

2013-2014 SCHOOL IMPROVEMENT PLAN

Bellevue Santos Elementary School
9600 SE US HIGHWAY 441
Bellevue, FL 34420
352-671-6260

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 52%
Alternative/ESE Center No	Charter School No	Minority Rate 34%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 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

Belleview Santos Elem. School

Principal

Teresa Forsyth

School Advisory Council chair

Lori Wilcox

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

Name	Title
Teresa Forsyth	Principal
Jamie Arnold	Assistant Principal
James Rowe	Dean
Veva Adams	Reading Coach
Alison Polish	Guidance Counselor
Terri Robinson	Media Specialist

District-Level Information

District

Marion

Superintendent

Mr. George D Tomyn

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

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

Throughout the year the SAC meets to address the needs of the school and focus on the SIP.

Activities of the SAC for the upcoming school year

The School Advisory Council meets a minimum of four times per year at various times to address school improvement issues. The SAC annually reviews and revises the school improvement plan based on

assessed needs. Issues related to school activities and school policies will be discussed at SAC meetings. Members serve as an outreach to the community in gathering input and assisting to improve parent involvement. Members also assist in analyzing data for improving the delivery of curriculum.

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

Teachers present project ideas to the SAC committee to support student achievement.

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

Belleview Santos is working on recruiting additional parent SAC members and also finding a business partner.

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:

Teresa Forsyth

Principal	Years as Administrator: 10	Years at Current School: 5
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Credentials

Bachelor's in Education
 Masters in Educational Leadership
 Associates in Legal Assisting

Performance Record

Wyomina Park Elementary - Assistant Principal:
 2004-2005-A
 2005-2006-B
 2006-2007-A (92%)
 2007-2008-A (85%)
 2008-2009-A (100%)
 Belleview-Santos Elementary – Principal:
 2009-2010-C (82%)
 2010-2011-B (90%)
 2011-2012-B
 2012-2013-C
 -AMO Reading met in Black and SWD subgroups
 -AMO Math met in ELL subgroup
 -LG Reading 59%
 -LG Math 51%

Jamie Arnold		
Asst Principal	Years as Administrator: 8	Years at Current School: 5

Credentials	Bachelor's in Education Masters in Educational Leadership
Performance Record	Evergreen Elementary – Assistant Principal: 2006-2007-A (100%) 2007-2008-C (77%) 2008-2009-B (85%) Belleview-Santos Elementary – Assistant Principal: 2009-2010-C (82%) 2010-2011-B (90%) 2011-2012-B 2012-2013-C -AMO Reading met in Black and SWD subgroups -AMO Math met in ELL subgroup -LG Reading 59% -LG Math 51%

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Veva Adams		
Full-time / District-based	Years as Coach: 5	Years at Current School: 7
Areas	Reading/Literacy	
Credentials	Bachelor's in Elementary Education ESOL Endorsement Reading Endorsement Masters in Educational Leadership	
Performance Record	Belleview-Santos Elementary – Classroom Teacher 2007-2008-A (92%) 2008-2009 – A (100%) Belleview-Santos Elementary –Reading Coach 2009-2010-C (82%) 2010-2011-B (90%) 2011-2012-B 2012-2013- C -AMO Reading met in Black and SWD subgroups -AMO Math met in ELL subgroup -LG Reading 59% -LG Math 51%	

Classroom Teachers

# of classroom teachers	34
# receiving effective rating or higher	34, 100%
# Highly Qualified Teachers	100%
# certified in-field	34, 100%
# ESOL endorsed	25, 74%
# reading endorsed	20, 59%
# with advanced degrees	9, 26%
# National Board Certified	0, 0%
# first-year teachers	0, 0%
# with 1-5 years of experience	2, 6%

with 6-14 years of experience

20, 59%

with 15 or more years of experience

12, 35%

Education Paraprofessionals**# of paraprofessionals**

15

Highly Qualified

15, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

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

The Principal is responsible in posting positions on District online job vacancy site and hiring current employees who have completed teacher education programs. The Principal and Assistant Principal also have regular meetings with new teachers, as well as partner them with veteran staff. Throughout the year teachers will be provided several professional development opportunities (on-site/district) to maintain up-to-date teaching strategies and knowledge of current state standards for curriculum. The administration will also observe several times throughout the year and provide feedback to the new teacher. Assistance will be provided as needed. Grade level and faculty meetings will also serve to provide information to maintain up-to-date information about the school, grade level, and district. The responsibility of implementing these strategies will be provided by the administration, selected faculty members, and/or district personnel.

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

Margaret Fortner, Amy Strait, and Jerkesea Potts are mentored by the Principal and Assistant Principal. They are participating in administrative duties for their Educational Leadership program. Activities include scheduling, inventory, SIP, as well as other leadership duties. New teachers will be paired with a mentor teacher in the same grade level/department. Throughout the year they will participate in weekly meetings and classroom observations/coaching when needed. Professional development opportunities will be available on site and at the district level throughout the year. The administration will also observe several times throughout the year and provide feedback to the new teacher. Assistance will be provided as needed. The responsibility of our teacher mentoring program/plan will be provided by the administration, selected faculty members who are qualified, and/or district personnel.

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

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

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

The school based leadership team will consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress will be monitored and intervention adjusted 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 school-based MTSS/Rtl Leadership Team is comprised of the members of the Problem Solving Team, the SAT (Student Assistance Team). Members include: Jamie Arnold, Assistant Principal; Alison Polish, Guidance Counselor; James Rowe, Dean; Veva Adams, Reading Coach; and a District assigned Social Worker and Psychologist. The SBLT should consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress should be adjusted based on student growth data.

SBLT 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 and meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of student growth and then needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and areas of need.

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

All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, ELL, ESE, teacher and course. This data includes State Assessments (FCAT, FAIR) as well as local assessments (Focus Calendar Assessments, Benchmark, Quarterly Writing Assessments, Demand Writing, etc.). Performance Matters also allows for teacher comparisons by student 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). Tiered data can be found in Performance Matters where intervention tier is identified and progress monitoring notes are documented.

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

Performance Matters is the program currently in use for data analysis. Test results for all subjects are housed here as well as academic Progress Monitoring plans. SMS holds attendance and discipline information. We are in transition to use AIMS Web this year.

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

MTSS is a training provided annually with on-going assistance for teachers a minimum of three times per year. The SBLT meets formally with teachers to review records, discuss progress, and determine needs/interventions. Students who are flagged are scheduled for more intensive problem solving meetings with the teacher and SBLT. Parents also meet with the teacher several times a year to discuss individual progress and also to explain the MTSS process in regards to their child.

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: 600

Belleview Santos provides after school tutoring for students in grades 3-5. Students are invited based on showing need for support based on previous test scores (local and State assessments).

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students who participate in the program are reflected in the lowest quartile groups. These students are tracked for attendance, performance, and also assigned mentors. Data is used to make instructional decisions for grouping and lesson planning for tutoring. Progress is monitored using AIMS Web and State assessment results.

Who is responsible for monitoring implementation of this strategy?

The Principal monitors the Tutoring program to ensure students are attending the sessions as well as their individual assessment data.

Literacy Leadership Team (LLT)

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

Name	Title
Teresa Forsyth	Principal
Jamie Arnold	Assistant Principal
Veva Adams	Reading Coach
Terri Robinson	Media Specialist

How the school-based LLT functions

The Literacy Leadership Team functions by meeting monthly to discuss ways to improve literacy and motivate students to read. Each grade level shares their perspective and challenges to come together to create school-wide activities to support the Literacy Leadership Team objectives.

Major initiatives of the LLT

The Literacy Leadership Team will focus on students reading for pleasure. BSE will provide opportunities for families to read together and share ways to encourage reading at home. Accelerated Reader program will continue, along with the motivational components to support reading for pleasure.

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 transition into local elementary schools. The primary focus of STAGGER START is to give staff the opportunity to administer assessments, develop one-on-one relationships with students, and eliminate anxiety for children by assigning small groups of students per day to attend school for the first week. FLKRS, which includes the assessments of ECHO and FAIR, are tools used to determine readiness needs, focus instructional strategies, and provide prescriptive instructional implications.

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. We are also funded to support an eight week, pre-Kindergarten program during the summer months. Communications between the summer teachers and beginning Kindergarten teachers is critical in insuring that the gains made during the summer continue forward throughout the beginning school year.

Additionally, our Guidance Department holds articulation meetings with our feeder pattern pre-schools in the late spring. These meetings provide our school with the opportunity to gain important information regarding incoming kindergarten students

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%	53%	No	69%
American Indian				
Asian				
Black/African American	42%	42%	Yes	48%
Hispanic	68%	48%	No	71%
White	69%	56%	No	72%
English language learners	40%	33%	No	46%
Students with disabilities	44%	52%	Yes	50%
Economically disadvantaged	60%	46%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	26%	27%
Students scoring at or above Achievement Level 4	88	25%	26%

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)	210	59%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	199	56%	57%

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)	30	45%	46%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	24	36%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	23%	24%

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	80	67%	68%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	53%	No	69%
American Indian				
Asian				
Black/African American	48%	37%	No	54%
Hispanic	63%	55%	No	67%
White	70%	54%	No	73%
English language learners	44%	44%	Yes	50%
Students with disabilities	43%	38%	No	48%
Economically disadvantaged	60%	45%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	103	29%	30%
Students scoring at or above Achievement Level 4	74	21%	22%

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	182	51%	52%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	164	46%	50%

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	29	28%	29%
Students scoring at or above Achievement Level 4	29	28%	29%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		6
Participation in STEM-related experiences provided for students	400	56%	57%

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	90	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	10	0%	0%
Students who are not proficient in reading by third grade	49	19%	18%
Students who receive two or more behavior referrals	26	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We are a Title I school. Our Parent Involvement Plan is located at www.marion.k12.fl.us/schools/bse.

Specific Parental Involvement Targets

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

- G1.** Our goal is to achieve 2014 FCAT targets: Reading from 53% to 69%; Writing from 67% to 68%; Mathematics from 53% to 69%; and Science from 28% to 29%.

Goals Detail

G1. Our goal is to achieve 2014 FCAT targets: Reading from 53% to 69%; Writing from 67% to 68%; Mathematics from 53% to 69%; and Science from 28% to 29%.

Targets Supported

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

Resources Available to Support the Goal

- Core programs (Wonders, Go Math, National Geographic), AIMS Web, Supplemental programs (Wonderworks, Soar to Success, Corrective Reading, Voyager, Rewards)

Targeted Barriers to Achieving the Goal

- Increase time for training and collaboration with instructional staff in order to improve core instruction.
- Increase the number of staff available to work with struggling students in core subjects.
- Increase the amount of instructional time with struggling students in core subjects.
- Increase communication with families to support instruction in the classroom.
- Provide supplemental material to support classroom instruction.

Plan to Monitor Progress Toward the Goal

Administration will progress monitor by pulling reports from available data sources, such as Performance Matters and AIMS Web

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly beginning October 2013

Evidence of Completion:

Reports will be discussed and documented on Grade level minutes.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal is to achieve 2014 FCAT targets: Reading from 53% to 69%; Writing from 67% to 68%; Mathematics from 53% to 69%; and Science from 28% to 29%.

G1.B1 Increase time for training and collaboration with instructional staff in order to improve core instruction.

G1.B1.S1 Provide planning days for teachers to collaborate and create lesson plans utilizing Common Core Standards for core subjects.

Action Step 1

Teachers will be provided a planning day to collaborate as a team (either grade level or department) and create quality lesson plans to support Common Core instruction.

Person or Persons Responsible

Reading Coach and Common Core Lead Teachers will assist teachers on planning days to support Common Core instruction.

Target Dates or Schedule

September 16, 18, and 19, 2013

Evidence of Completion

The grade level or department will provide a copy of their completed work from the planning day.

Facilitator:

Administration and Reading Coach

Participants:

All classroom teachers

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

Administration will observe core instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

The administration will follow the MCIES timeline for walkthroughs (4), informal (1), and formal observations (1).

Evidence of Completion

Electronic data available from observations in TNL.

Plan to Monitor Effectiveness of G1.B1.S1

Administration will use data analysis from local assessments to determine effectiveness of instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly beginning September 2013

Evidence of Completion

Local assessment data meetings documented on grade level minutes.

G1.B2 Increase the number of staff available to work with struggling students in core subjects.

G1.B2.S1 Provide paraprofessionals to assist Teacher during core instruction.

Action Step 1

Administration will schedule paraprofessionals to work with students in classrooms during core instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Paraprofessional schedule

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

Administration will observe how teachers utilize paraprofessionals during classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

The administration will follow the MCIES timeline for walkthroughs (4), informal (1), and formal observations (1).

Evidence of Completion

Administration observation notes documenting Supervision of Paraprofessional in Domain 2c.

Plan to Monitor Effectiveness of G1.B2.S1

Administration will review local assessment data to monitor effectiveness of instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Data analysis documented on Grade level minutes.

G1.B3 Increase the amount of instructional time with struggling students in core subjects.

G1.B3.S1 Provide tutoring afterschool for students who are struggling.

Action Step 1

Administration will hire staff and invite students to participate in afterschool tutoring

Person or Persons Responsible

Administration

Target Dates or Schedule

January 2014

Evidence of Completion

Copy of contracts and student invitations

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Administration will monitor attendance during afterschool tutoring

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance rosters

Plan to Monitor Effectiveness of G1.B3.S1

Administration will progress monitor students who are enrolled in afterschool tutoring

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly beginning February 2014

Evidence of Completion

Hard copy of report

G1.B4 Increase communication with families to support instruction in the classroom.

G1.B4.S1 Provide parent involvement activities including communication via student planners, newsletters, and parent nights (including books to take home and food items).

Action Step 1

Principal will provide student planners, newsletters, and parent nights.

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly beginning August 2013

Evidence of Completion

Attendance rosters for parent nights, sample of student planner, and copy of newsletters

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Administration will track parent involvement activity attendance

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly beginning August 2013

Evidence of Completion

Sign in sheets

Plan to Monitor Effectiveness of G1.B4.S1

Principal will provide parent surveys

Person or Persons Responsible

Principal

Target Dates or Schedule

Annually

Evidence of Completion

Result of parent surveys

G1.B5 Provide supplemental material to support classroom instruction.

G1.B5.S1 Provide Time for Kids magazine subscriptions to support Common Core instruction.

Action Step 1

Time for Kids magazines

Person or Persons Responsible

Administration will provide subscriptions.

Target Dates or Schedule

Ordered September 2013 and provided monthly

Evidence of Completion

Copy of order and sample magazine

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Observe classroom use of TFK to support Common Core.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly beginning October 2013

Evidence of Completion

Observation notes

Plan to Monitor Effectiveness of G1.B5.S1

Teachers will use TFK as a grade to monitor acquisition of skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly beginning October 2013

Evidence of Completion

Power Teacher grades

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 - see Title I budget.

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate. Families must meet the federal eligibility to participate in the program.

Title I –Part D- Neglected and Delinquent

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

Title X: 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)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

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

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

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at Belleview Santos.

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. Our goal is to achieve 2014 FCAT targets: Reading from 53% to 69%; Writing from 67% to 68%; Mathematics from 53% to 69%; and Science from 28% to 29%.

G1.B1 Increase time for training and collaboration with instructional staff in order to improve core instruction.

G1.B1.S1 Provide planning days for teachers to collaborate and create lesson plans utilizing Common Core Standards for core subjects.

PD Opportunity 1

Teachers will be provided a planning day to collaborate as a team (either grade level or department) and create quality lesson plans to support Common Core instruction.

Facilitator

Administration and Reading Coach

Participants

All classroom teachers

Target Dates or Schedule

September 16, 18, and 19, 2013

Evidence of Completion

The grade level or department will provide a copy of their completed work from the planning day.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our goal is to achieve 2014 FCAT targets: Reading from 53% to 69%; Writing from 67% to 68%; Mathematics from 53% to 69%; and Science from 28% to 29%.	\$104,780
Total		\$104,780

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Materials	Total
Title I	\$101,061	\$3,719	\$104,780
Total	\$101,061	\$3,719	\$104,780

Budget Details

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

G1. Our goal is to achieve 2014 FCAT targets: Reading from 53% to 69%; Writing from 67% to 68%; Mathematics from 53% to 69%; and Science from 28% to 29%.

G1.B1 Increase time for training and collaboration with instructional staff in order to improve core instruction.

G1.B1.S1 Provide planning days for teachers to collaborate and create lesson plans utilizing Common Core Standards for core subjects.

Action Step 1

Teachers will be provided a planning day to collaborate as a team (either grade level or department) and create quality lesson plans to support Common Core instruction.

Resource Type

Personnel

Resource

Substitute Teachers

Funding Source

Title I

Amount Needed

\$5,034

G1.B2 Increase the number of staff available to work with struggling students in core subjects.

G1.B2.S1 Provide paraprofessionals to assist Teacher during core instruction.

Action Step 1

Administration will schedule paraprofessionals to work with students in classrooms during core instruction

Resource Type

Personnel

Resource

4 Paraprofessionals

Funding Source

Title I

Amount Needed

\$92,889

G1.B3 Increase the amount of instructional time with struggling students in core subjects.

G1.B3.S1 Provide tutoring afterschool for students who are struggling.

Action Step 1

Administration will hire staff and invite students to participate in afterschool tutoring

Resource Type

Personnel

Resource

10 Teachers and 2 Paraprofessionals

Funding Source

Title I

Amount Needed

\$3,138

G1.B4 Increase communication with families to support instruction in the classroom.

G1.B4.S1 Provide parent involvement activities including communication via student planners, newsletters, and parent nights (including books to take home and food items).

Action Step 1

Principal will provide student planners, newsletters, and parent nights.

Resource Type

Evidence-Based Materials

Resource

Student planner, paper for newsletters, parent night food and books

Funding Source

Title I

Amount Needed

\$2,804

G1.B5 Provide supplemental material to support classroom instruction.

G1.B5.S1 Provide Time for Kids magazine subscriptions to support Common Core instruction.

Action Step 1

Time for Kids magazines

Resource Type

Evidence-Based Materials

Resource

Time for Kids magazine subscription which provides magazine, teacher resource, and online access.

Funding Source

Title I

Amount Needed

\$915