



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Joseph Williams Elementary School

1245 SE 7TH AVE

Gainesville, FL 32641

352-955-6719

<http://www.williamspta.org/>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
74%

Alternative/ESE Center
No

Charter School
No

Minority Rate
85%

School Grades History

2013-14
C

2012-13
D

2011-12
C

2010-11
C

2009-10
C

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Joseph Williams Elem. School

Principal

Karla Hutchinson

School Advisory Council chair

Elizabeth Rowe

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

Name	Title
Dory Schofield	Curriculum Resource Teacher
Marjory Francois	Behavior Resource Teacher
Heather Dacey	FCIM Facillitator
Wendy Smith	Certified School Counselor

District-Level Information

District

Alachua

Superintendent

Dr. W. Daniel Boyd, Jr.

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school

Williams SAC: 13 members

Teachers: 25%

Parents: 42%

Education Support Employees: 8%

Other Citizens: 25%

Involvement of the SAC in the development of the SIP

The SAC provided input for the 2013-14 School Improvement Plan. School data was reviewed with SAC, as well as, School Committee information. The SIP draft was reviewed with SAC prior to submission.

Activities of the SAC for the upcoming school year

The SAC meets throughout the year. At the meetings current data is reviewed, budgets are reviewed, instructional methods are explained, items that need to be voted on are addressed, teacher requests are also addressed, assist in development of School Improvement Plan(SIP), Review of SIP goals throughout school year. Provide input for the school-wide Parent Involvement Plan and the Home-School Compact, Create and conduct the school-wide parent and faculty Climate Surveys.

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

Instructional needs of the school - \$2,500; Substitutes for planning days - \$2,000; Materials for Reading, Math, Writing and Science - \$1,500. Staff Development activities - \$1,000

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

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

Administrators**# of administrators**

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Karla Hutchinson

Principal

Years as Administrator: 2

Years at Current School: 1

Credentials

Bachelor of Arts in Elementary Education
 Master of Arts in Educational Leadership K-12
 Specialist in Educational Leadership K-12
 Certifications:
 Elementary Education K-6
 Educational Leadership K-12
 Principal Certification K-12

Performance Record

M.K. Rawlings Elementary School Grade
 2010-2011: D
 2011-2012: C
 J. Williams Elementary School Grade
 2011-2012 : C
 2012-2013: D
 2013 Data:
 Achievement Level 3 or higher:
 Reading 52%; Math 49%; Science 47%; Writing 60%
 Learning Gains:
 Reading Gains 61%; Math 54%
 Lowest 25% Gains:
 Reading 44%; Math 52%

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Virginia Knoll		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	Bachelors Degree: Elementary Education K- 6 Masters Degree: Elementary Education K-6; Special Education Certifications: Elementary Education Special Education	
Performance Record	2012-2013 Littlewood Elementary: School Grade A Mathematics Percent Scoring Satisfactory and above: Grade 3 - 72% Grade 4 - 70% Grade 5 - 64%	
Cassie Jacobs		
Part-time / District-based	Years as Coach: 3	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Master Degree: Elementary Education K-6 Certifications: Elementary Education K-6 Gifted Endorsed	
Performance Record	Charles Duval Elementary 2011-2012 School Grade C 2012-2013 School Grade D 2012 Reading Percent Scoring Satisfactory and above: Grade 3 - 16% Grade 4 - 32% Grade 5 - 23% 2013 Reading Percent Scoring Satisfactory and above: Grade 3 - 49% Grade 4 - 28% Grade 5 - 36%	

Jessica Mead

Part-time / District-based

Years as Coach: 3

Years at Current School: 1

Areas

Science

Credentials

Certifications:

Elementary Education 1-6

Reading Endorsed K-12

Educational Leadership K-12

Principal Certification K-12

Performance Record**Classroom Teachers****# of classroom teachers**

44

receiving effective rating or higher

44, 100%

Highly Qualified Teachers

100%

certified in-field

44, 100%

ESOL endorsed

15, 34%

reading endorsed

5, 11%

with advanced degrees

27, 61%

National Board Certified

3, 7%

first-year teachers

2, 5%

with 1-5 years of experience

20, 45%

with 6-14 years of experience

14, 32%

with 15 or more years of experience

7, 16%

Education Paraprofessionals**# of paraprofessionals**

6

Highly Qualified

6, 100%

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

District Induction Program to provide district mentor - Person Responsible: District Supervisor
 Regular Meeting of New Teachers with Principal and/or other members of Leadership Team - Person Responsible: School Leadership Team
 Newly hired teachers provided opportunity to participate in professional development week prior to preplanning (PD focused on planning, curriculum, Common Core, cooperative learning) - Person Responsible: District Title I Supervisor
 New Teacher Orientation held at school during preplanning - Person Responsible: Principal
 School-based monthly meetings for new teachers - Person Responsible: 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

Identified Teachers will participate in District Induction Program for beginning teachers and/or School Based mentor program.
 Planned Mentoring Activities: Alachua County Beginning Teacher Program; Monthly School-Based meetings; Weekly School-Based Meetings with team leaders
 Rationale for Pairing: District and/or School Assigned, based on District New Teacher Program and School personnel.

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 purpose of MTSS/RTI is to ensure high quality instruction/intervention matched to student needs and using student assessment data over time to make data-based decisions to guide instruction. School-wide data is used to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.).

The RTI team will meet at least monthly and use the problem solving process to: Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive) Based on student data, recommend, coordinate and implement intervention support (Tiers 2 and 3) that match students' non-mastery of skills through:

- Small group pull-out tutoring
- Extended Learning Program after-school
- Mini assessments to determine validity of remediation and assess student growth
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings

aligned with the SIP goals

- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed to strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Use of school-based Reinforcement Instructional Calendars, Mini-Lessons and Mini-Assessments
 - Use of Common Core Assessments at the end of segments/chapters
 - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
 - Work collaboratively with the PLCs in the implementation of FCIM (on specific tested benchmarks) and progress monitoring.
 - Coordinate/collaborate with other working committees, such as the Language Arts Committee(which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

Select General Education Teacher: Provide information about the core instruction; participates in student data collection; delivers Tier 1 instruction; Implement interventions designed by RTI team for students in Tier 2 and Tier 3; Deliver instructional interventions with fidelity; attend RTI meetings to collaborate on and monitor students who are struggling; maintain ongoing progress monitoring notes

Exceptional Student Education (ESE) Teacher: Participates in student data collection; integrates core instructional activities/materials into Tier 3 instruction; collaborates with general education teachers through such activities such as co-teaching; coordinate interventions with general education teacher's core instruction; consult with RTI team regarding Tier 3 intervention; incorporate RTI data when making eligibility decisions

FCIM Facilitator: collect school-wide data for RTI team to use in determining at-risk students; facilitates and supports data collection activities; assists in data analysis; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; provides training and coaching in intervention program implementation

Certified School Counselor: Schedule and attend RTI meetings; Maintain log of all students involved in RTI process; send parent invites; complete necessary RTI forms; Provide guidance on data collection, charting and graphing results and the use of technology in the collection of data

Speech/Language Pathologist: Attend RTI meetings concerning some students in Tier 2 and Tier 3; educates the team in the role language plays in curriculum, assessments and instruction as a basis for appropriate program design; monitor data collection process for fidelity; Review and interpret progress monitoring data; assists in the selection of screening measures; helps identify systematic patterns of student need with respect to language skills

School Psychologist: Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance problem-solving activities including data collection, data analysis, intervention planning and program evaluation

Principal: Facilitate implementation of RTI; communicate and reinforce expectation for data based decision making; Provide or coordinate professional development; attend RTI meetings; conduct walkthroughs to monitor fidelity and integrity of core curriculum and intervention implementation

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

Participation in RTI meetings; Formal and informal observations; Data Chats with teachers, students and parents; ongoing progress monitoring; Members of the team will be responsible for implementing, supporting and evaluation of plan

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data: Florida Assessment for Instruction in Reading (FAIR); Florida Comprehensive Assessment Test (FCAT); District On-Track Assessment, Reading Street Assessments; My Math Assessments; Discovery Education Assessments; Writing Prompts, FLKRS Kindergarten Assessment Progress Monitoring: District On-Track Assessments; My Math Assessments; Reading Street Assessments; National Geographic Assessments; Mini Assessments; District Benchmark Assessments Midyear: FAIR; Discovery Education Assessments; District On-Track Assessments; My Math Assessments; District On-Track Assessments; My Math Assessments; Reading Street Assessments; National Geographic Assessments; Mini Assessments; District Benchmark Assessments End-Of-Year: FAIR; FAIR; Discovery Education Assessments; District On-Track Assessments; My Math Assessments; District On-Track Assessments; My Math Assessments; Reading Street Assessments; National Geographic Assessments

Data at the beginning of the year and throughout the year will be captured and presented through the district's student information system. Toward the end of the year, the data presentation will be migrated into the district's local instructional information system

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

Professional development will be provided to teachers on the RTI process, data collection and analysis, EPT procedures; effective communication with parents

Opportunities for parent conferences will be provided throughout the year; parental workshops will occur throughout year; Data Chats with parents

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:**

After-School Tutoring will be provided for identified students to provide additional academic instruction based on data analysis. On-going progress monitoring will be conducted by teacher; On-going progress monitoring will be reviewed by FCIM Facilitator, teacher and SBLT.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected bi-monthly, the data will be analyzed to determine student progress and identify skills needing remediation.

Who is responsible for monitoring implementation of this strategy?

The principal, FCIM Facilitator, SBLT and instructors will be responsible for monitoring implementation.

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

Name	Title
Karla Hutchinson	Principal
Cassie Jacobs	Reading Coach
Alice Ferguson	Third Grade Gifted Teacher
Emily Crews	Third Grade Teacher
Brandy Hughes	Fourth Grade Teacher
Karen Talham	Fourth Grade Gifted Teacher
Laura Maxwell	Fifth Grade Magnet Teacher
Kelly Nixon	Kindergarten Teacher
Lashonda Colson	First Grade Teacher
Sara Mckechnie	Second Grade Teacher

How the school-based LLT functions

The LLT will meet quarterly to discuss the needs of the school/grade levels and future actions needed to improve literacy as they relate to our School Improvement Plan.

Major initiatives of the LLT

Effective implementation of Common Core Standards

Teacher use of data to guide instructional decisions and delivery

Increase media center circulation by students (percent of books checked out by students)

Implementation of effective research based strategies

Implementation of new reading series Reading Street

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

The school conducts a Kindergarten Roundup each year to provide parents with assistance in transitioning their preschool children into Kindergarten. During this event, the school conducts an afternoon session where parents receive information about kindergarten, have the opportunity to complete enrollment forms, meet school staff and ask questions concerning the transition to kindergarten. In addition, parents receive informational handouts to assist in preparing their child with essential skills needed for success in school.

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	60%	53%	No	64%
American Indian				
Asian		96%		
Black/African American	39%	30%	No	45%
Hispanic				
White	98%	95%	Yes	98%
English language learners				
Students with disabilities	34%	17%	No	41%
Economically disadvantaged	38%	28%	No	44%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	13%	20%
Students scoring at or above Achievement Level 4	119	39%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		40%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	122	61%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	22	44%	50%

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	66	60%	70%
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	56%	51%	Yes	60%
American Indian		60%		
Asian		100%		
Black/African American	33%	27%	No	39%
Hispanic		100%		
White	96%	97%	Yes	96%
English language learners				
Students with disabilities	27%	22%	No	34%
Economically disadvantaged	31%	24%	No	38%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	13%	20%
Students scoring at or above Achievement Level 4	111	36%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		35%
Students scoring at or above Level 7	[data excluded for privacy reasons]		70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	107	54%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	27	52%	55%

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	10	10%	20%
Students scoring at or above Achievement Level 4	37	37%	40%

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)	10		15
Participation in STEM-related experiences provided for students	200	35%	45%

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	47	8%	5%
Students retained, pursuant to s. 1008.25, F.S.	15	3%	1%
Students who are not proficient in reading by third grade	18	19%	15%
Students who receive two or more behavior referrals	31	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	61	11%	5%

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

Increase parent participation in parent conference meetings, provide parents with academic strategies for use at home (parent workshops) and academic focused school functions.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Participation in Parent Conferences	165	29%	40%
Parent Participation in Family Math Night (math strategies for home)	100	18%	30%
Parent Participation in Parent Breakfast (reading strategies for home)	11	2%	20%
Parent Participation in FCAT Parent Workshop	0	0%	50%
Parent Participation in Family Science Workshop	113	20%	30%

Goals Summary

- G1.** Use student performance data to effectively improve student achievement and ensure mastery of grade level benchmarks.
- G2.** To emphasize and engage students in the problem solving process we will increase student achievement by implementing inquiry based problem solving strategies.
- G3.** Students will demonstrate a mathematical knowledge base and the competence to apply this knowledge to improve their abilities to use mathematics to solve problems.

Goals Detail

G1. Use student performance data to effectively improve student achievement and ensure mastery of grade level benchmarks.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science - Elementary School

Resources Available to Support the Goal

- Full-time FCIM Coordinator; Curriculum Resource Teacher; District Math, Science and Reading Coaches; Alignment of Instruction to Common Core Standards; Pacing Guides; Instructional Calendars; Common Grade Level Planning; Grade Level Data Chats; School Based Academic Specific Review Committees; On-Going Progress Monitoring

Targeted Barriers to Achieving the Goal

- Teacher interpretation of data
- Teacher Knowledge

Plan to Monitor Progress Toward the Goal

Google Docs, On Going Student Progress Monitoring, Student Achievement

Person or Persons Responsible

School Leadership Team, District Reading, Math and Science Coaches, Teachers, FCIM Facilitator

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increase of Student at Proficiency Level 3 and Above on FCAT 2.0

G2. To emphasize and engage students in the problem solving process we will increase student achievement by implementing inquiry based problem solving strategies.

Targets Supported

- Science
- Science - Elementary School
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Science Coach
- Science Lab/ Instructor
- STEM Challenges, Gizmo

Targeted Barriers to Achieving the Goal

- Instructional Time
- Compacted Pacing
- Differing Levels of rigor, higher order questioning and differentiation in individual classrooms

Plan to Monitor Progress Toward the Goal

Increase inquiry based learning opportunities

Person or Persons Responsible

SBLT, Teachers, Science Lab Teacher, Science Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student Achievement Data (National Geographic Assessments, On-Track) Increase in percent of students scoring proficient and above on FCAT 2.0 lesson plans, Formal and Informal Observations, Science Journals,

G3. Students will demonstrate a mathematical knowledge base and the competence to apply this knowledge to improve their abilities to use mathematics to solve problems.

Targets Supported

Resources Available to Support the Goal

- Math Coach; Title I Funds; Reflex Math; New Math Curriculum - My Math

Targeted Barriers to Achieving the Goal

- Amount of student exposure to mathematical concepts and skills; implementation of new curriculum and Common Core Standards

Plan to Monitor Progress Toward the Goal

Monitor student math assessment data for student progress

Person or Persons Responsible

Principal, School Based Leadership Team

Target Dates or Schedule:

bi-monthly

Evidence of Completion:

goggle docs, student achievement results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Use student performance data to effectively improve student achievement and ensure mastery of grade level benchmarks.

G1.B1 Teacher interpretation of data

G1.B1.S1 Continuous review of data by administration, district coaches and instructors

Action Step 1

Data Chats, Analysis of Google Docs, Teacher Tracking of Student Assessment Data in all Core Subject Areas

Person or Persons Responsible

School Leadership Team, District Reading, Math and Science Coaches, Teachers, FCIM Facilitator

Target Dates or Schedule

Leadership Team will meet bi-monthly to review school data; Individualized and Grade Level Data Chats bi-monthly; District Coaches will provide ongoing support throughout school year.

Evidence of Completion

Record of Data Chats, Monitoring of Student Assessment Documentation

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

Monitor the correct usage of Google Docs to analyze student assessment data, monitor teacher instructional planning and pacing through the use of informal classroom snapshots and formal observations; Title I Documentation for intervention

Person or Persons Responsible

School Leadership Team, District Reading, Math and Science Coaches, FCIM Facilitator

Target Dates or Schedule

Ongoing

Evidence of Completion

Principal informal and formal observations; Coaches logs; Title I Documentation

Plan to Monitor Effectiveness of G1.B1.S1

Increases in Student Achievement Scores

Person or Persons Responsible

School Leadership Team, District Reading, Math and Science Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase of Student at Proficiency Level 3 and Above on FCAT 2.0

G1.B1.S2 Effective use of goggle docs by teachers to monitor student progress and achievement data

Action Step 1

Teachers will engage in data chats facilitated by the SBLT in order to make instructional decisions, monitor student progress and achieve benchmark mastery.

Person or Persons Responsible

SBLT and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase of Student at Proficiency Level 3 and Above on FCAT 2.0

Plan to Monitor Fidelity of Implementation of G1.B1.S2

With support, teachers will enter student assessment data and continuously review student progress.

Person or Persons Responsible

SBLT and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase of Student at Proficiency Level 3 and Above on FCAT 2.0

Plan to Monitor Effectiveness of G1.B1.S2

Increase in student mastery of benchmarks

Person or Persons Responsible

SBLT and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase of Student at Proficiency Level 3 and Above on FCAT 2.0

G1.B2 Teacher Knowledge

G1.B2.S1 Guided and Targeted Data Chats with SBLT, District Coaches and FCIM facilitator, assistance with data driven decision making, assessment of student needs, implementation of mini-lessons and reassessment to ensure mastery of grade level benchmarks.

Action Step 1

Continuously monitor and analyze student assessment data in order to inform instructional decisions.

Person or Persons Responsible

SBLT, District Coaches and FCIM facilitator, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase of Student at Proficiency Level 3 and Above on FCAT 2.0.

Facilitator:

FCIM Facilitator, CRT and District Coaches

Participants:

SBLT, District Coaches and FCIM facilitator, teachers

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

Accurate administration of students assessments, use of google docs to complete data analysis and documentation of data chats to monitor student progression.

Person or Persons Responsible

SBLT, District Coaches, FCIM Facilitator and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase of Students at Proficiency Level 3 and Above on FCAT 2.0.

Plan to Monitor Effectiveness of G1.B2.S1

With support teachers will, use google docs to identify gaps in student leaning, provide additional instruction in areas of need and reassess to ensure student mastery.

Person or Persons Responsible

SBLT, District Coaches, FCIM facilitator and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase of Students at Proficiency Level 3 and Above on FCAT 2.0

G2. To emphasize and engage students in the problem solving process we will increase student achievement by implementing inquiry based problem solving strategies.

G2.B1 Instructional Time

G2.B1.S1 Add the Science Lab to the resource schedule, provide additional science instruction in targeted classrooms using STEM Challenges, inquiry projects and the science lab instructor.

Action Step 1

Increase Instructional Time

Person or Persons Responsible

Teachers, Science Lab Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Resource and Push-in Schedules, Teacher Lesson Plans, Formal and informal observations

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

Increased Instructional Time

Person or Persons Responsible

SBLT, Science Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Resource and Push-in Schedules, Teacher Lesson Plans, Formal and informal observations

Plan to Monitor Effectiveness of G2.B1.S1

Increased Instructional Time

Person or Persons Responsible

Teachers, Science Lab Teacher, SBLT, Science Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Analysis of Student Assessment Data, Increased number students scoring at Proficiency Level 3 and higher on FCAT 2.0

G2.B2 Compacted Pacing

G2.B2.S1 Increase opportunities for students to master science benchmarks

Action Step 1

The implementation of inquiry projects, science lab and additional push-in instruction, will provide students with additional opportunities to master grade level benchmarks.

Person or Persons Responsible

SBLT, Teachers, Science Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Resource and Master Schedules, Teacher Lesson Plans, Formal and Informal Observations

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

Increase opportunities to master science benchmarks

Person or Persons Responsible

SBLT, Teachers, District Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Evaluation of teacher lesson plans, formal and informal observations

Plan to Monitor Effectiveness of G2.B2.S1

Mastery of Benchmarks

Person or Persons Responsible

SBLT, Teachers, Science Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Benchmark Assessments, Increased number of students scoring at proficiency level 3.0 or higher on FCAT 2.0

G2.B3 Differing Levels of rigor, higher order questioning and differentiation in individual classrooms

G2.B3.S1 Provide professional development using inquiry based learning to increase the rigor, higher order questioning and differentiation in all classrooms.

Action Step 1

Provide professional development in inquiry based learning

Person or Persons Responsible

Science Coaches, Trained Teachers, AIMS Consultants

Target Dates or Schedule

Ongoing

Evidence of Completion

Documentation of Professional Development Opportunities

Facilitator:

District Coach, Trained Teachers

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Provide professional development using inquiry based learning to increase the rigor, higher order questioning and differentiation in all classrooms.

Person or Persons Responsible

District Coach, Trained Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Document and Evaluate the professional development provided

Plan to Monitor Effectiveness of G2.B3.S1

Provide professional development using inquiry based learning to increase the rigor, higher order questioning and differentiation in all classroom.

Person or Persons Responsible

SBLT, District Coach, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Student Assessment Data, Formal and Informal Observations

G3. Students will demonstrate a mathematical knowledge base and the competence to apply this knowledge to improve their abilities to use mathematics to solve problems.

G3.B1 Amount of student exposure to mathematical concepts and skills; implementation of new curriculum and Common Core Standards

G3.B1.S1 Increase instructional time

Action Step 1

The math instructional block will increase for each grade level from 30-45 min. to at least one hour.

Person or Persons Responsible

Teachers, Principal

Target Dates or Schedule

During math instructional time

Evidence of Completion

Increased mathematical instructional time evident through schedule, classroom walkthroughs, teacher lesson plans

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

Monitor increases in instructional time through evaluation of lesson plans, informal classroom snapshots and formal classroom observations.

Person or Persons Responsible

SBLT, District Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase of Students at Proficiency Level 3 and above on FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S1

Monitor student data to determine the impact of increases in instructional time

Person or Persons Responsible

SBLT, district coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase of Students at Proficiency Level 3 and above on FCAT 2.0

G3.B1.S2 Collecting data to determine more efficiently which students need to be targeted for skill development with math concepts and scheduling of skill focused math intervention

Action Step 1

Data Analysis, Math Focused Data Chats

Person or Persons Responsible

School Leadership Team, District Math Coach, Teachers, FCIM Facilitator

Target Dates or Schedule

Leadership Team will meet bi-monthly to review math data; Individualized and Grade Level Math Data Chats bi-monthly; District Coaches will provide ongoing support throughout the year.

Evidence of Completion

Monitoring of student assessment documentation, record of data chats, lesson plans, student achievement

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Monitor teacher instructional planning and pacing through the use of informal classroom snapshots and formal observations, Title I Documentation for intervention, Analysis of student assessment data

Person or Persons Responsible

Principal, School Leadership Team, District Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Principal formal and informal observations, Coaches log, lesson plans, Title I documentation

Plan to Monitor Effectiveness of G3.B1.S2

Increases in student achievement scores on Benchmark Assessments (percent of students scoring 70% and above) and FCAT 2.0 (percent of students scoring satisfactory and above)

Person or Persons Responsible

Principal, School Leadership Team, District Math Coach, FCIM Facilitator

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase of students scoring at proficiency Level 3 and above on FCAT 2.0

G3.B1.S3 Engage students in journaling and discussion activities. Guide students to discover mathematical relationships and to use appropriate vocabulary to discuss these relationships.

Action Step 1

Implement the use of math journals in all classrooms 1-5.

Person or Persons Responsible

SBLT, Teachers and District Coach

Target Dates or Schedule

Full Implementation by January 2014

Evidence of Completion

Lesson Plans, Classroom Snapshots and Observations

Facilitator:

District Coach

Participants:

All Teachers (Grades 1-5)

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Use of math journals to increase vocabulary acquisition and discovery of mathematical relationships.

Person or Persons Responsible

SBLT, Teachers, District Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Documentation of Professional Development and Implementation in the classroom

Plan to Monitor Effectiveness of G3.B1.S3

Incorporate Daily use of Math Journals in Lesson Plans

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Monitor math assessment data to determine the impact of math journals on student achievement

Coordination and Integration

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

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

Title I, Part A : Services are provided to ensure students requiring additional remediation are assisted through remediation sessions, after-school tutoring or extended school year options. The district coordinates with Title II and Title III in ensuring staff development needs are provided. The school utilizes a FCIM Facilitator to assist teachers.

Title I, Part C Migrant: Migrant Support Resource Advocates provides services and support to the school and families. The district liaison coordinates with Title I and other programs to ensure student needs are addressed and met.

Title I, Part D: Services are coordinated with district Drop-out Prevention programs.

Title II: District receives funds for improving basic education programs through the purchase of technology to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Professional development will also be offered by the district curriculum coaches in the areas of reading, math and science.

Title III: Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners.

Title X, Homeless: The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the MckInney-Vento Act to eliminate barriers for free and appropriate education.

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with district funds to provide summer school for third grade students.

Violence Prevention Programs: The school fully supports the district initiative to eliminate bullying from our school and plans to implement any activities from the district in relation to such. In addition, the school offers a non-violence and anti-drug program to students. The school also offers Positive Behavior Support (PBS) to students.

Head Start: Title I provides materials for Parent Involvement. A Kindergarten roundup is held each April for all incoming kindergarten students.

Career and Technical Education: A Career Day is held in the Spring

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. Use student performance data to effectively improve student achievement and ensure mastery of grade level benchmarks.

G1.B2 Teacher Knowledge

G1.B2.S1 Guided and Targeted Data Chats with SBLT, District Coaches and FCIM facilitator, assistance with data driven decision making, assessment of student needs, implementation of mini-lessons and reassessment to ensure mastery of grade level benchmarks.

PD Opportunity 1

Continuously monitor and analyze student assessment data in order to inform instructional decisions.

Facilitator

FCIM Facilitator, CRT and District Coaches

Participants

SBLT, District Coaches and FCIM facilitator, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increase of Student at Proficiency Level 3 and Above on FCAT 2.0.

G2. To emphasize and engage students in the problem solving process we will increase student achievement by implementing inquiry based problem solving strategies.

G2.B3 Differing Levels of rigor, higher order questioning and differentiation in individual classrooms

G2.B3.S1 Provide professional development using inquiry based learning to increase the rigor, higher order questioning and differentiation in all classrooms.

PD Opportunity 1

Provide professional development in inquiry based learning

Facilitator

District Coach, Trained Teachers

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Documentation of Professional Development Opportunities

G3. Students will demonstrate a mathematical knowledge base and the competence to apply this knowledge to improve their abilities to use mathematics to solve problems.

G3.B1 Amount of student exposure to mathematical concepts and skills; implementation of new curriculum and Common Core Standards

G3.B1.S3 Engage students in journaling and discussion activities. Guide students to discover mathematical relationships and to use appropriate vocabulary to discuss these relationships.

PD Opportunity 1

Implement the use of math journals in all classrooms 1-5.

Facilitator

District Coach

Participants

All Teachers (Grades 1-5)

Target Dates or Schedule

Full Implementation by January 2014

Evidence of Completion

Lesson Plans, Classroom Snapshots and Observations

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Use student performance data to effectively improve student achievement and ensure mastery of grade level benchmarks.	\$50,000
G2.	To emphasize and engage students in the problem solving process we will increase student achievement by implementing inquiry based problem solving strategies.	\$44,000
G3.	Students will demonstrate a mathematical knowledge base and the competence to apply this knowledge to improve their abilities to use mathematics to solve problems.	\$5,500
Total		\$99,500

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Materials	Other	Total
Title I	\$55,000	\$2,500	\$5,000	\$62,500
District Funds	\$0	\$37,000	\$0	\$37,000
Total	\$55,000	\$39,500	\$5,000	\$99,500

Budget Details

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

G1. Use student performance data to effectively improve student achievement and ensure mastery of grade level benchmarks.

G1.B2 Teacher Knowledge

G1.B2.S1 Guided and Targeted Data Chats with SBLT, District Coaches and FCIM facilitator, assistance with data driven decision making, assessment of student needs, implementation of mini-lessons and reassessment to ensure mastery of grade level benchmarks.

Action Step 1

Continuously monitor and analyze student assessment data in order to inform instructional decisions.

Resource Type

Personnel

Resource

FCIM Facilitator

Funding Source

Title I

Amount Needed

\$50,000

G2. To emphasize and engage students in the problem solving process we will increase student achievement by implementing inquiry based problem solving strategies.

G2.B1 Instructional Time

G2.B1.S1 Add the Science Lab to the resource schedule, provide additional science instruction in targeted classrooms using STEM Challenges, inquiry projects and the science lab instructor.

Action Step 1

Increase Instructional Time

Resource Type

Evidence-Based Materials

Resource

Science Lab Teacher

Funding Source

District Funds

Amount Needed

\$37,000

G2.B2 Compacted Pacing

G2.B2.S1 Increase opportunities for students to master science benchmarks

Action Step 1

The implementation of inquiry projects, science lab and additional push-in instruction, will provide students with additional opportunities to master grade level benchmarks.

Resource Type

Other

Resource

materials for inquiry projects

Funding Source

Title I

Amount Needed

\$5,000

G2.B3 Differing Levels of rigor, higher order questioning and differentiation in individual classrooms

G2.B3.S1 Provide professional development using inquiry based learning to increase the rigor, higher order questioning and differentiation in all classrooms.

Action Step 1

Provide professional development in inquiry based learning

Resource Type

Personnel

Resource

coaches provide professional development in implementation of inquiry projects

Funding Source

Title I

Amount Needed

\$2,000

G3. Students will demonstrate a mathematical knowledge base and the competence to apply this knowledge to improve their abilities to use mathematics to solve problems.

G3.B1 Amount of student exposure to mathematical concepts and skills; implementation of new curriculum and Common Core Standards

G3.B1.S2 Collecting data to determine more efficiently which students need to be targeted for skill development with math concepts and scheduling of skill focused math intervention

Action Step 1

Data Analysis, Math Focused Data Chats

Resource Type

Personnel

Resource

PLC's

Funding Source

Title I

Amount Needed

\$3,000

G3.B1.S3 Engage students in journaling and discussion activities. Guide students to discover mathematical relationships and to use appropriate vocabulary to discuss these relationships.

Action Step 1

Implement the use of math journals in all classrooms 1-5.

Resource Type

Evidence-Based Materials

Resource

Primary and Intermediate Math Journals

Funding Source

Title I

Amount Needed

\$2,500