standards and reading skills will be taught in all classes.

Person or Persons Responsible

Administration and School Literacy team

Target Dates or Schedule

Weekly, End of every 9 weeks

Evidence of Completion

lesson plans, checklists, observations

G1.B2 Lack of vocabulary knowledge and skills

G1.B2.S1 Teachers will develop strategies to teach vocabulary explicitly

Action Step 1

Explicit teaching of vocabulary; use of a wide variety of rich text

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, Student work samples, Observations

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

Explicit teaching of vocabulary

Person or Persons Responsible

Administration and Classroom Teacher

Target Dates or Schedule

Weekly, Every 9 weeks, FCAT, ThinkLink

Evidence of Completion

Student work samples, grades, lesson plans, assessments

Plan to Monitor Effectiveness of G1.B2.S1

Explicit teaching of vocabulary in all core classes

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

Weekly, After ThinkLink Testing, Grade Level Meetings

Evidence of Completion

Lesson Plans, Observations, Teacher assessments

G2. In 2012, 31% of students in grade 3-8 scored a level 3 on the FCAT math assessment. In 2013 we hope to increase our percentages from 31% to 33%.

G2.B1 Students have difficulty with their basic math facts such as addition, subtraction, multiplication and division.

G2.B1.S1 Students will be provided ample time to practice basic skills; different strategies will be used when teaching that address many different learning styles; Math teachers will work with district consults to implement common core standards; Students will practice online testing when taking ThinkLink assessments.

Action Step 1

Lab times available for Think through Math; Weekly math fluency checks, Differentiate math instruction to reach diverse learners

Person or Persons Responsible

Administration and Math teachers.

Target Dates or Schedule

Every 9 Weeks, Grade Level Meetings

Evidence of Completion

ThinkLink, FCAT, lesson plans, informal classroom observations

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

Student grades and informal assessments; Online Assessments

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Every 9 weeks

Evidence of Completion

Teacher created tests, FCAT, Think Link, student grades, lesson plans, observations

Plan to Monitor Effectiveness of G2.B1.S1

Data will be reviewed from Think through math and ThinkLink assessments as well as classroom assessments (formal and informal) during grade level meetings.

Person or Persons Responsible

Administration and math teachers.

Target Dates or Schedule

Every 9 weeks, grade level meetings

Evidence of Completion

ThinkLink and FCAT data, informal/ formal class assessments, lesson plans, classroom observations.

G2.B2 Online Testing has proven difficulty for students.

G2.B2.S1 Students will use computer labs to familiarize themselves with different computer functions. Students will take ThinkLink assessments online in preparation for state assessments.

Action Step 1

Discovery Education Assessment

Person or Persons Responsible

All math teachers

Target Dates or Schedule

3 times per year

Evidence of Completion

DEA results

Action Step 2

Students will have scheduled lab times weekly.(elementary and middle school). Students will use computer programs FCAT explorer and Think Through Math to help familiarize them with computers. Students will also take the Discovery Education Assessment (ThinkLink) three times before the state assessment to prepare them for online testing.

Person or Persons Responsible

Administration and Classroom teachers

Target Dates or Schedule

Weekly, ThinkLink three times per year

Evidence of Completion

Observations, schedules, Testing results

Facilitator:

Administration

Participants:

All math teachers

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

FCAT Explorer, Think through Math, Lexia data

Person or Persons Responsible

Administration and Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

observations, data from online computer programs

Plan to Monitor Effectiveness of G2.B2.S1

Data from FCAT Explorer, Lexia

Person or Persons Responsible

Administration and Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

observations, data

G3. In 2013, the percentage of 5th and 8th grade students who scored a level 3 on FCAT science was 31%. We hope to improve this number by bringing our percentage up to 33% for the 13-14 assessment.

G3.B1 Student's background knowledge

G3.B1.S1 Incorporate common core requirements at all levels so that tested grades will have better science foundation

Action Step 1

Science will be integrated in all grades through common core

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Teachers will implement these strategies on a daily basis

Evidence of Completion

Assessments (informal and formal), Lesson Plans, Observations

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

ThinkLink assessments, student grades, FCAT scores

Person or Persons Responsible

Administration and Science Teachers

Target Dates or Schedule

Every 9 weeks, Grade Level Meetings

Evidence of Completion

Checklists, informal classroom observations

Plan to Monitor Effectiveness of G3.B1.S1

Individual student data, grades

Person or Persons Responsible

Administration, Science teacher

Target Dates or Schedule

Every 9 weeks, Grade Level Meetings

Evidence of Completion

classroom assessments (formal and informal), state assessments, observations

G4. In 2013 46% of fourth grade students scored a level 3.5 on the writing assessment of the FCAT. We hope to increase this number to 50% on the 2014 writing assessment.

G4.B1 Lack of grade level writing skills

G4.B1.S1 Students will be given rubrics so they are aware what is expected in their writing, teachers will work one on one with struggling writers to increase proficiency, students will be given writing assignments weekly to increase their skills.

Action Step 1

Students will write using rubrics as a guide, teachers will work closely with struggling writers to increase spelling and use of grammar.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily, Weekly

Evidence of Completion

Student writing samples, FCAT Writes scores, JC Writes, Informal Classroom Observations, lesson plans

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

JC Writes, Rubrics, Student grades and Work samples

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

Every 9 Weeks, 2014 Writing Scores

Evidence of Completion

Grades, JC Writes documentation, FCAT Writing scores, informal classroom observations, lesson plans

Plan to Monitor Effectiveness of G4.B1.S1

JC Writes, FCAT Assessment, Classroom Assessments

Person or Persons Responsible

Classroom Teachers, Administration

Target Dates or Schedule

Every 9 Weeks, 2014 FCAT Writing scores

Evidence of Completion

Grades, Informal classroom observations, Teacher Checklists

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 - Title 1 funds are being used to supplement math and reading programs in the schools lab. The tutoring programs used to assist lower quartile students is being supplemented by Title 1 funds for classroom aids.

Supplemental Academic Instruction (SAI)- Supplemental Academic Instruction is being provided to assist students who are not meeting grade level standards. These students are provided a full time aid for in school intensive instruction.

Violence prevention program- The school introduces the students to anti bullying instruction throughout the year. Banners are posted throughout the school along with instruction in the classroom. Students are rewarded for appropriate behavior.

Head Start- Our pre-school students are here on vouchers as needed. This is to help prepare the young children in our community so they might be successful when they enter kindergarten.

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. In 2013, 30% of students in grades 3-8 scored a level 3 on the reading portion of the FCAT. We hope to move fluent level twos to level three bringing our percentage from 30% to 32% for the 2013-14 school year.

G1.B1 Lack of differentiated instruction and application of reading in other subject areas.

G1.B1.S1 Reading strategies will be implemented in all subjects.

PD Opportunity 1

Reading strategies will be implemented in all core curriculums in order to increase reading skills.

Facilitator

District Consultants, District Wide Reading Coaches

Participants

All Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, observations

G2. In 2012, 31% of students in grade 3-8 scored a level 3 on the FCAT math assessment. In 2013 we hope to increase our percentages from 31% to 33%.

G2.B2 Online Testing has proven difficulty for students.

G2.B2.S1 Students will use computer labs to familiarize themselves with different computer functions. Students will take ThinkLink assessments online in preparation for state assessments.

PD Opportunity 1

Students will have scheduled lab times weekly.(elementary and middle school). Students will use computer programs FCAT explorer and Think Through Math to help familiarize them with computers. Students will also take the Discovery Education Assessment (ThinkLink) three times before the state assessment to prepare them for online testing.

Facilitator

Administration

Participants

All math teachers

Target Dates or Schedule

Weekly, ThinkLink three times per year

Evidence of Completion

Observations, schedules, Testing results

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	In 2012, 31% of students in grade 3-8 scored a level 3 on the FCAT math assessment. In 2013 we hope to increase our percentages from 31% to 33%.	\$3,100
Total		\$3,100

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Technology	Total
General Funds	\$0	\$0	\$0
Title 1A	\$0	\$3,100	\$3,100
Total	\$0	\$3,100	\$3,100

Budget Details

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

G1. In 2013, 30% of students in grades 3-8 scored a level 3 on the reading portion of the FCAT. We hope to move fluent level twos to level three bringing our percentage from 30% to 32% for the 2013-14 school year.

G1.B1 Lack of differentiated instruction and application of reading in other subject areas.

G1.B1.S1 Reading strategies will be implemented in all subjects.

Action Step 1

Reading strategies will be implemented in all core curriculums in order to increase reading skills.

Resource Type

Professional Development

Resource

District Consultants

Funding Source

General Funds

Amount Needed

G2. In 2012, 31% of students in grade 3-8 scored a level 3 on the FCAT math assessment. In 2013 we hope to increase our percentages from 31% to 33%.

G2.B2 Online Testing has proven difficulty for students.

G2.B2.S1 Students will use computer labs to familiarize themselves with different computer functions. Students will take ThinkLink assessments online in preparation for state assessments.

Action Step 2

Students will have scheduled lab times weekly.(elementary and middle school). Students will use computer programs FCAT explorer and Think Through Math to help familiarize them with computers. Students will also take the Discovery Education Assessment (ThinkLink) three times before the state assessment to prepare them for online testing.

Resource Type

Technology

Resource

District Consultants, District Wide Reading Coaches

Funding Source

Title 1A

Amount Needed

\$3,100