



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Liberty Pines Academy
10901 RUSSELL SAMPSON RD
Saint Johns, FL 32259
904-547-7900
<http://www-lpa.stjohns.k12.fl.us/>

School Demographics

School Type
Combination School

Title I
No

Free and Reduced Lunch Rate
8%

Alternative/ESE Center
No

Charter School
No

Minority Rate
21%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

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

Liberty Pines Academy

Principal

Judith Thayer

School Advisory Council chair

Joy Reichenberg

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

Name	Title
Craig Davis	Assistant Principal
Elizabeth Haas	Curriculum Coordinator
Terri Thompson	Instructional Literacy Coach

District-Level Information

District

St. Johns

Superintendent

Dr. Joseph G Joyner

Date of school board approval of SIP

10/15/2013

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

Membership is made up of parents, community members, teachers and administrators. A teacher serves as SAC chairperson.

Involvement of the SAC in the development of the SIP

SAC members help develop and write the School Improvement Plan. SAC members review the plan with administration.

Activities of the SAC for the upcoming school year

SAC is involved in many aspects of school-related activities such as developing and reviewing the SIP, designing and approving how School Recognition Funds are allocated, and hosting Community Leaders Day and Math Nights which afford students the opportunity to learn how others help their community.

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

The SAC budget is approximately \$1000 which is used to supplement Community Leaders Day. Funds not used for Community Leaders Day will be used to supplement the SIP goals.

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Judith Thayer

Principal

Years as Administrator: 16

Years at Current School: 6

Credentials

BS Ed. English,
 MA. Reading,
 Certification Ed. Leadership

Performance Record

District Administrator 7 years, worked with all schools in county to raise scores of ESE students. Asst. Principal- PVPV/Rawlings Elementary - A- all years,
 Asst. Principal-Liberty Pines Academy - A - 5 years

Craig Davis		
Asst Principal	Years as Administrator: 7	Years at Current School: 1
Credentials	BA – English University of North Florida MEd – Educational Leadership, University of North Florida PhD – Ed Leadership University of Florida (Certified in Secondary English, ESOL, Ed Leadership & School Principal)	
Performance Record	Lake Shore Middle School 2006-07: Grade: D Bartram Trail High School 2007-08: Grade: A 2011-12: Grade: A 2012-13: Grade: TBA Pacetti Bay Middle School 2008-09: Grade: A St. Augustine High School 2009-10: Grade: A 2010-11: Grade: B	

Elizabeth Haas		
Asst Principal	Years as Administrator: 3	Years at Current School: 2
Credentials	BS Clothing, Textiles, and Merchandising, and MA Education Administration	
Performance Record	Curriculum Coordinator- Durbin Creek Elementary 2011-2012 - A School Liberty Pines Academy 2012-present- A School Worked to build good character inspire a love of learning in teachers and students. Worked with curriculum and instruction to maximize the learning of all students.	

Instructional Coaches

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

Terri Thompson		
Full-time / School-based	Years as Coach: 11	Years at Current School: 6
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other	
Credentials	Elementary Ed Grades 1-6 ESOL K-12 Reading Endorsement Bachelors of Science in Elementary Education Masters in Curriculum and Instruction: Reading	
Performance Record	Zelwood Elementary School- C to and A Otis Mason Elementary- B to and A Liberty Pines Academy- A	

Classroom Teachers

# of classroom teachers	79
# receiving effective rating or higher	78, 99%
# Highly Qualified Teachers	87%
# certified in-field	70, 89%
# ESOL endorsed	49, 62%
# reading endorsed	11, 14%
# with advanced degrees	32, 41%
# National Board Certified	3, 4%
# first-year teachers	7, 9%
# with 1-5 years of experience	29, 37%
# with 6-14 years of experience	29, 37%
# with 15 or more years of experience	14, 18%

Education Paraprofessionals**# of paraprofessionals**

7

Highly Qualified

7, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above****# receiving effective rating or higher****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

District Staff job fairs, New teacher mentor program, Intensive staff development program, PATS Principal, Asst. Principal, Curriculum Resource Coordinator

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

All teachers new to Liberty Pines are paired with a veteran teacher in his/her field or grade level. Pairings are made to develop a portfolio to verify educator competencies and meetings are held weekly.

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

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

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

The Rtl team meets twice a week on Mondays and Wednesdays. Curriculum Resource Coordinator, Elizabeth Haas, is the Rtl Chair. Notes are taken weekly and plans are reviewed. The team has identified baseline criteria for those students who require an Rtl plan. Data is reviewed on a student-by-student basis and fidelity checks are conducted as to appropriateness of the intervention. The team problem solves with the teachers to determine effective interventions. Data is again reviewed and students move to greater or less intense interventions as needed.

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development

to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Assistant Principal: Provides leadership for the team-based decisions; facilitates the intervention programming; collaborates with other staff members to implement the various interventions.

Curriculum Resource Coordinator: Provides leadership for Rtl team; facilitates the intervention programming; collaborates with other staff members to implement the various interventions; coordinates data analysis.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in development of Rtl Plans in student data collection, delivers Tier 1 instruction/ intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/ instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching and support facilitation.

Instructional Literacy Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic behavioral, and social success.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our students, our teachers and in our school? The team meets weekly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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 points are collected every two weeks within a 6 week period. That data is reviewed and charted to determine how the student is progressing according to grade level expectations as well as class performance. Data sources used are fluency probes, reading assessments, standardized assessments and online assessments such as Discovery Education data, FCAT 2.0, FCAT Writes, District Formative Assessments, End of Course Exams.

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

This is the sixth year of implementation of Rtl at Liberty Pines. Staff members began training in 2007 and will continue this year. The Curriculum Resource Coordinator and Assistant Principal as well as district staff have provided training for staff on the Rtl 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: 2,880

Intensive reading and math camp: teaching reading and math high-yield strategies to at-risk students

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

FCAT data

Who is responsible for monitoring implementation of this strategy?

Camp teachers, administrators

Literacy Leadership Team (LLT)

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

Name	Title
Judith Thayer	Principal
Craig Davis	Asst. Principal
Lisa Haas	Curr. Coordinator

Name	Title
Laura Rogers	Media Specialist
Teachers/Mentors	all grade levels

How the school-based LLT functions

The Literacy Leadership Team meets with cluster groups of teachers monthly for the purpose of alignment of reading goals, development of scope and sequence for research based-learning and implementation of summer reading goals.

Major initiatives of the LLT

The major initiative this year is two-fold. It is to expand the use of data to drive instruction and to develop research requirements within grade levels.

Every Teacher Contributes to Reading Instruction

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

Reading will be the responsibility of every teacher, as outlined in the Common Core State Standards (CCSS). Content area teaching will be inclusive of reading strategy instruction. Teacher evaluation protocols include the implementation of these reading strategies in all content areas.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Kindergarten registration days are held four times each year. Parent input is gathered for the purpose of identifying students who need additional support in transition. A Kindergarten camp is held for students who require additional assistance prior to entering school

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

Students learn about career clusters which share similar job duties and skills. Students learn about the skills that are developed during the school years which become the building blocks of their work foundation. All students participate in information technology lessons which provide a basis for 21st century learning. Students use self-assessment activities to think about the relationships between their personal interest and career goals.

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

Liberty Pines Academy students participate in career exploration providing career development through Social Studies. Every eighth grade student develops a career and education planning guide entitled "Career Cruiser" which help him/her obtain knowledge which will develop informed decisions for a

career. Students learn about interests, labor market, technology impact, set goals and select required and elective high school courses.

Strategies for improving student readiness for the public postsecondary level

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	85%	85%	Yes	87%
American Indian				
Asian	95%	94%	No	96%
Black/African American	69%	69%	Yes	72%
Hispanic	78%	79%	Yes	80%
White	86%	86%	Yes	87%
English language learners	92%	82%	No	93%
Students with disabilities	63%	36%	No	66%
Economically disadvantaged	67%	60%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	236	28%	26%
Students scoring at or above Achievement Level 4	486	57%	59%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	473	74%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	63	67%	69%

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)	15	71%	73%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	67%	69%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	48%	50%

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	186	70%	75%
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	83%	82%	No	84%
American Indian				
Asian	93%	97%	Yes	93%
Black/African American	62%	63%	Yes	66%
Hispanic	68%	72%	Yes	71%
White	84%	83%	No	86%
English language learners	75%	82%	Yes	78%
Students with disabilities	61%	32%	No	65%
Economically disadvantaged	60%	58%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	253	31%	33%
Students scoring at or above Achievement Level 4	355	43%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	526	83%	85%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	100	77%	79%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	126	71%	73%
Middle school performance on high school EOC and industry certifications	89	100%	100%

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>	3%
Students scoring at or above Achievement Level 4	52	95%	97%

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	33	97%	100%

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	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		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%

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	29%	31%
Students scoring at or above Achievement Level 4	122	43%	45%

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)	10		12
Participation in STEM-related experiences provided for students	255		25%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications	1	1%	2%

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	99	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	23	2%	1%
Students who are not proficient in reading by third grade	44	3%	2%
Students who receive two or more behavior referrals	76	6%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	1%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	44	9%	7%
Students who fail a mathematics course	8	2%	1%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	1	0%	0%
Students who receive two or more behavior referrals	38	8%	6%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	14	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 opportunities for parents to help/ participate from home
 Post volunteer requirements and opportunities on websites/ newsletters

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parents who visit Home Access Center and website to include parents of K-2 students	873	63%	65%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** To develop and implement learning scales and rubrics that are aligned to learning goals that are based on the Common Core State Standards
- G2.** To develop and implement meaningful, standards-based assessments at all grade levels.
- G3.** To increase overall student achievement in the area of mathematics.

Goals Detail

G1. To develop and implement learning scales and rubrics that are aligned to learning goals that are based on the Common Core State Standards

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, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - Elementary School
- Science - Middle School

Resources Available to Support the Goal

- Targeted professional development on early release Wednesdays, in addition to 1/2 day each quarter
- Grade level team planning
- District created curriculum maps
- Principal, Instructional Literacy Coach and Curriculum Coordinator to assist in the process

Targeted Barriers to Achieving the Goal

- Limited time with knowledgeable personnel

Plan to Monitor Progress Toward the Goal

Monitor student data to examine alignment of learning scales and rubrics with intended outcomes

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Resource Coordinator, Instructional Literacy Coach, Teachers

Target Dates or Schedule:

ongoing

Evidence of Completion:

Student data in both curricular assessments as well as standardized assessments will align positively with the intended outcomes

G2. To develop and implement meaningful, standards-based assessments at all grade levels.

Targets Supported

- All Areas
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Exam building software, C Palms, Common Core.org,
- Quad D, Gold Seal lessons and materials,
- Curriculum maps,
- Knowledgeable personnel (both administrative and teaching staff) trained in common core standards and requirements
- Literacy Leadership Team
- Data Planning Team

Targeted Barriers to Achieving the Goal

- Time for meeting as grade levels to develop assessments
- Teacher hesitance and unfamiliarity with writing effective assessments

Plan to Monitor Progress Toward the Goal

Analyze student data

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Resource Coordinator, Instructional Literacy Coach, Teachers

Target Dates or Schedule:

ongoing

Evidence of Completion:

Majority of students will achieve passing scores (70% or higher) on standards based assessments

G3. To increase overall student achievement in the area of mathematics.

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, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Common Core State Standards
- Math curriculum and correlated online resources
- Think Through Math (Middle School Math Intervention)
- Do the Math (Elementary Math Intervention)
- FCAT Math prep camps
- Intensive Math class for lowest quartile
- Additional paraprofessionals and tutors at all grade levels
- Math manipulatives available for media checkout

Targeted Barriers to Achieving the Goal

- Increased expectation of rigor through explanation of thinking and critiquing the reasoning of others as students transfer to Common Core State Standards from current standards

Plan to Monitor Progress Toward the Goal

Analyze student data for increase in achievement, learning gains

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Resource Coordinator, Data Team, Teachers

Target Dates or Schedule:

ongoing

Evidence of Completion:

Discovery Education data, Standards based assessment data, FCAT data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To develop and implement learning scales and rubrics that are aligned to learning goals that are based on the Common Core State Standards

G1.B1 Limited time with knowledgeable personnel

G1.B1.S1 Instructional coach and curriculum coordinator can work with key personnel at each grade level to disseminate necessary information and serve as a liaison between the school and district to troubleshoot and provide guidance.

Action Step 1

Provide instruction and guidance in the creation and implementation of learning goals and rubrics

Person or Persons Responsible

Instructional Literacy Coach and Curriculum Resource Coordinator

Target Dates or Schedule

One early release Wednesday per month Wonderful Wednesdays

Evidence of Completion

Walkthroughs, evaluations, lesson plans

Facilitator:

Instructional Literacy Coach, Curriculum Resource Coordinator

Participants:

Instructional Literacy Coach and Curriculum Resource Coordinator

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

Evidence in instructional practices, lesson plans

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Resource Coordinator

Target Dates or Schedule

Walkthroughs, conferences, evaluations, lesson plans

Evidence of Completion

iObservation data lesson plans, unit plans

Plan to Monitor Effectiveness of G1.B1.S1

Analyze data from Performance Plus to include Discovery Education data as well as summative testing data pursuant to each grade level

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Resource Coordinator, Instructional Literacy Coach, Team Leaders

Target Dates or Schedule

quarterly

Evidence of Completion

Student performance is aligned with intended outcomes

G2. To develop and implement meaningful, standards-based assessments at all grade levels.

G2.B1 Time for meeting as grade levels to develop assessments

G2.B1.S1 Identify staff development and half days during which time teachers can become familiar with standards, question stems and question complexity

Action Step 1

Create standards-based assessments which focus on complex questions

Person or Persons Responsible

All teachers

Target Dates or Schedule

Staff development days, after school staff development, planning days and quarterly staff development

Evidence of Completion

Teacher -made standards based assessments

Facilitator:

Principal, Curriculum Coordinator, Instructional Coach

Participants:

All teachers

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

Review standards based assessments

Person or Persons Responsible

Principal, Curriculum Coordinator, Assistant Principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher development of standards based assessments

Plan to Monitor Effectiveness of G2.B1.S1

Standards based assessments

Person or Persons Responsible

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student proficiency on end of course and formative assessments

G2.B2 Teacher hesitance and unfamiliarity with writing effective assessments

G2.B2.S1 Allow time for targeted team planning meetings, either on Wonderful Wednesdays or other early release Wednesday times that are available.

Action Step 1

Provide opportunities for teams to work together to develop standards based assessments.

Person or Persons Responsible

Principal, Curriculum Resource Coordinator

Target Dates or Schedule

Select professional development days

Evidence of Completion

Standards based assessments for all subject areas

Facilitator:

Curriculum Resource Coordinator Grade Level Team Leaders

Participants:

Principal, Curriculum Resource Coordinator

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Evaluate standards based assessments

Person or Persons Responsible

Principal, Curriculum Resource Coordinator

Target Dates or Schedule

As provided by teachers when complete

Evidence of Completion

Teachers will submit their assessments to administrators upon completion of creation ongoing throughout the year

Plan to Monitor Effectiveness of G2.B2.S1

Analyze student data from standards based assessment to verify effectiveness and appropriateness

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Resource Coordinator, Instructional Literacy Coach, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Majority of students will achieve passing scores (70%) or higher on standards based assessments.

G3. To increase overall student achievement in the area of mathematics.

G3.B1 Increased expectation of rigor through explanation of thinking and critiquing the reasoning of others as students transfer to Common Core State Standards from current standards

G3.B1.S2 Target personnel on each grade level to become a knowledgeable expert in the mathematics standards and to share resources with their teams.

Action Step 1

Use data to identify areas of weakness and guide instruction. Implement writing in all math classes instruction to increase expectation of explaining mathematical thinking and conceptual understanding. Increase mathematical fluency expectations for all students. Continue professional development to include training on 8 mathematical practices.

Person or Persons Responsible

Math Lead Teachers, i Observation feedback

Target Dates or Schedule

ongoing

Evidence of Completion

Teachers at all grade levels are integrating CCSS into their math instruction, K-2 fully at this time.

Facilitator:

Curriculum Coordinator, Principal, Instructional Coach, Assistant Principal

Participants:

All classroom teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Monitor teacher lesson plans, lessons, and analyze teacher assessments for evidence of implementation of shifts toward strong focus on standards. Work with vertical math teams for coherency of math expectations across grade levels.

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Resource Coordinator, Grade Level Team Leaders

Target Dates or Schedule

ongoing

Evidence of Completion

iObservation, lesson plans, standards based assessments

Plan to Monitor Effectiveness of G3.B1.S2

Analyze student data for evidence of effectiveness of math instruction, administrators look for evidence of high yield strategies and implementation of 8 mathematical practices within classrooms.

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Resource Coordinator, Teachers

Target Dates or Schedule

walkthroughs, observations, ongoing

Evidence of Completion

iObservation data, Performance Plus 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

SAI funds are used for student achievement through the purchase of the Benchmark Assessment System for Reading, Think Through Math for grades 6-8, materials for additional reading strategies and intervention, and the hiring of two paraprofessionals for tutoring purposes.

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. To develop and implement learning scales and rubrics that are aligned to learning goals that are based on the Common Core State Standards

G1.B1 Limited time with knowledgeable personnel

G1.B1.S1 Instructional coach and curriculum coordinator can work with key personnel at each grade level to disseminate necessary information and serve as a liaison between the school and district to troubleshoot and provide guidance.

PD Opportunity 1

Provide instruction and guidance in the creation and implementation of learning goals and rubrics

Facilitator

Instructional Literacy Coach, Curriculum Resource Coordinator

Participants

Instructional Literacy Coach and Curriculum Resource Coordinator

Target Dates or Schedule

One early release Wednesday per month Wonderful Wednesdays

Evidence of Completion

Walkthroughs, evaluations, lesson plans

G2. To develop and implement meaningful, standards-based assessments at all grade levels.

G2.B1 Time for meeting as grade levels to develop assessments

G2.B1.S1 Identify staff development and half days during which time teachers can become familiar with standards, question stems and question complexity

PD Opportunity 1

Create standards-based assessments which focus on complex questions

Facilitator

Principal, Curriculum Coordinator, Instructional Coach

Participants

All teachers

Target Dates or Schedule

Staff development days, after school staff development, planning days and quarterly staff development

Evidence of Completion

Teacher -made standards based assessments

G2.B2 Teacher hesitance and unfamiliarity with writing effective assessments

G2.B2.S1 Allow time for targeted team planning meetings, either on Wonderful Wednesdays or other early release Wednesday times that are available.

PD Opportunity 1

Provide opportunities for teams to work together to develop standards based assessments.

Facilitator

Curriculum Resource Coordinator Grade Level Team Leaders

Participants

Principal, Curriculum Resource Coordinator

Target Dates or Schedule

Select professional development days

Evidence of Completion

Standards based assessments for all subject areas

G3. To increase overall student achievement in the area of mathematics.

G3.B1 Increased expectation of rigor through explanation of thinking and critiquing the reasoning of others as students transfer to Common Core State Standards from current standards

G3.B1.S2 Target personnel on each grade level to become a knowledgeable expert in the mathematics standards and to share resources with their teams.

PD Opportunity 1

Use data to identify areas of weakness and guide instruction. Implement writing in all math classes instruction to increase expectation of explaining mathematical thinking and conceptual understanding. Increase mathematical fluency expectations for all students. Continue professional development to include training on 8 mathematical practices.

Facilitator

Curriculum Coordinator, Principal, Instructional Coach, Assistant Principal

Participants

All classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Teachers at all grade levels are integrating CCSS into their math instruction, K-2 fully at this time.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	To develop and implement meaningful, standards-based assessments at all grade levels.	\$3,000
Total		\$3,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Total
	\$0	\$0	\$0
Curriculum funds	\$0	\$3,000	\$3,000
Total	\$0	\$3,000	\$3,000

Budget Details

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

G2. To develop and implement meaningful, standards-based assessments at all grade levels.

G2.B1 Time for meeting as grade levels to develop assessments

G2.B1.S1 Identify staff development and half days during which time teachers can become familiar with standards, question stems and question complexity

Action Step 1

Create standards-based assessments which focus on complex questions

Resource Type

Technology

Resource

Web based supplemental instruction for all students scoring at level 1 and level 2 in math.

Funding Source

Curriculum funds

Amount Needed

\$3,000

G3. To increase overall student achievement in the area of mathematics.

G3.B1 Increased expectation of rigor through explanation of thinking and critiquing the reasoning of others as students transfer to Common Core State Standards from current standards

G3.B1.S2 Target personnel on each grade level to become a knowledgeable expert in the mathematics standards and to share resources with their teams.

Action Step 1

Use data to identify areas of weakness and guide instruction. Implement writing in all math classes instruction to increase expectation of explaining mathematical thinking and conceptual understanding. Increase mathematical fluency expectations for all students. Continue professional development to include training on 8 mathematical practices.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed