

Dr N H Jones Elementary School



2014-15 School Improvement Plan

Dr N H Jones Elementary School

1900 SW 5TH ST, Ocala, FL 34471

[no web address on file]

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

12%

Alternative/ESE Center

No

Charter School

No

Minority

36%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

A

A

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

In an innovative environment, students will excel in basic academics with enhanced learning in math, science, technology and media production.

Provide the school's vision statement

Dr. N. H. Jones Elementary, where every child will achieve academic excellence.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Dr. N. H. Jones uses a variety of curriculums and instructional programs to expose our students to different cultures and experiences. Many classes do class projects that provide opportunities for students to report on individual countries. The projects are then displayed for other students to peruse, learning interesting details about the cultures of the countries. We have a very diversified school population. We have students from Bermuda, India, Bangladesh, Nigeria, Canada, and several other international countries.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school adheres to a very strict sign-in policy. No one is permitted on campus without first signing in through the front office where a computer program is used to scan the individual's driver's license to ensure there are no criminal issues with the individual. All volunteers are screened through a law enforcement check and then either approved or disapproved for involvement at the school. The school is totally fenced in and entrance is only permitted through the front office. Students are required to go everywhere on campus using the "buddy" system. Individual students are not permitted to move around the campus. Fire drills are practiced on a monthly basis. Emergency situations that would require a "lock-down" setting are practiced throughout the year. A district representative monitors and critiques at least one of these situations. There is a school dean that works closely with the students to address appropriate and inappropriate behavior. Bullying is not permitted and the dean has a mailbox established outside of her office to encourage students to refer anonymously any bullying situations. Parent communication is extremely efficient through teacher emails, teacher websites, phone contacts, texting, or face-to-face conferences. Students are frequently recognized on the school morning show, "Panther Prime Time," displaying exemplary acts of kindness.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school uses the school wide universal sign of "give me 5," which means the student is to hold up their "five" fingers, immediately stop talking, and focus their attention on the adult who is talking to them. This sign can quiet a whole cafeteria in only seconds! We also have a set of five school wide rules that are posted in every classroom and reviewed often by the teachers. Each morning on the morning show, we recite the Student Pledge, which includes the following lifelong guidelines:

trustworthiness, truthfulness, active listening, NO put downs, and personal best. Each month students are selected who are examples of the Character Trait of the month. These students are then recognized at each nine weeks Awards Assembly. The Character Trait of the month is written on the back of the student planners that are used in Grades 3-5. Our Dean, Guidance Counselor, and Social Worker offer a six-weeks after school program for students to deal with anger issues and family issues.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our Guidance Counselor is always accessible to all of the students. Teachers will solicit her help is dealing with students who are having trouble attending to their academics, following school rules, dealing with class social issues, and having family issues. We also have a very active mentoring program. One of our Parent Volunteers, along with our Dean, coordinates the program. We have a "Mentoring" room set up with resources the mentor can use to engage the student in a fun activity. Mentors are also trained before being allowed to enage with the student. Many mentors have followed their student from Kindergarten through 5th grade.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Dr. N. H. Jones Elementary is a magnetic school that sets forth specific guidelines for behavior, academic, and attendance critieria. Students that do not adhere to these guidelines are issued probation letters and the issues will normally improve. In the event, there is no improvement, the student will be reassigned to their base school.

We had no "out-of-school" suspension during the 2013-2014 school year, and only 21 Level 1 infractions. We have excellent parent involvement and most parents respond immediately to any school issues that need to be addressed. Most of our parents have email addresses and monitor their child's performance and behavior. Many of our teachers use daily behavior reports and some of our teachers use Classroom Dojo that allows the parent to know immediately how their child is behaving.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	3	4	5	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	3	2	1	6

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

None of our students exhibit two of the early warning signs. The students who exhibit academic weaknesses are provided with interventions through many avenues. We use one-on-one assistance with a Reading Remediation Teacher and a paraprofessional. We also use intervention programs accepted through the district office: i. e. Read Naturally, Successmaker, SRA, Earobics, Waterford, Sidewalks, just to mention a few.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

We are not a Title I school, but are a magnet school and have outstanding parent involvement. Every year during the second week of school, we have a huge open house for our kindergarten parents. Each teacher prepares a power point and discusses curriculum issues and kindergarten activities for the entire school year. Each class has almost 100% participation.

After Labor day we have Open House for all the other grades, which also has a large participation rate. Classes throughout the year have special parent involvement events that provide parents many opportunities to visit and be present at the school. We have book clubs beginning in first grade where parents come weekly and conduct a book club of about 5-7 students. The parents read the books and prepare study activities for the students.

Many of our parents volunteer in our mentoring program which targets students needing both academic and emotional support. Rosters of parents to students will be maintained to indicate parent involvement in school.

One hundred percent of parent/teacher conferences are attended by the parent or parents. We never have to send the social worker to ensure the parent attends.

There were 108 kindergarten students in kindergarten last year and all 108 attended the end of the year kindergarten bridging ceremony held off-campus. Our goal is to again meet that target for this year.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Dr. N. H. Jones currently has four business partners. Three of the partners are parents of students in the school and one is a community support person. The business partners support the school both financially through an annual donation of \$2,500 from each business partner. One of the business partners also serves as the business representative on the School Advisory Council. The school sustains the partnership by having their names on the sign in front of the school and also by posting their names on the monthly newsletter. We also have many parents that donate funds to sustain the software programs of the school and wish to remain anonymous. We have a very, very supportive community of the school. Many business contribute gifts or items to our Fall Festival Silent Auction that enables the school to generate over \$20,000 of proceeds back to the school.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Laffey, Cheryl	Principal
sneed, gwen	Guidance Counselor
President, Nicole	Psychologist
Levandowski , Cynthia	Instructional Coach
Gary, Dawana	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Principal is responsible for data analysis and helping the school stakeholders develop goals in the School Improvement plan to address those areas of need. The principal also oversees the financial budgets to ensure all resources needed to meet individual student needs have been purchased. The principal is also responsible for establishing the agendas and recording notes from each of the MTSS meetings to ensure that follow-up and implementation of strategies are carried out. The Assistant Principal and the Reading Coach work together to target students needing Tier 2 and Tier 3 interventions. The children's needs are addressed and monitored at the frequently scheduled MTSS meetings. Additionally, these people ensure that the teacher has made parent contact and that follow-up and support are being provided at home.

The Guidance Counselor is a very important member of the Leadership Team and ensures that if students need physical support, such as glasses, counseling, etc., that that service is provided as needed. The Counselor also ensures that any required paper work that needs to be done to continue the MTSS process is provided, submitted, and monitored for timely completion.

The School Psychologist is a member of the team to ensure that if there is a need for any additional testing, that it will be done in a timely manner.

The Instructional Coach helps to determine the effectiveness of the intervention programs and strategies being used to address each student's weaknesses.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school-based leadership team consistently monitors student achievement data and provides intervention opportunities to students as needed. Frequent MTSS meetings are conducted to monitor targeted students' academic performance. Data results from classroom assessments, districts assessments, and teacher observations are compiled to ensure appropriate interventions are working. If data is not indicating evidence of success, new strategies will be developed.

Title I Part A: We are a non-Title I School and receive no Title I funding.

Title I - Part C: Migrant Program: In the event our school receives any migrant children, we will coordinate with the district to meet these students' needs.

Title I - Part D: Neglected and Delinquent: Our guidance department addresses all social and economic needs of our students.

Title II - Part A: District provides staff development activities to improve basic educational programs and assistance to administrators and teachers in meeting highly qualified status.

Title III - Part A: Services are provided through the District for educational materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (clothing, school supplies, social services, referrals...)for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI): Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. Dr. N. H. Jones Elementary uses its SAI dollars to fund the Dean and Guidance Counselor positions to provide both social and emotional support to our students.

Exceptional Students Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee our school health clinic.

Voluntary Pre-Kindergarten Program: State funded Pre-K programs are advertised to encourage parents to take advantage of this readiness program.

Law Enforcement - Ocala Police Department and Marion County Sheriff's Department: Dr. N. H. Jones participates in the Drug Awareness Resistance Education (D. A. R. E.) program annually that is sponsored by the local Ocala Police Department.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jodi Wilson	Parent
Cheryl Laffey	Principal
Sharese Ajuzie	Parent
Steve Bowen	Parent
Jennifer Eggers	Parent
Dawana Gary	Principal
Nazima Gilani	Parent
Matt Greathouse	Parent
Thomas Mathew	Parent
Karly Miller	Teacher
Linda Plunkett	Parent
Nicole President	Parent
Dr. Judd Reed	Business/Community
Mike Savage	Teacher
Suzy Schmeltz	Parent
Stephanie Simon	Parent
Melanie Slaughter	Parent
Deanna Thomas	Parent
Rena Thomas	Parent
Gina Turley	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

We realize that last year was the initial implementation of a new Core reading program, and there was a drop in reading learning gains from 83% to 77%. After analyzing the data, we determined that the drop was caused in the upper quartile of our students. We are addressing this issue this year by including more upper quartile students in our Achieve 3000 program. Plus we have had staff development in a more effective use of this program. We have discussed with our SAC that according to our data, the big goal we have set for our School Improvement Plan is to improve our performance in the area of Reading and Language Arts.

Development of this school improvement plan

The SAC is involved in the school improvement plan through the discussion of each of the goals during each of the meetings. The strategies and resources are discussed for each goal area. Discussion along with questions and answers are addressed to ensure parent understand of each goal area. Resources are discussed that have been purchased to address the areas of needed improvement.

Preparation of the school's annual budget and plan

We are a non-title one school, so the only money we have to discuss is the district instructional budget which is very minimal and usually ends of being cut. In fact, this year our instructional budget

was cut from \$35,000 to \$21,000. The majority of that money is used for the copy machine lease and the purchase of instructional supplies, such as paper, etc. from our local warehouse. The bulk of our money for the purchase of curriculum materials is generated through the fundraising efforts and donations of our parents.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

No funds are available at this time.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

We are very close to being in compliance. We will continue to solicit members that are currently not represented on the SAC.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Laffey, Cheryl	Principal
Gary, Dawana	Assistant Principal
Levandowski , Cynthia	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT this year is to facilitate effective implementation of the newly adopted Florida Assessment Standards. We are working closely with the district support group and our school based instructional staff to ensure the teachers are knowledgeable of the standards and the mode in which they will be assessed. There is also a school wide effort to incorporate a more effective use of the components of the core reading program that will help ensure the students' mastery of the required skills. Trainings are being provided that help teachers become familiar with the assessments imbedded in the core reading program that can be used for tools to evaluate student understanding of the material. We are also implementing the use of Achieve 3000 with all of our students in 4th and 5th grades rather than with just the gifted or accelerated students. Professional development will be provided for all teachers to encourage use of the Achieve 3000 program with all of their students, using the stories that have various lexile levels, using the graphic organizers to help grapple with the text, and applying the information obtained into a writing sample using the evidence from the text. Goals are being set for students and reports are being monitored weekly to help facilitate a higher level of engagement for the students in the program.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school has a Master Schedule that allows the teachers to have a specials at the same time each day so that there will be time for grade level collaboration meetings. Grade levels will meet frequently to collaborate and provide the administration with minutes from their meetings. District professional development dollars will be used to plan two entire days of collaboration for each grade level that will be used to "unwrap" the new Florida Assessment Standards and to correlate resources currently available to teach those standards. We will also examine Learning Checks at each grade level to look for strengths and weaknesses that can be addressed through curriculum delivery. During those days, teachers will also examine the CPALMS resource tool provided by the state office of education. During collaboration meetings, teaching tools will be shared, i. e. graphic organizers, Document Based Questioning strategies, weekly, and unit assessments from the Core reading program.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Principal is responsible for recruiting highly qualified teachers. Intensive interviews are conducted with candidates who are expected to bring data reports to indicate successful student performance. References are checked to determine indicators for highly effective teachers. Once teachers are hired, much support and mentoring is provided to ensure confidence and success. New teachers are assigned someone at that grade level to serve as their mentor to help answer questions about school policies and procedures. Teachers are encouraged to obtain additional certification and endorsement for both areas of gifted and reading endorsement.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

We are a magnet school and have very few new teachers to our school. This year we have three teachers new to the school, but have teaching experience from other schools. Mentors will be assigned at each grade level to ensure that these teachers are supported and informed of school procedures and policies. Additionally, we have a couple of teachers that have changed assignments this year. Mrs. Mickel has moved from second grade to fourth grade to teach an accelerated group of students, and Mrs. Hubner is working closely with her to plan the curriculum. Mrs. Hubner has taught fourth grade gifted students for many years and will be an excellent mentor for Mrs. Mickel. Mrs. Winne is now teaching an accelerated second grade class, so she is working closely with Ms. Lewis to ensure her curriculum is challenging for her class. Ms. Lewis has her gifted endorsement and will be an excellent resource for Mrs. Winne. Mrs. Stewart moved from fifth grade to second grade, and Mrs. Bizjack and Mrs. Odom are both working closely with her to review the second grade curriculum. Both are very experienced teachers and have worked at the school for years with Mrs. Stewart and will work together well. They collaborate frequently as a grade level. In third grade, Mrs. Carey is new to our school, and Mrs. Montigny and Mrs. Tedder are co-mentoring her. Mrs. Montigny was new to our school last year, so she can anticipate easily the needs of Mrs. Carey and try to be proactive to make things easier for her. Karly Miller is our new Technology teacher and is being mentored by our Assistant Principal. Mrs. Miller is working very hard to meet the technology needs of our teachers with all the new online testing requirements and also all the new online curriculum aides. Dr. N. H. Jones has a very family oriented staff and do an excellent job or working very closely together.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

To ensure the core instructional programs and materials are aligned to the new Florida standards, the new Florida Standards are noted in each teacher's lesson plans. The teachers follow the district prepared curriculum maps that ensure the skills are being covered. The curriculum maps incorporate the lessons provided in the district core Reading curriculum, which is the Wonders Reading Program by McGraw Hill. Each grade level meets frequently to collaborate and review the skills used to teach the standards as noted in the curriculum guides. Days for collaboration and exploration will be used to study the new state website explaining the standards and providing sample questions. The teachers use the core curriculum Teacher Editions to delineate the skills being addressed through their lesson plans. A core curriculum program that we use here at Dr. N. H. Jones is Achieve 3000, which provides a rigorous enrichment program for students reading at or above grade level. All teachers have access to the stories, which can be used whole group to teach the Florida Reading and Writing standards. Teachers are using the graphic organizer and applying their skills through graphic organizers, essay writing, and sentence writing.

The teachers are using the core math program, Go Math, to ensure the students are exposed to the math vocabulary that will be used in the assessment the teachers are required to use that have been produced by the publisher of the text. Other resources are being used to supplement and differentiate the instruction at each grade level. Like the reading program, teachers are following the district prepared curriculum maps and using the online resources available through the publisher.

We are conducting "Techie Tuesday" afternoons that allow teachers to explore the resources available online and to also set up programs that allow them to "push out" activities to their students for practice on the skills being currently taught.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

At the beginning of the year, every teacher receives a student "profile" card that lists the students performance on the previous year's reading and math assessments. Special programs, i. e. ESOL, ESE, Gifted are also noted on the cards. Additionally teachers in Grades 4 and 5 receive a student profile sheet that has all the students list by FCAT Levels in both reading and math. The Level and the scale score range is noted so that the teacher can discern where the student fell within the level. This helps the teacher in setting up their differentiated groups. It also targets those students who are non-proficient and who will be requiring iii support. It also at a glance provides those students needing enrichment.

Students scoring in the non-proficient areas for Grades 1-5 will receive intensive immediate instruction from their classroom teachers. Many programs are used to provide this: Waterford, Earobics, Sidewalks, Read Naturally, Voyager, Successmaker, Achieve 3000, and SRA. Also, students in Grades 3, 4, and 5 will receive instruction in reading and writing through the strategy of "Document Based Questioning (DBQ)" that all teachers have received training on. Teachers in Grade K-5 are using the Leveled Readers in the Core reading program to differentiate the reading instruction for each student. The readers are written on three levels, "Approaching, On, and Beyond." This allows the student to "grapple" with varied text and vocabulary.

The STAR reading test is given three times a year: Sept., Jan., and Apr. to test the student's reading level to ensure improvement is obtained in reading and that the level is increasing. Independent reading materials are selected for the Accelerated Reader program based on the STAR reading levels. Teachers set individual goals for the students to obtain each nine week grading period.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 720

Teachers use resources provided by Curriculum Associates to called Florida Ready to reinforce the instrucion of the basic reading skills: comprehension, vocabulary, compare and contrast, sequencing, etc. Students meet one hour twice a week for six weeks prior to the state assessment test.

Strategy Rationale

Students are in small groups and the practice is guided direct instruction provided by a highly qualified teacher to address skills that have difficulty being mastered.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Laffey, Cheryl, cheryl.laffey@marion.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students will demonstrate improvement on their classroom learning checks.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Although we do not have a head start or a VPK program, we do work with private providers in facilitating the transitioning of our PreKindergarten students into our school. We have frequent parent meetings and prior to the first week of school, we have a special orientation evening for just our kindergarten parents. Prior to the start of school, we meet one-on-one with incoming student's parents to help parents work with their children during the summer to help improve their child's readiness skills.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Our goal is to increase the percentile for the number of students achieving ELA Learning Gains, which will include the writing portion as well as the reading portion for which we had deficits. The only subgroup not meeting their AMO target is the Asian subgroup, and we will target those students to ensure they are on target to meet their AMO. We will run a roster of our Asian students and monitor their grades, learning checks, Kid Biz performance, and STAR reports to ensure they are on target to score at the proficient level on the AIR assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Our goal is to increase the percentile for the number of students achieving ELA Learning Gains, which will include the writing portion as well as the reading portion for which we had deficits. The only subgroup not meeting their AMO target is the Asian subgroup, and we will target those students to ensure they are on target to meet their AMO. We will run a roster of our Asian students and monitor their grades, learning checks, Kid Biz performance, and STAR reports to ensure they are on target to score at the proficient level on the AIR assessment. **1a**

 G035903

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	95.0

Resources Available to Support the Goal **2**

- We will use the Achieve 3000 software program to ensure our highly performing students maintain their high level of performance. Teachers plan non-fiction articles for students to read and write about and then monitor their progress on a weekly basis. Graphic organizers are used to ensure students are gathering facts and expressing the information obtained from those facts in a logical and interpretive manner. SRA kits and Read Naturally programs are being used for interventions for students in the MTSS process. Leveled Readers in the Core reading program are being used to help students grapple text and understand vocabulary to help their comprehension and understanding of information read. All teachers in grades 3-5 have been trained in the the DBQ (Document Based Process) to help students learn to read and interpret text so that the student can justify their answers to questions.

Targeted Barriers to Achieving the Goal **3**

- Barriers this year for the teachers are 1) having a clear understanding of the testing format of the AIR test. Everyone says teach the standard, but if the students does not understand the way the information is tested, then that student may not be able to prove evidence that he/she understands the skill. 2)teachers are not familiar with all the resources available at the state level to help them teach and assess the new standards. 3)there is not enough time within the school day and school week for teachers to examine all the available resource and use them in the most advantageous ways.

Plan to Monitor Progress Toward G1. **8**

Minutes from collaboration meetings will be examined to determine what skills and what materials are being used to instruct the reading standards. Monitoring of Unit tests and Learning checks will be conducted to establish student understanding and mastery of information. Monitoring of Kid Biz performance will be conducted monthly to determine how students are achieving on their reading selections. STAR reports will be monitoring to ensure student reading levels are improving. AR points and goals will be monitored to see which students are not fulfilling their goals. Reading grades will be monitored to see which students needs additional remediation or interventions.

Person Responsible

Cheryl Laffey

Schedule

Weekly, from 10/8/2014 to 5/29/2015

Evidence of Completion

Students will be scoring above 80% on their Learning Checks. Students will be scoring above 75% on their Kid Biz articles. STAR reports will be improved for 90% of the students. Students will be meeting their AR goals.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Our goal is to increase the percentile for the number of students achieving ELA Learning Gains, which will include the writing portion as well as the reading portion for which we had deficits. The only subgroup not meeting their AMO target is the Asian subgroup, and we will target those students to ensure they are on target to meet their AMO. We will run a roster of our Asian students and monitor their grades, learning checks, Kid Biz performance, and STAR reports to ensure they are on target to score at the proficient level on the AIR assessment. 1

G035903

G1.B1 Barriers this year for the teachers are 1) having a clear understanding of the testing format of the AIR test. Everyone says teach the standard, but if the students does not understand the way the information is tested, then that student may not be able to prove evidence that he/she understands the skill. 2)teachers are not familiar with all the resources available at the state level to help them teach and assess the new standards. 3)there is not enough time within the school day and school week for teachers to examine all the available resource and use them in the most advantageous ways. 2

B086042

G1.B1.S1 Days of collaboration have been planned for teachers to examine CPALMS, the FSA assessment site, and resources available to instruct the new standards. All grade level K-5 will have 2 full days of collaboration to examine materials and plan strategies. Additionally, the Master Schedule was developed to allow teachers at all grade levels a common planning time to faciliate collaboration and exploration of strategies for instruction of the standards. Frequent collaboration meetings are planned throughout the month to accommodate this collaboration period. 4

S096751

Strategy Rationale

Becoming familiar with the available resources and obtaining more information about the assessment will alleviate the barrier of insecurity the teachers currently have about how to teach and assess the new standards.

Action Step 1 5

The action will be a professional development activity that will allow teachers to collaborate to develop strategies that address instruction of new standards. Each grade level will meet for two full days during the first semester, and also monthly during preset grade level collaboration times.

Person Responsible

Cheryl Laffey

Schedule

Semiannually, from 10/8/2014 to 12/19/2014

Evidence of Completion

Reading Grades Learning Checks Kid Biz Reports AR Reports STAR Reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Minutes will be taken at each full day of collaboration and action plans will be developed will strategies and resources listed that will be used to address the Florida Standards. Minutes will be taken from each collaboration meeting and a template will be used to address the issues discussed.

Person Responsible

Cheryl Laffey

Schedule

Monthly, from 10/8/2014 to 5/29/2015

Evidence of Completion

High percentage of performance in Reading for Grades 3-5.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Walkthroughs for observation of instructional strategies, monitoring of Learning Checks, and monitoring of grades will be evidence of the fidelity of which the standards are being structed and assessed.

Person Responsible

Cheryl Laffey

Schedule

Monthly, from 10/8/2014 to 5/29/2015

Evidence of Completion

AIR Reading scores for Grades 3-5 and LEOCES for Grades K-2.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The action will be a professional development activity that will allow teachers to collaborate to develop strategies that address instruction of new standards. Each grade level will meet for two full days during the first semester, and also monthly during preset grade level collaboration times.	Laffey, Cheryl	10/8/2014	Reading Grades Learning Checks Kid Biz Reports AR Reports STAR Reports	12/19/2014 semiannually
G1.MA1	Minutes from collaboration meetings will be examined to determine what skills and what materials are being used to	Laffey, Cheryl	10/8/2014	Students will be scoring above 80% on their Learning Checks. Students will be scoring above 75% on their Kid Biz	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	instruct the reading standards. Monitoring of Unit tests and Learning checks will be conducted to establish student understanding and mastery of information. Monitoring of Kid Biz performance will be conducted monthly to determine how students are achieving on their reading selections. STAR reports will be monitoring to ensure student reading levels are improving. AR points and goals will be monitored to see which students are not fulfilling their goals. Reading grades will be monitored to see which students needs additional remediation or interventions.			articles. STAR reports will be improved for 90% of the students. Students will be meeting their AR goals.	
G1.B1.S1.MA1	Walkthroughs for observation of instructional strategies, monitoring of Learning Checks, and monitoring of grades will be evidence of the fidelity of which the standards are being structured and assessed.	Laffey, Cheryl	10/8/2014	AIR Reading scores for Grades 3-5 and LEOCES for Grades K-2.	5/29/2015 monthly
G1.B1.S1.MA1	Minutes will be taken at each full day of collaboration and action plans will be developed will strategies and resources listed that will be used to address the Florida Standards. Minutes will be taken from each collaboration meeting and a template will be used to address the issues discussed.	Laffey, Cheryl	10/8/2014	High percentage of performance in Reading for Grades 3-5.	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Our goal is to increase the percentile for the number of students achieving ELA Learning Gains, which will include the writing portion as well as the reading portion for which we had deficits. The only subgroup not meeting their AMO target is the Asian subgroup, and we will target those students to ensure they are on target to meet their AMO. We will run a roster of our Asian students and monitor their grades, learning checks, Kid Biz performance, and STAR reports to ensure they are on target to score at the proficient level on the AIR assessment.

G1.B1 Barriers this year for the teachers are 1) having a clear understanding of the testing format of the AIR test. Everyone says teach the standard, but if the students does not understand the way the information is tested, then that student may not be able to prove evidence that he/she understands the skill. 2)teachers are not familiar with all the resources available at the state level to help them teach and assess the new standards. 3)there is not enough time within the school day and school week for teachers to examine all the available resource and use them in the most advantageous ways.

G1.B1.S1 Days of collaboration have been planned for teachers to examine CPALMS, the FSA assessment site, and resources available to instruct the new standards. All grade level K-5 will have 2 full days of collaboration to examine materials and plan strategies. Additionally, the Master Schedule was developed to allow teachers at all grade levels a common planning time to facilitate collaboration and exploration of strategies for instruction of the standards. Frequent collaboration meetings are planned throughout the month to accommodate this collaboration period.

PD Opportunity 1

The action will be a professional development activity that will allow teachers to collaborate to develop strategies that address instruction of new standards. Each grade level will meet for two full days during the first semester, and also monthly during preset grade level collaboration times.

Facilitator

Cheryl Laffey, Principal and Dawana Gary, Assistant Principal

Participants

All teachers in Grades K-5

Schedule

Semiannually, from 10/8/2014 to 12/19/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 1: Our goal is to increase the percentile for the number of students achieving ELA Learning Gains, which will include the writing portion as well as the reading portion for which we had deficits. The only subgroup not meeting their AMO target is the Asian subgroup, and we will target those students to ensure they are on target to meet their AMO. We will run a roster of our Asian students and monitor their grades, learning checks, Kid Biz performance, and STAR reports to ensure they are on target to score at the proficient level on the AIR assessment.	4,200
Grand Total	4,200

Goal 1: Our goal is to increase the percentile for the number of students achieving ELA Learning Gains, which will include the writing portion as well as the reading portion for which we had deficits. The only subgroup not meeting their AMO target is the Asian subgroup, and we will target those students to ensure they are on target to meet their AMO. We will run a roster of our Asian students and monitor their grades, learning checks, Kid Biz performance, and STAR reports to ensure they are on target to score at the proficient level on the AIR assessment.		
Description	Source	Total
B1.S1.A1	Title II	4,200
Total Goal 1		4,200