

## 2013-2014 SCHOOL IMPROVEMENT PLAN

East Marion Elementary School  
14550 NE 14TH STREET RD  
Silver Springs, FL 34488  
352-671-4810

### School Demographics

<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 63%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 10%

### School Grades History

<b>2013-14</b> D	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> A	<b>2009-10</b> 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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**Table of Contents**

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<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>Differentiated Accountability</b>	<b>4</b>
<b>Part I: Current School Status</b>	<b>5</b>
<b>Part II: Expected Improvements</b>	<b>12</b>
<b>Goals Summary</b>	<b>15</b>
<b>Goals Detail</b>	<b>15</b>
<b>Action Plan for Improvement</b>	<b>20</b>
<b>Part III: Coordination and Integration</b>	<b>29</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>30</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>31</b>

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## Purpose and Outline of the SIP

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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

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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

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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

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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

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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

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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 1	2	Wayne Green

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

East Marion Elementary School

##### Principal

Rusty Corley

##### School Advisory Council chair

Tonni Craig

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

Name	Title
Rusty Corley	Principal
Beth Aten	Assistant Principal
Susan Samaniego	Guidance Counselor
Erinn Mason	Reading Coach
Lauren Klein	Dean

#### 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

Members are elected at the first meeting including the SAC chairperson. Meetings are held the second Tuesday of the month starting in September.

#### Involvement of the SAC in the development of the SIP

The School Advisory council (SAC) reviews the draft copy of the SIP in May and makes corrections/changes as needed. The SIP is then reviewed in the fall for it's final revision.

#### Activities of the SAC for the upcoming school year

The School Advisory council (SAC) is the sole body responsible for the final decision making at East Marion Elementary. The SAC creates and evaluates a parent survey. The data from the parent surveys and other data collected throughout the school year are used in preparation of the SIP.

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

Classroom Libraries - \$2000.00

**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:**

**Rusty Corley**

Principal

Years as Administrator: 14

Years at Current School: 3

**Credentials**

- 1.Masters in Education Leadership
- 2.BA in Physical Education

**Performance Record**

2013 - C  
 2012 - B - AYP not met  
 2011: School grade A, No AYP;  
 2010-2011 school year, BMS had the highest learning gains among the lowest 25% in reading in the District. The lowest 25% in math increased their learning gains by 3%.  
 2010: School grade A, No AYP; 2009: School grade B, No AYP;  
 2008: School grade C, No AYP; 2007: School grade A, No AYP;  
 2006: School grade A, No AYP; 2005: School grade A, Made AYP; 2004: School grade A, No AYP; 2003: School grade A, Made AYP. As the principal at EES from 2007-2009, the lowest 25% in reading improved their learning gains by 11%. The lowest 25% in math increased their learning gains by 6%.

<b>Beth Aten</b>		
Asst Principal	Years as Administrator: 17	Years at Current School: 1
<b>Credentials</b>	Educational Leadership, Elementary Educational Leadership Elementary Education	
<b>Performance Record</b>	Greenway 2011 - C AYP Criteria 87% AYP - No (M-W, B, All) Yes - Reading, Writing 2010 - C AYP Criteria 79% AYP - No (W, B, H, SWD, ED) Ward Highlands Elementary Principal 2009 A - AYP Criteria 95% Ward Highlands Elementary Principal 2008 A - AYP Criteria 82% Belleview Santos Elementary Principal 2007 B - AYP Criteria 90% Belleview Santos Elementary AP 2006 B - AYP Criteria 97%	

**Instructional Coaches**

<b># of instructional coaches</b>	1
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b>Instructional Coach Information:</b>	

<b>Erinn Mason</b>		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Reading/Literacy, RtI/MTSS	
<b>Credentials</b>	Bachelor in Elementary Education Masters in Educational Leadership	
<b>Performance Record</b>	NA	

**Classroom Teachers**

<b># of classroom teachers</b>	31
<b># receiving effective rating or higher</b>	30, 97%

**# Highly Qualified Teachers**

100%

**# certified in-field**

30, 97%

**# ESOL endorsed**

16, 52%

**# reading endorsed**

2, 6%

**# with advanced degrees**

6, 19%

**# National Board Certified**

2, 6%

**# first-year teachers**

1, 3%

**# with 1-5 years of experience**

2, 6%

**# with 6-14 years of experience**

9, 29%

**# with 15 or more years of experience**

19, 61%

**Education Paraprofessionals**

**# of paraprofessionals**

20

**# Highly Qualified**

20, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

8

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

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

1. District electronic application process allows candidates to apply for positions from across the nation.
2. District new teacher orientation
3. Teacher mentor program for teachers new to the professional and new to the school
4. Teacher mentor program for teachers in need of curriculum and classroom management support



## **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**

Each new teacher is assigned a mentor peer teacher. Teachers new to a grade level are assigned an on-grade level partner. New teachers meet daily with their mentors. New teachers are also given a Substitute Teacher periodically allowing them time to observe other classroom teachers. Mentors are selected by years of experience. The Reading Coach is also available as a mentor.

## **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 school based leadership team should consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress should be monitored and intervention adjusted based on student growth data.

The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

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

The MTSS Leadership Team, which is the problem solving team or SAT (Student Assistance Team) follows the following process:

Step 1: Problem Identification – 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?”

The implementation of SAT is a well-defined process which begins with the completion of the SAT Request (STS # 35). The Marion County Student Assistance Team Packet steps the team through the process.

The team meets monthly to review data and if needed redo student groups based on student skill needs.

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

The MTSS problem solving teams meet regularly to look at data and develop on-going progress monitoring systems regarding implementation at the school site. Monthly meetings with school leadership provide opportunity for on-going development as well as small group/breakout sessions specific to MTSS.

### **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**

Marion County uses a variety of source data to progress monitor students. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socioeconomics, ELL, ESE , teacher and course. This data includes State Assessments, (FCAT, FLKRS in KG only, AIMSWEB) as well as local assessments (Focus Calendar Assessments, Benchmark Assessments, Quarterly Writing Assessments, Demand Writing, Document Based Questions, etc.). Performance Matters also allows for teachers comparisons by student, standard, and demographics. School and district are able to compare data as well as similar schools across the State.

Discipline data is housed in the Student Management System (SMS) and can be disaggregated using an internal software (Custom Reports).

Tired data can be found in Performance Matters where intervention tier is identified and progress monitoring notes are documented. Additional information can be found in course selection for Reading Intervention at the Secondary level in SMS. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier intervention.

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

MTSS support occurs at the District and School levels. The District provides support by allocation resources based on need. The District will progress monitor schools on a regular basis looking at student data within Performance Matters. Collaborative conversations will be scheduled during regular meetings with all schools.

Support at the school level includes on-going professional development and recognition of success. Resources will be allocated based on need of both teacher and students.

**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:** 30

Academic after school tutoring programs are offered to students in Third through Fifth grade. There is no charge for students. Classes run two to three times per week and last 30 minutes. Academic classes focus on assisting students with skills in reading and math.

**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?**

All sub groups are included in the tutoring programs with outcomes measured by FCAT results. Level 3 or above is expected.

**Who is responsible for monitoring implementation of this strategy?**

Administration

## Literacy Leadership Team (LLT)

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

Name	Title
Rusty Corley	Principal
Beth Aten	Assistant Principal
Erinn Mason	Reading Coach
Lauren Klein	Dean
Susan Samaniego	Guidance Counselor
Susan Dunn	Media Specialist

### How the school-based LLT functions

The LLT meets monthly to review data. They then meet with grade levels to discuss the data.

### Major initiatives of the LLT

The LLT will identify weakness of skills in literacy and determine ways to build those skills.

## 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

STAGGER START is a district initiative to assist students in transitioning into local elementary schools. Six (6) students per day attend school the 1st, 2nd, and 3rd days, giving teachers the opportunity to administer assessments, to develop one-on-one relationship with students and to eliminate anxiety is the primary focus of STAGGER START.

Florida's Voluntary Pre-K, Headstart, and Hippy (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschoolers with early literacy skills. Ongoing communication is provided to parents regarding these programs. Federal and state funding is used to provide programs for our preschool children. Staff members are responsible these skills to be monitored.

A Title I Four Year Old Voluntary Pre-K is currently in place at the school. The Alphabet Recognition Assessment and the TERA-3 (Test of Early Reading Abilities) are administered to identify students with low readiness rates, to inform instruction, and to evaluate success of the program. Early Literacy Learning Model (ELLM), a research based curriculum is implemented in all Title I preschool programs. These programs will be used as evaluation tool as well. Teachers are responsible for implementing strategies.

MCPS provide an Exception Student Education Pre-K Program at our schools for eligible 3 thru 5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten.

MCPS also provides a Summer VPK Program for all eligible Pre-K students.

FLKRS and ECHOS administered to kindergarteners within the first 30 days to evaluate the effectiveness of these our Pre-K programs.

## 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	62%	47%	No	66%
American Indian				
Asian				
Black/African American				
Hispanic				
White	63%	46%	No	66%
English language learners				
Students with disabilities	36%	21%	No	42%
Economically disadvantaged	59%	46%	No	63%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	161	46%	56%
Students scoring at or above Achievement Level 4	70	20%	23%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	140	61%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	35	60%	70%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		34%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		1%

**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	28	26%	27%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	50%	No	71%
American Indian				
Asian				
Black/African American				
Hispanic				
White	68%	49%	No	71%
English language learners				
Students with disabilities	55%	25%	No	60%
Economically disadvantaged	65%	48%	No	69%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	166	48%	58%
Students scoring at or above Achievement Level 4	70	20%	23%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	114	50%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	33	58%	68%

**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	55	48%	51%
Students scoring at or above Achievement Level 4	28	24%	25%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	143	20%	19%
Students retained, pursuant to s. 1008.25, F.S.	14	2%	1%
Students who are not proficient in reading by third grade	81	72%	71%
Students who receive two or more behavior referrals	41	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	50	6%	5%

**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**

Parents and guardians will be invited to participate in school activities held throughout the year. In addition parents will receive tools to better communicate with their child’s teacher(s).

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase number of parents and guardians participating in school activities held throughout the year	695	47%	57%
Parents will receive tools to better communicate with their child’s teacher(s).	750	100%	100%

## Goals Summary

- G1.** The percentage of our White population in grades 3-5 scoring a Level 3 or higher on the reading portion of FCAT will increase to 66%
- G2.** The percentage of our Students with Disabilities in grades 3-5 scoring a Level 3 or higher on the reading portion of FCA will increase to 42%
- G3.** The percentage of our Economically Disadvantaged Students in grades 3-5 scoring a Level 3 or higher on the reading portion of FCAT will increase to 63%
- G4.** The percentage of our Students scoring a Level 3 or higher on the mathematics portion of FCAT will increase to 71%
- G5.** The percentage of our white students scoring a Level 3 or higher on the mathematics portion of FCAT will increase to 71%
- G6.** The percentage of our Student with Disabilities scoring a Level 3 or higher on the mathematics portion of FCAT will increase to 60%
- G7.** The percentage of our Economically Disadvantaged scoring a Level 3 or higher on the mathematics portion of FCAT will increase to 69%
- G8.** The percentage of students in grades 3-5 scoring a Level 3 or higher on the reading portion of FCAT will increase to 66%

## Goals Detail

**G1.** The percentage of our White population in grades 3-5 scoring a Level 3 or higher on the reading portion of FCAT will increase to 66%

### Targets Supported

- Reading (AMO's)

### Resources Available to Support the Goal

- Corrective Reading, Rewards, Aimsweb

### Targeted Barriers to Achieving the Goal

- Lack of reading fluency leading to lack of reading comprehension.

### Plan to Monitor Progress Toward the Goal

Aimsweb data Bi-weekly / Monthly AIMSweb prompts

**Person or Persons Responsible**

teacher, reading coach

**Target Dates or Schedule:**

bi-weekly / monthly

**Evidence of Completion:**

Data charted electronically

**G2.** The percentage of our Students with Disabilities in grades 3-5 scoring a Level 3 or higher on the reading portion of FCA will increase to 42%

**Targets Supported**

- Reading (AMO's)

**Resources Available to Support the Goal**

- Aimsweb, Corrective Reading, Success maker, Rewards, Small group

**Targeted Barriers to Achieving the Goal**

- ESE students not performing on grade level.

### Plan to Monitor Progress Toward the Goal

AIMSwebs, corrective reading, FCA's

**Person or Persons Responsible**

ESE teacher, AP , Reading Coach

**Target Dates or Schedule:**

Bi-weekly, monthly, after assessments

**Evidence of Completion:**

Graphs from data and Performance matters

**G3.** The percentage of our Economically Disadvantaged Students in grades 3-5 scoring a Level 3 or higher on the reading portion of FCAT will increase to 63%

**Targets Supported**

- Reading (AMO's)

**Resources Available to Support the Goal**

- AIMSweb, FCA's

**Targeted Barriers to Achieving the Goal**

- Opportunities for additional education



### Plan to Monitor Progress Toward the Goal

Corrective Reading

**Person or Persons Responsible**

teacher, reading coach

**Target Dates or Schedule:**

bi-weekly

**Evidence of Completion:**

FCAT test

**G4.** The percentage of our Students scoring a Level 3 or higher on the mathematics portion of FCAT will increase to 71%

**Targets Supported**

- Math (Elementary and Middle AMO's)

**Resources Available to Support the Goal**

- Successmaker, AIMSweb

**Targeted Barriers to Achieving the Goal**

- Lack of reading fluency hinders the ability to read math problems and answer questions.

### Plan to Monitor Progress Toward the Goal

AIMSweb, FCA's

**Person or Persons Responsible**

teacher, reading coach

**Target Dates or Schedule:**

bi-weekly, after assessments

**Evidence of Completion:**

FCAT

**G5.** The percentage of our white students scoring a Level 3 or higher on the mathematics portion of FCAT will increase to 71%

**Targets Supported**

- Math (Elementary and Middle AMO's)

**Resources Available to Support the Goal**

- Successmaker, AIMSweb

**Targeted Barriers to Achieving the Goal**

- Lack of reading fluency hinders the ability to read math problems and answer questions.

## Plan to Monitor Progress Toward the Goal

AIMSweb, FCA's

### Person or Persons Responsible

teacher, reading coach

### Target Dates or Schedule:

bi-weekly, after assesments

### Evidence of Completion:

FCAT

**G6.** The percentage of our Student with Disabilities scoring a Level 3 or higher on the mathematics portion of FCAT will increase to 60%

### Targets Supported

- Math (Elementary and Middle AMO's)

### Resources Available to Support the Goal

- Successmaker, AIMSweb

### Targeted Barriers to Achieving the Goal

- ESE students not performing on grade level

## Plan to Monitor Progress Toward the Goal

AIMSwebs, FCA's

### Person or Persons Responsible

ESE teacher, AP , Reading Coach

### Target Dates or Schedule:

Bi-weekly, monthly, after assessments

### Evidence of Completion:

Graphs from data and Performance matters

**G7.** The percentage of our Economically Disadvantaged scoring a Level 3 or higher on the mathematics portion of FCAT will increase to 69%

### Targets Supported

- Math (Elementary and Middle AMO's)

### Resources Available to Support the Goal

- AIMSweb, FCA's

### Targeted Barriers to Achieving the Goal

- Opportunities for additional education

### Plan to Monitor Progress Toward the Goal

Progress monitoring

**Person or Persons Responsible**

teacher, reading coach

**Target Dates or Schedule:**

bi-weekly

**Evidence of Completion:**

FCAT test

**G8.** The percentage of students in grades 3-5 scoring a Level 3 or higher on the reading portion of FCAT will increase to 66%

**Targets Supported**

- Reading (AMO's)

**Resources Available to Support the Goal**

- Corrective Reading, Rewards, Aimsweb

**Targeted Barriers to Achieving the Goal**

- Student engagement during the 120 minute literacy block

### Plan to Monitor Progress Toward the Goal

Aimsweb data Bi-weekly / Monthly AIMSweb prompts

**Person or Persons Responsible**

teacher, reading coach

**Target Dates or Schedule:**

bi-weekly / monthly

**Evidence of Completion:**

Data charted electronically

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The percentage of our White population in grades 3-5 scoring a Level 3 or higher on the reading portion of FCAT will increase to 66%

**G1.B1** Lack of reading fluency leading to lack of reading comprehension.

**G1.B1.S1** Differentiated instruction will be provided to address the specific needs of the students within small groups

#### Action Step 1

Training will be provided on how to use AIMSweb data to drive instruction and deliver differentiated instruction.

#### Person or Persons Responsible

Administration Reading coach Teacher Para-Professionals

#### Target Dates or Schedule

AIMSweb will be given 3 times per year. Data will be gathered from those assessments.

#### Evidence of Completion

The assesment results will geneate interventions for students'with specific needs.

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

Fidelity Reading Checklist and Administrative walk-throughs/observations

#### Person or Persons Responsible

Administrators and reading coach

#### Target Dates or Schedule

4 walk-throughs per year, 1 formal and 1 informal observation.

#### Evidence of Completion

Data will be gathered through TNL.

## Plan to Monitor Effectiveness of G1.B1.S1

CCRP Program Effectiveness Student Progress Evaluation

### Person or Persons Responsible

Teacher, reading coach, administration

### Target Dates or Schedule

3 x's per year for Aimsweb Marion evaluation timeline

### Evidence of Completion

Aimsweb data TNL data High Stakes test results. FCA, DBMA, FCAT

**G2.** The percentage of our Students with Disabilities in grades 3-5 scoring a Level 3 or higher on the reading portion of FCA will increase to 42%

**G2.B1** ESE students not performing on grade level.

**G2.B1.S1** Inclusion for ESE students in all grades.

### Action Step 1

Inclusion for ESE students in grades

### Person or Persons Responsible

Administration ESE Teachers General Education Teachers

### Target Dates or Schedule

Daily/ Time based on IEP

### Evidence of Completion

FCAT scores

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

Aimsweb, Successmaker, Corrective reading, FCA'S , daily work

### Person or Persons Responsible

teacher, ESE teacher, reading coach

### Target Dates or Schedule

Data will be looked at based on the intervention the are receiving. Weekly/Bi-weekly/ After assesment are given

### Evidence of Completion

Assesment data will show the evidence needed to show progress

### Plan to Monitor Effectiveness of G2.B1.S1

Effectiveness will be monitored by the success of student performance

#### Person or Persons Responsible

ESE teachers and reading coach

#### Target Dates or Schedule

After assessments and after prompts are scored

#### Evidence of Completion

Student progress from prompt to prompted or assesment to assesment

**G3.** The percentage of our Economically Disadvantaged Students in grades 3-5 scoring a Level 3 or higher on the reading portion of FCAT will increase to 63%

### G3.B1 Opportunities for additional education

#### G3.B1.S1 After school tutoring

##### Action Step 1

After school tutoring

##### Person or Persons Responsible

Administration Reading coach Classroom Teachers

##### Target Dates or Schedule

Twice a week

##### Evidence of Completion

FCAT scores

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

Corrective Reading

#### Person or Persons Responsible

reading coach, AP

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

FCAT

### Plan to Monitor Effectiveness of G3.B1.S1

charting students progress

#### Person or Persons Responsible

Reading coach, AP, teacher

#### Target Dates or Schedule

Data will be looked at every two weeks

#### Evidence of Completion

Test scores

**G4.** The percentage of our Students scoring a Level 3 or higher on the mathematics portion of FCAT will increase to 71%

**G4.B1** Lack of reading fluency hinders the ability to read math problems and answer questions.

### G4.B1.S1 Common Core Curriculum

#### Action Step 1

Common Core Curriculum, Utilization of SuccessMaker, Fastt Math

#### Person or Persons Responsible

Administration, Classroom Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

FCAT Scores

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

FCA's and DBMA, AIMSweb

#### Person or Persons Responsible

Teacher, Admin

#### Target Dates or Schedule

Bi-weekly, monthly, as assessments are given

#### Evidence of Completion

Test results

### Plan to Monitor Effectiveness of G4.B1.S1

FCA's, AIMSweb

**Person or Persons Responsible**

teacher, reading coach

**Target Dates or Schedule**

bi-weekly, after FCA test

**Evidence of Completion**

AIMSweb results, performance matters data

**G5.** The percentage of our white students scoring a Level 3 or higher on the mathematics portion of FCAT will increase to 71%

**G5.B1** Lack of reading fluency hinders the ability to read math problems and answer questions.

**G5.B1.S1** After School tutoring

**Action Step 1**

After school tutoring

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Twice a Week

**Evidence of Completion**

FCAT Scores

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

FCA's and DBMA, AIMSweb

**Person or Persons Responsible**

Teacher, Admin

**Target Dates or Schedule**

Bi-weekly, monthly, as assessments are given

**Evidence of Completion**

Test results



## Plan to Monitor Effectiveness of G5.B1.S1

FCA's, AIMSweb

### Person or Persons Responsible

teacher, reading coach

### Target Dates or Schedule

bi-weekly, after FCA test

### Evidence of Completion

AIMSweb results, performance matters data

**G6.** The percentage of our Student with Disabilities scoring a Level 3 or higher on the mathematics portion of FCAT will increase to 60%

## G6.B1 ESE students not performing on grade level

### G6.B1.S1 Inclusion for ESE students in grades

#### Action Step 1

Inclusion for ESE students in grades

#### Person or Persons Responsible

Administration ESE Teachers, General Education Teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

FCAT Scores

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

Aimsweb, Successmaker, FCA'S

### Person or Persons Responsible

teacher, ESE teacher, reading coach

### Target Dates or Schedule

Data will be looked at based on the intervention the are receiving. Weekly/Bi-weekly/ After assesment are given

### Evidence of Completion

Assesment data will show the evidence needed to show progress

### Plan to Monitor Effectiveness of G6.B1.S1

Effectiveness will be monitored by the success of student performance

**Person or Persons Responsible**

ESE teachers and reading coach

**Target Dates or Schedule**

After assessments and after prompts are scored

**Evidence of Completion**

Student progress from prompt to prompted or assesment to assesment

**G7.** The percentage of our Economically Disadvantaged scoring a Level 3 or higher on the mathematics portion of FCAT will increase to 69%

### G7.B1 Opportunities for additional education

#### G7.B1.S1 After school tutoring

**Action Step 1**

After school tutoring

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Twice a week

**Evidence of Completion**

FCAT Scores

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

Progress monitoring

**Person or Persons Responsible**

reading coach, AP

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

FCAT

### Plan to Monitor Effectiveness of G7.B1.S1

charting students progress

**Person or Persons Responsible**

Reading coach, AP, teacher

**Target Dates or Schedule**

Data will be looked at every two weeks

**Evidence of Completion**

Test scores

**G8.** The percentage of students in grades 3-5 scoring a Level 3 or higher on the reading portion of FCAT will increase to 66%

### G8.B1 Student engagement during the 120 minute literacy block

#### G8.B1.S1 Common core curriculum, 120 minute literacy block

**Action Step 1**

Common Core Curriculum Utilization of My Reading Coach software weekly in grades 1st – 5th, Waterford in grades K-2nd, Provide teachers resources through Reading A-Z, SuccessMaker

**Person or Persons Responsible**

Classroom Teachers, Reading Coach, Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

FCAT Scores

### Plan to Monitor Fidelity of Implementation of G8.B1.S1

Fidelity Reading Checklist and Administrative walk-throughs/observations

**Person or Persons Responsible**

Administrators and reading coach

**Target Dates or Schedule**

4 walk-throughs per year, 1 formal and 1 informal observation.

**Evidence of Completion**

Data will be gathered through TNL.

## Plan to Monitor Effectiveness of G8.B1.S1

CCRP Program Effectiveness Student Progress Evaluation

### **Person or Persons Responsible**

Teacher, reading coach, administration

### **Target Dates or Schedule**

3 x's per year for Aimsweb Marion evaluation timeline

### **Evidence of Completion**

Aimsweb data TNL data High Stakes test results. FCA, DBMA, FCAT

## 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 provides additional salaries for staff, parent involvement, and before and after school tutoring.

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.
- 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 I, Part D:

N/A

Title II:

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.

Title II – Part D: - District receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplement education programs Technology in classrooms that will increase the instructional strategies provided to students and for Instructional software that will enhance literacy and math skills of struggling students and early childhood students. (For Middle and High Schools Title II – Part D funds are used to purchase SuccessMaker licenses and provide professional development for SuccessMaker.)

Title III:

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

Title X- Homeless:

District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI):

N/A

Violence Prevention Programs:

Positive Behavior Support Project will continue.

Nutrition Programs:

The District offers a free breakfast and lunch program.

Housing Programs:

Referrals are directed through Guidance.

Head Start:

Pre-Kindergarten program offered at selected school sites

## 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.*

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The percentage of our White population in grades 3-5 scoring a Level 3 or higher on the reading portion of FCAT will increase to 66%	\$1,693
G4.	The percentage of our Students scoring a Level 3 or higher on the mathematics portion of FCAT will increase to 71%	\$1,250
G5.	The percentage of our white students scoring a Level 3 or higher on the mathematics portion of FCAT will increase to 71%	\$1,693
G8.	The percentage of students in grades 3-5 scoring a Level 3 or higher on the reading portion of FCAT will increase to 66%	\$6,787
Total		\$11,423

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I		\$11,423
Total		\$11,423

### Budget Details

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

**G1.** The percentage of our White population in grades 3-5 scoring a Level 3 or higher on the reading portion of FCAT will increase to 66%

**G1.B1** Lack of reading fluency leading to lack of reading comprehension.

**G1.B1.S1** Differentiated instruction will be provided to address the specific needs of the students within small groups

#### Action Step 1

Training will be provided on how to use AIMSweb data to drive instruction and deliver differentiated instruction.

**Resource Type**

Evidence-Based Program

**Resource**

Tutoring

**Funding Source**

Title I

**Amount Needed**

\$1,693

**G4.** The percentage of our Students scoring a Level 3 or higher on the mathematics portion of FCAT will increase to 71%

**G4.B1** Lack of reading fluency hinders the ability to read math problems and answer questions.

**G4.B1.S1** Common Core Curriculum

**Action Step 1**

Common Core Curriculum, Utilization of SuccessMaker, Fastt Math

**Resource Type**

Evidence-Based Program

**Resource**

Copy paper, Paper, pencils, glue, markers, etc.,

**Funding Source**

Title I

**Amount Needed**

\$1,250

**G5.** The percentage of our white students scoring a Level 3 or higher on the mathematics portion of FCAT will increase to 71%

**G5.B1** Lack of reading fluency hinders the ability to read math problems and answer questions.

**G5.B1.S1** After School tutoring

**Action Step 1**

After school tutoring

**Resource Type**

Evidence-Based Program

**Resource**

Tutoring

**Funding Source**

Title I

**Amount Needed**

\$1,693



**G8.** The percentage of students in grades 3-5 scoring a Level 3 or higher on the reading portion of FCAT will increase to 66%

**G8.B1** Student engagement during the 120 minute literacy block

**G8.B1.S1** Common core curriculum, 120 minute literacy block

**Action Step 1**

Common Core Curriculum Utilization of My Reading Coach software weekly in grades 1st – 5th, Waterford in grades K-2nd, Provide teachers resources through Reading A-Z, SucessMaker

**Resource Type**

Evidence-Based Program

**Resource**

Waterford printer cartridges, Copy paper, Paper, pencils, glue, markers, etc., Model Schools Conference

**Funding Source**

Title I

**Amount Needed**

\$6,787