

2013-2014 SCHOOL IMPROVEMENT PLAN

Bellevue Elementary School
5556 SE COUNTY HIGHWAY 484
Bellevue, FL 34420
352-671-6100

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 64%
Alternative/ESE Center No	Charter School No	Minority Rate 30%

School Grades History

2013-14 F	2012-13 D	2011-12 C	2010-11 C	2009-10 B
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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
Focus Year 3 or more	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Belleview Elementary School

Principal

Brenda Conner

School Advisory Council chair

Joyce Stewart

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

Name	Title
Kendra Hamby	Assistant Principal
Pam Wiygul	Reading Coach
Nina Nadeau	Kindergarten Teacher
Laura Paiz	1st Grade Teacher
Pam Weeman	2nd Grade Teacher
Andy McGuire	3rd Grade Teacher
Amy Gardner	4th Grade Teacher
Cari Lamperski	5th Grade Teacher
Suzanne Platt	ESE Teacher

District-Level Information

District

Marion

Superintendent

Mr. George D Tomy

Date of school board approval of SIP

11/12/2013

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

Our membership is composed of 1 business partner representative, 2 administrators, 4 teachers and 10 parents. The ethnic make-up of the SAC is reflective of our student population

Involvement of the SAC in the development of the SIP

The SAC provides feedback and edits to the SBLT for the SIP.

Activities of the SAC for the upcoming school year

The purpose of the Belleview Elementary School Advisory Council is to act as the governing body to develop procedures to ensure that all state and district goals are met. The Council shall assist in the preparation and evaluation of a school improvement plan that is designed to achieve improved student performance standards. The school improvement plan will be based on an analysis of student achievement and other school performance data. The Council also serves as a resource for the principal, assists in the preparation of the school annual budget, and offers advice pertaining to the school program while acting as a liaison between the school and community.

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

Any school improvement funds received this year will go toward the purchase and installation of a projection system for the cafeteria that can benefit all students.

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:

Brenda Conner		
Principal	Years as Administrator: 23	Years at Current School: 3

Credentials	<p>Masters of Science -Educational Leadership from University of Florida</p> <p>Bachelor of Science from Georgia Southern College and Associate of Science from Abraham Baldwin Agricultural College. Currently certified in Educational Leadership and Family and Consumer Education.</p>
Performance Record	<p>Served as an assistant principal for 13 years at 2 different middle schools. While principal at Belleview Elementary School the school received an A in 2004, 2006, and 2009; received a B in 2005, 2007, 2008, 2010; received a C in 2011 and 2012, received a D in 2013. AYP history is 79% in 2010 and 2011; 90% in 2004 and 2008; 97% in 2005, 2006 and 2007. AMOs in 2012 and 2013 showed the following: no sub group met the AMO percentage target for reading or math although in 2012 all subgroups met the AMO percentage target for writing. Percentage of students making learning gains in reading from 2011 - 2013 were 60%, 58% and 61% respectively. Percentage of students making learning gains in math from 2011 - 2013 were 63%, 60%, and 51% respectively. In the lowest quartile for reading, students making learning gains from 2011 - 2013 were 51%, 64%, and 61% respectively. In the lowest quartile in math, students making learning gains from 2011 - 2013 were 47%, 63%, and 39% respectively. In 2013 the school was above the state average for students scoring proficient for science. For more details view the historical information on the DOE School Accountability site at http://schoolgrades.fldoe.org</p>

Kendra Hamby

Asst Principal

Years as Administrator: 9

Years at Current School: 3

Credentials

Currently certified in Educational Leadership/School Principal, Elementary Education, and Middle School Intergrated 5th - 8th grade.

Performance Record

As assistant principal of Osceola Middle School, the school received an A from 2005 - 2010. While assistant principal of Belleview Elementary School, the school received a C in 2011 and 2012 and a D in 2013. AYP history is 79% in 2011. AMOs in 2012 and 2013 showed the following: no sub group met the AMO percentage target for reading or math although in 2012 all subgroups met the AMO percentage target for writing. Percentage of students making learning gains in reading from 2011 - 2013 were 60%, 58% and 61% respectively. Percentage of students making learning gains in math from 2011 - 2013 were 63%, 60%, and 51% respectively. In the lowest quartile for reading, students making learning gains from 2011 - 2013 were 51%, 64%, and 61% respectively, In the lowest quartile in math, students making learning gains from 2011 - 2013 were 47%, 63%, and 39% respectively. In 2013 the school was above the state average for students scoring proficient for science. For more details view the historical information on the DOE School Accountability site at <http://schoolgrades.fldoe.org/>

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Pam Wiygul		
Full-time / School-based	Years as Coach: 9	Years at Current School: 29
Areas	Reading/Literacy	
Credentials	Masters in Reading and Bachelors in Elementary Education. Certified K-6th grade, Reading K-12 and ESOL endorsed.	
Performance Record	<p>School grades during her time at Belleview Elementary as a reading coach has been A in 2006, B in 2007, B in 2008, A in 2009, B in 2010, C in 2011 and 2012, and C in 2013. Mrs. Wiygul has consistently earned Highly Effective or Outstanding ratings on her teacher evaluation. AYP history is 79% in 2010 and 2011; 90% in 2008; 97% in 2006 and 2007. AMOs in 2012 and 2013 showed the following: no sub group met the AMO percentage target for reading although in 2012 all subgroups met the AMO percentage target for writing. Percentage of students making learning gains in reading from 2011 - 2013 were 60%, 58% and 61% respectively. In the lowest quartile for reading, students making learning gains from 2011 - 2013 were 51%, 64%, and 61% respectively. For more details view the historical information on the DOE School Accountability site at http://schoolgrades.fl DOE .org</p>	

Megan Bolomey		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	Mathematics	
Credentials	Bachelors in Elementary Education and Masters in Educational Leadership. Certified in K-6 Elementary Education, Educational Leadership, and ESOL Endorsement.	
Performance Record	<p>During the 5 years of teaching experience at Fessesden Elementary School, the school grades from 2009 to 2013 were C, D, A, B, C respectively. However, Mrs. Bolomey earned highly effective and outstanding teacher evaluations and exceptional VAM score from 2009 through 2013. She was also selected as Rookie Teacher of the Year for 2010-2011 and Teacher of the Year for 2012-2013.</p>	

Classroom Teachers

of classroom teachers

40

receiving effective rating or higher

40, 100%

Highly Qualified Teachers

100%

certified in-field

40, 100%

ESOL endorsed

27, 68%

reading endorsed

3, 8%

with advanced degrees

10, 25%

National Board Certified

2, 5%

first-year teachers

2, 5%

with 1-5 years of experience

4, 10%

with 6-14 years of experience

19, 48%

with 15 or more years of experience

17, 43%

Education Paraprofessionals

of paraprofessionals

21

Highly Qualified

21, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

We utilize the electronic application process that allows candidates nationally to easily apply for positions while allowing the school to screen quickly for highly qualified, certified teachers. A veteran mentor teacher is appointed to each new teacher at the school to assist the teacher in becoming acclimated to the school climate and more productive. The principal is responsible for implementing and monitoring teacher recruitment and retention strategies.

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

A veteran mentor teacher is appointed to each new teacher at the school to assist the teacher in becoming acclimated to the school climate and more productive. Mentors are selected who have been successful in their teaching grade and/or subject area. The planning time of the mentor and the new teachers are coordinated to allow for frequent meetings to assist the new teacher.

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

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team meets bi-weekly for “SOC Meetings”--Students of Concern problem solving team meetings. Each member of the team reviews data (attendance, behavior, and academics) prior to the meetings and brings students of concern along with proactive solutions to the table. During this bi-weekly meeting, the following steps are followed in regards to specific students:

Step 1: Identify and define the target problem

Step 2: Problem Analysis – attempt to determine why the problem is occurring

Step 3: Intervention Design - decide what is going to be done about the problem

Step 4: Response to Intervention –Monitor progress and determine “Is it working?” Is the student making adequate gains?

At the conclusion of each meeting, each team member has a task of following up on specific items prior to the next bi-weekly meeting. For example, a team member/s may be meeting with a teacher to develop specific intervention plans or the Positive Behavioral Support (PBS) Committee may be meeting to plan strategies in emphasizing school-wide expectations.

During Step 4, if it is evident that a student is not making adequate gains, then a Student Assistance Team (SAT) Meeting is held by the team. Some members may vary depending on the issues the child is experiencing. Depending on the need, the team consists of the Assistant Principal (Kendra Hamby), Guidance Counselor (Keyana Lyde), Reading Coach (Pam Wiygul), Dean (Patricia Manzanares) if needed, Psychologist (Melissa McCain), student's teacher (varies depending on the student), Behavior Specialist (Gina Mullins) if needed, and Social Worker (April Adams) if needed. The SAT (Student Assistance Team) determines whether the child warrants being moved tiers in the “Mult-Tiered Student Support System.” In addition to the teacher, some members may vary depending on the issues the child is experiencing (speech/language or behavior specialist).

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

The MTSS Leadership Team provides support in the following ways: (1) strong administrative support to ensure commitment and resources (2) strong teacher support to share in the common goal of improving instruction and/or behavior and (3) leadership team to build staff support, internal capacity, and sustainability over time. The MTSS Leadership Team will continue to contribute to the implementation of the School Improvement Plan as the goals and strategies are put into action throughout the school year. Several members of the MTSS Leadership team were instrumental in disaggregating the data, problem-solving, setting goals, and contributing to the School Improvement Plan.

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

As mentioned above, bi-weekly meetings occur to address the “Student of Concern.” In addition to these meetings, the administrative team meets at least monthly with the School Leadership Team. The team members include a representative from each grade level/department. These individuals help to address issues and problem-solve solutions regarding students. This collaboration ties closely with the implementation and monitoring of the school improvement plan.

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

Data management systems assist in decisions about students’ needs. Performance Matters is used to disaggregate and monitor students’ progress on District-wide testing: Benchmark, Focus Calendar Assessments. Statewide testing (i.e. FLKRS and FCAT) results are reviewed through the use of Performance Matters along with directly utilizing the PMRN and Department of Education web site. AIMS Web will be utilized to assess students in the core subject areas and will help determine how students’ progress or lack of progress compares to other students in the same grade level. Student progress on computerized programs (Earobics, Waterford, SuccessMaker, FCAT Explorer) is monitored closely through the use of reports/graphs. Attendance reports are run and posted weekly for teachers and the members of the MTSS Leadership team to review weekly. Teachers create charts/graphs to track student response to the instruction or behavior plans being implemented. This data is used in making decisions about the need to change interventions in order to improve student performance.

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

The district scheduled several trainings in September 2009 to train the members of the Rtl team. The team then trained the staff in 2009 – 2010 regarding Rtl. Refresher trainings have been provided at the start of each school year and throughout the school year. For example, the fall of 2011, instructional staff were given a reference folder with a visual flow-chart prescriptive to the Behavior and Academic Rtl/ MTSS Process at Belleview Elementary school. Examples of interventions and goals were given at that training. Additional trainings have been provided to teachers on how to illustrate data graphically by using an Excel spreadsheet, how to determine a student’s response to intervention by comparing the student to the grade level/class average, how to record added interventions on the MTSS paperwork, and how to document parent conferences held to communicate the student’s progress in the MTSS process.

The fall of 2012, Teachers were trained on Modules 1-4 regarding the guidelines/procedures of MTSS. Teachers were also trained on how to complete MTSS recordkeeping on Performance Matters as well as multiple trainings on how to interpret data from the multiple sources referenced above to help with the fidelity and accuracy of monitoring progress on individual students.

The fall of 2013, the assistant principal and reading coach will train teachers on how to utilize AIMS Web to help assess students. They will learn how to utilize the results of the testing to help determine students’ progress in relation to peers in their grade level. Conferencing with parents regarding individual students’ progress and involving them in the problem-solving is a crucial element in the successful implementation of the MTSS process.

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: 7,200

Students attend after school tutoring for 20 weeks, 4 days per week for 1.5 hours per day. Students will rotate through various math and literacy stations for small group and technology based activities based on the need of the student. The Reading Coach and Assistant Principal will work together to determine the specific needs of each of the students and pull from a variety of researched based programs we have available to meet the needs of the students.

Strategy Purpose(s)

- Instruction in core academic subjects

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

AIMSweb data will be collected at the beginning, midpoint, and end of the program in addition to FCAT data to determine student growth.

Who is responsible for monitoring implementation of this strategy?

The Reading Coach and Assistant Principal

Literacy Leadership Team (LLT)

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

Name	Title
Brenda Conner	Principal
Kendra Hamby	Assistant Principal
Pam Wiygul	Reading Coach
Debra Davis	K-2nd Gr.Common Core Lead Teacher
Camille Heyliger	3rd-5th Gr.Common Core Lead Teacher

How the school-based LLT functions

The reading coach provides modeling, conducts research on methods to address student literacy weaknesses, and assists with professional development and parent training. The reading coach and lead teachers disaggregate data and report to teachers and administration, create data charts for display for students. The administrators utilize the data information to determine how to provide additional support needed such as materials, adjustments of paraprofessionals to provide enrichment or remediation, and extended school time needs. The team meets monthly after school to discuss data results, professional development needs, and other training needs and makes decisions based on data and feedback.

Major initiatives of the LLT

Our LLT has selected the following three initiatives for this year: (1) provide support to professional development for teachers as we implement Common Core literacy blocks in Kindergarten through 5th grade, (2) provide support and professional development follow up for K - 5th grade literacy teachers for the new reading textbook adoption, (3) in conjunction with the School Based Leadership Team, plan and conduct parent literacy training. These initiatives were selected since we are implementing Common Core in K-5th grade, have adopted the new Wonders reading series, and need to increase parents'

understanding of Common Core and ways they can help support their children's literacy growth. We believe these initiatives will result in increased student literacy growth as measured by AIMSweb and FCAT.

Every Teacher Contributes to Reading Instruction

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

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

We have two ESE Pre-K classrooms at Belleview Elementary School for students who qualify as well as a Title I funded Voluntary Pre-K program for 20 students. During the spring, the guidance counselor sponsors tours of the school for children from local day care facilities who will be enrolling in kindergarten the following August. Materials regarding registration information and readiness for kindergarten are sent home with students who tour the school. The school marquee and newsletter are used to advertise when registration begins. Parents are provided with readiness for kindergarten information when they register.

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

NA

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

NA

Strategies for improving student readiness for the public postsecondary level

NA

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	58%	45%	No	63%
American Indian				
Asian				
Black/African American				
Hispanic	59%	33%	No	63%
White	60%	49%	No	64%
English language learners	42%	23%	No	48%
Students with disabilities	43%	16%	No	48%
Economically disadvantaged	54%	42%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	22%	27%
Students scoring at or above Achievement Level 4	65	20%	25%

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>		45%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	117	61%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	29	61%	66%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	12	46%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		12%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	22	24%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	61%	48%	No	65%
American Indian				
Asian				
Black/African American				
Hispanic	62%	35%	No	66%
White	62%	53%	No	66%
English language learners	50%	15%	No	55%
Students with disabilities	48%	23%	No	54%
Economically disadvantaged	56%	42%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	25%	30%
Students scoring at or above Achievement Level 4	70	22%	27%

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>	45%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	98	51%	56%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	19	39%	44%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		<i>[data excluded for privacy reasons]</i>	0%
Middle school performance on high school EOC and industry certifications		<i>[data excluded for privacy reasons]</i>	0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	24	24%	29%
Students scoring at or above Achievement Level 4	29	29%	34%

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>		72%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		38%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	225	32%	37%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

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	56	9%	6%
Students retained, pursuant to s. 1008.25, F.S.	11	0%	0%
Students who are not proficient in reading by third grade	59	46%	41%
Students who receive two or more behavior referrals	69	11%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	18	3%	2%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

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

We are a Title I school and will address these targets in our state Parent Involvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets**Additional targets for the school**

NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	0	0%	0%

Goals Summary

- G1.** Increase student comprehension of rigorous text, ability to utilize higher level thinking, and ability to explain understanding in writing thus increasing percentage of students who perform on or above proficiency on FCAT Reading, Math, Science, Writing.
- G2.** Decrease discipline referrals by 5% or more in order to increase time on task in the classroom

Goals Detail

G1. Increase student comprehension of rigorous text, ability to utilize higher level thinking, and ability to explain understanding in writing thus increasing percentage of students who perform on or above proficiency on FCAT Reading, Math, Science, Writing.

Targets Supported

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

Resources Available to Support the Goal

- Reading coach, part-time math coach, district math specialist, teachers, paraprofessionals, volunteers; professional development that includes training in text complexity text dependent questions, new Wonders reading series; Go Math intervention materials such as Rewards and Corrective Reading, Title I funds for additional supplemental materials.

Targeted Barriers to Achieving the Goal

- Lack of rigor in instruction that requires students to consistently utilize higher level thinking in all subjects and able to explain or put their their thought process into writing.
- Lack of a designated time in the master schedule devoted to enrichment and remediation.

Plan to Monitor Progress Toward the Goal

monitor AIMSweb ,Focus Calendar Assessment (reading, math, and science), district K-5th grade demand writings

Person or Persons Responsible

Reading and Math Coach

Target Dates or Schedule:

Every two months

Evidence of Completion:

Students will make progress in their target area..

G2. Decrease discipline referrals by 5% or more in order to increase time on task in the classroom

Targets Supported

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

Resources Available to Support the Goal

- Dean, Positive Behavior Support (PBS) committee, professional development, internal funds,

Targeted Barriers to Achieving the Goal

- Lack of a strong PBS program that is consistently used by all staff and that motivates students.

Plan to Monitor Progress Toward the Goal

Number, type, and location of discipline referrals will be analyzed to determine if the strategies are working or need to be revisited.

Person or Persons Responsible

Dean

Target Dates or Schedule:

Monthly

Evidence of Completion:

Monthly PBS minutes and discipline referral data.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student comprehension of rigorous text, ability to utilize higher level thinking, and ability to explain understanding in writing thus increasing percentage of students who perform on or above proficiency on FCAT Reading, Math, Science, Writing.

G1.B1 Lack of rigor in instruction that requires students to consistently utilize higher level thinking in all subjects and able to explain or put their their thought process into writing.

G1.B1.S1 Professional development for teachers and staff to increase the use of text complexity, text dependent questioning, Math Talk and Math Discussions, writing, utilization of the new Wonders reading series and Go Math to address Common Core instruction, and use of labs in science classes.

Action Step 1

Professional development training on Text Complexity, Text Dependent Questioning, Wonders Reading, Common Core Math, Math Discussion, writing, and science labs.

Person or Persons Responsible

School Literacy Team (SLT) that consists of principal, AP, reading coach, K- 2nd grade Common Core Lead Teacher, 3rd - 5th grade Common Core Lead Teacher

Target Dates or Schedule

During Early Release Days that occur in the first semester and after school.

Evidence of Completion

Sign in sheets and documentation of SLT.

Facilitator:

Due to multiple professional development opportunities, the facilitator will either be the Common Core Lead Teacher, Reading Coach, Math Coach or District Math Specialist, or writing consultant.

Participants:

All classroom teachers but participants will vary depending on the grade level and subject area they teach.

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

Monitoring the use of strategies learned during professional development on text complexity, text dependent questioning, Wonders reading, math discussions, writing, science lab use.

Person or Persons Responsible

School administration

Target Dates or Schedule

During walk-throughs conducted each nine weeks (minimum of 1 walk-through per nine weeks)

Evidence of Completion

True North Logic data that collects observation notes and levels of use.

Plan to Monitor Effectiveness of G1.B1.S1

Monitoring the use of strategies learned during professional development on text complexity, text dependent questioning and writing.

Person or Persons Responsible

School administration

Target Dates or Schedule

During walk-throughs conducted each nine weeks (minimum of 1 walk-through per nine weeks)

Evidence of Completion

True North Logic data that collects observation notes and levels of use.

G1.B2 Lack of a designated time in the master schedule devoted to enrichment and remediation.

G1.B2.S1 Build and intervention/enrichment time into the master schedule for K - 5th grade that utilizes teachers and paraprofessionals to work with differentiated groups of students.

Action Step 1

Determine the time and personnel for the intervention/enrichment period. Determine the students and groups needed. Assign teachers and paraprofessionals to the groups. Obtain materials needed for the various levels and provide training as needed. Provide professional development on new intervention programs of Corrective Reading.

Person or Persons Responsible

Principal ,Assistant Principal, and Reading Coach

Target Dates or Schedule

August - September 2013

Evidence of Completion

Master schedule, instructional materials inventory, training sign in sheets and documentation of training.

Facilitator:

District Reading Specialist and Reading Coach

Participants:

All teachers and paraprofessionals of K - 5th grade students.

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

Monitor the use of the appropriate intervention or enrichment strategy.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

During walk-through conducted each nine weeks (minimum of 1 per nine weeks)

Evidence of Completion

True North Logic data that collects observation and notes how the teacher is using the programs.

Plan to Monitor Effectiveness of G1.B2.S1

AIMSweb

Person or Persons Responsible

Reading Coach and Math Coach

Target Dates or Schedule

Every two months

Evidence of Completion

Students will make progress in their target area.

G2. Decrease discipline referrals by 5% or more in order to increase time on task in the classroom

G2.B1 Lack of a strong PBS program that is consistently used by all staff and that motivates students.

G2.B1.S1 Increase consistent implementation of the PBS expectations throughout the school campus and on school buses.

Action Step 1

Update the PBS school-wide expectation charts for all areas of the school (arrival/dismissal, buses, hallways, cafeteria, restrooms) and purchase large, attractive, student-friendly signs to be posted throughout the school. Provide staff development on PBS on the first day staff returns. Utilize the PBS committee to plan student motivating activities.

Person or Persons Responsible

Dean

Target Dates or Schedule

Start August 13, 2013 and continue throughout school year.

Evidence of Completion

Monthly examination of discipline referral numbers and area in which they are occurring in addition to an analysis of discipline referrals at the end of the year.

Facilitator:

Dean and PBS Committee

Participants:

All instructional and paraprofessional staff.

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

All PBS school expectations signs will be in place before the students start back to school. PBS committee will meet twice a month. All staff will participate in the PBS professional development on the first day they return to school in August 2013 with updates and additional training provided to staff each month at faculty and non-instructional staff meetings.

Person or Persons Responsible

Dean

Target Dates or Schedule

At the end of each month and end of the school year.

Evidence of Completion

PBS minutes. School calendar of student PBS activities and staff meetings. Monthly examination of discipline referral numbers and area in which they are occurring in addition to an analysis of discipline referrals at the end of the year.

Plan to Monitor Effectiveness of G2.B1.S1

Number, type, and location of discipline referrals will be analyzed to determine if the strategies are working or need to be revisited.

Person or Persons Responsible

Dean and PBS Committee

Target Dates or Schedule

Monthly

Evidence of Completion

PBS minutes and monthly discipline referral data.

Coordination and Integration

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

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

Title I Part A - Title I funds are used to hire additional paraprofessionals to work with students, provide staff development for our staff, provide after school tutoring, and for equipment and materials for the classroom. Additionally, this year our reading coach is being funded through Title I as well as an intervention paraprofessional.

Title I Part C Migrant - District funds are used to purchase: school supplies, provide an After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate, and fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families. Families must meet the federal eligibility to participate in the program.

Title II Part A. - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status. Our part time math coach is funded through Title II to provide professional development for math teachers.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners. These funds provide two ELL paras for our school

Title X - These funds provide our numerous homeless children with school supplies, food, clothing, etc. depending on the needs of the families of these children. The coordinator of the homeless program at the district office has also arranged for a local church to provide materials for students in need.

Supplemental Academic Instruction (SAI)- These funds are used to provide the school with a guidance counselor and flex unit.

Violence Prevention - the school participates in Red Ribbon Week in October and works with the Ocala Civic Theatre for free grant-funded performances that focus on anti-bullying, appropriate interactions and decision making that help students avoid the use of violence.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Head Start: Voluntary Pre-K program is offered to at our school during the regular school year.

Housing Programs - Referrals for housing are done as needed by our guidance office.

Nutrition Programs - All students are provided with free breakfast and lunch as part of the federal program and district pilot. The school was also a location for the federal summer feeding program providing free breakfast and lunch to any child through age 18.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student comprehension of rigorous text, ability to utilize higher level thinking, and ability to explain understanding in writing thus increasing percentage of students who perform on or above proficiency on FCAT Reading, Math, Science, Writing.

G1.B1 Lack of rigor in instruction that requires students to consistently utilize higher level thinking in all subjects and able to explain or put their their thought process into writing.

G1.B1.S1 Professional development for teachers and staff to increase the use of text complexity, text dependent questioning, Math Talk and Math Discussions, writing, utilization of the new Wonders reading series and Go Math to address Common Core instruction, and use of labs in science classes.

PD Opportunity 1

Professional development training on Text Complexity, Text Dependent Questioning, Wonders Reading, Common Core Math, Math Discussion, writing, and science labs.

Facilitator

Due to multiple professional development opportunities, the facilitator will either be the Common Core Lead Teacher, Reading Coach, Math Coach or District Math Specialist, or writing consultant.

Participants

All classroom teachers but participants will vary depending on the grade level and subject area they teach.

Target Dates or Schedule

During Early Release Days that occur in the first semester and after school.

Evidence of Completion

Sign in sheets and documentation of SLT.

G1.B2 Lack of a designated time in the master schedule devoted to enrichment and remediation.

G1.B2.S1 Build and intervention/enrichment time into the master schedule for K - 5th grade that utilizes teachers and paraprofessionals to work with differentiated groups of students.

PD Opportunity 1

Determine the time and personnel for the intervention/enrichment period. Determine the students and groups needed. Assign teachers and paraprofessionals to the groups. Obtain materials needed for the various levels and provide training as needed. Provide professional development on new intervention programs of Corrective Reading.

Facilitator

District Reading Specialist and Reading Coach

Participants

All teachers and paraprofessionals of K - 5th grade students.

Target Dates or Schedule

August - September 2013

Evidence of Completion

Master schedule, instructional materials inventory, training sign in sheets and documentation of training.

G2. Decrease discipline referrals by 5% or more in order to increase time on task in the classroom

G2.B1 Lack of a strong PBS program that is consistently used by all staff and that motivates students.

G2.B1.S1 Increase consistent implementation of the PBS expectations throughout the school campus and on school buses.

PD Opportunity 1

Update the PBS school-wide expectation charts for all areas of the school (arrival/dismissal, buses, hallways, cafeteria, restrooms) and purchase large, attractive, student-friendly signs to be posted throughout the school. Provide staff development on PBS on the first day staff returns. Utilize the PBS committee to plan student motivating activities.

Facilitator

Dean and PBS Committee

Participants

All instructional and paraprofessional staff.

Target Dates or Schedule

Start August 13, 2013 and continue throughout school year.

Evidence of Completion

Monthly examination of discipline referral numbers and area in which they are occurring in addition to an analysis of discipline referrals at the end of the year.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student comprehension of rigorous text, ability to utilize higher level thinking, and ability to explain understanding in writing thus increasing percentage of students who perform on or above proficiency on FCAT Reading, Math, Science, Writing.	\$140,000
Total		\$140,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Total
Title I	\$6,000	\$134,000	\$140,000
Total	\$6,000	\$134,000	\$140,000

Budget Details

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

G1. Increase student comprehension of rigorous text, ability to utilize higher level thinking, and ability to explain understanding in writing thus increasing percentage of students who perform on or above proficiency on FCAT Reading, Math, Science, Writing.

G1.B1 Lack of rigor in instruction that requires students to consistently utilize higher level thinking in all subjects and able to explain or put their their thought process into writing.

G1.B1.S1 Professional development for teachers and staff to increase the use of text complexity, text dependent questioning, Math Talk and Math Discussions, writing, utilization of the new Wonders reading series and Go Math to address Common Core instruction, and use of labs in science classes.

Action Step 1

Professional development training on Text Complexity, Text Dependent Questioning, Wonders Reading, Common Core Math, Math Discussion, writing, and science labs.

Resource Type

Professional Development

Resource

Melissa Forney Writing 2.0 training

Funding Source

Title I

Amount Needed

\$6,000

G1.B2 Lack of a designated time in the master schedule devoted to enrichment and remediation.

G1.B2.S1 Build and intervention/enrichment time into the master schedule for K - 5th grade that utilizes teachers and paraprofessionals to work with differentiated groups of students.

Action Step 1

Determine the time and personnel for the intervention/enrichment period. Determine the students and groups needed. Assign teachers and paraprofessionals to the groups. Obtain materials needed for the various levels and provide training as needed. Provide professional development on new intervention programs of Corrective Reading.

Resource Type

Personnel

Resource

Paraprofessionals to work with student groups during differentiated intervention / enrichment time.

Funding Source

Title I

Amount Needed

\$134,000