2013-2014 SCHOOL IMPROVEMENT PLAN

Rutledge H. Pearson Elementary School

4346 ROANOKE BLVD
Jacksonville, FL 32208
904-924-3077
http://www.duvalschools.org/rhpearson

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	78%

Alternative/ESE Center	Charter School	Minority Rate
No	No	96%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	A	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
Rutledge H. Pearson Elementary School

Principal
Deborah Crotty W

School Advisory Council chair
Natasha Burks

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

Name	Title
Latonya Smith	Pre-Kindergarten Teacher
Debra Young	Kindergarten Teacher
Jennifer Butler	First Grade Teacher
Brittany Konik	Second Grade Teacher
Michelle Cornwell	Third Grade Teacher
Tiffany Johns	Fourth Grade Teacher
Rachel Ackley	Fifth Grade Teacher
Patty Pasciuto	VE Resource Te4acher
Toyetta Nealey	DTU Representative
Deborah Crotty	Principal

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

Deborah Crotty - Principal
Kahahala Stamper - Teacher
Ms. Broadnax - Community/Business Leader
Mrs. Johnson - Support
Mr. Marshall - Community/Business Leader
Ms. Gelsey - Parent

Ms. Burks - Parent - Chairperson
Ms. Lovett - Parent - Secretary
Mr. Harvey - Parent - Co-Chairperson

Involvement of the SAC in the development of the SIP

Monthly SAC meetings and surveys will be given for feedback. Monthly newsletters will provide the results of these surveys and opportunities for comments.
SAC committee members participated in the development of the SIP within the months of August and September. They also give input as to which area of funds are to be utilized. This committee will be given input at quarterly reviews to assure that the SIP is being implemented correctly.
All parents are invited to participate in the development, implementation and evaluation of the SIP. Parents that participate are asked to sign in at each meeting. Suggestions from everyone are acknowledged, discussed, and then addressed at these meetings.
All meetings notes and sign in sheets will be placed in Title Audit Box as documentation.

Activities of the SAC for the upcoming school year

SAC-Activities listed that provide parental involvement, including dinner for academic events: Nov. 14th Reading Night, Science Family night January 30th, Technology March 13th

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

Daily Planners for every student - $1,193.01

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
1

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

Administrator Information:

Deborah Crotty W		
Principal	Years as Administrator: 7	Years at Current School: 7
Credentials	BA-Elementary Education/Early Childhood/Gifted Endorsement - UNF Master of ARts in Ed Leadership - UNF	
Performance Record	2012-13: Reading Mastery 45%, Math Mastery 50%, Science, 43% 2011-2012: Grade A, Reading Mastery 34%, Math Mastery 55%, Science Mastery 44% 2010-2011: Grade A, Reading Mastery 68%, Math Mastery 79%, Science Mastery 55% 2009-2010: Grade A, Reading Mastery 64%, Math Mastery 85%, Science Mastery 29%, AYP: No 2008-2009: Grade: A, Reading Mastery 67%, Math Mastery 46%, Science Mastery 46%, AYP: Yes 2007-2008: Grade: B, Reading Mastery 58%, Math Mastery 59%, Science Mastery 13%, AYP: Yes 2006-2007: Grade: F, Reading Mastery 33%, Math Mastery 33%, Science Mastery 6%, AYP: No African American and Economically did not make AYP in Reading and Math.	

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Khahala Stamper		
Part-time / District-based	Years as Coach: 2	Years at Current School: 7
Areas	Reading/Literacy	
Credentials	BA - Elementary Education UNF	
Performance Record	2012-13: Reading Mastery 45%, Math Mastery 50%, Science Mastery 43% 2011-2012: Grade A, Reading Mastery 34%, Math Mastery 55%, Science Mastery 44%	

Shirley Selsor		
Part-time / District-based	Years as Coach: 7	Years at Current School: 7
Areas	Reading/Literacy	
Credentials	MA - Curriculum and Instruction - USM, BA - Elementary Ed - UNF	
Performance Record	2012-13: Reading Mastery 45%, Math Mastery 50%, Science Mastery 43% Grade A, Reading Mastery 34%, Math Mastery 55%, Science Mastery 44% 2010-2011: Grade A, Reading Mastery 68%, Math Mastery 79%, Science Mastery 55% 2009-2010: Grade A, Reading Mastery 64%, Math Mastery 85%, Science Mastery 29%, AYP: No 2008-2009: Grade: A, Reading Mastery 67%, Math Mastery 46%, Science Mastery 46%, AYP: Yes 2007-2008: Grade: B, Reading Mastery 58%, Math Mastery 59%, Science Mastery 13%, AYP: Yes 2006-2007: Grade: F, Reading Mastery 33%, Math Mastery 33%, Science Mastery 6%, AYP: No African American and Economically did not make AYP in Reading and Math.	

Felicia McLaughlin		
Part-time / District-based	Years as Coach: 4	Years at Current School: 11

Areas	Mathematics, Science
Credentials	BS - Psychology - FAMU, Med - Elementary Ed - UNF
Performance Record	2012-2013: Reading Mastery 45%, Math Mastery 50%, Science Mastery 43% 2011-2012: Grade A, Reading Mastery 34%, Math Mastery 55%, Science Mastery 44% 2010-2011: Grade A, Reading Mastery 68%, Math Mastery 79%, Science Mastery 55% 2009-2010: Grade A, Reading Mastery 64%, Math Mastery 85%, Science Mastery 29%, AYP: No Description of Strategy Person Responsible Projected Completion Date

Classroom Teachers

# of classroom teachers
23

 # receiving effective rating or higher
23, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
23, 100%

 # ESOL endorsed
10, 43%

 # reading endorsed
0, 0%

 # with advanced degrees
7, 30%

 # National Board Certified

0, 0%

 # first-year teachers

2, 9%

 # with 1-5 years of experience

8, 35%

 # with 6-14 years of experience

4, 17%

 # with 15 or more years of experience

9, 39%

Education Paraprofessionals

# of paraprofessionals

3

 # Highly Qualified

3, 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 Principal serves as the first line of communication in the process. The Reading and Math/Science Coaches will interface with the district to prepare for and roll out Common Core Standards training. The PD will train teachers in breaking down data, creating prescriptive plans for remediation, and managing resources for the differentiated instruction. The VE Resource Teacher will help coordinate prescriptive plans with IEP's when necessary. She will also serve as the resource for accommodations and modifications for all students. The Guidance Counselor and Behavior Interventionist will address nonacademic matters that affect performance and impact literacy development.
The Principal also works with the Recruitment Team in Human Resources to recruit highly qualified, certified teachers.

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

Pearson matches beginning teachers with master teachers in the same grade level for support.
Daily meetings /Observations / Modeling /Analyzing Data /Differentiating Instruction

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 Principal leads the faculty in a review of the data. The RtI Leadership Team will meet individually with the grade level
teams to develop 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 LeadershipTeam finalizes the plan. The School Improvement Plan becomes a living document for the work of the school. The Leadership Team regularly revise sand updates 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 RtI 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

Pearson's RtI Leadership Team consists of the Principal (Deborah Crotty), RTI Facilitator (Shirley Selsor), two Academic
Coaches (Felicia McLaughlin, Khahala Stamper), VE Resource Teacher (Patty Pasciuto), Behavior Interventionist (Fernando
McGhee), and Guidance Counselor (Charmaine Coker-Hay), Speech Pathologist (Katresea George).

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

The Principal leads the faculty in a review of the data. The RtI Leadership Team will meet individually with the grade level
teams to develop 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 LeadershipTeam finalizes the plan.
The School Improvement Plan becomes a living document for the work of the school. The Leadership Team regularly revise sand updates 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 RtI to inform instruction and made mid-course adjustments as data are analyzed.

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test 2009-2010 (FCAT), Writing Prompt, District Benchmarks, DRA. Midyear Data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test - Released Test from DOE (FCAT), Writing Prompt, District Benchmarks and PMA's, DRA. End of Year: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test 2010-2011 (FCAT), Writing Prompt, District Benchmarks and PMA's, DRA.

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

District training will highlight and confirm the RTI process for the staff. The three Academic Coaches and Behavior

Interventionist will model, observe and meet with teachers weekly during their resource times. In these sessions, data will be broken down and analyzed to help teachers become more proficient with the RTI process. Professional Development will focus on the Gradual Release Model and the role that scaffolded instruction plays in processing complex text. Resources for professional development will include Text Complexity by Douglas fisher, Nancy Frey, and Diane Lapp and Pathways to Common Core by Lucy Calkins.

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: 32,400

Team Up provides opportunities for instruction in core academic subjects, reading and math, and enrichment activities that contribute to a well-rounded education.

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?

Progress reports every nine weeks.

Who is responsible for monitoring implementation of this strategy?

Our Team Up Program is sponsored by The Bridge. The Bridge operates a "holistic" model that addresses academics, health, social enrichment,and mentoring.

Literacy Leadership Team (LLT)

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

Name	Title
Deborah Crotty	Principal
Shirley Selsor	RTI Facilitator
Felicia McLaughlin	Math Coach
Kahahala Stamper	Reading Coach
Charmaine Coker-Hay	Guidance Counselor
Patty Pascuito	VE Resource
Fernando McGhee	Behavioral Specialist

How the school-based LLT functions

The Principal serves as the first line of communication in the LLT process. The Reading Coaches will interface with the district to prepare for and roll out Common Core Standards. The Literacy Leadership Team will train teachers in breaking down data, creating prescriptive plans for remediation, and managing resources for the differentiated instruction. The VE Resource Teacher will help coordinate prescriptive plans with IEP's when necessary. She will also serve as the resource for accommodations and modifications for all students. The Guidance Counselor and Behavior Interventionist will address nonacademic matters that affect performance and impact literacy development.
The Literacy Leadership Team will meet monthly or as necessary to facilitate the process.

Major initiatives of the LLT

Continue to develop analytic thinking at the synthesis level through a school-wide emphasis on written response to literature.

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

Pearson has an in house Pre-K program funded by Title 1. The pre-K teacher serves on the Kindergarten Learning Community. Using the data from GRTR, and VPK Assessment Test, FLKRS, strengths and weaknesses of both programs are identified and adjusted to student needs.

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	50%	45%	No	55%
American Indian				
Asian				
Black/African American	51%	45%	No	56%
Hispanic				
White				
English language learners				
Students with disabilities	31%	28%	No	38%
Economically disadvantaged	50%	45%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	29%	40%
Students scoring at or above Achievement Level 4	17	13%	30%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	63	69%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	60	66%	69%

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	18	50%	55%
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	63%	50%	No	66%
American Indian				
Asian				
Black/African American	63%	50%	No	67%
Hispanic				
White				
English language learners				
Students with disabilities	36%	29%	No	42%
Economically disadvantaged	63%	50%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	34%	50%
Students scoring at or above Achievement Level 4	16	13%	20%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	118	94%	95%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	24	75%	80%

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	36%	40%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		12%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		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	45	18%	10%
Students retained, pursuant to s. 1008.25, F.S.	18	7%	5%
Students who are not proficient in reading by third grade	24	50%	45%
Students who receive two or more behavior referrals	8	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Encourange families to participate in Family Building Better Readers. Offer monthly Reading Night (Literacy Nights) Quarterly Parent/Teacher Report Card

Conferences
Leap Frog Games

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parental Involvement	125	50%	60%

Area 10: Additional Targets

Additional targets for the school

The percent of students who commit one or more Class II, Class II and Class IV violations will decrease to 0%

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The Reading Goal for 2013 is for 68%(77) of the Pearson student population to score at proficiency Level 3 on the FCAT.

G2.

G3. The Math Goal for 2013 is identified needs in the areas of geometry and measurement across the grade levels.

Goals Detail

G1. The Reading Goal for 2013 is for 68%(77) of the Pearson student population to score at proficiency Level 3 on the FCAT.

Targets Supported

- All Areas

- Reading (FAA, 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal
- Common Planning with Reading Coach, District Reading Coach support

Targeted Barriers to Achieving the Goal
- Focus is affected by attendance, Classroom Discipline, and Short Attention Span

- Student ability to comprehend complex text

- High percentage of students reading below grade level

Plan to Monitor Progress Toward the Goal

Higher order thinking is evident in the student's responses to complex text.

Person or Persons Responsible
Principal, teachers and

Target Dates or Schedule:
On-Going

Evidence of Completion:
Higher order thinking is evident is student's response to complex text.

G2.

Targets Supported

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:

G3. The Math Goal for 2013 is identified needs in the areas of geometry and measurement across the grade levels.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Common planning with School Math Coach and Support from District Math Coach

Targeted Barriers to Achieving the Goal

- Attendance , classroom discipline and short attention span
- Using gradual release model
- Student engagement, parental support, participation in Team Up, teacher proficiency at consistently engaging students in appropriate leveled activities

Plan to Monitor Progress Toward the Goal

Monitor student progress in the areas of measurement and geometry

Person or Persons Responsible
Principal, Math Coach, Teacher

Target Dates or Schedule:
On going using interactive journals

Evidence of Completion:
Student Assessments

Action Plan for Improvement

Problem Solving Key

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

G1. The Reading Goal for 2013 is for 68%(77) of the Pearson student population to score at proficiency Level 3 on the FCAT.

G1.B1 Focus is affected by attendance, Classroom Discipline, and Short Attention Span

G1.B1.S1 Address academic and nonacademic factors that impact student learning.

Action Step 1

Analyze student performance using the five legged model that included attitude, perception, knowledge, experience and meta-cognitive.

Person or Persons Responsible

Principal, Reading Coach, Teacher

Target Dates or Schedule

On going

Evidence of Completion

Whole Child Notebook

Facilitator:

Reading Coach

Participants:

Teachers

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

Analyze student performance using the five legged model that included attitude, perception, knowledge, experience and meta-cognitive.

Person or Persons Responsible

Principal, Reading Coach, Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Whole Child Notebook

Plan to Monitor Effectiveness of G1.B1.S1

Analyze student performance using the five legged model that included attitude, perception, knowledge, experience and meta-cognitive.

Person or Persons Responsible

Principal, Reading Coach, Teacher

Target Dates or Schedule

On going

Evidence of Completion

Whole child notebook

G1.B2 Student ability to comprehend complex text

G1.B2.S1 Explicit instruction of meta-cognitive thinking skills in lesson plans.

Action Step 1

Higher order thinking is evident in the student's responses to complex text.

Person or Persons Responsible

Principal, Reading Coach, Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Evaluating student's responses to literature..

Facilitator:

Reading Coach

Participants:

Teachers

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

Higher order thinking is evident in the student's responses to complex text.

Person or Persons Responsible

Principal, Reading Coach, Teacher

Target Dates or Schedule

On going

Evidence of Completion

Higher order thinking is evident in student's responses to complex text.

Plan to Monitor Effectiveness of G1.B2.S1

Higher order thinking is evident in the student's responses to complex text.

Person or Persons Responsible

Principal, Reading Coach, Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Higher order thinking is evident in student's response to complex text

G1.B3 High percentage of students reading below grade level

G1.B3.S1 Accelerate students to grade level through remediation that is intensive and differentiated.

Action Step 1

Using data from DRA results, instruction is differentiated.

Person or Persons Responsible

Principal, Reading Coach, Teacher

Target Dates or Schedule

On going

Evidence of Completion

DRA results turned into administration for review 4 times per year.

Facilitator:

Reading Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Using data from DRA results, instruction is differentiated.

Person or Persons Responsible

Principal, Reading Coach, Teacher

Target Dates or Schedule

On going

Evidence of Completion

DRA results turned into administration for review 4 times per year.

Plan to Monitor Effectiveness of G1.B3.S1

Using data from DRA results, instructions is differentiated.

Person or Persons Responsible

Principal, Reading Coach, Teacher

Target Dates or Schedule

On going

Evidence of Completion

DRA results turned into administration for review 4 times per year.

G3. The Math Goal for 2013 is identified needs in the areas of geometry and measurement across the grade levels.

G3.B1 Attendance , classroom discipline and short attention span

G3.B1.S1 Increase the use of manipulative and hands-on activities to reinforce mathematics concepts in order to engage students in appropriate levels.

Action Step 1

Increasing student engagement

Person or Persons Responsible

Principal, Math Coach, Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Progress of all students on assessments

Facilitator:

Math Coach

Participants:

Teachers

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

To increase student engagement

Person or Persons Responsible

Principal, Math Coach, Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Progress of students on assessments

Plan to Monitor Effectiveness of G3.B1.S1

Monitor student progress in the areas of measurement and geometry

Person or Persons Responsible

Principal, Math Coach, Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Student Assessments

G3.B2 Using gradual release model

G3.B2.S1 Train teachers in the effectiveness of the Gradual Release Model in order to meet the rigor demands of Common Core(ie. written responses)

Action Step 1

Monitor student progress in the areas of measurement and geometry

Person or Persons Responsible

Principal, Math Coach, Teacher

Target Dates or Schedule

On Going

Evidence of Completion

Student Assessments

Facilitator:

Math Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Monitor student progress in the areas of measurement and geometry

Person or Persons Responsible

Principal, Math Coach, Teacher

Target Dates or Schedule

On Going

Evidence of Completion

Student Assessments

Plan to Monitor Effectiveness of G3.B2.S1

Monitor student progress in the areas of measurement and geometry

Person or Persons Responsible

Principal, Math Coach, Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student Assessments

G3.B3 Student engagement, parental support, participation in Team Up, teacher proficiency at consistently engaging students in appropriate leveled activities

G3.B3.S1 Plan supplemental instruction or intervention for students not responding to Core instruction. Focus of instruction is determined by review of common assessment data and wilkl include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to Core instruction to ensure intervention and enrichment to students at their level.

Action Step 1

Effectively train teachers in the use of the Gradual Release Model, Common Core Standards and effective engagement of students in appropriate activities on their level

Person or Persons Responsible

Principal, Math Coach, Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Student progress on assessments

Facilitator:

Math Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Monitor student progress in the areas of measurement and geometry

Person or Persons Responsible

Principal Math Coach, Teacher

Target Dates or Schedule

On Going

Evidence of Completion

Student Assessments

Plan to Monitor Effectiveness of G3.B3.S1

Engaging students in appropriately leveled activities.

Person or Persons Responsible

Principal, Math Coach, Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Student progress on 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 X Homeless: Pearson has access to services provided by Ribault Full-Service School. They provide social service referrals, clothing, school supplies, etc.
Supplemental Academic Instruction: SAI funds will be coordinated with Title 1 funds to provide equipment, teachers, materials, and summer school for all Level 1 & 2 students.
Violence Prevention Programs: Foundations and CHAMPS Programs are fully implemented and directed by the Behavioral Interventionist.
Pearson' after-school program is funded by a federal grant under the direction Bridge of Northeast Florida.

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. The Reading Goal for 2013 is for 68%(77) of the Pearson student population to score at proficiency Level 3 on the FCAT.

G1.B1 Focus is affected by attendance, Classroom Discipline, and Short Attention Span

G1.B1.S1 Address academic and nonacademic factors that impact student learning.

PD Opportunity 1

Analyze student performance using the five legged model that included attitude, perception, knowledge, experience and meta-cognitive.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Whole Child Notebook

G1.B2 Student ability to comprehend complex text

G1.B2.S1 Explicit instruction of meta-cognitive thinking skills in lesson plans.

PD Opportunity 1

Higher order thinking is evident in the student's responses to complex text.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Evaluating student's responses to literature..

G1.B3 High percentage of students reading below grade level

G1.B3.S1 Accelerate students to grade level through remediation that is intensive and differentiated.

PD Opportunity 1

Using data from DRA results, instruction is differentiated.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

On going

Evidence of Completion

DRA results turned into administration for review 4 times per year.

G3. The Math Goal for 2013 is identified needs in the areas of geometry and measurement across the grade levels.

G3.B1 Attendance , classroom discipline and short attention span

G3.B1.S1 Increase the use of manipulative and hands-on activities to reinforce mathematics concepts in order to engage students in appropriate levels.

PD Opportunity 1

Increasing student engagement

Facilitator

Math Coach

Participants

Teachers

Target Dates or Schedule

On-Going

Evidence of Completion

Progress of all students on assessments

G3.B2 Using gradual release model

G3.B2.S1 Train teachers in the effectiveness of the Gradual Release Model in order to meet the rigor demands of Common Core(ie. written responses)

PD Opportunity 1

Monitor student progress in the areas of measurement and geometry

Facilitator

Math Coach

Participants

Teachers

Target Dates or Schedule

On Going

Evidence of Completion

Student Assessments

G3.B3 Student engagement, parental support, participation in Team Up, teacher proficiency at consistently engaging students in appropriate leveled activities

G3.B3.S1 Plan supplemental instruction or intervention for students not responding to Core instruction. Focus of instruction is determined by review of common assessment data and wilkl include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to Core instruction to ensure intervention and enrichment to students at their level.

PD Opportunity 1

Effectively train teachers in the use of the Gradual Release Model, Common Core Standards and effective engagement of students in appropriate activities on their level

Facilitator

Math Coach

Participants

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student progress on assessments