2013-2014 SCHOOL IMPROVEMENT PLAN

Allen Park Elementary School

3345 CANELO DR

Fort Myers, FL 33901

239-936-1459

http://alp.leeschools.net//

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	47%

Alternative/ESE Center	Charter School	Minority Rate
No	No	48%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

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

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

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

Table of Contents

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

Allen Park Elementary School

Principal

Virginia Moore

School Advisory Council chair

Jen Sidwell

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

Name	Title
Gini Moore	Principal
Lisa Eastridge	Assistant Principal
Jen Sidwell	Curriculum Specialist
Stephanie Metzger	Professional Development Teacher
Sue Patti	Guidance Counselor
Karen Dreussi	Technology Specialist
Renee Wagner-Pachiva	ESE Department Chair
Debi Curtis	Kindergarten Chair
Gretchen Cooley	First Grade Chair
Mary Hood	Second Grade Chair
Tracy Beckner	Third Grade Chair
Susan Cox	Fourth Grade Chair
Jada Fleming	Fifth Grade Chair
Sonia Alvarez	Principal's Secretary

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

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

Jen Sidwell, SAC Chair, teacher
Heather Krystofiak, DAC, teacher
Gini Moore, DAC Alternate, Principal
Tony Ruiz, Member, Teacher
Ozzie Muniz, Member, Support Staff
Sherie Tobler, Member, Support Staff
Lisa Muench, Member, Parent
Steve Morauski, Member, Parent
Bobby Dennis, Member, Parent
Jesus Rivera, Member, Community
Beth Goerke, Member, Business
Michele Hamilton, Member, Business
Darlene Truxton, Member, Community

Involvement of the SAC in the development of the SIP

SAC members work with the school team to create SIP. During a SAC meeting members review the SIP and are provided the opportunity to ask questions, make recommendations and approve revisions prior to voting and reaching consensus on the approval or revokation of the drafted SIP.

Activities of the SAC for the upcoming school year

Creation and approval of the SIP
Reviewing updates on the school's data as it relates to monitoring toward SIP goals.
Updates on the Professional development plan as it relates to monitoring progress and adjusting based on most current data available.
Updates to instructional practices based upon data trends as they relate to SIP goals.
Appproval or revokation of the recommeneded use of school improvement funds.

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

School Improvement Funds are not available at this time.

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

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

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

Administrators

# of administrators
2

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

Administrator Information:

Virginia Moore		
Principal	Years as Administrator: 17	Years at Current School: 17

Credentials	Degrees: MA Ed Leadership BA Elementary Education Certifications: School Principals (all levels) ESOL Endorsed Elementary Education, 1-6 Early Childhood Education
Performance Record	2012-2013 Grade A % Meeting High Standards in Reading: 83 % Making Learning Gains in Reading: 73 % Of Lowest 25% Making Learning Gains in Reading: 62 % Meeting High Standards in Math: 83 % Making Learning Gains in Math:78 % Of Lowest 25% Making Learning Gains in Math: 71 % Meeting High Standards in Writing: 87 % Meeting High Standards in Science: 75 2011-2012 Grade A % Meeting High Standards in Reading: 84 % Making Learning Gains in Reading: 80 % Of Lowest 25% Making Learning Gains in Reading: 70 % Meeting High Standards in Math: 85 % Making Learning Gains in Math:81 % Of Lowest 25% Making Learning Gains in Math: 76 % Meeting High Standards in Writing: 97 % Meeting High Standards in Science: 71 2010-2011: Grade A AYP: No % Meeting High Standards in Reading: 92 % Making Learning Gains in Reading: 75 % Of Lowest 25% Making Learning Gains in Reading: 55 % Meeting High Standards in Math: 92 % Making Learning Gains in Math:74% % Of Lowest 25% Making Learning Gains in Math: 69 % Meeting High Standards in Writing: 90 % Meeting High Standards in Science: 79

Lisa Eastridge		
Asst Principal	Years as Administrator: 7	Years at Current School: 0

Credentials	Degrees: B.S. Elementary Christian Education Master's Degree Elementary Education Specialist Degree in Administrative Leadership (K-12) Certificates: Professional Educators Certificate: Bible (7-12) Educational Leadership (K-12) Elementary Education (1-6) English (5-9) ESOL School Principal (all Levels) Specific Learning Disabilities (K-12)
Performance Record	2012-2013 Allen Park Elementary Grade A % Meeting High Standards in Reading: 83 % Making Learning Gains in Reading: 73 % Of Lowest 25% Making Learning Gains in Reading: 62 % Meeting High Standards in Math: 83 % Making Learning Gains in Math:78 % Of Lowest 25% Making Learning Gains in Math: 71 % Meeting High Standards in Writing: 87 % Meeting High Standards in Science: 75 2011-12 Lexington Middle Grade A % Meeting High Standards in Reading: 69 % Making Learning Gains in Reading: 63 % Of Lowest 25% Making Learning Gains in Reading: 57 % Meeting High Standards in Math: 63 % Making Learning Gains in Math: 57 % Of Lowest 25% Making Learning Gains in Math: 58 % Meeting High Standards in Writing: 88 % Meeting High Standards in Science: 65. 2010-11 Lexington Middle Grade A % Meeting High Standards in Reading: 80 % Making Learning Gains in Reading: 67 % Of Lowest 25% Making Learning Gains in Reading: 66 % Meeting High Standards in Math: 78 % Making Learning Gains in Math: 70 % Of Lowest 25% Making Learning Gains in Math: 67

% Meeting High Standards in Writing: 91
% Meeting High Standards in Science: 65.

Instructional Coaches

# of instructional coaches
0

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

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
64

 # receiving effective rating or higher
62, 97%

 # Highly Qualified Teachers
100%

 # certified in-field
64, 100%

 # ESOL endorsed
51, 80%

 # reading endorsed
3, 5%

 # with advanced degrees
20, 31%

 # National Board Certified
6, 9%

 # first-year teachers
2, 3%

 # with 1-5 years of experience
7, 11%

 # with 6-14 years of experience
24, 38%

 # with 15 or more years of experience

31, 48%

Education Paraprofessionals

# of paraprofessionals

23

 # Highly Qualified

23, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Preschool meeting with all teachers new to Allen Park.Focus of the meeting is to review school policies and procedures, review the school curriculum binder, review instructional staff handbook, and tour the school campus.
Persons Responsible:
Principal
Assistant Principal
Curriculum Specialist
2. New teachers or new teachers to Allen Park are assigned peer mentors and meet regularly.
Persons Responsible:
Assistant Principal
3. Regular Meetings of new teachers with the administration and curriculum specialist.
Persons Responsible:
Principal
Assistant Principal
Curriculum Specialist
4. Active Volunteer Program that provides support in the classroom with adults working with students. WATCH DOGS (Dads of Great Students)are also available to volunteer and mentor students.
Persons Responsible:
Volunteer Coordinator
Teachers
Parents
Administrators
5. Adult support (paraprofessionals) working daily with students in all IR classrooms for 120 minute reading block.
Persons Responsible:
Administrators
Paraprofessionals
6. Strong partnership with our PTA resulting in all teachers receiving a $400.00 grant yearly for the purpose of purchasing classroom materials.This partnership also provides additional technology and library purchases for classrooms.

Persons Responsible:
Teachers
PTA President and Board
Administrators
8. Staff will participate in professional development and professional learning communities to plan for the implementation of the CCSS.
Administrators
Curriculum Specialist
Math/Language
Arts/Reading/Writing/Data
trainers
Ongoing
Provide RtI/MTSS support for students not succeeding academically and/or behaviorally.
Curriculum Specialist
Guidance Counselor
Ongoing
Non-Highly Effective Instructors
Provide

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

1. The administrators schedule a preschool meeting with first year teachers and teachers new to Allen Park. The focus of the meeting is to review school policies and procedures, review the school curriculum binder, review instructional staff handbook, and tour the school campus.
2. First year teachers or new teachers to Allen Park are assigned peer mentors and meet weekly with assigned peers.
3. Monthly meetings of new teachers with the administration and curriculum specialist.
4. First year teachers are offered the opportunity to visit and observe in other classrooms on an as-needed basis.
5. First year teachers participate in the district's A.P.P.L.E.S program.

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 Problem-Solving team at Allen Park Elementary meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. Data analysis comaprison of cohort schools at the district level, classrooms by teacher, and indiviual student level will be used to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

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

The roles of each member are as follows:
Classroom Teacher
•Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or
if transferring/withdrawing
•Attend MTSS Team meetings to collaborate on & monitor students who are struggling
•Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
•Deliver instructional interventions with fidelity
Curriculum Specialist
•Attend MTSS Team meetings
•Train teachers in interventions, progress monitoring, differentiated instruction
•Implement supplemental and intensive interventions
•Keep progress monitoring notes & anecdotals of interventions implemented
•Administer screenings
•Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
•Attend MTSS Team meetings for students receiving supplemental and intensive supports.
•Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
•Assist with supplemental and intensive interventions through collaboration, training, and/or direct student
contact
•Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
•Facilitate implementation of the MTSS problem-solving process in your building
•Provide or coordinate valuable and continuous professional development
•Assign paraprofessionals to support MTSS implementation when possible
•Attend MTSS Team meetings to be active in the MTSS change process
•Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist
•Often MTSS Team facilitators
•Schedule and attend MTSS Team meetings
•Maintain log of all students involved in the MTSS process
•Send parent invites
•Complete necessary MTSS forms
•Conduct social-developmental history interviews when requested
School Psychologist
•Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
•Monitor data collection process for fidelity
•Review & interpret progress monitoring data
•Collaborate with MTSS Team on effective instruction & specific interventions
•Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
•Consult with MTSS Team regarding intensive interventions
•Incorporate MTSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
•Consult with MTSS Team

•Provide staff trainings
Social Worker
•Attend MTSS Team meetings when requested
•Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
•Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
•Conduct language screenings and assessments
•Provide ELL interventions at all tiers

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

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

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

Allen Park Elementary School utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

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

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Literacy Leadership Team (LLT)

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

Name	Title
Jen Sidwell	Curriculum Specialist
Gini Moore	Principal
Stephanie Metzgar	ESE Teacher
Debi Curtis	Kg PLC Leader

Name	Title
Gretchen Cooley	1st Grade PLC Leader
Mary Hood	2nd Grade PLC Leader
Tracy Beckner	3rd Grade PLC Leader
Susan Cox	4th Grade PLC Leader
Jada Fleming	5th Grade PLC Leader
Renae Wagener-Pachiva	ESE Dept PLC Leader
Lisa Eastridge	Assistant Principal

How the school-based LLT functions

Meetings are held on a monthly basis, however, meetings may be more frequent should a need or issue arise.
LLT will be updated on most current school-wide data trends as related to SIP. LLT Chair and administration will share the expected outcomes of the PLC teams and the data tools that can be used to track student progress.
Teams Leaders will update the LLT on progress of indivdual teams toward acheiving school-wide goals and, if appropriate, share impact of data on instructional practices.

Major initiatives of the LLT

Review reading data using Performance Matters, formative assessments and teacher input to determine specific
needs for targeted students.

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

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.

All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

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	83%	81%	No	85%
American Indian				
Asian	96%	85%	No	96%
Black/African American	58%	59%	Yes	62%
Hispanic	75%	64%	No	78%
White	93%	90%	No	94%
English language learners	61%	18%	No	65%
Students with disabilities	71%	53%	No	74%
Economically disadvantaged	72%	66%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	114	24%	32%
Students scoring at or above Achievement Level 4	293	58%	62%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		12%
Students scoring at or above Level 7	10	84%	88%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	364	73%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	77	62%	66%

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)	41	93%	94%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	37	84%	85%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	35	80%	82%

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	137	85%	87%
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	81%		No	83%
American Indian				
Asian	100%	94%	No	100%
Black/African American	53%	49%	No	58%
Hispanic	73%	71%	No	75%
White	90%	91%	Yes	91%
English language learners	48%	53%	Yes	53%
Students with disabilities	73%	66%	No	75%
Economically disadvantaged	68%	65%	No	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	140	29%	36%
Students scoring at or above Achievement Level 4	257	53%	58%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		12%
Students scoring at or above Level 7	10	84%	88%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	389	78%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	86	71%	74%

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	29	17%	25%
Students scoring at or above Achievement Level 4	98	57%	61%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		11%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		89%

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	26	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	7	1%	1%
Students who are not proficient in reading by third grade	20	13%	10%
Students who receive two or more behavior referrals	19	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

1. Increase volunteer hours
2. Increase family memberships in our PTA

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase volunteer hours to 10,028 for the school year.	9550		5%
Increase family memberships in our PTA			%

Goals Summary

G1.   Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

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

- 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)

- Social Studies

- Science

- Science - Elementary School

Resources Available to Support the Goal

- District ELA/Math personnel

- District adopted reading, math, science, and social studies programs

- Site-based leadership team

- District training for reading and math adopted programs

- CCSS training

- Flexible schedule for PLC

- Common grade level planning

- Common assessments

- Volunteers

- Teachers

- Support staff

- Reading Renaissance

- Technology

- Performance Matters District data management tool

Targeted Barriers to Achieving the Goal

- Inconsistent use of the problem solving process using data to plan for and drive instruction.

- Staff not trained in the PLC process

Plan to Monitor Progress Toward the Goal

Progress toward meeting our goal will be monitored by reviewing the following data monthly: performance matter item analysis by teacher, STAR, reading and math formative assessments, and district assessments.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

data from reading unit tests, reading concept tests, STAR data, math chapter tests, math Big Idea tests, writing concept tests, district progress monitoring assessments.

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Inconsistent use of the problem solving process using data to plan for and drive instruction.

G1.B1.S1 Flexible schedule for PLC meetings.

Action Step 1

Create master schedule allowing for PLC team meetings

Person or Persons Responsible

Principal

Target Dates or Schedule

August 1, 2013

Evidence of Completion

Master schedule

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

Attend meetings

Person or Persons Responsible

Site based leadership team

Target Dates or Schedule

Weekly Wednesday PLC meetings from 7:40 a.m. to 8:25 a..m.

Evidence of Completion

Completed products

Plan to Monitor Effectiveness of G1.B1.S1

Attendance register

Person or Persons Responsible

Adminstrators

Target Dates or Schedule

Weekly

Evidence of Completion

School calendar

G1.B1.S2 Training on gathering, analyzing and utilizing data to drive instruction.

Action Step 1

Deliver professioinal development in collecting, analyzing and how to utililze data to drive instruction.

Person or Persons Responsible

Site based leadership team

Target Dates or Schedule

October 9, 2013

Evidence of Completion

Agenda and sign-in sheets

Facilitator:

Curriculum Specialist Professional Development Specialist

Participants:

Site based leadership team

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

Design and deliver professional development in data-based problem solving and data-driven differentiated instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going beginning October 9, 2013

Evidence of Completion

Inservice Records and training handouts

Plan to Monitor Effectiveness of G1.B1.S2

Collect and analyze student data to monitor for mastery of standards

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly; ongoing

Evidence of Completion

Student progress monitoring data

G1.B2 Staff not trained in the PLC process

G1.B2.S1 Provide ongoing support for teachers through the PLC process

Action Step 1

PLC team and coaches will provide professionial development to staff members: 1. Introduction to PLCs 2. Ongoing training on PLC process and components

Person or Persons Responsible

Administration and PLC Coaches

Target Dates or Schedule

Weekly on Wednesdays

Evidence of Completion

Sign-iin sheets and agendas

Facilitator:

PLC coaches

Participants:

All staff members

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

Design a schedule for training and meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing beginning October 9, 2013

Evidence of Completion

Inservice Record and training handouts.

Plan to Monitor Effectiveness of G1.B2.S1

Review of essential outcomes, smart goals, data sheets for all PLC teams.

Person or Persons Responsible

Administration and PLC Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Artifacts and data from PLC teams.

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. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Inconsistent use of the problem solving process using data to plan for and drive instruction.

G1.B1.S2 Training on gathering, analyzing and utilizing data to drive instruction.

PD Opportunity 1

Deliver professioinal development in collecting, analyzing and how to utililze data to drive instruction.

Facilitator

Curriculum Specialist Professional Development Specialist

Participants

Site based leadership team

Target Dates or Schedule

October 9, 2013

Evidence of Completion

Agenda and sign-in sheets

G1.B2 Staff not trained in the PLC process

G1.B2.S1 Provide ongoing support for teachers through the PLC process

PD Opportunity 1

PLC team and coaches will provide professionial development to staff members: 1. Introduction to PLCs 2. Ongoing training on PLC process and components

Facilitator

PLC coaches

Participants

All staff members

Target Dates or Schedule

Weekly on Wednesdays

Evidence of Completion

Sign-iin sheets and agendas

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$0	$0
Total	$0	$0

Budget Details

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Inconsistent use of the problem solving process using data to plan for and drive instruction.

G1.B1.S2 Training on gathering, analyzing and utilizing data to drive instruction.

Action Step 1

Deliver professioinal development in collecting, analyzing and how to utililze data to drive instruction.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B2 Staff not trained in the PLC process

G1.B2.S1 Provide ongoing support for teachers through the PLC process

Action Step 1

PLC team and coaches will provide professionial development to staff members: 1. Introduction to PLCs 2. Ongoing training on PLC process and components

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed