



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Joseph Finegan Elementary School

555 WONDERWOOD DR

Atlantic Beach, FL 32233

904-247-5996

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

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
45%

Alternative/ESE Center
No

Charter School
No

Minority Rate
50%

School Grades History

2013-14
A

2012-13
A

2011-12
B

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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	13
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Part III: Coordination and Integration	36
Appendix 1: Professional Development Plan to Support Goals	37
Appendix 2: Budget to Support Goals	0

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

Joseph Finegan Elementary School

Principal

Alan Due

School Advisory Council chair

Judy Cromartie

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

Name	Title
Alan Due	Principal
Lisa Copeland	Assistant Principal
Sharon Kasica	Reading Coach
Donna Davis	Guidance Counselor

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

SAC is composed of the principal, a community member, an educational support person, and the appropriate balance of teachers and parents. SAC is racially balanced. SAC has a Chairperson, Vice Chairperson, and a Secretary.

Involvement of the SAC in the development of the SIP

SAC reviewed all results and goals and made suggestions for strategies and implementation.

Activities of the SAC for the upcoming school year

1. Assist in developing, implementing, and monitoring the School Improvement Plan
2. Review and provide input on the use of school's budget
3. Expand community partnerships
4. Improve image of school grounds
5. Enrich curriculum for students

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

1. Renew site license for Accelerated Reader

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:**Alan Due**

Principal

Years as Administrator: 9

Years at Current School: 2

Credentials

Bachelor of Arts in English; Masters of Divinity; Certification: English (Grades 6-12); Middle School Endorsement; Educational Leadership (all levels); School Principal (all levels)

Performance Record

Principal of Joseph Finegan Elementary 2012-2013; Grade A: Reading Proficiency - 71%; Math Proficiency - 62%; Writing Proficiency - 51%; Science Proficiency - 72%; Reading Gains - 74%; Math Gains - 76%; BQ Reading Gains - 77%; BQ Math Gains - 84%

Principal of Joseph Finegan Elementary 2011-2012; Grade B; Reading proficiency-61%; Math proficiency-57%; Writing proficiency-82%; Reading gains-67%; Math gains-61%; BQ reading gains-71%; BQ Math gains-54%

Principal of Bank of America Learning Academy 2010-2011; Grade: A; Made AYP; Reading proficiency-92%; Math proficiency-97%; Writing proficiency-80%

Lisa Copeland

Asst Principal

Years as Administrator: 7

Years at Current School: 1

Credentials

M Ed Educational Leadership; BA Psychology; Certificate 07/1/09-6/30/14: Educational Leadership, Elementary K-6, Mentally Handicapped K-12, Psychology 6-12

Performance Record

Assistant Principal, Fletcher Middle School, 2012 – 2013: Grade A; Reading Mastery: 69 %; Math Mastery: 71%; Science Mastery: 70%; Writing Mastery: 49%

Assistant Principal, Fletcher Middle School, 2011 – 2012: Grade B: Reading Mastery: 67 %; Math Mastery: 59% Science Mastery: 66%; Writing Mastery: 85%; AYP: No did not make AYP.

Assistant Principal, Fletcher Middle School, 2010 – 2011: Grade A: Reading Mastery: 79 %; Math Mastery: 76%; Science Mastery: 65%; Writing Mastery: 81%; AYP: No, 79% of criteria satisfied; White, Black, Economically Disadvantaged, and Students with Disabilities did not make AYP.

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Sharon Kasica**

Full-time / School-based

Years as Coach: 3

Years at Current School: 6

Areas

Reading/Literacy

Credentials

BA - Elementary Education, Columbia College, Missouri
Graduate Work in Educational Leadership, University of North Florida, Jacksonville, Florida
Certification in Elementary Education K-6 with E.S.O.L. Endorsement

Performance Record

In her 17 years in Duval County Public Schools Mrs. Kasica has received 16 Highly Effective Evaluations and one Effective.

Classroom Teachers**# of classroom teachers**

23

receiving effective rating or higher

23, 100%

Highly Qualified Teachers

100%

certified in-field

23, 100%

ESOL endorsed

16, 70%

reading endorsed

0, 0%

with advanced degrees

5, 22%

National Board Certified

1, 4%

first-year teachers

1, 4%

with 1-5 years of experience

2, 9%

with 6-14 years of experience

5, 22%

with 15 or more years of experience

13, 57%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Provide mentors for all beginning teachers - Principal and Professional Development Facilitator
2. Ongoing beginning teacher meetings to provide support - Principal, Assistant Principal, Coach

3. Ongoing differentiated training for all teachers - Principal, Assistant Principal, Coach
4. Provide opportunities for teachers to visit model classrooms -Principal, Coach, Classroom teachers
5. Grade level teacher teams participate in the interviewing and hiring of new teachers. - Principal, Assistant Principal

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

All beginning teachers are given a mentor on the same grade level. The mentors will assist in the completion of the MINT Program, observe lessons and give feedback, assist in the development of the teacher's Individual Professional Development Plan, plan lessons together, and provide any other support necessary for the success of the beginning teacher.

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 school bases MTSS Leadership Team meets monthly to engage in school-wide problem solving. The team will engage in the following activities:

1. Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
2. Identify professional development needs and MTSS resources.
3. Review universal screening data and link to instructional decisions.
4. Review progress monitoring data
5. Monitor MTSS activities conducted by the collaborative teacher to assure sound problem-solving and fidelity of intervention implementation.
6. Based on data and discussions the team will identify students in need to academic and/or behavioral support. An intervention plan will be developed which identifies specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure that the necessary resources are available and the plan is implemented with fidelity.

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

In addition to the school principal, the MTSS members include:

1. Donna Davis (Chairperson) - Coordinates MTSS.RTI meetings, plans interventions, contacts and coordinates district resources, reviews data, monitors progress, coordinates referral process to MT.
2. Susan Smart - Helps plan, implement, and monitor progress of Tier 3 interventions.
3. Debbie Amodeo - Helps plan, implement, and monitor progress of Tier 3 interventions.
4. Nancy Garrett - Helps plan, implement, and monitor speech/language interventions and other Tier 3 interventions.
5. Sharon Kasica - Consult for data and Tier 2 interventions.

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

The MTSS team has developed a flow chart outlining the process to support students who are struggling academically and/or behaviorally. A monthly spreadsheet has also been developed and is updated regularly to ensure ongoing progress monitoring. Discussions with teachers and parents of struggling students are held on a regular basis.

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 and management sources include: FAIR - K only, I Ready math assessments (K-5), Success Maker, Iowa, Curriculum Guide Assessments, Soar to Success, Accelerated Reader, Reading mastery, EZCBM.

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

Administration and the reading coach will have data chats with teachers and grade levels to analyze data and plan Tier 2 interventions. Students not making adequate progress will be referred to MTSS/RTI Team for tier 3 interventions. Parents and teachers will be involved with the team to develop a plan and monitor progress.

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: 1,440

Instruction in Reading, Math, and Science will be delivered after school to students identified as needing remediation or enrichment based on 2013 FCAT data, CGA's, I Ready, and other assessments.

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?

Extended Learning teachers will keep a data notebook on each student and monitor progress. This data will be compared to the results on the 2014 FCAT.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

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

Name	Title
Linda Mihalovits	K - teacher
Michelle Stinson	1st grade teacher
Marie Pfeil	2nd grade teacher
Jennifer VanHoose	3rd grade teacher
Julie Ehrenberg	4th grade teacher
Lezley Bemoll	5th grade teacher
Susan Smart	ESE teacher
Sharon Kasica	Reading Coach

How the school-based LLT functions

The district's reading and language philosophy incorporates teaching students not just how to read, but strategies that will foster a love of reading and prepares the student to enjoy a lifetime of reading. In support of this, we have established a monthly literacy team review meeting to assist us in aligning what we are doing with the district's goals. Team members review current and longitudinal data to ensure the successful implementation of the district curriculum and research based strategies for supporting the curriculum.

In addition, the team meets to assess faculty professional development needs and works with the Reading Coach to plan effective instruction. the team will continually address the instructional rigor in the reading curriculum and the manner in which it is being delivered.

Major initiatives of the LLT

- * Develop and monitor the implementation of the SIP reading strategies
- * Use Inform to track progress of students
- * Plan Literacy Parent Nights to help parents work successfully at home with their children.

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

Administer curriculum guide benchmark assessments; teacher observations; teacher made checklists; analyze FLKRS data.

Partner with ChildFind and other local agencies. Host orientations for our teachers and programs, as well as those in the surrounding area, to discuss vertical articulation with our teachers.

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	68%	71%	Yes	71%
American Indian				
Asian				
Black/African American	59%	50%	No	63%
Hispanic	51%	65%	Yes	56%
White	74%	80%	Yes	77%
English language learners				
Students with disabilities	53%	50%	No	57%
Economically disadvantaged	58%	66%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	141	71%	71%
Students scoring at or above Achievement Level 4	78	39%	

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	83	74%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	85	77%	78%

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	27	52%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	64%	62%	No	68%
American Indian				
Asian				
Black/African American	53%	50%	No	58%
Hispanic	56%	47%	No	60%
White	68%	67%	No	72%
English language learners				
Students with disabilities	47%	39%	No	52%
Economically disadvantaged	55%	54%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	122	62%	68%
Students scoring at or above Achievement Level 4	48	24%	

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	22	76%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	24	84%	

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	37	72%	75%
Students scoring at or above Achievement Level 4	15	44%	

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)			3
Participation in STEM-related experiences provided for students			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	29	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	12	3%	2%
Students who are not proficient in reading by third grade	34	40%	35%
Students who receive two or more behavior referrals	30	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	2%	1%

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

Parents will have several opportunities to view and participate in activities that demonstrate student progress in the academics as well as resource areas.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
During the 2013-2014 school year 55% of families will participate in school-wide activities (Open House, Family Academic Night, Grade Level performances/exhibits, etc.)	200	50%	55%

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

The additional targets for the 2013-2014 school year relate to safety in the classrooms as well as throughout the school (cafeteria, playground, common areas, etc.)

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
50% of our classes will meet/exceed expectations for cafeteria guidelines on a weekly basis.	10	47%	50%
50% of our classes will meet/exceed expectations for playground guidelines on a weekly basis.	10	47%	50%

Goals Summary

- G1.** Based on 2014 FCAT Reading, 71% of students will score at or above Achievement Level 3.
- G2.** Based on 2014 FCAT Reading Data, 79% of students in the lowest quartile will make learning gains.
- G3.** Based on 2014 FCAT Writing Data, 55% of students will score at or above 3.5.
- G4.** Based on 2014 FCAT Math Data, 68% of students will score at or above Achievement Level 3.
- G5.** Based on 2014 FCAT Math Data, 85% of students in the lowest quartile will make learning gains.
- G6.** Based on 2014 FCAT Science Data, 74% of students will score at or above Achievement Level 3.

Goals Detail

G1. Based on 2014 FCAT Reading, 71% of students will score at or above Achievement Level 3.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Qualified teachers, reading coach, appropriate curriculum

Targeted Barriers to Achieving the Goal

- Students have limited vocabulary and struggle using comprehension strategies in unfamiliar texts.
- Typically, students don't express themselves in complete thoughts/sentences.
- Students struggle with applying reading strategies to grade level texts.

Plan to Monitor Progress Toward the Goal

FCAT Reading, Quarterly Curriculum Guide Assessments, Formal/Informal assessments

Person or Persons Responsible

Classroom teachers and Administration

Target Dates or Schedule:

At end of year, quarterly, on-going

Evidence of Completion:

FCAT Reading scores, Quarterly Curriculum Guide Assessment data, data from other formal and informal assessments

G2. Based on 2014 FCAT Reading Data, 79% of students in the lowest quartile will make learning gains.

Targets Supported

Resources Available to Support the Goal

- Qualified teachers, Reading Coach, Appropriate curriculum

Targeted Barriers to Achieving the Goal

- Comprehension of complex texts is difficult due to low reading stamina.
- Students lack confidence and have limited interest in reading

Plan to Monitor Progress Toward the Goal

FCAT Reading Assessment

Person or Persons Responsible

Administration, classroom teachers

Target Dates or Schedule:

At end of year

Evidence of Completion:

FCAT Reading Scores

G3. Based on 2014 FCAT Writing Data, 55% of students will score at or above 3.5.

Targets Supported

- Writing

Resources Available to Support the Goal

- Qualified teachers, reading coach, appropriate curriculum

Targeted Barriers to Achieving the Goal

- Students' inability to analyze their own writing and to determine next steps
- Students' lack of understanding of language conventions

Plan to Monitor Progress Toward the Goal

FCAT Writes Assessment, District Writing Prompts

Person or Persons Responsible

Classroom teachers, administration

Target Dates or Schedule:

Quarterly and end of year

Evidence of Completion:

Scores on FCAT Writing and District Writing Prompts

G4. Based on 2014 FCAT Math Data, 68% of students will score at or above Achievement Level 3.

Targets Supported

Resources Available to Support the Goal

- Qualified teachers, Math Lead teachers, appropriate curriculum

Targeted Barriers to Achieving the Goal

- Teachers may have difficulty transitioning from Workshop Model to Gradual Release.
- Limited differentiation in math instruction.

Plan to Monitor Progress Toward the Goal

Results of FCAT Math, Quarterly Curriculum Guide Assessments

Person or Persons Responsible

Administration and Classroom teachers

Target Dates or Schedule:

Quarterly and end of year

Evidence of Completion:

FCAT Math scores, Curriculum Guide Assessments

G5. Based on 2014 FCAT Math Data, 85% of students in the lowest quartile will make learning gains.

Targets Supported

Resources Available to Support the Goal

- Quality instructors, lead math teachers, appropriate curriculum

Targeted Barriers to Achieving the Goal

- Students lack of prior knowledge or skills.

Plan to Monitor Progress Toward the Goal

FCAT Math

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule:

at end of year

Evidence of Completion:

FCAT Math scores

G6. Based on 2014 FCAT Science Data, 74% of students will score at or above Achievement Level 3.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Quality Instructors, Science lead teachers, Appropriate curriculum

Targeted Barriers to Achieving the Goal

- Students are not effectively using appropriate vocabulary when discussing scientific content.

Plan to Monitor Progress Toward the Goal

Use of interactive journals and wordwalls. Use of accountable talk.

Person or Persons Responsible

Classroom teachers, Science lead teacher

Target Dates or Schedule:

ongoing

Evidence of Completion:

Review of lesson plans, interactive journals

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Based on 2014 FCAT Reading, 71% of students will score at or above Achievement Level 3.

G1.B1 Students have limited vocabulary and struggle using comprehension strategies in unfamiliar texts.

G1.B1.S1 Teachers will provide explicit instruction in vocabulary utilizing the strategies from Making Words. Teachers will use authentic, real world texts, periodicals and text feature boards at every grade level to increase students' exposure to informational texts.

Action Step 1

Classroom walk-throughs, student use of modeled vocabulary, review of all data, data chats

Person or Persons Responsible

Administration, Reading Coach, Literacy Lead Team

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Walk-through form, Data in Inform, Interactive Journals

Facilitator:

Reading Coach, Administration, Classroom Teachers

Participants:

Literacy Teachers

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

Curriculum Guide assessments, Walk-through forms

Person or Persons Responsible

Administration, Reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

data results

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 Typically, students don't express themselves in complete thoughts/sentences.

G1.B2.S1 All students K-5 will be expected to follow the rules of conversation, as stated in the Common core Standards. Rules will be taught through small group guidance lessons.

Action Step 1

Review of student writing

Person or Persons Responsible

Grade level chars

Target Dates or Schedule

ongoing

Evidence of Completion

Interactive journals

Facilitator:

Grade level chairs

Participants:

Teachers

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

Review of student writing

Person or Persons Responsible

Grade level chairs

Target Dates or Schedule

ongoing

Evidence of Completion

interactive journals

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 Students struggle with applying reading strategies to grade level texts.

G1.B3.S1 Teachers will expose students to complex texts and application of strategies through explicit instruction using the Gradual Release Model.

Action Step 1

Focus Walks

Person or Persons Responsible

Administration, Reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

Focus Walk forms, CAST observations, Interactive Journals

Facilitator:

Reading Coach

Participants:

Teachers

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

Focus Walks, CAST Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

CAST rubric, observation forms

Plan to Monitor Effectiveness of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Based on 2014 FCAT Reading Data, 79% of students in the lowest quartile will make learning gains.

G2.B1 Comprehension of complex texts is difficult due to low reading stamina.

G2.B1.S1 Increase the volume of reading over the span of a year in order to extend amount of focused time students will spend in Independent Reading.

Action Step 1

Use of grade level independent reading rubrics, incentives for reading

Person or Persons Responsible

Classroom teachers, administration, reading coach

Target Dates or Schedule

ongoing

Evidence of Completion

Independent reading logs and classroom charts

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 Students lack confidence and have limited interest in reading

G2.B2.S1 Establish reading partnerships between grade levels.

Action Step 1

K students will read with targeted students based on student data.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Data in Inform and on CGA's

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2.S2 Provide books, periodicals that are relevant to students' interest.

Action Step 1

Review Interest Surveys and Reading logs

Person or Persons Responsible

Classroom teacher and Media Specialist

Target Dates or Schedule

ongoing

Evidence of Completion

Quarterly reporting tool indicating number of students meeting reading standard

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Based on 2014 FCAT Writing Data, 55% of students will score at or above 3.5.

G3.B1 Students' inability to analyze their own writing and to determine next steps

G3.B1.S1 Scoring rubrics will be developed with students and used for student self-assessment.

Action Step 1

Observe students using scoring rubrics in the classroom; review of student work and standards - based bulletin boards.

Person or Persons Responsible

Administration, Reading Coach, classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student work and results on rubric

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 Students' lack of understanding of language conventions

G3.B2.S1 Use of skills block and center rotations

Action Step 1

Review of lesson plans and interactive journals

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Observations forms, journals

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. Based on 2014 FCAT Math Data, 68% of students will score at or above Achievement Level 3.

G4.B1 Teachers may have difficulty transitioning from Workshop Model to Gradual Release.

G4.B1.S1 Provide training on Gradual Release Method.

Action Step 1

Use of Common Planning time to deliver professional development training.

Person or Persons Responsible

District specialists and Lead math teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, observations

Facilitator:

District specialists and Lead math teachers

Participants:

Classroom math teachers

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

Use of common planning to deliver professional development

Person or Persons Responsible

District specialists and lead math teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans and observations

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 Limited differentiation in math instruction.

G4.B2.S1 Training in use of Success Maker and i-Ready to enhance differentiated instruction in mathematics.

Action Step 1

Provide PD during Math PLC's

Person or Persons Responsible

Instructional Reading Coach and Assistant Principal

Target Dates or Schedule

Embedded throughout the 2013-2014 school year

Evidence of Completion

agendas, feedback from teachers, modeling, and monitoring of effectiveness

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. Based on 2014 FCAT Math Data, 85% of students in the lowest quartile will make learning gains.

G5.B1 Students lack of prior knowledge or skills.

G5.B1.S1 Build students prior knowledge during center rotations. Students will reflect in both interactive journals and in conferences.

Action Step 1

Monitor center rotations and interactive journals

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Interactive journals.

Facilitator:

District math specialists, lead math teachers

Participants:

math classroom teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Center rotation and interactive journals

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule

ongoing

Evidence of Completion

Interactive journals and observations

Plan to Monitor Effectiveness of G5.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. Based on 2014 FCAT Science Data, 74% of students will score at or above Achievement Level 3.

G6.B1 Students are not effectively using appropriate vocabulary when discussing scientific content.

G6.B1.S1 Teachers will use Gradual Release to model use of appropriate vocabulary and use graphic organizers when discussing scientific concepts.

Action Step 1

Gradual Release model of instruction

Person or Persons Responsible

classroom teacher, district science specialist

Target Dates or Schedule

ongoing

Evidence of Completion

students appropriate use of vocabulary, curriculum guide assessments and FCAT

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Classroom Walk-Thrus, classroom observations, student work, data

Person or Persons Responsible

district science specialist, administration, classroom teacher

Target Dates or Schedule

ongoing

Evidence of Completion

students appropriate use of scientific vocabulary, curriculum guide assessments, FCAT data

Plan to Monitor Effectiveness of G6.B1.S1

Quarterly Curriculum Guide Assessments, FCAT

Person or Persons Responsible

classroom teacher, district science specialist

Target Dates or Schedule

ongoing

Evidence of Completion

student data

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

Supplemental Academic Instruction(SAI) funds will be used for after school remediation and enrichment for identified subgroup not meeting expectations, and those exceeding expectations.

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. Based on 2014 FCAT Reading, 71% of students will score at or above Achievement Level 3.

G1.B1 Students have limited vocabulary and struggle using comprehension strategies in unfamiliar texts.

G1.B1.S1 Teachers will provide explicit instruction in vocabulary utilizing the strategies from Making Words. Teachers will use authentic, real world texts, periodicals and text feature boards at every grade level to increase students' exposure to informational texts.

PD Opportunity 1

Classroom walk-throughs, student use of modeled vocabulary, review of all data, data chats

Facilitator

Reading Coach, Administration, Classroom Teachers

Participants

Literacy Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom Walk-through form, Data in Inform, Interactive Journals

G1.B2 Typically, students don't express themselves in complete thoughts/sentences.

G1.B2.S1 All students K-5 will be expected to follow the rules of conversation, as stated in the Common core Standards. Rules will be taught through small group guidance lessons.

PD Opportunity 1

Review of student writing

Facilitator

Grade level chairs

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Interactive journals

G1.B3 Students struggle with applying reading strategies to grade level texts.

G1.B3.S1 Teachers will expose students to complex texts and application of strategies through explicit instruction using the Gradual Release Model.

PD Opportunity 1

Focus Walks

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Focus Walk forms, CAST observations, Interactive Journals

G4. Based on 2014 FCAT Math Data, 68% of students will score at or above Achievement Level 3.

G4.B1 Teachers may have difficulty transitioning from Workshop Model to Gradual Release.

G4.B1.S1 Provide training on Gradual Release Method.

PD Opportunity 1

Use of Common Planning time to deliver professional development training.

Facilitator

District specialists and Lead math teachers

Participants

Classroom math teachers

Target Dates or Schedule

ongoing

Evidence of Completion

lesson plans, observations

G5. Based on 2014 FCAT Math Data, 85% of students in the lowest quartile will make learning gains.

G5.B1 Students lack of prior knowledge or skills.

G5.B1.S1 Build students prior knowledge during center rotations. Students will reflect in both interactive journals and in conferences.

PD Opportunity 1

Monitor center rotations and interactive journals

Facilitator

District math specialists, lead math teachers

Participants

math classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Interactive journals.