

2013-2014 SCHOOL IMPROVEMENT PLAN

Gilchrist Elementary School
1301 TIMBERLANE RD
Tallahassee, FL 32312
850-487-4310

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 24%
Alternative/ESE Center No	Charter School No	Minority Rate 32%

School Grades History

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

Gilchrist Elementary School

Principal

David Solz

School Advisory Council chair

Kellie Ralston

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

Name	Title
Katherine Kenton	Kindergarten Team Leader
Kristy Newland	First Grade Team Leader
Leanne Bower	Second Grade Team Leader
Anna Ross	Third Grade Team Leader
Shannon Bottini	Fourth Grade Team Leader
Donna Sims	Fifth Grade Team Leader
Latasha Jackson	Special Area Team Leader
Lynn Hatchett	ESE Team Leader
Diana Haverlah	Non-Instructional Team Leader

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

Kellie Ralston, Chair
 Elizabeth Bussey, Vice Chair
 Meg Gibson, Secretary
 David Solz, Principal
 Kristi Smith, PTO President
 Anna Jones, Parent
 Bertha Hyche, Parent

Betsy McKnight, Third Grade Teacher
Bill Armstrong, Business Partner
Dawn Wilder, Parent / DAC Representative
Diane Poll, Teacher
Hetal McGuire, Parent
Janet Burns, Parent
Kara Gross, Parent
Michelle Bergschneider, Fifth Grade Teacher
Phillip Pomeroy, Business Partner
Kim Thomas, Fourth Grade Teacher
Shannon Novey, Parent
Tiffany Parker, Parent
Wendy Somerset, Parent
Bridgette Puhlman, Teacher
Pam Dunn, First Grade Teacher
Mira Davis, Speech Language Pathologist
Shannon Bottini, Fourth Grade Teacher
Tabitha Frazier, Parent
Ashley Thomas, Kindergarten Teacher

Involvement of the SAC in the development of the SIP

SAC meets monthly in order to review school data and assist in the preparation and evaluation of the results of the school improvement plan. The principal shares school based updates in the Principal's Report and the SAC chair conducts the remainder of the meeting.

Activities of the SAC for the upcoming school year

The SAC's purpose is to identify and encourage areas of continuous school improvement. The School Advisory Council will be the driving force behind the school improvement process by overseeing the school's needs assessment; planning, developing, and reviewing of the School Improvement Plan (SIP); annual reporting of obtainment of school goals and evaluation; School Improvement Plan budget; and allocation of School Recognition Funds.

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

If funds are allocated we will use the dollars for resources to improve students' performance in reading, writing, math, and science.

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)

Lisa Crowe		
Part-time / District-based	Years as Coach: 7	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Bachelor's in Elementary Education Master's in Reading	
Performance Record	Lisa Crowe has helped schools to achieve 'A' grades for the past nine years.	

Classroom Teachers

# of classroom teachers	66
# receiving effective rating or higher	66, 100%
# Highly Qualified Teachers	100%
# certified in-field	66, 100%
# ESOL endorsed	18, 27%
# reading endorsed	7, 11%
# with advanced degrees	26, 39%
# National Board Certified	1, 2%
# first-year teachers	1, 2%
# with 1-5 years of experience	16, 24%
# with 6-14 years of experience	19, 29%
# with 15 or more years of experience	30, 45%

Education Paraprofessionals

# of paraprofessionals	10
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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

Gilchrist Elementary School recruits highly qualified teachers by working closely with the Leon County Schools Personnel Department to interview only those applicants with the highest qualifications. Highly qualified interns from the local universities are carefully assessed and, if deemed high performing, can be offered teaching positions prior to graduation. Gilchrist participates in our district's teacher interview day, thus allowing the school the opportunity to meet and screen applicants from across the nation.

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

Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and mentee. Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences. Selected mentors are highly effective teacher, met the district's Beginning Teacher Program Mentor qualifications and successfully completed the district's Mentor Training Program.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

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 school Rtl Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students.

The team meets once a week. Examples of activities during weekly meetings include reviewing student data (screening, progress monitoring). The review of data will facilitate identification of students who are meeting/exceeding benchmarks, at moderate or high risk for not achieving benchmarks. Based on evaluation of data and identification of student needs the team will identify professional development and resources needed.

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

The Guidance Counselor drafts the agenda for meetings, invites the necessary participants, maintains a record of discussions, and coordinates the paperwork involved in referrals to student services.

The Administrative team is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. Provides vision, ensures that the school-based team is implementing MTSS, ensures implementation of intervention support, ensures adequate professional development is provided to support MTSS and communicates with outside stakeholders regarding school-based MTSS.

Select General Education Teachers provide information about core instruction, participates in student

data collection, and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support. Select ESE Teachers (Varying exceptionalities, speech, gifted) provide information about intervention instruction participates in student data collection, collaborates with general education teachers. Reading Coach participates in student data collection and evaluation of data collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies.

The Psychologist is the evaluation specialist who administers and scores a variety of assessments and completes a psychological or evaluation report. The psychologist is also a resource for interventions and strategies in working with students and is available to observe students.

The ESE Program Specialist is a resource for interventions and strategies in working with all students, and a programming resource for our ESE teachers. She monitors ESE paperwork and conducts manifestation conferences. She is available to observe students and attend select IEP meetings.

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

The Rtl Leadership team will meet with the administration and other staff representatives to help develop the SIP. The team also collaborated with the School Advisory Council to obtain input from the council. The team provided data, helped set goals and expectations, and suggested strategies that would ensure attainment of instructional 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

Baseline data is obtained through the FAIR assessment and previous test information. The data is made available through the use of the Progress Monitoring and Reporting Network (PMRN).

Progress Monitoring is obtained through the administration of FAIR, Curriculum Based Measurements, SuccessMaker and other FCAT simulation assessments.

Midyear data is obtained through FAIR assessments, SuccessMaker, and other FCAT simulation assessments.

End of year data is obtained through FAIR, FCAT, and SuccessMaker.

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

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Mini-trainings on Rtl topics will be addressed at each monthly staff meeting.

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: 27,000

Gilchrist Elementary offers the HEART program to selected students. Our after-school tutorial program is designed to increase academic achievement in the areas of reading and mathematics by providing a variety of academic and enrichment activities that addressed the students' needs.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

HEART program teachers collaborate with the homeroom teachers of HEART program participants in order to ensure that the students are progressing as expected.

Who is responsible for monitoring implementation of this strategy?

The Administrative Team, HEART Teachers, and classroom teachers are responsible for monitoring student performance for students enrolled in the HEART program.

Literacy Leadership Team (LLT)

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

Name	Title
David Solz	Principal
Jasmine Smith	AP
Lisa Crowe	Reading Coach
Rosie Wyatt	Counselor
Latasha Jackson	Counselor

How the school-based LLT functions

The team meets once a month to engage in the following activities: Review baseline data used to drive instruction and progress monitoring to ensure mastery of the grade level benchmarks in reading. The administrative team is responsible for overseeing the process to ensure the policies and procedures are followed in the best interest of the students. Reading Coach assists with design and delivery of professional development relative to implementation of effective reading strategies.

Major initiatives of the LLT

Major initiatives for the school year include working to increase the percentage of students' reading level not reaching the proficiency level in all subgroup by providing opportunities for additional instructional practice and remediation. Students performing at the proficient or advanced proficiency level will be provided with enrichment reading in order to further improve in the area of reading.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Gilchrist uses the following best practices to ensure that every teacher contributes to the reading improvement of every student:

1. Consistently implemented, high quality initial classroom instruction and follow-up small-group instruction that is well-differentiated according to student needs.
2. Use of student performance data to guide instruction and allocate instructional resources.
3. Resources to provide interventions for struggling readers.

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

Gilchrist Elementary employs a number of strategies for assisting preschool children in transition from early childhood programs to elementary school. Such strategies include:

Welcome letters to the parents of new students before school starts

Orientation before school starts

Open house after school starts

Transition packets prepared by Guidance Counselors with strategies available on school website

Social events hosted by the school and PTO in order to allow families to get to know each other before school begins

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

Strategies used to help students see relationships between subjects and relevance to their future include, but are not limited to:

Connecting students who have high tardiness, absences and discipline referrals to potential mentors, including more successful peers, high school students, and at least one adult in the school and/or community, to increase their connectedness to school through meaningful relationships.

Helping students learn how to successfully begin their kindergarten experience by building knowledge and skills to master their new learning and social environment. For example, help students learn school ground rules in the classroom and in other parts of the school community.

Providing third- to fifth-grade students with opportunities to actively build a classroom community of learners to ensure they grow into productive members of the school community. Focus on how to share, collaborate and make appropriate behavior choices.

Creating early awareness that connects academic performance (e.g., doing homework), coming to school on time, and habits as a learner (e.g., being helpful, having a positive attitude, listening and communicating) to getting better grades.

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

The school uses the following strategies to promote academic and career planning:

- Career Day
- Career Lessons / Career Interest Inventory

Strategies for improving student readiness for the public postsecondary level

The following strategies are used to improve student readiness for the postsecondary level

- Teachers post I graduated from....ask me about it.
- K-5 students are informed of HS graduation year (addressed throughout elementary career)
- College T-Shirt Day
- Career Day

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	86%	85%	No	87%
American Indian				
Asian	100%	96%	Yes	100%
Black/African American	68%	63%	No	71%
Hispanic	76%	79%	Yes	78%
White	90%	89%	No	91%
English language learners				
Students with disabilities	58%	44%	No	62%
Economically disadvantaged	68%	70%	Yes	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	23%	25%
Students scoring at or above Achievement Level 4	153	62%	65%

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>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	232	82%	84%
Students in lowest 25% making learning gains (FCAT 2.0)	40	73%	75%

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)	26	72%	74%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	49%	51%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	43%	45%

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	102	71%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	88%	86%	No	90%
American Indian				
Asian	100%	100%	Yes	100%
Black/African American	73%	65%	No	76%
Hispanic	76%	79%	Yes	78%
White	93%	90%	No	93%
English language learners				
Students with disabilities	73%	50%	No	76%
Economically disadvantaged	69%	66%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	117	26%	28%
Students scoring at or above Achievement Level 4	121	59%	61%

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>	33%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	69%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	227	80%	82%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	32	81%	83%

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	35	24%	26%
Students scoring at or above Achievement Level 4	81	55%	57%

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>	100%

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)	21		25
Participation in STEM-related experiences provided for students	902	95%	97%

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	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	6	1%	1%
Students who are not proficient in reading by third grade	15	7%	5%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	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

Parent Involvement directly correlates to the consistent academic success at Gilchrist Elementary School. Gilchrist creates a warm-welcoming environment in which parents, grandparents, and community members are encouraged to participate on a consistent basis and the volunteers are regularly thanked and honored for their contributions. Administrators, teachers, staff, parents, grandparents, and community members all work together in an effort to provide an exceptional learning environment for Gilchrist students.

Based on the 2012-2013 Climate Survey, 94 %of parents agreed with the statement that the school communicates regularly with parents or guardians about students' needs. Our goal is to improve the school to home communication to impact the parent(s) involvement by providing increased opportunities for parents to volunteer in numerous capacities, as well as increasing the number of ways in which communication is provided to parents regarding student progress. Such methods include access to Pinpoint Gradebooks, Weekly Parent Newsletters via the school ListServ, PTO Newsletters, as well as increased updates to the school website.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Our goal is to increase the number of parents that feel that the school regularly communicates with parents or guardians about students' needs.	108	94%	100%

Goals Summary

- G1.** By the end of the 2013 – 2014 academic year, 84% or more of students in grades 3 – 5 will make learning gains as defined by Florida Department of Education on the 2014 Sunshine State Standards Reading Florida Comprehensive Assessment Test.
- G2.** By the end of the 2013 – 2014 academic year, 83% or more of students in grades 3 – 5 will make learning gains as defined by Florida Department of Education on the 2014 Sunshine State Standards Math Florida Comprehensive Assessment Test (FCAT).
- G3.** By the end of the 2013 – 2014 academic year, maintain or increase 80% of ALL students will meet Writing Proficiency by scoring 4 on the 2014 Sunshine State Standards Writing Florida Comprehensive Assessment Test (FCAT).
- G4.** By the end of the 2013 – 2014 academic year, a minimum of 55% of ALL students will meet or exceed Science proficiency by scoring at a level 4 and 5 on the 2014 Sunshine State Standards Science Florida Comprehensive Assessment Test (FCAT).

Goals Detail

G1. By the end of the 2013 – 2014 academic year, 84% or more of students in grades 3 – 5 will make learning gains as defined by Florida Department of Education on the 2014 Sunshine State Standards Reading Florida Comprehensive Assessment Test.

Targets Supported

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

Resources Available to Support the Goal

- Strategic use of personnel to promote reading proficiency (Reading Coach, ESE Resource Teachers, Instructional Paraprofessionals) • Strategic Staff Development targeted to enhance Teacher Professional Learning in the area of Reading

Targeted Barriers to Achieving the Goal

- Ensuring sufficient scheduled, protected, and effectively used time for daily, comprehensive reading instruction

Plan to Monitor Progress Toward the Goal

On going progress monitoring to determine if goals are being met

Person or Persons Responsible

Administration, Reading Coach, Classroom Teachers

Target Dates or Schedule:

Designated points within each nine week period

Evidence of Completion:

Increased student achievement on Benchmarks

G2. By the end of the 2013 – 2014 academic year, 83% or more of students in grades 3 – 5 will make learning gains as defined by Florida Department of Education on the 2014 Sunshine State Standards Math Florida Comprehensive Assessment Test (FCAT).

Targets Supported

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

Resources Available to Support the Goal

- Think Central Website to monitor student progress • District Support documents (pacing guides, learning goals, rubrics, etc.)

Targeted Barriers to Achieving the Goal

- Effective use of common planning time to support collaboration and teaming.

Plan to Monitor Progress Toward the Goal

Ongoing progress monitoring to determine if goals are being met

Person or Persons Responsible

Administration, Reading Coach, Classroom Teachers

Target Dates or Schedule:

Designated points within each nine week period

Evidence of Completion:

Increased student achievement on Benchmarks and other selected common assessments.

G3. By the end of the 2013 – 2014 academic year, maintain or increase 80% of ALL students will meet Writing Proficiency by scoring 4 on the 2014 Sunshine State Standards Writing Florida Comprehensive Assessment Test (FCAT).

Targets Supported

- Writing

Resources Available to Support the Goal

- District Writing Plans • Professional Development

Targeted Barriers to Achieving the Goal

- Lack of knowledge related to CCSS

Plan to Monitor Progress Toward the Goal

Classroom Walkthroughs and Observations to monitor effective use of best practices and instructional strategies in Writing

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule:

Throughout the 2013-2014 School Year

Evidence of Completion:

Increased student performance in the area of writing

G4. By the end of the 2013 – 2014 academic year, a minimum of 55% of ALL students will meet or exceed Science proficiency by scoring at a level 4 and 5 on the 2014 Sunshine State Standards Science Florida Comprehensive Assessment Test (FCAT).

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- District resources including pacing guides, learning goals, and rubrics.

Targeted Barriers to Achieving the Goal

- Students lack skills that enable them to use look for errors in logic or reasoning.

Plan to Monitor Progress Toward the Goal

Monthly progress monitoring meetings to review grade level, classroom level, and individual student performance toward school wide goals and targets

Person or Persons Responsible

Principal, Assistant Principal, Classroom Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increased student performance in the area of science

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By the end of the 2013 – 2014 academic year, 84% or more of students in grades 3 – 5 will make learning gains as defined by Florida Department of Education on the 2014 Sunshine State Standards Reading Florida Comprehensive Assessment Test.

G1.B1 Ensuring sufficient scheduled, protected, and effectively used time for daily, comprehensive reading instruction

G1.B1.S1 Utilize master schedule with staggered start times for reading intervention blocks

Action Step 1

Period Review of School master Schedule

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Data Review Meeting

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

Protecting allocated reading instruction and intervention time from interruption.

Person or Persons Responsible

Principal, Assistant Principal, Team Leaders

Target Dates or Schedule

2013-2014 School Year

Evidence of Completion

Scheduling of assemblies, class parties, class pictures, or other special events outside of reading intervention periods in order to maximize reading instruction.

Plan to Monitor Effectiveness of G1.B1.S1

Monthly progress monitoring meetings to review grade level, classroom level, and individual student performance toward school wide goals and targets

Person or Persons Responsible

Principal, Assistant Principal, Counselors, Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Updated Data Wall with student progress in selected common assessments

G2. By the end of the 2013 – 2014 academic year, 83% or more of students in grades 3 – 5 will make learning gains as defined by Florida Department of Education on the 2014 Sunshine State Standards Math Florida Comprehensive Assessment Test (FCAT).

G2.B1 Effective use of common planning time to support collaboration and teaming.

G2.B1.S1 Set expectations for routine teacher collaboration, analysis, evaluation, and experimentation and provide professional development tools to help teacher teams productively discuss curricula, instruction, and student progress.

Action Step 1

Quarterly Professional Development sessions to work collaboratively to monitor data in order to make necessary instructional changes.

Person or Persons Responsible

Administration, Classroom Teachers

Target Dates or Schedule

Quarterly throughout 2013-2014 school year

Evidence of Completion

Participant Sign-in sheets, Increased collaboration and teaming on grade levels

Facilitator:

Mark Rolewski

Participants:

Administration, Classroom Teachers

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

Monthly progress monitoring meetings to review grade level, classroom level, and individual student performance toward school wide goals and targets.

Person or Persons Responsible

Principal, Assistant Principal, Counselors, Classroom Teachers

Target Dates or Schedule

Monthly Meetings

Evidence of Completion

Updated Data Wall with student progress in selected common assessments

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. By the end of the 2013 – 2014 academic year, maintain or increase 80% of ALL students will meet Writing Proficiency by scoring 4 on the 2014 Sunshine State Standards Writing Florida Comprehensive Assessment Test (FCAT).

G3.B1 Lack of knowledge related to CCSS

G3.B1.S1 Professional learning dedicated to CCSS implementation in the area of writing.

Action Step 1

Periodic review of proficiency scores

Person or Persons Responsible

Principal, Assistant Principal, Classroom Teachers

Target Dates or Schedule

As needed

Evidence of Completion

Progress Monitoring reports reflective of individual student performance in the area of writing

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

Monthly progress monitoring meetings to review grade level, classroom level, and individual student performance toward school wide goals and targets

Person or Persons Responsible

Principal, Assistant Principal, Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Updated Data Wall reflective of students progress

Plan to Monitor Effectiveness of G3.B1.S1

Leadership Team Meetings

Person or Persons Responsible

Principal, Assistant Principal, Counselors

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Leadership Team Meeting agendas and minutes reflective of discussion of student progress in writing

G4. By the end of the 2013 – 2014 academic year, a minimum of 55% of ALL students will meet or exceed Science proficiency by scoring at a level 4 and 5 on the 2014 Sunshine State Standards Science Florida Comprehensive Assessment Test (FCAT).

G4.B1 Students lack skills that enable them to use look for errors in logic or reasoning.

G4.B1.S1 Increased allocation of time and resources in order to impact student instruction.

Action Step 1

Increase the quantity and quality of science instruction

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Throughout the 2013-2014 School Year

Evidence of Completion

Master schedule including adequate instructional periods for science instruction

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

Provide content-based professional development opportunities for teachers and disseminate updated information about best practices in science teaching and learning

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Selected periods throughout the 2013-2014 school year

Evidence of Completion

Teacher participation in professional development sessions

Plan to Monitor Effectiveness of G4.B1.S1

Review of lesson plans to include weekly, hands-on science learning experiences

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Weekly review of lesson plans

Evidence of Completion

Student work products and lesson plans

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

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.

G2. By the end of the 2013 – 2014 academic year, 83% or more of students in grades 3 – 5 will make learning gains as defined by Florida Department of Education on the 2014 Sunshine State Standards Math Florida Comprehensive Assessment Test (FCAT).

G2.B1 Effective use of common planning time to support collaboration and teaming.

G2.B1.S1 Set expectations for routine teacher collaboration, analysis, evaluation, and experimentation and provide professional development tools to help teacher teams productively discuss curricula, instruction, and student progress.

PD Opportunity 1

Quarterly Professional Development sessions to work collaboratively to monitor data in order to make necessary instructional changes.

Facilitator

Mark Rolewski

Participants

Administration, Classroom Teachers

Target Dates or Schedule

Quarterly throughout 2013-2014 school year

Evidence of Completion

Participant Sign-in sheets, Increased collaboration and teaming on grade levels

Appendix 2: Budget to Support School Improvement Goals