

2013-2014 SCHOOL IMPROVEMENT PLAN

Deer Point Elementary School
4800 HIGHWAY 2321
Panama City, FL 32404
850-767-5462

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 49%
Alternative/ESE Center No	Charter School No	Minority Rate 16%

School Grades History

2013-14 B	2012-13 A	2011-12 C	2010-11 C	2009-10
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Deer Point Elementary School

Principal

Carol Ann Whitehurst

School Advisory Council chair

Tina Corbin

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

Name	Title
Alison Parker	ELA Curriculum Chair; 2nd grade teacher
Whitney Gillman	Science Curriculum Chair; 3rd grade teacher
Connie Longstreet	Math Curriculum Team; 2nd grade teacher
Kelli Creamer	Counselor; MTSS Chairperson

District-Level Information

District

Bay

Superintendent

Mr. William V Husfelt

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

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

Membership of the SAC

SAC membership is composed of teachers, parents and community members and reflects the demographics of the school. The role of SAC is to assist in the development, implementation, and oversight of the school improvement plan (SIP).

Involvement of the SAC in the development of the SIP

SAC meets in the spring, as scores are released, and fall, when the SIP is written and after school grades are released, to analyze data including FCAT scores, Climate Survey results, attendance and behavior data. SAC oversees the implementation of the SIP during the four scheduled meetings held throughout the year. SAC approved the SIP at its first meeting on September 16, 2013.

Activities of the SAC for the upcoming school year

SAC will meet four times during the year. In September, parents, instructional and non-instructional staff will select representatives to serve on SAC. A business partner will be appointed by the principal. The

SIP will be finalized, amended as necessary, and approved by the membership. Two meetings are held October through April to oversee the implementation of the SIP and to monitor relevant student achievement data. A final meeting will be held in May to analyze end of the year student data and FCAT scores that have been released.

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

N/A

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

N/A

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Carol Ann Whitehurst

Principal

Years as Administrator: 10

Years at Current School: 0

Credentials

BS Degree in Science Education, University of Florida
 MS Degree in Educational Leadership, Florida State University
 Certified in Biology 6-12; Middle School Science; Principalship;
 Physical Science 6-12
 Science Teacher, Bay High School, 11 years
 Assistant Principal, Guidance and Curriculum, Arnold High School, 4 years
 Assistant Principal, Tommy Smith Elementary, 2 years
 Assistant Principal, Hiland Park Elementary, 4 years

Performance Record

As a teacher leader, helped raise student achievement at Bay High School by creating the Success Center, a program designed to identify students below grade level in reading, math and writing, and provide intervention opportunities, monitor progress, and assist students in passing the HSCT, and later the FCAT. The ultimate goal was to raise graduation rates. This very successful program was instrumental in raising graduation rates, particularly in the Students with Disabilities population, to over 98%. Arnold High School was the first high school in our district to earn a grade of a "B". During the four years there, the school maintained the "B" grade with the exception of one year. FL DOE recognized Arnold for having 59% of its lowest quartile show learning gains in reading and administrators were asked to speak at the "Just Read, Florida" conference.

Tommy Smith School earned an A grade both years Mrs. Whitehurst was there. Learning gains in reading increased to 74% and lowest quartile gains were 77%. Math proficiency was 84% and 86% with learning gains at 60% both years and lowest quartile learning gains close to 60% both years.

While at Hiland Park, the school was an "A" two years and a "B" two years. Reading proficiency was 77%, 84%, 66%, and 62; learning gains were 66%, 76%, 65% and 67; lowest quartile learning gains were 52%, 74%, 74%, and 62. Math proficiency was 78%, 80%, 53%, and 60; learning gains were 57%, 74%, 65%, and 80; and lowest quartile learning gains were 55%, 67%, 61%, and 87. Writing achievement for students scoring over a 3 steadily increased from 62% to 86%. Science achievement increased from 50% proficient to 63% proficient.

Serenity Anderson

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

Bachelor's in Elementary Education from Florida State University
 National Board Certification in Reading
 Master's in Reading Instruction/Curriculum from Grand Canyon University
 2004-2012 Hiland Park Elementary; 3rd grade teacher
 2012-2013 Staff Training Specialist for Bay District Schools, expertise in ELA/CCSS
 2013-present Deer Point Elementary Administrative Assistant

Performance Record

Mrs. Anderson demonstrates expertise in the inclusion model incorporating Students with Disabilities into mainstream classes and supporting student achievement through cooperative activities with ESE resource personnel.
 Teacher leader in establishing a Positive Behavior Support (PBS) program at Hiland Park. The PBS program has earned bronze and silver model school status. At Hiland Park, the PBS system is integral in raising student achievement as all school expectations foster, encourage and reward academic as well as behavioral excellence.
 Most recently she has served as Bay District Schools' elementary staff training specialist to mentor new teachers and provide professional development relative to the incorporation of Common Core standards.
 Hiland Park Elementary School earned an "A" grade seven years and a "B" one year.

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Janice Lucas		
Full-time / District-based	Years as Coach: 5	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	BS in Broadcast Journalism MA in English Education Professional Educator's: English 6-12, Reading Endorsed	
Performance Record	Everitt Middle School 2009 - Present: 2012-2013, Grade D, Reading Master-42%, Math Master-34%, Science Mastery-29% 2011-2012:Grade C, Reading Mastery-44%, Math Mastery-44%, Science Mastery-28% 2010-2011, Grade B, Reading Mastery-64%, Math Mastery-63%, Science Mastery-45%, AYP-74%, All subgroups made AYP in writing. No subgroups made AYP in reading or math.2009-2010: Graded C, Reading Mastery-58%, Math Mastery-54%, Science Mastery-38%. AYP-79%-All groups made AYP in writing and Blacks made AYP in math. A.D. Harris Alternative High 2008-2009: School, Rated Declining. AYP-77%, No subgroups made AYP in rdg or math.	

Karen Beck		
Full-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	Rtl/MTSS	
Credentials	BS Elementary Education; Certified Grades 1-6 Educational Consultant for Houghton Mifflin Harcourt (per diem for 4 years) Lead tutor for SES program (2007-2012) Classroom teacher for 28 years Full time inclusion teacher for 14 years Currently working on Reading Endorsement	
Performance Record	I am highly qualified to work with site-based faculty to build capacity with instructional and structural practices to facilitate school improvement.	

Classroom Teachers

# of classroom teachers	39
# receiving effective rating or higher	0%
# Highly Qualified Teachers	100%

certified in-field

39, 100%

ESOL endorsed

17, 44%

reading endorsed

10, 26%

with advanced degrees

14, 36%

National Board Certified

7, 18%

first-year teachers

3, 8%

with 1-5 years of experience

8, 21%

with 6-14 years of experience

21, 54%

with 15 or more years of experience

7, 18%

Education Paraprofessionals

of paraprofessionals

16

Highly Qualified

16, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

8

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The principal and assistant principal will hire only highly qualified personnel whenever possible. Attention will be given to teachers with endorsements such as Gifted, Reading and ESOL, as well as multiple certifications such as K-6, Middle Grades, and ESE. Teachers will be encouraged to participate in the BDS teacher induction program as well as various district and school sponsored professional development opportunities such as Mimio, Enrich, Google Docs, Common Core ELA and Math, 6-Traits, etc. New teachers will be provided opportunities to visit classrooms to observe quality instruction. Classroom walk-throughs will be ongoing, providing teachers with quality feedback and opportunities for improvement.

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

We partner new teachers and teachers new to the district with effective teachers to assist them with BDS requirements and Deer Point expectations.

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 MTSS Leadership Team meets 4 times a year to review district implementations, changes, and updated requirements. Each MTSS Leadership Team representative is responsible for relaying information back to their respective grade groups. They review student data and make suggestions for appropriate interventions based on this data. They focus their efforts on students identified for MTSS and work to maintain the fidelity of the program. MTSS grade level meetings are held monthly to address fidelity and effectiveness of core instruction, monitor student progress, and make any necessary changes based on student need.

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

School-based MTSS Team

Carol Ann Whitehurst (Principal): Provides guidance to the team; ensures that all teachers make data-based decisions for differentiating instruction and interventions; monitors implementation of effective interventions; and provides staff development on the needs of students. Kelli Creamer (Guidance):

Provides staff development on appropriate interventions; assists teachers in formulating intervention strategies; provides teacher/student support for emotional and academic concerns; attends monthly district MTSS meetings and shares information with teachers; and oversees the school's data team. Nancy Tilghman (Speech/Language Pathologist):

Assists in the selection of screening measures and data collection; assists in monitoring implementation of appropriate and effective interventions. (MTSS-STIS):

Provides support to teachers for the MTSS process; performs classroom observations on students in the MTSS process; attends site-based meeting; assists with data input and analysis; and informs teachers and staff of all updates/changes to the MTSS process. Susan Kolmetz (Kindergarten Representative):

Provides core curriculum expertise; ensures interventions are being used appropriately; assists in monitoring student data; and makes suggestions for effective interventions based on student need. Ashlyn Pate (1st Grade Representative):

Provides core curriculum expertise; ensures interventions are being used appropriately, assists in monitoring student data; and makes suggestions for effective interventions based on student need. Christine Davis (2nd Grade Representative):

Provides core curriculum expertise; ensures interventions are being used appropriately, assists in monitoring student data; and makes suggestions for effective interventions based on student need. Melissa Simpson (3rd Grade Representative):

Provides core curriculum expertise; ensures interventions are being used appropriately, assists in monitoring student data; and makes suggestions for effective interventions based on student need. Kristy Jones (4th Grade Representative):

Provides core curriculum expertise; ensures interventions are being used appropriately, assists in monitoring student data; and makes suggestions for effective interventions based on student need. Lynn Kandler (5th Grade Representative):

Provides core curriculum expertise; ensures interventions are being used appropriately;

assists in monitoring student data; and makes suggestions for effective interventions based on student need.

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

The MTSS team develops the budget, organizes dates for student data review, decides on intervention programs and materials, and serves as the liaison for the grade groups as it aligns with SIP strategies. The MTSS LT will monitor student progress quarterly and provide feedback to their grade level teams. They work with the entire faculty to set the goals and strategies included in the SIP.

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

FOCUS, ENRICH, DE, FCAT, SM6, DIBELS NEXT, IRI's, Harcourt Assessments, Easy CBM, Grade Level Writing Samples, Rtl:B for behavior

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

Teachers will meet with all parents who have students in MTSS or who have students who are not meeting grade-level expectations and could possibly be considered for MTSS. These meetings will be documented in ENRICH. Parents who have students in MTSS will be given a pamphlet on this process. Monthly MTSS grade level meetings will be held to update student data and provide support and guidance to teachers. Our MTSS-STS will attend grade level meetings, when possible, to ensure the staff stays up-to-date with MTSS. The Guidance Counselor will share updates and information obtained from the District MTSS meetings. Teachers will be encouraged to utilize the district's MTSS website for additional support and resources.

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: 5,400

Bay Base provides after school care to approximately 65 Deer Point students. Students are able to use the school's computer lab to access educational programs such as SuccessMaker and Starfall.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Data is collected by the classroom teacher.

Who is responsible for monitoring implementation of this strategy?

Bay Base personnel.

Strategy: Before or After School Program

Minutes added to school year: 840

Students in grade 4 will be afforded the opportunity to participate in an after-school writing program improve writing proficiency.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Discovery Education and classroom-based assessments are monitored for increased levels of proficiency due to the after-school writing program.

Who is responsible for monitoring implementation of this strategy?

Christina St. Lawrence, 4th grade teacher

Strategy: Before or After School Program

Minutes added to school year: 1,680

Students in grade 3 will be afforded the opportunity to participate in an after-school FCAT support program in reading and math for struggling students.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Discovery Education and classroom-based assessments are monitored for increased levels of proficiency due to the FCAT support program.

Who is responsible for monitoring implementation of this strategy?

Devin Prevost, 3rd grade teacher

Strategy: Before or After School Program

Minutes added to school year: 840

Students in grades 3-5 are afforded the opportunity to participate in clubs one to two days a week throughout the year. Students may choose music, art, Spanish, drama, book and storytelling, or running club.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Discovery Education and classroom-based assessments are monitored for increased levels of proficiency due to the after-school enrichment clubs.

Who is responsible for monitoring implementation of this strategy?

Krista Krohne, Media Specialist

Literacy Leadership Team (LLT)

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

Name	Title
Alison Parker	ELA Curriculum Team Chair
Crystal Broaddus	1st Grade Inclusion Teacher
Roxanne Register	1st Grade Teacher
Lacey Frank	2nd Grade Chair
Kim Lee	KG Chair

Name	Title
Dee Dee Prevost	3rd Grade Teacher
Ashley Williams	Art Teacher
Jillian Knight	K-2 Self Contained ESE; Chair
Patty Green	4th Grade Teacher
Nancy Tilghman	SLP
Susan Kolmetz	KG Teacher
Kim Trzaska	ESE PK Teacher
Leanne Krohne	Media Specialist
Kelli Barnes	1, 2, & 4 Grades Autism Teacher
Amy Roberts	KG Autism Teacher
Gwen Perro	5th Grade Teacher

How the school-based LLT functions

The ELA Curriculum Team Chairperson serves on the School Leadership Team and is instrumental in analyzing pertinent data relevant to ELA. She is instrumental in identifying goals, strategies and barriers in the SIP as they relate to ELA. Throughout the year this committee will monitor the school-wide implementation of the SIP, analyze pertinent student achievement data including DE scores, classroom assignments, common grade level assessments, etc., to determine if strategies are effective. The ELA committee will inform administration of the need for continued professional development and/or book studies.

Major initiatives of the LLT

Creating school-wide writing expectations and rubrics and support the district's Six-Traits writing initiative.

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

Regular education teachers work in tandem with preschool teachers to ensure a smooth transition into kindergarten. Onsite preschool teachers attend all faculty meetings and participate in schoolwide learning opportunities to ensure that they understand the rigor of Common Core Standards and expectations of regular education. Kindergarten students are administered the FLKRS assessment to evaluate student readiness. Kindergarten teachers relay information gathered from the assessments to preschool teachers for future improvements in curriculum.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Our kindergarten, first, and second grade classes participate in an annual Market Day. This event supports curriculum standards in all grade levels and helps students make a connection with their learning and the real world.

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

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	72%	Yes	75%
American Indian				
Asian				
Black/African American	58%	54%	No	63%
Hispanic				
White	74%	73%	No	77%
English language learners				
Students with disabilities	27%	36%	Yes	34%
Economically disadvantaged	63%	61%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	24%	26%
Students scoring at or above Achievement Level 4	84	48%	50%

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>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	71	72%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	18	72%	76%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

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	33	56%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

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	47%	67%	Yes	52%
American Indian				
Asian				
Black/African American	38%	38%	Yes	44%
Hispanic				
White	48%	67%	Yes	54%
English language learners				
Students with disabilities	27%	29%	Yes	34%
Economically disadvantaged	38%	51%	Yes	44%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	32%	34%
Students scoring at or above Achievement Level 4	61	35%	37%

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>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	84	82%	86%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	22	88%	90%

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	17	30%	32%
Students scoring at or above Achievement Level 4	10	17%	19%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

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)	5		12
Participation in STEM-related experiences provided for students	420	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	17	0%	0%
Students who are not proficient in reading by third grade	17	27%	20%
Students who receive two or more behavior referrals	42	2%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	16	3%	3%

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

Monthly newsletters and IRIS alerts, in addition to school and classroom websites, will provide families a variety of means by which they may become informed of school events. Numerous events are planned throughout the year to encourage parents to participate in the life of the school:

- * Musical performances for all grade levels
- * Art nights
- * Two grandparent events
- * A fall and a spring Book Fair
- * Thanksgiving and Christmas lunches
- * AFIT (a parent teacher organization)
- * Market Days - giving students the opportunity to make items for sale to families
- * Fun Day, and on the same morning, Fun Run
- * STEM Night
- * Chick-Fil-A Spirit Nights throughout the year
- * Whataburger Spirit Night
- * Reading Fair

Teachers will record the number of families that attend each event. Data will be collected documenting participation of subgroups.

The district's Parent Portal provides families with real time information regarding student achievement and attendance. Each family is required to establish an account through which they may view students grades and communicate with teachers.

Conferences are regularly scheduled with families to discuss academic, social, behavioral, and attendance concerns. Parent contact is encouraged through a number of methods including Parent Portal, emails, phone and mail.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Attendance at school sponsored events	NA	NA%	95%%

Goals Summary

- G1.** Student achievement will increase as teachers and students use assessment data to guide instruction and learning as they set and monitor individual learning goals.

Goals Detail

G1. Student achievement will increase as teachers and students use assessment data to guide instruction and learning as they set and monitor individual learning goals.

Targets Supported

- Writing
- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- Professional development offered by Deer Point personnel and the district relative to Common Core ELA and Math to include 6 traits of writing, CIS Model, CRISS, etc.
- Marzano's research on goal setting and student achievement
- Community resources to engage students in learning science, ie. Science Brothers, Mag Lab, National Marine Fisheries, Judy Parker, etc

Targeted Barriers to Achieving the Goal

- Time and resources to build capacity among all stakeholders.

Plan to Monitor Progress Toward the Goal

Teachers and administration will monitor assessment data and student goal sheets to check for progress and individual achievement. Teachers will base the criteria on grade level curriculum expectations and proficiency levels. Positive results will lead to continued student enrichment and implementation. Questionable or poor results will lead to review of student data and implementation of strategy.

Person or Persons Responsible

Administration, teachers, students

Target Dates or Schedule:

Beginning, Mid, and End of Year

Evidence of Completion:

Student reflection, assessments, and FCAT scores

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student achievement will increase as teachers and students use assessment data to guide instruction and learning as they set and monitor individual learning goals.

G1.B2 Time and resources to build capacity among all stakeholders.

G1.B2.S1 Stakeholders will implement strategies from Marzano's "Classroom Instruction that Works" regarding goal setting and feedback

Action Step 1

Teachers will implement the nine High Yield Strategies. Emphasis in lower grades will be on 1) nonlinguistic representation and in the upper grades on 2) identifying similarities and differences, and 3) summarizing. There are numerous opportunities throughout the year for school wide, as well as classroom celebrations 4) reinforcing student effort and providing recognition. 5) Homework and practice, and 6) cooperative learning are implemented almost daily. 7) In addition, students are provided opportunities to set learning goals as teachers set learning objectives; quality, timely feedback is given to students to help students see their progress and take ownership of learning. 9) Cues, Questions and Advance Organizers help students to access background knowledge.

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

Daily, throughout the year

Evidence of Completion

Lesson Plans, classroom walkthroughs, student artifacts

Facilitator:

Lacey Frank, Facilitator Devin Prevost will lead a book study on the 2nd edition of the Marzano book.

Participants:

All teachers will be offered the opportunity to participate in the book study. Many teachers at Deer Point have already studied the book and are implementing several of the strategies. Approximately 20 teachers are participating in the book study.

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

Administration will check for implementation in lesson plans and classroom walkthroughs

Person or Persons Responsible

Administration and Grade Chairs

Target Dates or Schedule

Grade Chairs will check lesson plans biweekly. Administration will conduct classroom walkthroughs weekly.

Evidence of Completion

Lesson plans, classroom walkthrough tally sheets

Plan to Monitor Effectiveness of G1.B2.S1

Successful implementation will increase student engagement and achievement. Teachers will increase their knowledge and use of the nine High Yield Strategies. Administration will address poor implementation of the strategies as needed.

Person or Persons Responsible

Administration and grade chairs

Target Dates or Schedule

Classroom walkthrough data disaggregation will occur weekly. Grade chairs will review lesson plans biweekly.

Evidence of Completion

Classroom walkthrough tally sheets, lesson plans

G1.B2.S2 Development of common assessments and rubrics

Action Step 1

Developing and refining common assessments for reading and math as well as rubrics for writing.

Person or Persons Responsible

Each grade group will collaborate on common grade specific assessments and rubrics

Target Dates or Schedule

Early Fall

Evidence of Completion

Agendas, assessments, and rubrics

Facilitator:

Alison Parker, ELA Curriculum Leader Connie Longstreet, Math Curriculum Leader

Participants:

All teachers based on differentiated need

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Reviewing grade level agendas, reviewing common assessments and rubrics

Person or Persons Responsible

ELA and Math Curriculum Team Chairs and administration

Target Dates or Schedule

Early Fall

Evidence of Completion

Samples of common assessments and rubrics, ELA and Math Curriculum Team meeting minutes

Plan to Monitor Effectiveness of G1.B2.S2

Grade levels will compile common assessment and writing data and report to Team Chairs and administration.

Person or Persons Responsible

Classroom teachers, Team Chairs, and administration

Target Dates or Schedule

3 times a year

Evidence of Completion

Data sheets including grade level data for writing and common assessments.

Coordination and Integration

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

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

All funds are used to support our SIP plan with the goal of increased student achievement.

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. Student achievement will increase as teachers and students use assessment data to guide instruction and learning as they set and monitor individual learning goals.

G1.B2 Time and resources to build capacity among all stakeholders.

G1.B2.S1 Stakeholders will implement strategies from Marzano's "Classroom Instruction that Works" regarding goal setting and feedback

PD Opportunity 1

Teachers will implement the nine High Yield Strategies. Emphasis in lower grades will be on 1) nonlinguistic representation and in the upper grades on 2) identifying similarities and differences, and 3) summarizing. There are numerous opportunities throughout the year for school wide, as well as classroom celebrations 4) reinforcing student effort and providing recognition. 5) Homework and practice, and 6) cooperative learning are implemented almost daily. 7) In addition, students are provided opportunities to set learning goals as teachers set learning objectives; quality, timely feedback is given to students to help students see their progress and take ownership of learning. 9) Cues, Questions and Advance Organizers help students to access background knowledge.

Facilitator

Lacey Frank, Facilitator Devin Prevost will lead a book study on the 2nd edition of the Marzano book.

Participants

All teachers will be offered the opportunity to participate in the book study. Many teachers at Deer Point have already studied the book and are implementing several of the strategies. Approximately 20 teachers are participating in the book study.

Target Dates or Schedule

Daily, throughout the year

Evidence of Completion

Lesson Plans, classroom walkthroughs, student artifacts

G1.B2.S2 Development of common assessments and rubrics

PD Opportunity 1

Developing and refining common assessments for reading and math as well as rubrics for writing.

Facilitator

Alison Parker, ELA Curriculum Leader Connie Longstreet, Math Curriculum Leader

Participants

All teachers based on differentiated need

Target Dates or Schedule

Early Fall

Evidence of Completion

Agendas, assessments, and rubrics

Appendix 2: Budget to Support School Improvement Goals