



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

J. J. Finley Elementary School

1912 NW 5TH AVE

Gainesville, FL 32603

352-955-6705

<http://www.sbac.edu/pages/acps>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 55%
Alternative/ESE Center No	Charter School No	Minority Rate 63%

School Grades History

2013-14 A	2012-13 B	2011-12 A	2010-11 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

J. J. Finley Elementary School

Principal

Kathleen B. Valdes

School Advisory Council chair

Monta Burt

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

Name	Title
Kathleen Valdes	Principal
Tami Delaney	Curriculum Resource Teacher
Johnny Cromwell	Behavior Resource Teacher
Eileen Stephens	CIMS Facilitator
Kathy Grantham	School Counselor

District-Level Information

District

Alachua

Superintendent

Dr. W. Daniel Boyd, Jr.

Date of school board approval of SIP

Pending

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

The SAC consists of: Principal, Kathy Valdes. Teachers: Louise Brown, Emilie Carter and Natalie Chartier. Parents: Florida Bridgewater-Alford, Steve Gregg, Myra Lockett, Kate Fletcher and Sandra Sullivan. Career Service: Courtney Tomlinson. Other Citizens: Monta Burt, Karen Paige and Chipper Flaniken.

Involvement of the SAC in the development of the SIP

The School Advisory Council reviews a draft of the School Improvement Plan at the first meeting each year and is given the opportunity to provide suggestions, improvements, etc. They are also given the link and encouraged to review it to provide feedback. The same process occurs at each meeting throughout the year for the parent involvement plan, assessments, school grades and budgets.

Activities of the SAC for the upcoming school year

Finley Family Night, Joint PTA/SAC meeting, Curriculum Fair, Review and provide feedback on the School Improvement Plan and Parent Involvement Plan

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

Curriculum Planning & Assessment \$4500.00, Instructional Materials \$4500.00, Professional Development Training \$2000.00, After School Tutoring \$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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kathleen B. Valdes

Principal

Years as Administrator: 4

Years at Current School: 4

Credentials

Florida State University; Master of Education- Educational Leadership, University of Florida; Principal Certification State of Florida
ESOL Endorsed

Performance Record

2012-2013 J.J. Finley Elementary Grade: B AYP:
2011-2012 J.J. Finley Elementary Grade: A AYP: N/A
2010-2011 J.J. Finley Elementary Grade: A AYP: 79%
2009-2010 J.J. Finley Elementary Grade: A AYP: 85%
2008-2009 Irby Elementary School Grade: A AYP: 97%
2007-2008 Irby Elementary School Grade: B AYP: 87%
2006-2007 Hidden Oak Elementary School Grade: A AYP: 100%

Classroom Teachers

of classroom teachers

45

receiving effective rating or higher

45, 100%

Highly Qualified Teachers

100%

certified in-field

45, 100%

ESOL endorsed

25, 56%

reading endorsed

9, 20%

with advanced degrees

28, 62%

National Board Certified

5, 11%

first-year teachers

8, 18%

with 1-5 years of experience

10, 22%

with 6-14 years of experience

15, 33%

with 15 or more years of experience

14, 31%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

8, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Regular meetings of new teachers with Leadership Team: Principal
2. Partnering new teachers with veteran staff: Principal
3. Team leaders and CRT participate in interviewing process for all new hires: Principal
4. Maintain close relationship with University of Florida and St. Leo University as they provide interns, practicum, students, and volunteers to our school: All Faculty & Staff

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

The pairing of Mentor and Beginning Teacher is based on the experience and training of each mentor coach, including grade level and subject (s) taught. Planned mentoring activities focus on the completion of the District Beginning Teacher Program through weekly one on one conferencing, observations, and feedback. In addition, each mentor coach will meet with her assigned teachers in a small group six times a year. These meetings, individually or in small group, will focus on training and modeling engaging curriculum strategies and research based behavior management strategies.

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

Implementation and monitoring of the SIP and MTSS is carried out through faculty, team leader and leadership meetings as well as through observation feedback (both formal and informal). Concerns with core instruction, resources needed, instructional delivery and student needs are addressed at our weekly data chats (one at each grade level every six weeks).

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

The role of the SBLT has been to complete a mapping of resources available to meet student needs, analyze the staff training needs based upon available intervention resources, and structure a school-wide intervention plan incorporating interventions that were chosen based upon need through student data analysis.

Principal—is the leader in coordinating the SBLT efforts, and assigned roles for continuing the school-wide intervention plan and on-going progress monitoring. She ensures that the identified areas of need within the staff needs survey will be addressed through well-planned and regularly implemented PLCs in specific content areas (diagnostic measures, using intervention materials with fidelity, entering on-going progress monitoring data, understanding and utilizing that data).

Curriculum Resource Teacher—provides teachers with data from district adopted screening and benchmark assessments. She will review the data regularly with the SBLT to further tailor the types of programs and intervention resources that are adopted for implementation at their school.

Behavior Resource Teacher—Utilized district data that is only accessible by BRTs to work with the guidance department to identify and analyze behavior issues for students for the implementation of small group and individual social skills training and/or counseling. He will work with his assistant to maintain regular progress monitoring data for students receiving Tier 3 interventions for behavior. He will regularly report on behavioral data to the SBLT to ensure that each grade level is able to access behavior resources and information for their identified students.

Guidance Counselor—Implements Universal Tier 1 school-wide instruction in classroom guidance lessons in social skills, problem solving, decision making, career exploration, personal safety, organization, study skills, self-management and attitudes and values. Utilizes student data and teacher input to offer Tier 2 small group counseling and Tier 3 individual counseling and to coordinate meetings to offer academic, family and behavior support to students and families.

CIMS—Coordinate the dissemination and understanding of progress monitoring data with teachers during grade level team meetings, and assist the SBLT in school-wide planning based upon the student on-going progress monitoring data.

Title 1—Supervises the implementation of Tier 2 small group interventions, and assists with implementation of Tier 3 interventions for struggling students in Tier 2 intervention.

Teacher Rep—Acts as teacher liaison to offer insight into implications of Rtl implementation in the classroom. Assists grade level team in regular review of progress monitoring data for her assigned grade level team.

ESE Rep—Delivers Tier 3 interventions and maintains more frequent progress monitoring for students identified as eligible for special education. Assists teachers with intervention recommendations, and offers support in reviewing Rtl progress monitoring data for students currently receiving Tier 3 regular education interventions.

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

We have a system of ongoing progress monitoring with specific probes for each grade level and areas in need of intervention (Tier 2 and 3). The data from the probes is maintained on a HOT list for each grade level which is reviewed regularly by the Title 1 team, principal and CRT. Data chats are held each 6 weeks to review updated data, interventions, and progress toward MTSS goals. The leadership team meets weekly to review SIP goals and fidelity of Tier 1 instruction.

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

The school will utilize multiple levels of progress monitoring to address the needs of accountability reporting, as well as ongoing progress monitoring for tracking intervention efficacy, and student progress in grade specific targeted skills. FCAT and FAIR data will be housed through Infinite Campus and PMRN, respectively—which will be reviewed on a regular basis, as it becomes available. Benchmark data for reading and math will be utilized at the school level through grade level graphing, as well as being disaggregated by district staff for further analysis. Additional on-going progress monitoring has been selected to address grade level appropriate skills where students frequently show a need for intervention.

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

Teachers received an introductory training in Rtl school-wide intervention plan and academic on-going progress monitoring plan. Further follow-up sessions will be offered by grade level at the discretion of the team leader and Title 1 teachers to review the purposes of on-going progress monitoring, and to assist in disaggregating data on a regular basis. On-going efforts to address the areas of Tier 1 instruction fidelity, diagnostic assessment, intervention implementation, and progress monitoring for students occurs at faculty, team leader, and leadership meetings as well as data chats. Parents are part of this problem solving process through conferences, educational planning team meetings, IEP and 504 meetings.

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: 4,230

We provide in school or after school tutoring to targeted K-5 graders. Teachers use research based strategies and curriculum to remediate students in the areas of reading and math.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Benchmark and unit/chapter assessments, FAIR, Discovery Education, and On Track are analyzed in team meetings and data chats.

Who is responsible for monitoring implementation of this strategy?

The principal, CRT and CIMS Facilitator are responsible for the implementation of this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Kathy Valdes	Principal
Tami Delaney	Curriculum Resource Teacher
Eileen Stephens	CIMS/Title 1 Lead Teacher
Jeanie Sabback	Primary Representative
Stefanie McLeod	Secondary Representative
Ellen Meeker	Media Specialist

How the school-based LLT functions

Meetings occur quarterly to review and refine school wide literacy initiatives.

Major initiatives of the LLT

Accelerated Reader Program, school-wide writing plan, Kagan implementation, literacy workstations, intervention materials for tutoring, data driven instruction and the implementation of the new reading series are the major initiatives this school year. Literacy is also encouraged through author visits, participation in the SSYRA program, and book talks on the morning news.

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

The district hosts a VPK summer program at individual schools. Each elementary school in the district offers a "Kindergarten Round-Up" program in the Spring for parents and children entering Kindergarten

the next Fall. The program provides parents with school based information and strategies for reading readiness and parental involvement.

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	65%	66%	Yes	69%
American Indian				
Asian	72%	31%	No	74%
Black/African American	39%	46%	Yes	45%
Hispanic	54%	56%	Yes	59%
White	87%	87%	Yes	88%
English language learners	36%	36%	Yes	42%
Students with disabilities	36%	44%	Yes	42%
Economically disadvantaged	47%	46%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	20%	
Students scoring at or above Achievement Level 4	89	40%	

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	77	69%	
Students in lowest 25% making learning gains (FCAT 2.0)	23	85%	

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)	59	44%	49%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	30	23%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	27	20%	25%

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	31	47%	52%
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	64%	58%	No	68%
American Indian				
Asian	58%	54%	No	62%
Black/African American	38%	30%	No	44%
Hispanic	58%	47%	No	63%
White	84%	81%	No	86%
English language learners	42%	38%	No	48%
Students with disabilities	36%	28%	No	42%
Economically disadvantaged	47%	36%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	21%	
Students scoring at or above Achievement Level 4	78	35%	

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	60	54%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	13	48%	

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	14	20%	
Students scoring at or above Achievement Level 4	23	32%	

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	34		40
Participation in STEM-related experiences provided for students	538	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	45	8%	5%
Students retained, pursuant to s. 1008.25, F.S.	49	9%	6%
Students who are not proficient in reading by third grade	32	35%	30%
Students who receive two or more behavior referrals	25	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	3%	2%

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

Increase parent attendance at parent involvement meetings; implement monthly parent training sessions; increase number of home visits;

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental involvement meeting attendance	340	63%	66%
Increase number of home visits	10	2%	10%

Goals Summary

- G1.** Increase the number of students achieving proficiency in math by 10%
- G2.** Increase learning gains for the lowest 25% in math by 10 points
- G3.** Increase the number of students achieving proficiency in reading by 5%

Goals Detail

G1. Increase the number of students achieving proficiency in math by 10%

Targets Supported

- 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)
- STEM
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Implementation of the new math series, math workstations, Reflex math, small group instruction, use of Calendar Math program, use of manipulatives

Targeted Barriers to Achieving the Goal

- Lack of computation skills and number sense

Plan to Monitor Progress Toward the Goal

Review FCAT scores and AMOs

Person or Persons Responsible

Principal, CRT and FCIM facilitator

Target Dates or Schedule:

End of year

Evidence of Completion:

FCAT scores

G2. Increase learning gains for the lowest 25% in math by 10 points

Targets Supported

- 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)

Resources Available to Support the Goal

- Implementation of new math series; use of selected lessons from Go Math series to transition to Common Core Standards; use of math intervention series; after school tutoring; Reflex Math; paraprofessional support for struggling students; Calendar Math

Targeted Barriers to Achieving the Goal

- Students have not mastered necessary prerequisite math skills

Plan to Monitor Progress Toward the Goal

Review FCAT scores and AMOs

Person or Persons Responsible

Principal, CRT and CIMS Facilitator

Target Dates or Schedule:

End of Year

Evidence of Completion:

FCAT scores

G3. Increase the number of students achieving proficiency in reading by 5%

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, CELLA)
- Writing
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Implementation of new reading series; Use of Building Vocabulary curriculum; vocabulary activities/materials for work stations; increased use of non-fiction text; leveled reader libraries
- Literacy Stations; Kagan Strategies; use of incentives and rewards with Accelerated Reader program

Targeted Barriers to Achieving the Goal

- Limited vocabulary
- Low levels of engagement

Plan to Monitor Progress Toward the Goal

Review FCAT scores and AMOs

Person or Persons Responsible

Principal, CRT and CIMS Facilitator

Target Dates or Schedule:

End of year

Evidence of Completion:

FCAT scores

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the number of students achieving proficiency in math by 10%

G1.B1 Lack of computation skills and number sense

G1.B1.S1 Teachers will implement the new math series, math workstations, Reflex math, small group instruction, use of the Calendar Math program, and use of manipulatives to increase computation skills and number sense.

Action Step 1

Teachers will be trained in the use of math workstations.

Person or Persons Responsible

All math teachers

Target Dates or Schedule

Training will take place on the January workday

Evidence of Completion

Sign in sheet at the math workshop

Facilitator:

Allison Fissenden

Participants:

All math teachers

Action Step 2

Purchase additional manipulatives to support newly implemented math curriculum

Person or Persons Responsible

CRT

Target Dates or Schedule

As soon as possible

Evidence of Completion

Invoice of materials

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

Lesson plans and walkthroughs

Person or Persons Responsible

Principal and CRT

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom walkthrough report and lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Analyze test data to monitor student achievement

Person or Persons Responsible

Principal, CRT and FCIM facilitator

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark, On Track, chapter test and FCAT data

G2. Increase learning gains for the lowest 25% in math by 10 points

G2.B1 Students have not mastered necessary prerequisite math skills

G2.B1.S1 Teachers will implement the new math series and selected lessons from Go Math series to transition to Common Core Standards. They will also use the math intervention series, Reflex and Calendar Math. After school tutoring and paraprofessional support will be provided for struggling students.

Action Step 1

After school tutoring provided to identified struggling learners

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, Classroom Teachers

Target Dates or Schedule

Beginning second semester for 8 weeks

Evidence of Completion

Benchmark and unit assessments; On Track

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

Lesson plans and classroom walkthroughs

Person or Persons Responsible

Principal and CRT

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom walkthrough reports and lesson plans

Plan to Monitor Effectiveness of G2.B1.S1

Analyze test data to monitor student achievement

Person or Persons Responsible

Principal, CRT and CIMS Facilitator

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark, chapter tests, On Track and FCAT

G3. Increase the number of students achieving proficiency in reading by 5%

G3.B1 Limited vocabulary

G3.B1.S1 Teachers will implement the new reading series, Pearson Reading Street. There will be increased use of vocabulary activities/materials for work stations, non-fiction text and leveled reader libraries.

Action Step 1

Provide teachers with additional activities/materials for building vocabulary including workstations materials, non-fiction text and leveled reader libraries.

Person or Persons Responsible

CRT

Target Dates or Schedule

As soon as we can research and order the materials

Evidence of Completion

invoices for materials; evidence of materials used during classroom walk throughs

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

Lesson plans, classroom walk throughs and observations

Person or Persons Responsible

Principal and CRT

Target Dates or Schedule

Weekly; Monthly

Evidence of Completion

Lesson plans and walk through reports

Plan to Monitor Effectiveness of G3.B1.S1

Analyze test data to monitor student achievement

Person or Persons Responsible

Principal, CRT and CIMS Facilitator

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark assessments, FAIR, Discovery Education and FCAT

G3.B2 Low levels of engagement

G3.B2.S1 Teachers will implement literacy stations, Kagan Strategies, and the Accelerated Reader program

Action Step 1

Provide literacy station and Kagan training at faculty meetings as well as monthly support from district coaches

Person or Persons Responsible

Principal, CRT, CIMS Facilitator, Mentor Coach, Kagan Coach

Target Dates or Schedule

Monthly; Biweekly

Evidence of Completion

Lesson plans, Observations and Classroom Walk Throughs

Facilitator:

Melody Hofstetter and Dagni Christian

Participants:

All teachers

Action Step 2

Provide rewards and incentives for Accelerated Reader program

Person or Persons Responsible

CRT

Target Dates or Schedule

As soon as possible

Evidence of Completion

Invoice

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Lesson plans, classroom walk throughs and observations

Person or Persons Responsible

Principal and CRT

Target Dates or Schedule

Monthly; weekly

Evidence of Completion

Lesson Plans and Walk Through Reports

Plan to Monitor Effectiveness of G3.B2.S1

Analyze test data to monitor student achievement

Person or Persons Responsible

Principal, CRT and CIMS facilitator

Target Dates or Schedule

Monthly

Evidence of Completion

Benchmark assessments, FAIR, Discovery Education, 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 1, Part A - Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Pull out tutorials are provided daily for students in need of remediation. The FCIM coordinator helps teachers collect and analyze data.

Title II - District receives supplemental funds for improving basic education programs through the use of district literacy coaches, mentor coaches and digital educators.

Title III -The school and district work together to coordinate supplementary materials (i.e dictionaries) and services (tutors and translators) to improve the education of immigrant and English language learners. We are the elementary ESOL center school for our district.

Violence Prevention Programs - The school offers a non-violence and anti-drug program to students that incorporates peacemaking skills, steps for creative conflict resolution, and taking responsibility for personal health.

Nutrition Programs - The school participates in the district's "Summer Feeding" program.

Adult Education - The school provides our ELL families with information regarding English class offerings in the community.

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 the number of students achieving proficiency in math by 10%

G1.B1 Lack of computation skills and number sense

G1.B1.S1 Teachers will implement the new math series, math workstations, Reflex math, small group instruction, use of the Calendar Math program, and use of manipulatives to increase computation skills and number sense.

PD Opportunity 1

Teachers will be trained in the use of math workstations.

Facilitator

Allison Fissenden

Participants

All math teachers

Target Dates or Schedule

Training will take place on the January workday

Evidence of Completion

Sign in sheet at the math workshop

G3. Increase the number of students achieving proficiency in reading by 5%

G3.B2 Low levels of engagement

G3.B2.S1 Teachers will implement literacy stations, Kagan Strategies, and the Accelerated Reader program

PD Opportunity 1

Provide literacy station and Kagan training at faculty meetings as well as monthly support from district coaches

Facilitator

Melody Hofstetter and Dagni Christian

Participants

All teachers

Target Dates or Schedule

Monthly; Biweekly

Evidence of Completion

Lesson plans, Observations and Classroom Walk Throughs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the number of students achieving proficiency in math by 10%	\$3,500
G2.	Increase learning gains for the lowest 25% in math by 10 points	\$8,000
G3.	Increase the number of students achieving proficiency in reading by 5%	\$4,500
Total		\$16,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Personnel	Other	Evidence-Based Program	Total
CREATE; Title 1	\$1,500	\$0	\$0	\$0	\$1,500
Title 1;ADV	\$0	\$8,000	\$0	\$0	\$8,000
Title 1	\$4,000	\$0	\$0	\$2,000	\$6,000
FRE;ADV	\$0	\$0	\$500	\$0	\$500
Total	\$5,500	\$8,000	\$500	\$2,000	\$16,000

Budget Details

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

G1. Increase the number of students achieving proficiency in math by 10%

G1.B1 Lack of computation skills and number sense

G1.B1.S1 Teachers will implement the new math series, math workstations, Reflex math, small group instruction, use of the Calendar Math program, and use of manipulatives to increase computation skills and number sense.

Action Step 1

Teachers will be trained in the use of math workstations.

Resource Type

Evidence-Based Materials

Resource

Book for K-2 teachers titled Math Workstations: Independent Learning You Can Count On by Debbie Diller Additional resource book for 3-5 teachers

Funding Source

CREATE; Title 1

Amount Needed

\$1,500

Action Step 2

Purchase additional manipulatives to support newly implemented math curriculum

Resource Type

Evidence-Based Program

Resource

Hands on materials for real life experiences in math

Funding Source

Title 1

Amount Needed

\$2,000

G2. Increase learning gains for the lowest 25% in math by 10 points

G2.B1 Students have not mastered necessary prerequisite math skills

G2.B1.S1 Teachers will Implement the new math series and selected lessons from Go Math series to transition to Common Core Standards. They will also use the math intervention series, Reflex and Calendar Math. After school tutoring and paraprofessional support will be provided for struggling students.

Action Step 1

After school tutoring provided to identified struggling learners

Resource Type

Personnel

Resource

Stipends for teachers providing after school tutoring for struggling learners

Funding Source

Title 1;ADV

Amount Needed

\$8,000

G3. Increase the number of students achieving proficiency in reading by 5%

G3.B1 Limited vocabulary

G3.B1.S1 Teachers will implement the new reading series, Pearson Reading Street. There will be increased use of vocabulary activities/materials for work stations, non-fiction text and leveled reader libraries.

Action Step 1

Provide teachers with additional activities/materials for building vocabulary including workstations materials, non-fiction text and leveled reader libraries.

Resource Type

Evidence-Based Materials

Resource

Provide additional materials to be used during literacy workstations, additional sets of non-fiction texts and leveled libraries

Funding Source

Title 1

Amount Needed

\$4,000

G3.B2 Low levels of engagement

G3.B2.S1 Teachers will implement literacy stations, Kagan Strategies, and the Accelerated Reader program

Action Step 2

Provide rewards and incentives for Accelerated Reader program

Resource Type

Other

Resource

Rewards/incentives for Accelerated Reader program

Funding Source

FRE;ADV

Amount Needed

\$500