

2013-2014 SCHOOL IMPROVEMENT PLAN

Canopy Oaks Elementary School
3250 POINT VIEW DR
Tallahassee, FL 32303
850-488-3301

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 46%
Alternative/ESE Center No	Charter School No	Minority Rate 33%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 A	2009-10 A
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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
Prevent	1	Sam Foerster

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

Current School Status

School Information

School-Level Information

School

Canopy Oaks Elementary School

Principal

Brooke Brunner

School Advisory Council chair

Erin Crane

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

Name	Title
Holly Folsom	SITE Chair/4th Grade Teacher
Sarah Frank	Co Chair/3rd Grade Teacher
Beth Davis	Kindergarten Teacher
Susan Fernandez	1st Grade Teacher
Dan Swartz	2nd Grade Teacher
Holly Pursino	Special Area Teacher
Kelly Jones	ESE/PreK Teacher
Craig Cottingham	5th Grade Teacher
Cathy Healy	Non-Instructional
Janet Allen	Non-Instructional
Brooke Brunner	Principal

District-Level Information

District

Leon

Superintendent

Mr. Jackie Pons

Date of school board approval of SIP

11/19/2013

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 members are nominated and voted by the SAC.

Jake Harai, Teacher

Brynn Wallace, Teacher

Erin Crane, Parent/Chair

Renee Martinello, Parent
Brooke Brunner, Principal
Sherry Motter, Community Member
Sid Parmar, Parent
Felicia Jordan-Jackson, Parent
Lori Glover, Parent
Cathy Healy, Non-Instructional
Will Collins, Non-Instructional

Involvement of the SAC in the development of the SIP

The school improvement plan is developed by the all of the teachers. The SAC committee reviews the plan and provides input prior to the public hearing. The school holds a public hearing for input from all stakeholders. SAC makes the final approval on the plan after the public hearing.

Activities of the SAC for the upcoming school year

SAC will review quarterly progress monitoring data to ensure Canopy Oaks is on track to meet SIP goals. SAC provides input to administration on school based initiatives. Our District School Advisory (DAC) representative, Lori Glover acts as a liaison between the district and Canopy Oaks. In this role she provides information to our school regarding district initiatives as well as decisions made at the state level.

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

NA

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:

Brooke Brunner		
Principal	Years as Administrator: 5	Years at Current School: 2
Credentials	M.S. Exceptional Student Education M.S. Educational Leadership Educational Leadership, (all levels) Exceptional Student Education, (grades K-12) School Principal, (all levels)	
Performance Record	As an administrator, our school earned a B for the 2012-2013 school year.	

Staci Stephens		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	M.S. Educational Leadership Educational Leadership (all levels) Elementary Education (grades 1-6) English For Speakers Of Other Languages (esol), Endorsement Math (5-9) Gifted, endorsement	
Performance Record	As an administrator, our school earned a B for the 2012-2013 school year.	

Instructional Coaches

of instructional coaches
1

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

Instructional Coach Information:

Jan Funderburg		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Elementary Education (K-6)	
Performance Record	As a reading coach, our school received a B for the 2012-2013 school year.	

Classroom Teachers

of classroom teachers
51

receiving effective rating or higher

45, 88%

Highly Qualified Teachers

98%

certified in-field

50, 98%

ESOL endorsed

9, 18%

reading endorsed

3, 6%

with advanced degrees

20, 39%

National Board Certified

3, 6%

first-year teachers

4, 8%

with 1-5 years of experience

6, 12%

with 6-14 years of experience

20, 39%

with 15 or more years of experience

21, 41%

Education Paraprofessionals**# of paraprofessionals**

10

Highly Qualified

10, 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

At Canopy Oaks, the principal and the assistant principal provide professional development to all staff that is related to the targeted school goals. They also provide specific feedback related to the instructional delivery through the use of Marzano's Art and Science of Teaching instrument (i-observation.) In addition, the staff attends and participates in monthly progress monitoring meetings with the administrative team and is invited to participate in the interview process when new employees are hired.

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

At Canopy Oaks, we pair a veteran teacher with a new teacher. These pairs meet monthly to discuss concerns occurring within the classroom and to ensure the completion of the beginning teacher program. These placements were created based on the experience of the mentor in relation to the teaching assignment of the new teacher or out-of-field teacher.

Adrianna Russo- Cheryl Frazier

Robyn Vandewater- Sarah Frank

Jen Clark- Andrea Goddard

Craig Cottingham- Susan Goracke/Andrea Goddard

Julie Scarboro- Jan Funderburg/Evelyn Hare

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

Canopy Oaks Intervention Assistance Team meets on a weekly basis to review student's progress towards targeted instructional goals. The Intervention team consists of: principal, program specialist, guidance counselor, school psychologist, teacher, and social worker as needed.

The fidelity of core instruction is monitored by administration through evaluation data as well as student progress monitoring data.

Teachers are provided support through our Intervention Assistance Team and contracted services, such as Behavior Management Consultants. In addition, teachers receive monthly professional development through Professional Learning Communities. There are also district level professional development opportunities for teachers through out the school year.

Small group instruction is provided to targeted students five days a week.

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

The team meets weekly to assist teachers with interventions for students' success. The team is responsible for the review of screening data and links data to instructional decisions. In addition, the team assist classroom teachers, review progress monitoring data to identify students who are at moderate or high risk for not meeting benchmarks. The team will also collaborate regularly, share effective practices, and evaluate implementation of procedures. The team also facilitates the process of making decisions about the implementation of effective interventions.

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

The leadership team reviews the SIP on a regular basis. In addition, teachers meet with administration on a monthly basis to monitor student data. Through the progress monitoring process the teachers with administration analyze student data and monitor the effectiveness of instructional strategies. Regularly monitoring student data and evaluating instructional strategies provides evidence of progress toward SIP goals.

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

The data sources used to access and analyze data to monitor the effectiveness of the core, supplemental and intensive supports in all subject areas includes: iObservation, Data Director progress monitoring assessment results, STAR, Accelerated Reader, and SuccessMaker. We also monitor student behavior through data collected on Educators Handbook. Attendance is monitored through Pinpoint and Genesis. Attendance warning letters are generated on a monthly basis and mailed to the parents home address.

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

Teachers are provided professional development in the area of MTSS through faculty meetings, as well as grade level and individual support as needed. Support is provided by administration as well as members of the Intervention Assistance team. Data-based problem solving support is provided to teachers on a weekly basis or as needed.

Parents are supported in the data-based problem solving process through information sessions provided by administration and teachers. In addition we provide individual support through conferences.

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: 6,480

The Academic Academy is a program that is offered to targeted students that would benefit from intervention. Students in kindergarten through second grade attend Academic Academy before the start of school. These students are instructed using the SRA Read Aloud program. Students in third through fifth grade are provided Academic Academy opportunities after the school day has ended. They receive instruction using Jr. Great Books and math word problem strategies.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student progress is monitored on a weekly basis using AIMS web data and monthly using STAR data. For students in grades three through five FCAT data is monitored for an overall effect of the program.

Who is responsible for monitoring implementation of this strategy?

Administration and the lead Academic Academy teacher are responsible for monitoring the implementation of the Academic Academy.

Strategy: Before or After School Program

Minutes added to school year: 600

The STEM Enrichment Club is offered to 3rd-5th grade students one afternoon per week for 30 minutes. During these meetings the students participate in higher order thinking projects and activities that require them to examine thoughts and ideas as well as strategies that may be different from their own. The students are using both the GEMS and AIMS curriculum.

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?

As the students work in small groups, the sponsor is monitoring and working with students to check for comprehension and understanding as well as the willingness and openness to examine different ideas, thoughts, and strategies for solving real-life problems.

Who is responsible for monitoring implementation of this strategy?

The STEM Enrichment Club sponsor, Mrs. Brynn Wallace is responsible for monitoring the participation and learning of the students while they participate in STEM related activities.

Strategy: Before or After School Program

Minutes added to school year: 4,320

Professional development is provided to teachers by monthly small group training sessions. The focus of the professional development is Common Core strategies and their effect on student achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Student data is collected by the teachers on a continuous basis and will be analyzed and discussed at monthly progress monitoring meetings.

Who is responsible for monitoring implementation of this strategy?

The classroom teachers and the administrative team will review and analyze the data.

Literacy Leadership Team (LLT)

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

Name	Title
Jan Funderburg	Reading Coach
Whitney Hand	Curriculum Advocate
Robyn Vandewater	Curriculum Advocate

How the school-based LLT functions

- Attends district level trainings.
- Acts as a liaison between district and school site.
- Information is disseminated to primary and intermediate teachers, respectively on a monthly basis.

Major initiatives of the LLT

- focus on Common Core Curriculum
- text dependent writing (evidence based)
- increase in the use of Accelerated Reader program
- incorporating reading/writing strategies across the content areas
- emphasis on increasing nonfiction reading
- providing immediate intensive interventions (when needed)

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

Kindergarten Walkthrough -May 16, 2013 The kindergarden walkthrough provides an overview of the expectations for kindergarden. Parents have the opportunity to visit kindergarden classrooms and tour the school.

Students that are entering kindergarden are screened during registration to assist in providing individualized instruction to students.

Kindergarten registration begins in May. At the time of registration parents are provided a guide for kindergarden expectations.

Many of our kindergarden teachers partner with upper grade teachers to provide a reading buddy for the kindergarden students. Upper grade reading buddies pair with kindergarden students to assist with the reading process and build confidence in our young readers.

Open House serves as a support to parents after the school year has begun. Open House takes place on September 19, 2013. In addition kindergarden teachers have a parent conference with each family within the first nine weeks of 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	74%	63%	No	77%
American Indian				
Asian				
Black/African American	55%		No	60%
Hispanic	86%		No	87%
White	80%		No	82%
English language learners				
Students with disabilities	41%		No	47%
Economically disadvantaged	64%		No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	27%	32%
Students scoring at or above Achievement Level 4	115	37%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	132	66%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	33	65%	70%

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	48	44%	60%
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	76%	67%	No	78%
American Indian				
Asian				
Black/African American	55%	45%	No	60%
Hispanic	86%	67%	No	87%
White	83%	75%	No	84%
English language learners				
Students with disabilities	50%	37%	No	55%
Economically disadvantaged	60%	56%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	105	33%	38%
Students scoring at or above Achievement Level 4	104	33%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	135	68%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	31	59%	64%

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	26	26%	31%
Students scoring at or above Achievement Level 4	32	32%	37%

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		20
Participation in STEM-related experiences provided for students	709	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	20	3%	1%
Students retained, pursuant to s. 1008.25, F.S.	43	6%	4%
Students who are not proficient in reading by third grade	39	34%	29%
Students who receive two or more behavior referrals	51	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	3%	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

The goal for the 2013-2014 school year is to increase the number of Parent Workshop opportunities offered to our parents throughout the year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of Parent Workshop opportunities	0	0%	50%

Goals Summary

- G1.** Maintain or increase the daily attendance rate and decrease the number of students with excessive absences, tardies, and early departures.
- G2.** 64% of matched students will score a Level 3 or above on Science FCAT.
- G3.** Increase the number of Parent Workshops offered to our parents throughout the year.
- G4.** 60% of matched students will score a Level 4 or above on Florida Writes.
- G5.** 77% of matched students will score a Level 3 or higher on FCAT reading.
- G6.** 78% of matched students will score a Level 3 or above on FCAT math.
- G7.** Use Positive Behavior Support System to reduce the number of In School Suspensions and Out of School Suspensions in order to maximize instructional time.

Goals Detail

G1. Maintain or increase the daily attendance rate and decrease the number of students with excessive absences, tardies, and early departures.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Pinpoint and Genesis reporting systems

Targeted Barriers to Achieving the Goal

- Lack of tracking for tardies and early pick-ups makes it difficult to monitor the number of students with tardies and early departures accurately.

Plan to Monitor Progress Toward the Goal

The assistant principal will monitor the data and will pull reports to contact the parents and guardians of the students that are having a continued issue with absenteeism, tardies, or early departures.

Person or Persons Responsible

Assistant principal, Staci Stephens

Target Dates or Schedule:

monthly

Evidence of Completion:

Through the monthly reports, we will be able to track the students with absences, tardies, and early departures in an effort to decrease the percentage of children missing school each day.

G2. 64% of matched students will score a Level 3 or above on Science FCAT.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Fusion
- AIMS Guides
- GEMS

Targeted Barriers to Achieving the Goal

- Lack of nonfiction reading materials.

Plan to Monitor Progress Toward the Goal

Monthly progress monitoring meetings with administration

Person or Persons Responsible

Classroom teachers and Administration

Target Dates or Schedule:

2013-2014 school year

Evidence of Completion:

Science FCAT scores, AR scores from students taking non-fiction tests

G3. Increase the number of Parent Workshops offered to our parents throughout the year.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Speakers related to parent requested topics
- Common Core Standards resources

Targeted Barriers to Achieving the Goal

- Parent work schedule

Plan to Monitor Progress Toward the Goal

Parent Involvement

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule:

Throughout the 2013-2014 School Year

Evidence of Completion:

Sign- In Sheets

G4. 60% of matched students will score a Level 4 or above on Florida Writes.

Targets Supported

- Writing

Resources Available to Support the Goal

- District trainings/resources
- Kathy Robinson Writing
- Melissa Forney resources

Targeted Barriers to Achieving the Goal

- Identify specific areas of weaknesses that need remediation.
- Time to plan and grade writing papers to inform instruction.

Plan to Monitor Progress Toward the Goal

Teachers will take writing data/samples from class (using Data Director) and compare with team members

Person or Persons Responsible

Teachers

Target Dates or Schedule:

Monthly progress monitoring meetings

Evidence of Completion:

Florida Writes Scores and writing results from Data Director

G5. 77% of matched students will score a Level 3 or higher on FCAT reading.

Targets Supported

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

Resources Available to Support the Goal

- Imagine It! Curriculum (district adopted)
- SuccessMaker
- Corrective Reading
- Accelerated Reader
- STAR Reading
- AIMS Web
- Junior Great Books
- Reading Mastery Plus
- Early Interventions in Reading
- Basal Alignment Project

Targeted Barriers to Achieving the Goal

- Effective use of SuccessMaker last session interventions by the teacher.
- Students struggling with fluency.
- Students struggling with comprehension.

Plan to Monitor Progress Toward the Goal

Teachers and administrators will meet monthly to analyze student data and monitor student progress.

Person or Persons Responsible

Teachers and administrators

Target Dates or Schedule:

ongoing

Evidence of Completion:

FCAT 2.0 data

G6. 78% of matched students will score a Level 3 or above on FCAT math.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Go Math! Curriculum (district adopted)
- Successmaker
- Fast Math
- Strategies to Success

Targeted Barriers to Achieving the Goal

- Students' lack of pre-requisite math skills.

Plan to Monitor Progress Toward the Goal

Classroom teachers and principal will meet regularly to analyze student data and monitor student progress.

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

FCAT 2.0

G7. Use Positive Behavior Support System to reduce the number of In School Suspensions and Out of School Suspensions in order to maximize instructional time.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Educators Handbook
- Positive Behavior Support System (PBS)
- Behavior Specialists (BMC)
- School Resource Officer (SRO)
- School Guidance Counselor

Targeted Barriers to Achieving the Goal

- Inconsistency of Implementation of PBS

Plan to Monitor Progress Toward the Goal

Administration will check the Educator's Handbook at the end of every nine weeks to ensure the numbers of suspensions will be reduced.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Every 9 weeks

Evidence of Completion:

Reduction in suspensions in Educator's Handbook

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Maintain or increase the daily attendance rate and decrease the number of students with excessive absences, tardies, and early departures.

G1.B1 Lack of tracking for tardies and early pick-ups makes it difficult to monitor the number of students with tardies and early departures accurately.

G1.B1.S1 Begin monitoring and recording all tardies and early departures into the Genesis system to allow for better tracking and reporting of absences, tardies, and early departures.

Action Step 1

Begin entering the tardy and early pick-up data into the Genesis system to optimize tracking.

Person or Persons Responsible

Office Staff

Target Dates or Schedule

Daily entry and monthly tracking

Evidence of Completion

Monthly reports regarding tardies and absences

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

Teachers will monitor Pinpoint through the parent portal as excessive absences arise they will then notify the assistant principal.

Person or Persons Responsible

Teachers/Admisitrators

Target Dates or Schedule

Daily

Evidence of Completion

Student Attendance Tracking forms

Plan to Monitor Effectiveness of G1.B1.S1

Take attendance

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Pinpoint reports

G2. 64% of matched students will score a Level 3 or above on Science FCAT.

G2.B1 Lack of nonfiction reading materials.

G2.B1.S1 Increase the number of non-fiction reading resources available to teachers and students.

Action Step 1

Acquire and utilize additional non-fictional materials for students.

Person or Persons Responsible

Administration

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Literacy room contains additional non-fiction reading materials for all grade levels.

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

Non-fiction books available for check-out from the library or literacy room for teachers and students.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

The check-out list for the materials in the literacy room.

Plan to Monitor Effectiveness of G2.B1.S1

Student performance on Science FCAT and classroom science grades.

Person or Persons Responsible

Teachers

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Science FCAT scores and classroom Science grades.

G3. Increase the number of Parent Workshops offered to our parents throughout the year.

G3.B1 Parent work schedule

G3.B1.S1 Adjust time and schedule to accommodate as many parents as possible.

Action Step 1

Schedule parent meetings during times convenient for most parents.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Throughout the 2013-2014 school year

Evidence of Completion

Number of parents that attend (Sign In Sheet)

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

Parent Involvement

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Throughout the 2013-2014 School Year

Evidence of Completion

Sign In Sheets

Plan to Monitor Effectiveness of G3.B1.S1

Parent Involvement

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Throughout the 2013-2014 School Year

Evidence of Completion

Sign In Sheet

G4. 60% of matched students will score a Level 4 or above on Florida Writes.

G4.B1 Identify specific areas of weaknesses that need remediation.

G4.B1.S1 Analyze CD from last year's FCAT Writes for data analysis to determine where weaknesses lie.

Action Step 1

Analyze Florida Writes Data CD from the 2012-2013 school year

Person or Persons Responsible

4th grade teachers/Administration

Target Dates or Schedule

Fall 2013-2014

Evidence of Completion

By studying the information obtained from CD, teachers will develop plans to meet the needs found during the review of materials.

Facilitator:

Liz Greenberg, District Writing Supervisor

Participants:

4th grade writing teachers

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

Monitor successes through weekly writing scores and alter the instruction to meet needs and weaknesses

Person or Persons Responsible

4th grade teachers

Target Dates or Schedule

weekly

Evidence of Completion

Grades on weekly writing samples

Plan to Monitor Effectiveness of G4.B1.S1

Monitor writing assessments (district created)

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Each nine weeks of the 2013-2014 school year

Evidence of Completion

Writing scores on progress monitoring assessments

G4.B2 Time to plan and grade writing papers to inform instruction.

G4.B2.S1 Scheduled time or release time to analyze student work samples and collaborate on instructional strategies that will increase student achievement.

Action Step 1

Scheduled time to analyze student writing samples and plan writing instruction

Person or Persons Responsible

Grade level teachers

Target Dates or Schedule

monthly

Evidence of Completion

Teacher Data Sheets

Facilitator:

District Personnel, Administrators

Participants:

Grade level teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. 77% of matched students will score a Level 3 or higher on FCAT reading.

G5.B1 Effective use of SuccessMaker last session interventions by the teacher.

G5.B1.S1 Professional development for teachers to implement use of last session interventions in SuccessMaker.

Action Step 1

Professional development in SuccessMaker last session interventions

Person or Persons Responsible

Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Sign-in sheets from Professional development and data shared at monthly progress monitoring meetings.

Facilitator:

SuccessMaker representative

Participants:

Teachers

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

Professional development in SuccessMaker

Person or Persons Responsible

Administrator

Target Dates or Schedule

throughout the year

Evidence of Completion

SuccessMaker reports

Plan to Monitor Effectiveness of G5.B1.S1

Student performance reports in SuccessMaker

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

thorough out the year, ongoing

Evidence of Completion

Student gains

G5.B2 Students struggling with fluency.

G5.B2.S1 Identify students struggling with fluency using AIMS Web data. Provide targeted instruction in fluency using Reading Mastery, EIR, and Corrective Reading, respectively.

Action Step 1

Provide professional development in effective small group instruction

Person or Persons Responsible

Intervention teacher/reading coach

Target Dates or Schedule

monthly

Evidence of Completion

iObservation data and AIMS Web data

Facilitator:

District Personnel, Team Leaders, Administrators

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Small group instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

iObservation data and progress monitoring data

Plan to Monitor Effectiveness of G5.B2.S1

Small group instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

AIMS Web Data

G5.B3 Students struggling with comprehension.

G5.B3.S1 Identify students struggling with comprehension using STAR data. Provide targeted instruction in comprehension strategies through small group interventions using Imagine It! curriculum.

Action Step 1

Analyze STAR data and determine students struggling with comprehension. Provide professional development in effective Implementation of small groups to facilitate targeted instruction in reading comprehension.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

iObservation data, Increased achievement as measured by STAR data

Facilitator:

Administrator, Lead Teacher, Reading Coach, District Support Personnel

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Small group instruction with a focus on comprehension.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

iObservation data and student achievement data

Plan to Monitor Effectiveness of G5.B3.S1

STAR data, SuccessMaker reading data and classroom assessment data

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Increased student achievement as measured by STAR data

G6. 78% of matched students will score a Level 3 or above on FCAT math.

G6.B1 Students' lack of pre-requisite math skills.

G6.B1.S1 Small group interventions within the classroom setting.

Action Step 1

Small group interventions for targeted students within the classroom

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

As needed within the classroom throughout the year

Evidence of Completion

Student performance on GO Math Chapter tests

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

Small group interventions with targeted students as identified through pre-tests.

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Student results on classroom math assessments as shown in the teacher gradebook

Plan to Monitor Effectiveness of G6.B1.S1

Pre-tests will be administered to determine the student levels prior to small group instruction.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Student scores on classroom assessments

G7. Use Positive Behavior Support System to reduce the number of In School Suspensions and Out of School Suspensions in order to maximize instructional time.

G7.B1 Inconsistency of Implementation of PBS

G7.B1.S1 Teachers will utilize Positive Behavior Support System to decrease compulsive behavior.

Action Step 1

Utilize and implement PBS

Person or Persons Responsible

Teachers and staff

Target Dates or Schedule

Daily throughout the year

Evidence of Completion

Decrease of referrals in Educators Handbook

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Monitor and Track discipline through Educator's Handbook

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Throughout the year

Evidence of Completion

Decrease of referrals in Educator's Handbook

Plan to Monitor Effectiveness of G7.B1.S1

Educator's Handbook data

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Monthly throughout the year

Evidence of Completion

Running monthly discipline reports in Educator's Handbook

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 II funds are used to provide teachers release time to plan and develop instructional units that align with Common Core and teaching strategies related to The Art and Science of Teaching. In addition books are purchased with Title II funds that supplement professional development aligned with the SIP.

The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education 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.

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

District Homeless coordinator provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Title I provides a resource teacher to support Title I students in non-Title I schools.

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.

G4. 60% of matched students will score a Level 4 or above on Florida Writes.

G4.B1 Identify specific areas of weaknesses that need remediation.

G4.B1.S1 Analyze CD from last year's FCAT Writes for data analysis to determine where weaknesses lie.

PD Opportunity 1

Analyze Florida Writes Data CD from the 2012-2013 school year

Facilitator

Liz Greenberg, District Writing Supervisor

Participants

4th grade writing teachers

Target Dates or Schedule

Fall 2013-2014

Evidence of Completion

By studying the information obtained from CD, teachers will develop plans to meet the needs found during the review of materials.

G4.B2 Time to plan and grade writing papers to inform instruction.

G4.B2.S1 Scheduled time or release time to analyze student work samples and collaborate on instructional strategies that will increase student achievement.

PD Opportunity 1

Scheduled time to analyze student writing samples and plan writing instruction

Facilitator

District Personnel, Administrators

Participants

Grade level teachers

Target Dates or Schedule

monthly

Evidence of Completion

Teacher Data Sheets

G5. 77% of matched students will score a Level 3 or higher on FCAT reading.

G5.B1 Effective use of SuccessMaker last session interventions by the teacher.

G5.B1.S1 Professional development for teachers to implement use of last session interventions in SuccessMaker.

PD Opportunity 1

Professional development in SuccessMaker last session interventions

Facilitator

SuccessMaker representative

Participants

Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Sign-in sheets from Professional development and data shared at monthly progress monitoring meetings.

G5.B2 Students struggling with fluency.

G5.B2.S1 Identify students struggling with fluency using AIMS Web data. Provide targeted instruction in fluency using Reading Mastery, EIR, and Corrective Reading, respectively.

PD Opportunity 1

Provide professional development in effective small group instruction

Facilitator

District Personnel, Team Leaders, Administrators

Participants

All teachers

Target Dates or Schedule

monthly

Evidence of Completion

iObservation data and AIMS Web data

G5.B3 Students struggling with comprehension.

G5.B3.S1 Identify students struggling with comprehension using STAR data. Provide targeted instruction in comprehension strategies through small group interventions using Imagine It! curriculum.

PD Opportunity 1

Analyze STAR data and determine students struggling with comprehension. Provide professional development in effective Implementation of small groups to facilitate targeted instruction in reading comprehension.

Facilitator

Administrator, Lead Teacher, Reading Coach, District Support Personnel

Participants

All teachers

Target Dates or Schedule

Monthly

Evidence of Completion

iObservation data, Increased achievement as measured by STAR data

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	64% of matched students will score a Level 3 or above on Science FCAT.	\$800
G4.	60% of matched students will score a Level 4 or above on Florida Writes.	\$793
G5.	77% of matched students will score a Level 3 or higher on FCAT reading.	\$2,000
Total		\$3,593

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Total
	\$0	\$0	\$0
Media Allocation/Discretionary Funds	\$0	\$800	\$800
TEC	\$2,000	\$0	\$2,000
TEC Funds	\$793	\$0	\$793
Total	\$2,793	\$800	\$3,593

Budget Details

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

G2. 64% of matched students will score a Level 3 or above on Science FCAT.

G2.B1 Lack of nonfiction reading materials.

G2.B1.S1 Increase the number of non-fiction reading resources available to teachers and students.

Action Step 1

Acquire and utilize additional non-fictional materials for students.

Resource Type

Evidence-Based Materials

Resource

Funding Source

Media Allocation/Discretionary Funds

Amount Needed

\$800

G4. 60% of matched students will score a Level 4 or above on Florida Writes.

G4.B2 Time to plan and grade writing papers to inform instruction.

G4.B2.S1 Scheduled time or release time to analyze student work samples and collaborate on instructional strategies that will increase student achievement.

Action Step 1

Scheduled time to analyze student writing samples and plan writing instruction

Resource Type

Professional Development

Resource

Substitute teachers to provide release time for teachers to plan and analyze writing samples

Funding Source

TEC Funds

Amount Needed

\$793

G5. 77% of matched students will score a Level 3 or higher on FCAT reading.

G5.B1 Effective use of SuccessMaker last session interventions by the teacher.

G5.B1.S1 Professional development for teachers to implement use of last session interventions in SuccessMaker.

Action Step 1

Professional development in SuccessMaker last session interventions

Resource Type

Professional Development

Resource

Funding Source

Amount Needed

G5.B2 Students struggling with fluency.

G5.B2.S1 Identify students struggling with fluency using AIMS Web data. Provide targeted instruction in fluency using Reading Mastery, EIR, and Corrective Reading, respectively.

Action Step 1

Provide professional development in effective small group instruction

Resource Type

Professional Development

Resource

Release time for teachers to observe effective strategies for teaching and monitoring fluency.

Funding Source

TEC

Amount Needed

\$1,000

G5.B3 Students struggling with comprehension.

G5.B3.S1 Identify students struggling with comprehension using STAR data. Provide targeted instruction in comprehension strategies through small group interventions using Imagine It! curriculum.

Action Step 1

Analyze STAR data and determine students struggling with comprehension. Provide professional development in effective Implementation of small groups to facilitate targeted instruction in reading comprehension.

Resource Type

Professional Development

Resource

Provide release time to teachers to observe classrooms and collaborate on effective small group instruction.

Funding Source

TEC

Amount Needed

\$1,000