



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Middleton Burney Elementary School

1020 HUNTINGTON RD

Crescent City, FL 32112

386-698-1238

<http://mbes.putnamschools.org/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 96%
Alternative/ESE Center No	Charter School No	Minority Rate 78%

School Grades History

2013-14 NOT GRADED	2012-13	2011-12	2010-11
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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

Middleton Burney Elementary

Principal

James Stout

School Advisory Council chair

Sandy Dean

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

Name	Title
Beth Leary	Asst Principal
Lacey Hawk	Curriculum Resource Teacher

District-Level Information

District

Putnam

Superintendent

Ms. Phyllis Criswell

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

Sandra Dean - SAC Chair
 James Stout - Principal
 Barbara Shull - Secretary
 Bill Pickens - Community Leader (Voting Member)
 Julia Bradsher - Teacher (Voting Member)
 Natasha Newbold - Parent (Voting Member)

Involvement of the SAC in the development of the SIP

The SAC Chair helps to collect data and information to be used to write the school improvement plan.

Activities of the SAC for the upcoming school year

Allocate SAC funds to aide the classrooms.

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

Rewards for 3rd grade studens scoring 5 on FCAT Math and/or Reading.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

James Stout

Principal	Years as Administrator: 7	Years at Current School: 2
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Credentials

Masters in Educational Leadership,
 Bachelors in Elementary Education,
 Middle Grades Math,
 ESOL for Administrators

Performance Record

Middleton-Burney Elementary School
 2012-2013 School Grade C; % Meeting High Standards in Reading 35%., Math 52%.
 2011-2012 School Grade B; % Meeting High Standards in Reading 31%., Math 41%.
 W.J. Beasley Middle School
 2010-2011 School Grade D; % Meeting High Standards in Reading 45%., Math 36%, Writing 94%, Science 27%, AYP NO.
 2009-2010 School Grade D; % Meeting High Standards in Reading 49%., Math 41%, Writing 99%, Science 25%, AYP NO.
 2008-2009 School Grade C; % Meeting High Standards in Reading 51%., Math 40%, Writing 91%, Science 28%, AYP NO.

Beth Leary

Asst Principal

Years as Administrator: 3

Years at Current School: 0

CredentialsMasters in Educational Leadership,
Bachelors in Elementary Education,
National Board Certified Teacher**Performance Record**Interlachen Elementary School
2012-2013 School Grade C; % Meeting High Standards in
Reading 37%., Math 50%, Writing 70%.
2011-2012 School Grade B; % Meeting High Standards in
Reading 61%., Math 59%, Writing 83%, Science 40%.
2010-2011 School Grade A; % Meeting High Standards in
Reading 80%., Math 87%, Writing 91%, Science 64%, AYP YES.**Instructional Coaches****# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Lacey Hawk**

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Reading/Literacy

CredentialsBachelors in Elementary Education
Masters in Educational Leadership**Performance Record**Middleton-Burney Elementary School
2012-2013 School Grade C; % Meeting High Standards in
Reading 35%., Math 52%.
Kelley Smith Elementary School
2011-2012 School Grade B; % Meeting High Standards in
Reading 56%., Math 67%, Writing 83%.
2010-2011 School Grade B; % Meeting High Standards in
Reading 60%., Math 72%, Writing 91%, Science 56%, AYP NO**Classroom Teachers****# of classroom teachers**

41

receiving effective rating or higher

40, 98%

Highly Qualified Teachers

93%

certified in-field

40, 98%

ESOL endorsed

33, 80%

reading endorsed

5, 12%

with advanced degrees

12, 29%

National Board Certified

1, 2%

first-year teachers

3, 7%

with 1-5 years of experience

12, 29%

with 6-14 years of experience

16, 39%

with 15 or more years of experience

10, 24%

Education Paraprofessionals**# of paraprofessionals**

17

Highly Qualified

17, 100%

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

2

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 recruitment of highly qualified teachers will begin with establishing a climate at the school in which highly qualified teachers want to teach. A professional attitude is displayed by everyone at the school with respect and high expectations of all students. The instructional decisions and programs will reflect a commitment of excellence. Beyond the school climate, all postings of teaching vacancies will reflect the requirement of highly qualified applicants and no one will be hired who does not meet this criteria.

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

New teachers are assigned mentors who are recognized leaders at the school, have a strong understanding of academic standards, curriculum and instructional practice along with excellent classroom management within their grade level.

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

Grade level teams meet on a monthly basis to review student data and identify students who are not proficient to brainstorm strategies for intervention, remediation, PMPs, and iii. The MTSS process is started by the teacher, selecting a skill to work on and recording student progress. The teacher will also initiate a PMP for the individual student that is targeted. Students who are not demonstrating growth towards proficiency are referred to the SBT team. SBT meetings are held every Thursday to discuss in detail learning modalities, variety of interventions that have been used and student progress or lack thereof. The team determines what the next steps should be to remediate the student and the next meeting is scheduled 6-12 weeks later to follow-up. Quarterly Data Review meetings are held with the Principal or Assistant Principal, Guidance Counselor, Teacher, Reading Coach and Resource Teachers if needed to review class data and discuss in detail struggling students, particularly those in the MTSS process.

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

Grade Level Teams provide support and help one another brainstorm ideas to meet the learning modalities of each student.

Teachers and Para-professionals provide remediation and interventions with the teacher graphing the students progress.

Guidance Counselor is also the School Based Team Leader who schedules MTSS meetings and ensures that the paperwork is completed.

The SBT provides feedback and support to teachers for interventions and student needs.

Reading Coach provides a variety of curriculum and strategies for remediation.

Translators bridge the communication gap between parents and staff, as well as providing strategies for the parents so they can work on whole language with their child.

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

Weekly MTSS meetings and Quarterly Data Reviews are opportunities for the Leadership Team to review student data toward the goals of the SIP.

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, Skyward, FAIR, Individual Student Portfolios, Cum Folder Review Sessions, Grade Level Data Meetings, Quarterly Data Reviews.

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

Professional Development is provided at the beginning and end of each school year. Training will be held on how to write PMPs, graphing and Performance Matters. Parent Involvement Nights, Spanish Parent Nights, and ESOL meetings with teachers and parents to provide information and data to parents.

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: 180

21st Century CARES - South Putnam After-school Program

The program has 4 goals:

- 1) Improve academic achievement and school behavior;
- 2) Increase parental support and involvement in education;
- 3) Improve student fitness levels;
- 4) Expose students to Fine Arts and culture.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data is collected using "EZReports" online data collection for attendance with the exception of fitness levels which are taken using a spreadsheet at the local site level. Attendance logs of parent nights are kept in the audit box also. Information is also collected from the regular school day teacher for feedback to the program. The form asks the regular school day teacher to record increases, decreases, or no change in behavior, attendance, and academics. The combination of data denotes effectiveness.

Who is responsible for monitoring implementation of this strategy?

The program is monitored by the Program Director and independent evaluators.

Literacy Leadership Team (LLT)

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

Name	Title
James Stout	Principal
Beth Leary	Assistant Principal
Lacey Hawk	Reading Coach
Susannah Bender	Guidance Counselor

Name	Title
Cindy Pugh	Kindergarten Team Leader
Debra Harcus	1st Grade Team Leader
Chris Cheshire	2nd Grade Team Leader
Sandra Dean	3rd Grade Team Leader

How the school-based LLT functions

The team meets monthly to review the progress of our students in Reading. All data available since the last meeting is reviewed and the progress of each grade level is carefully analyzed. Strategies are determined to address areas of decline or concerns brought to the committee by the teams. Meetings with parents to support instructional efforts are planned by the committee and implemented. Accelerated Reader, Imagine Learning, SuccessMaker are used school-wide to support reading.

Major initiatives of the LLT

Instruction is planned around Common Core State Standards. Balanced literacy is the focus through center-based instruction using the Daily 5 with CAFE, FCRR centers or teacher created centers determined by student needs. Instruction will be data driven using FAIR, STAR, SRI and Performance Matters to determine areas that need to be remediated, taught whole class or provide enrichment.

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

District wide, all elementary schools invite Pre-K students to a Kindergarten Round-up in the Spring. This event is well-advertised and well attended. Additional information is sent through Child Find, so that parents of non-school age children can better prepare and any special needs can be identified and addressed prior to starting school. We also have Pre-K classes at each school There is also outreach to the community to VPK providers via invitation to trainings and informational meetings at the district level. These initiatives are overseen by a District Pre-K Coordinator. The Pre-K Coordinator will ensure close articulation between Pre-K and Kindergarten.

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	50%	35%	No	55%
American Indian				
Asian				
Black/African American	40%	23%	No	46%
Hispanic	43%	29%	No	48%
White	68%	52%	No	71%
English language learners	40%	23%	No	46%
Students with disabilities	38%	13%	No	45%
Economically disadvantaged	48%	32%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	35%	55%
Students scoring at or above Achievement Level 4	21	14%	25%

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)	163	48%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	70	21%	29%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	44	13%	22%

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	57%	52%	No	61%
American Indian				
Asian				
Black/African American	55%	38%	No	60%
Hispanic	47%	58%	Yes	52%
White	76%	55%	No	78%
English language learners	43%	54%	Yes	49%
Students with disabilities	42%	67%	Yes	48%
Economically disadvantaged	55%	52%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	52%	61%
Students scoring at or above Achievement Level 4	21	14%	25%

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	114	16%	14%
Students retained, pursuant to s. 1008.25, F.S.	14	2%	1%
Students who are not proficient in reading by third grade	92	58%	45%
Students who receive two or more behavior referrals	6	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	1%	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

Due to our high Hispanic and migrant population, many of our parent involvement events focus on meeting the needs of these families. All communication that goes home to parents is written in English and Spanish. The first parent night is Hispanic Parent Night where information about their child's education is provided in English and Spanish. Cella Meetings have been held during the day; however, this year we will hold meetings 9 a.m. and into the evening, as late as 9 p.m. This will allow parents who work in the fields to participate in the meetings without missing work. An emphasis will be placed on

celebrating the culture of our students through the types of food that is served with possibly having a cook-off to show off the varieties and types of foods eaten in their homes. With the music program returning to the school, the children will have an opportunity to perform at parent nights to encourage them to attend to watch their children.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Improve attendance of parents through a variety of cultural, educational and entertaining events.	400	57%	60%

Goals Summary

- G1.** By the end of the 2013-2014 school year, the number of students scoring proficient on the 2014 FCAT will be at the AMO targets (Reading 55% and Math 61%).

Goals Detail

G1. By the end of the 2013-2014 school year, the number of students scoring proficient on the 2014 FCAT will be at the AMO targets (Reading 55% and Math 61%).

Targets Supported

- Reading (AMO's, FCAT2.0, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0)
- EWS - Elementary School

Resources Available to Support the Goal

- Common Core State Standards, Balanced Literacy (Center-based Instruction), Daily 5, CAFE, Imagine Learning, Read Right Tutoring, grade level Para-professionals to provide interventions, Harcourt Reading, EnVisions Math, Novels, Roots Readers, Reading A-Z, Raz Kids, Tumblebooks

Targeted Barriers to Achieving the Goal

- Students are at different levels and are not homogeneously grouped.
- High ESOL population creates a language barrier for students.
- Nine new teachers, which is approximately 1/4 of our staff.

Plan to Monitor Progress Toward the Goal

Growth on regular assessments

Person or Persons Responsible

Teacher, Reading Coach, Principal, Assistant Principal, Guidance Counselor

Target Dates or Schedule:

Daily, monthly, quarterly and end of year

Evidence of Completion:

STAR, SRI, Performance Matters, FAIR, FCAT

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By the end of the 2013-2014 school year, the number of students scoring proficient on the 2014 FCAT will be at the AMO targets (Reading 55% and Math 61%).

G1.B1 Students are at different levels and are not homogeneously grouped.

G1.B1.S1 Teachers will use small group instruction meeting the students where they are in language development and skill proficiency.

Action Step 1

Students will be grouped during small group instruction to focus on the specific area of need for that group. Learning goals will be posted and understood by all students. Tracking of student progress daily through formative assessments.

Person or Persons Responsible

Teacher, Reading Coach

Target Dates or Schedule

Daily small group, direct instruction during centers

Evidence of Completion

Running records created by the teacher or from CAFE. Lesson Plans

Facilitator:

Reading Coach, TIF Leaders

Participants:

Teachers by grade level

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

Grade level teams will meet to plan and monitor implementation. Reading Coach will visit classrooms to observe and document implementation.

Person or Persons Responsible

Reading Coach, Grade Level Teams, Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Running Records made by teacher or CAFE notebooks, classroom walkthroughs, lesson plans, Reading Coach notes.

Plan to Monitor Effectiveness of G1.B1.S1

Daily observations, weekly assessments, classroom walkthroughs, monthly grade level data reviews and Quarterly Data Reviews

Person or Persons Responsible

Teacher, Reading Coach, Administrators

Target Dates or Schedule

Daily, Weekly Quarterly

Evidence of Completion

STAR, SRI, Performance Matters, RC percentil on FAIR at AP2 and FCAT data

G1.B2 High ESOL population creates a language barrier for students.

G1.B2.S1 Bubble students from 2nd and 3rd grades are in Read Right tutoring to provide the direct and regimented Reading instruction to improve fluency, accuracy and comprehension.

Action Step 1

Direct instruction in precision reading.

Person or Persons Responsible

Read Right Tutors

Target Dates or Schedule

5 days per week, on a 1:5 ratio with 2 totors

Evidence of Completion

Logs maintained by tutors.

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

Read Right tutoring will take place during iii time.

Person or Persons Responsible

Read Right Tutors, Principal

Target Dates or Schedule

Daily instruction

Evidence of Completion

Read Right monthly reports

Plan to Monitor Effectiveness of G1.B2.S1

Grade Level meetings, Quarterly Data Reviews, FAIR, STAR, FCAT, Performance Matters, and SRI

Person or Persons Responsible

Teacher, Reading Coach, Principal, Assistant Principal, Guidance Counselor

Target Dates or Schedule

Monthly, Quarterly, End of School Year

Evidence of Completion

Running Records, Data from RC percentile of FAIR at AP2, STAR, FCAT, Performance Matters and SRI

G1.B2.S2 Balanced Literacy or Center-Based instruction provides opportunities for differentiation of instruction in Reading and Math to meet the students specific needs through remediation or enrichment.

Action Step 1

Differentiated instruction provided in small groups. Students not at teacher table will be in centers working on previous skills, enrichment or CAFE centers. Math will utilize manipulatives or student representations of the problems through pictures.

Person or Persons Responsible

Teachers, Para pros

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

Facilitator:

Reading Coach, TIF Leaders

Participants:

Teachers by grade level

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Implementation of strategies from TIF sessions, structured into the Balanced Literacy Model

Person or Persons Responsible

Teachers, Reading Coach, Administrators

Target Dates or Schedule

Daily, Weekly, Quarterly

Evidence of Completion

Lesson Plans, iObservation observations, Peer observations

Plan to Monitor Effectiveness of G1.B2.S2

Improvement in student performance as evidenced by assessments.

Person or Persons Responsible

Teachers, Reading Coach, Administrators

Target Dates or Schedule

Weekly and Quarterly

Evidence of Completion

SRI, STAR, FAIR, Performance Matters, FCAT data

G1.B2.S3 Hispanic Parent Nights and ESOL Nights are held with translators to bridge the language barrier and provide educational resources and information to our non-English speaking parents.

Action Step 1

Parent events will include translators in order to facilitate understanding for parents and staff.

Person or Persons Responsible

Teachers, Translators, Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Agenda and sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Interaction between staff and parents via translators

Person or Persons Responsible

Teachers and translators

Target Dates or Schedule

Quarterly

Evidence of Completion

Agendas and sign-in sheets, Q & A between parents and teachers

Plan to Monitor Effectiveness of G1.B2.S3

Parents are able to assist their child with homework and other school related items.

Person or Persons Responsible

Parents, students, teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in the number of students who complete their homework and other school related items with parent assistance.

G1.B3 Nine new teachers, which is approximately 1/4 of our staff.

G1.B3.S1 Provide professional development for new faculty members so they can confidently and competently implement Balanced Literacy and Common Core in their classroom, in order to meet the needs of the students.

Action Step 1

Coaching, Modeling, PLCs, classroom observations by Administrators and Reading Coach, Observing other teachers.

Person or Persons Responsible

Reading Coach, Team Leaders, Mentors, Principal, Assistant Principal

Target Dates or Schedule

Daily, Weekly, Quarterly

Evidence of Completion

Mentoring Log, Coaching Plan, Sign-in sheets at Team Meetings and PLCs.

Facilitator:

Reading Coach

Participants:

Grade Levels on Balanced Literacy, CCSS and Daily 5

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

Lesson Plans, Classroom Observations, Student Data

Person or Persons Responsible

Reading Coach, Principal, Assistant Principal, Mentor

Target Dates or Schedule

Weekly, Monthly, Quarterly

Evidence of Completion

iObservation, Coaching Logs, Student Running Records, Mentoring Logs

Plan to Monitor Effectiveness of G1.B3.S1

Student performance on assessments

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

Quareterly, End of school year

Evidence of Completion

SRI, STAR, FAIR, Performance Matters, FCAT data

Coordination and Integration

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

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

Title I, Part A: Improving the Academic Achievement of the Disadvantaged by Improving Basic Programs operated by local educational agencies. Title I, Part A programs are coordinated through the District Instructional Team (IT) and includes the above mention personnel and the Directors of Elementary, Secondary, Exceptional Student Education and Federal Programs. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure all entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. Communication throughout the year is ongoing with the building level administrators regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways: (1) Principal meets are scheduled monthly; (2) Periodic and scheduled validity assessments are completed during the year by the IT; (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites; (4) Training meetings are held targeting goals and objectives set by each participating school; (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year; (6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed.

Title I, Part C - Migrant: In addition to the services provided by Title I, Part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the district Instructional Team (IT) and include the above mentioned personnel at the school site and the Directors of Elementary, Secondary and Exceptional Student Education.

Title I, Part D: Putnam County District Schools maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health (Health services for students) to serve Homeless and Neglected and Delinquent students by providing health services. The District also partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II: Preparing, training, and recruiting high quality teachers and principals includes Part A, Teacher and Principal Training and Recruiting Fund and Part D, Enhancing Education through Technology. Initiatives to improve the quality of instruction are directed by Local Educational Agencies. These programs are directed through the district's Curriculum and Instruction Team (IT) and includes the above mentioned personnel and the Directors of Staff Development, Elementary, Secondary, Exceptional Education, and Federal Programs.

Title III: The school coordinates language instruction for Limited English Proficient and Immigrant students to improve their academic achievement, LEP and Immigrant education initiatives are supervised by the Department of Curriculum and Instruction. This team meets (at a minimum) monthly and establish and monitors program evaluation for all schools to ensure that services are aligned to specific school needs and are efficiently funded without duplication.

Articulation is ongoing regarding progress toward these goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal meetings are scheduled monthly;
- (2) Periodic and scheduled validity assessments are completed during the year by the IT;
- (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites;
- (4) Training meetings are held targeting goals and objectives set by each school.
- (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year;

(6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed. At the school level, teachers and administrators can access LEP and Immigrant student's progress monitoring plan across multiple data sources.

Title X - Homeless: The McKinney-Vento Homeless Education Assistance Improvement Act provides additional services to our students classified as homeless.

Title VI: Flexibility and Accountability includes Part B, Rural Education Initiative. These programs are administered by the Director of Professional Development.

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. By the end of the 2013-2014 school year, the number of students scoring proficient on the 2014 FCAT will be at the AMO targets (Reading 55% and Math 61%).

G1.B1 Students are at different levels and are not homogeneously grouped.

G1.B1.S1 Teachers will use small group instruction meeting the students where they are in language development and skill proficiency.

PD Opportunity 1

Students will be grouped during small group instruction to focus on the specific area of need for that group. Learning goals will be posted and understood by all students. Tracking of student progress daily through formative assessments.

Facilitator

Reading Coach, TIF Leaders

Participants

Teachers by grade level

Target Dates or Schedule

Daily small group, direct instruction during centers

Evidence of Completion

Running records created by the teacher or from CAFE. Lesson Plans

G1.B2 High ESOL population creates a language barrier for students.

G1.B2.S2 Balanced Literacy or Center-Based instruction provides opportunities for differentiation of instruction in Reading and Math to meet the students specific needs through remediation or enrichment.

PD Opportunity 1

Differentiated instruction provided in small groups. Students not at teacher table will be in centers working on previous skills, enrichment or CAFE centers. Math will utilize manipulatives or student representations of the problems through pictures.

Facilitator

Reading Coach, TIF Leaders

Participants

Teachers by grade level

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans

G1.B3 Nine new teachers, which is approximately 1/4 of our staff.

G1.B3.S1 Provide professional development for new faculty members so they can confidently and competently implement Balanced Literacy and Common Core in their classroom, in order to meet the needs of the students.

PD Opportunity 1

Coaching, Modeling, PLCs, classroom observations by Administrators and Reading Coach, Observing other teachers.

Facilitator

Reading Coach

Participants

Grade Levels on Balanced Literacy, CCSS and Daily 5

Target Dates or Schedule

Daily, Weekly, Quarterly

Evidence of Completion

Mentoring Log, Coaching Plan, Sign-in sheets at Team Meetings and PLCs.

Appendix 2: Budget to Support School Improvement Goals