



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

James A. Long Elementary School
1400 OLD JACKSONVILLE RD
Palatka, FL 32177
386-329-0575
long.putnamschools.org

School Demographics

| | | |
|---|-----------------------------|---|
| School Type Elementary School | Title I Yes | Free and Reduced Lunch Rate 77% |
| Alternative/ESE Center No | Charter School No | Minority Rate 43% |

School Grades History

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| 2013-14 C | 2012-13 D | 2011-12 C | 2010-11 C |
|---------------------|---------------------|---------------------|---------------------|

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

James A. Long Elementary School

Principal

Sarajeon McDaniel

School Advisory Council chair

Katie Sheffield

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

| Name | Title |
|-------------------|-----------------------------|
| Sarajeon McDaniel | Principal |
| Bryan Helms | Assistant Principal |
| Brandy Meetze | Reading Coach |
| Michelle Mikell | RTI & Cambridge Coordinator |
| Jane Register | Guidance Counselor |

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

The James A. Long SAC team is made up of the school based leadership team. Membership includes instructional as well as non instructional staff, parents, a local business person and community church representatives. SAC officers include president, vice president, secretary, and treasurer.

Crystal Petty - Parent

Brandy Wilkinson - Parent

Brittney Marshall - Teacher

Kim Wright - Teacher

Brenda Atkins - Business Partner

Jana Akers - Parent

Involvement of the SAC in the development of the SIP

The school members and SAC members meet to review previous year data and create a plan for school improvement. We then share the school improvement plan at a SAC meeting for final review, input and approval.

Activities of the SAC for the upcoming school year

We will meet the second Tuesday of every month to discuss the school improvement plan and any issues that have occurred with the SAC. Our primary focuses will be on student safety and student achievement. We will also discuss spending remaining money on academic resources and student incentive activities.

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

There are limited funds left over from previous years. This money will be spent on FCAT Awards, FCAT incentives, academic resources and school wide initiatives.

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:

Sarajeon McDaniel

Principal

Years as Administrator: 5

Years at Current School:

Credentials

Bachelor's Degree in Elementary Education
 Early Childhood Certified
 Reading Endorsement
 Master's Degree in Educational Leadership

Performance Record

2009-2010-Assistant Principal School Grade: C
 66% Proficient in Reading
 74% Proficient in Math
 55% Making Reading Gains
 66% Making Math Gains
 38% of Lowest 25% Making Learning Gains in Reading
 78% of Lowest 25% Making Learning Gains in Math
 2010-2011 Principal School Grade: C
 67% Proficient in Reading
 68% Proficient in Math
 62% Making Reading Gains
 59% Making Math Gains
 58% of Lowest 25% Making Learning Gains in Reading
 56% of Lowest 25% Making Learning Gains in Math
 2011-2012-Principal School Grade: C
 36% Proficient in Reading
 51% Proficient in Math
 49% Making Reading Gains
 73% Making Math Gains
 53% of Lowest 25% Making Learning Gains in Reading
 80% of Lowest 25% Making Learning Gains in Math
 2012-2013-Principal School Grade: D
 39% Proficient in Reading
 31% Proficient in Math
 53% Making Reading Gains
 40% Making Math Gains
 58% of Lowest 25% Making Learning Gains in Reading
 34% of Lowest 25% Making Learning Gains in Math

Bryan Helms

Asst Principal

Years as Administrator: 2

Years at Current School: 1

Credentials

Bachelor's Degree in Criminal Justice
 Master's Degree in Educational Leadership
 K-12 PE
 K-6 Education
 Educational Leadership

Performance Record

2012-2013-Assistant Principal School Grade: C
 46% Proficient in Reading
 55% Proficient in Math
 61% Making Reading Gains
 62% Making Math Gains
 59% of Lowest 25% Making Learning Gains in Reading
 57% of Lowest 25% Making Learning Gains in Math

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Brandy Meetze**

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Reading/Literacy, Data

Credentials

Bachelor's Degree in Elementary Education
 Master's in Reading
 Master Trainer for NEFEC

Performance Record

N/A

Michelle Mikell

Full-time / School-based

Years as Coach: 3

Years at Current School: 2

Areas

RtI/MTSS

Credentials

Bachelor's degree in Elementary Education

Performance Record

2012-2013 School Grade: D

39% Proficient in Reading

31% Proficient in Math

53% Making Reading Gains

40% Making Math Gains

58% of Lowest 25% Making Learning Gains in Reading

34% of Lowest 25% Making Learning Gains in Math

Classroom Teachers**# of classroom teachers**

33

receiving effective rating or higher

32, 97%

Highly Qualified Teachers

97%

certified in-field

32, 97%

ESOL endorsed

15, 45%

reading endorsed

4, 12%

with advanced degrees

5, 15%

National Board Certified

1, 3%

first-year teachers

2, 6%

with 1-5 years of experience

11, 33%

with 6-14 years of experience

10, 30%

with 15 or more years of experience

12, 36%

Education Paraprofessionals

of paraprofessionals

11

Highly Qualified

10, 91%

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 county sends Human Resource personnel to educational job fairs they in turn report to the schools those candidates in which they feel are qualified for instructional positions within Putnam County School District.

We also work closely with 2 local colleges to recruit certified teachers. We welcome interns and pre-interns at James A. Long. This allows us to "preview" potential teaching candidates in action.

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

There is a beginning teacher program in place in Putnam County. Each first year teacher is paired with a mentor and they complete a beginning year packet that includes important information useful for new teachers. There is also a new teacher training that is held at the district level at the beginning of each school year.

Our CRT works closely with beginning teachers to model for them and coach them as they learn new curriculum and manage a first year classroom.

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

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

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

The James A. Long SBLT consists of the MTSS Coordinator, Guidance Counselor, CRT, Principal or AP. The meetings include the school based team with a teacher leader. All teachers were clearly trained in the MTSS process by the county MTSS coordinator. Appropriate forms and data are collected at the classroom level and brought to the attention of the MTSS team when support is needed. The team meets to discuss individual needs of students and to suggest strategies to assist individual students.

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

Michell Mikel - MTSS Coordinator

Bryan Helms - Attends meetings and suggests appropriate interventions

Sarajea McDaniel - Attends meetings and suggests appropriate interventions

Brandy Meetze - Discusses possible interventions based on student reading interferences.

Melisa Kummer - Recommends interventions and evaluations if the team determines a need.

Jane Register - Schedules the meeting and supports with testing and intervention strategies.

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

Student data is reviewed by the team. Administration monitors lesson plans that includes interventions and strategies that were determined in the SBT meeting. Administration also monitors MTSS interventions during walk throughs to ensure that data is being collected and used for instruction during the intervention period.

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, Fair, SRI, benchmark assessments, Write Score and STAR.

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

Prior to the first day of school, the district MTSS Specialist provided professional learning for the staff on the MTSS process. She provided explicit county adopted processes to be followed at the school level. She has followed this up by attending and being a part of MTSS meetings and reviewing completed forms. As needed, based on the MTSS teams performance, she will return to provide support.

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: 34,560

The 21st Century After School Program employs certified teachers. These teachers communicate with day school teachers and offer supplemental instruction in core academic subjects. In addition, enrichment activities such as music, dance, art and drama are offered to provide a well rounded education.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Student and teacher surveys are conducted annually. In addition, progress monitoring data as well as summative data is shared between day school and the after school program providers.

Who is responsible for monitoring implementation of this strategy?

Laurie Gauch is the district coordinator of the 21st Century Afterschool Program. She employs site coordinators at each school.

Literacy Leadership Team (LLT)

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

| Name | Title |
|-------------------|-----------------------------|
| Sarajeon McDaniel | Principal |
| Bryan Helms | Assistant Principal |
| Brandy Meetze | CRT |
| Jill Brown | Teacher Leader |
| Christy Cornwell | Teacher Leader |
| Savannah Sims | Teacher Leader Admin Intern |

How the school-based LLT functions

The school level administrators meet weekly with the CRT discuss school vision and current goals. The CRT then leads bi-weekly PLC meetings that include professional development and learning to support school wide goals.

Major initiatives of the LLT

The first literacy priority is to support differentiation in the classroom along with establishing a proven reading structure. Initiatives will include: Reading and writing in all content areas, Close Reading, text marking, and utilizing data collected through formative assessments and Performance Matters to differentiate instruction to meet the specific needs of students. A strong focus will be on small group differentiated instruction.

Every Teacher Contributes to Reading Instruction

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

Every teacher meets bi-weekly in a PLC to interpret current data, learn more about current reading strategies and how they can be integrated into all content areas. The ELA Cadre members attend monthly county level professional development trainings and return to their teams to share new learning. The teams work together to interpret data and to plan appropriate differentiated instruction for each student.

Administrators attend as many meetings as possible and regularly monitor teacher effectiveness through Marzano documented walkthroughs. Feedback is given to all instructional personnel.

Administrators hold quarterly data reviews with individual teachers. At this time, they discuss interventions and make modifications to existing interventions when necessary. Behavior, academic and attendance concerns are all addressed during the quarterly review sessions.

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

We hold the Keys to Kindergarten Success Workshop each year for pre-kindergarten parents. The school sends home the kindergarten first nine week expectations at this time with all parents so that they may start instruction at home over the summer. This also helps parents understand the intensity of the kindergarten curriculum. We use the end of the year VPK assessment to create balanced classrooms in kindergarten.

We also hold open enrollment throughout the summer.

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 | 53% | 39% | No | 58% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 43% | 30% | No | 48% |
| Hispanic | | | | |
| White | 63% | 46% | No | 67% |
| English language learners | | | | |
| Students with disabilities | 50% | 36% | No | 55% |
| Economically disadvantaged | 50% | 36% | No | 55% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 58 | 24% | 55% |
| Students scoring at or above Achievement Level 4 | 34 | 14% | 30% |

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> | | 60% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 30% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 12 | 22% | 65% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 14 | 24% | 55% |

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 | 21 | 29% | 55% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | <i>[data excluded for privacy reasons]</i> | | 75% |

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 | 53% | 31% | No | 58% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 51% | 23% | No | 56% |
| Hispanic | | | | |
| White | 58% | 37% | No | 62% |
| English language learners | | | | |
| Students with disabilities | 44% | 30% | No | 50% |
| Economically disadvantaged | 53% | 26% | No | 57% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 48 | 20% | 55% |
| Students scoring at or above Achievement Level 4 | 21 | 9% | 30% |

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> | | 100% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 50% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | 10 | 34% | 65% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 26 | 45% | 55% |

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 | 27 | 33% | 55% |
| Students scoring at or above Achievement Level 4 | 10 | 12% | 32% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | [data excluded for privacy reasons] | | 100% |
| Students scoring at or above Level 7 | [data excluded for privacy reasons] | | 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) | 6 | | 12 |
| Participation in STEM-related experiences provided for students | 400 | 74% | 90% |

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 | 37 | 7% | 5% |
| Students retained, pursuant to s. 1008.25, F.S. | 9 | 2% | 1% |
| Students who are not proficient in reading by third grade | 19 | 17% | 10% |
| Students who receive two or more behavior referrals | 54 | 25% | 15% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 46 | 22% | 15% |

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

The parent involvement target for our school is to have 50% of our school attend open house. Our target for ongoing parent nights is 40% attendance. We will have a flexible meeting schedule for PTO and SAC meetings. We will also send out a monthly newsletter to inform parents of the opportunities to be involved at James A. Long.

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---------------|----------------------|----------------------|----------------------|
| Data Chats | 100 | 19% | 40% |
| Open House | 200 | 37% | 50% |

Goals Summary

- G1.** Students will be exposed to and taught writing in a sequential way so that they are prepared by 4th grade to succeed on the writing portion of FCAT and so that they can become proficient writers who are able to express themselves effectively.
- G2.** We will provide and support hands on science instruction to include labs, cross curricular learning, field study and exposure so that the number of students proficient on the FCAT science assessment increases.
- G3.** Improve James A. Long reading instruction so that the percentage of students proficient in the area of reading increases.
- G4.** Improve James A. Long math instruction so that the percentage of students proficient in the area of math increases

Goals Detail

G1. Students will be exposed to and taught writing in a sequential way so that they are prepared by 4th grade to succeed on the writing portion of FCAT and so that they can become proficient writers who are able to express themselves effectively.

Targets Supported

- Writing

Resources Available to Support the Goal

- Cathy Oyster
- WoW I'm A Writer
- Handwriting without tears

Targeted Barriers to Achieving the Goal

- Handwriting that isn't legible
- Process writing without creativity has been taught in younger grades and the transition to more creative writing is hard

Plan to Monitor Progress Toward the Goal

Students will respond to writing prompts given by teacher.

Person or Persons Responsible

4th grade Students and teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Students will be expected to use the skill that they have been exposed to in the writing as well as prior knowledge and skill to form responses that show growth according to the writing rubric.

G2. We will provide and support hands on science instruction to include labs, cross curricular learning, field study and exposure so that the number of students proficient on the FCAT science assessment increases.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Departmentalization
- Mac Lab
- Seminole Electric
- Discovery Education
- Field trips

Targeted Barriers to Achieving the Goal

- Limited background from prior grades
- Limited technology

Plan to Monitor Progress Toward the Goal

Data from Progress monitoring tools such as Performance Matters and benchmark assessments

Person or Persons Responsible

Teacher and DOE Support team

Target Dates or Schedule:

Weekly

Evidence of Completion:

An increase in the proficiency as skills are taught.

G3. Improve James A. Long reading instruction so that the percentage of students proficient in the area of reading increases.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- curriculum maps
- PLC's
- Data-to identify bottom quartile and bubble students
- Intervention Time
- Read Right
- CRT
- ICC Team
- Professional Development-Common Core, writing, Close Read, CIS
- Performance Matters Assessment
- MobyMax
- FCAT Explorer
- FOCUS Achieves

Targeted Barriers to Achieving the Goal

- no common curriculum
- instruction rigor needs to increase

Plan to Monitor Progress Toward the Goal

Fair SRI StaR FCAT SAT 10 District Summative Assesments Formative Assessments Read Right

Person or Persons Responsible

School Level Administrators CRT County Level ICC Team County Level Administration

Target Dates or Schedule:

PLC's Bi-Weekly Immediately after Assessments (when data is available) MTSS meetings for specific students After administrative walkthroughs and observations

Evidence of Completion:

data

G4. Improve James A. Long math instruction so that the percentage of students proficient in the area of math increases

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Concrete/Pictorial/Abstract instructional math process training
- FOCUS
- CPALMS
- CRT
- Peer Modeling
- Performance Matters
- math small groups
- Envisions
- MobyMax

Targeted Barriers to Achieving the Goal

- Teacher comfort level of math instruction
- Resources that align to the standards/CC

Plan to Monitor Progress Toward the Goal

Teacher level of instruction will increase to include interventions and small group data centered instruction

Person or Persons Responsible

CRT Administration Teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Evidence of small group data driven instruction An increase in proficiency on benchmark assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students will be exposed to and taught writing in a sequential way so that they are prepared by 4th grade to succeed on the writing portion of FCAT and so that they can become proficient writers who are able to express themselves effectively.

G1.B1 Handwriting that isn't legible

G1.B1.S1 Purchase Handwriting without tears

Action Step 1

Handwriting without tears

Person or Persons Responsible

Jill Brown -Kindergarten teacher

Target Dates or Schedule

October 2013

Evidence of Completion

Jill will train others so that we can build confidence in students who are frustrated because of their handwriting

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

Add handwriting practice at each grade level

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Better handwriting and more legibility

Plan to Monitor Effectiveness of G1.B1.S1

Students will be able to focus on content of what is written rather than focusing on and dreading the act of handwriting

Person or Persons Responsible

Teachers

Target Dates or Schedule

daily

Evidence of Completion

Students will show improvement and will be able to focus on content of what is written

G1.B2 Process writing without creativity has been taught in younger grades and the transition to more creative writing is hard

G1.B2.S1 Work with county experts to plan a map for instruction

Action Step 1

We will provide 4th grade teachers the opportunity to plan with county level writing trainer at the beginning of the year to map writing plan. The team will meet periodically to monitor progress of students and revisit instructional practices.

Person or Persons Responsible

Cathy Oyster, 4th Grade Teachers, Administration

Target Dates or Schedule

Oct 2013-Initial Meeting Monthly follow up meetings

Evidence of Completion

Teachers will create a map for writing instruction and follow suggested instructional practices

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

Observations of writing lessons and collection of writing samples

Person or Persons Responsible

Cathy Oyster, school level administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Progress of students toward understanding all elements of writing as evidenced in writing samples.

Plan to Monitor Effectiveness of G1.B2.S1

Students will use all strategies that they have been taught in their writing

Person or Persons Responsible

4th Grade teachers and students

Target Dates or Schedule

Weekly

Evidence of Completion

Responses to weekly prompts will show an increase in skill as it relates to the 4th grade writing rubric.

G2. We will provide and support hands on science instruction to include labs, cross curricular learning, field study and exposure so that the number of students proficient on the FCAT science assessment increases.

G2.B3 Limited technology

G2.B3.S1 Additional technology for all classrooms

Action Step 1

Two new computers will be bought for each classroom

Person or Persons Responsible

Administration

Target Dates or Schedule

Immediately

Evidence of Completion

All teachers will have at least three wired computers that are updated and useable in their classroom

Action Step 2

Mimio Boards will be bought and put in classrooms that are currently without interactive white board capabilities

Person or Persons Responsible

Administration

Target Dates or Schedule

October 2013

Evidence of Completion

All rooms will be equipped with interactive boards

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Additional technology will make it possible for teachers to use computers for small group instruction. It will allow for other students to participate in lab activities that are interactive and up to date while they are in an independent setting. .

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

October 2013

Evidence of Completion

More labs will be planned and implemented. Science lessons will be able to be observed as hands-on and interactive

Plan to Monitor Effectiveness of G2.B3.S1

Data derived from CIM assessments

Person or Persons Responsible

Teachers

Target Dates or Schedule

After each skill has been taught

Evidence of Completion

An increase in student proficiency for skills mastered. The target will be 80% mastery of each skill. Teachers will then provide interventions to the students that were not successful on the initial assessment.

G3. Improve James A. Long reading instruction so that the percentage of students proficient in the area of reading increases.

G3.B2 no common curriculum

G3.B2.S2 Departmentalizing in 3rd-5th Grade so that teachers are better able to focus on 1-2 subject areas for planning and instruction

Action Step 1

Grades 3-5 will be departmentalized for all subjects so that reading teachers can concentrate on the one subject area.

Person or Persons Responsible

Administration will make assignments according to prior year data.

Target Dates or Schedule

August

Evidence of Completion

Subject area teachers will attend reading specific trainings and implement what they have learned in their classroom instruction.

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Walkthroughs with feedback

Person or Persons Responsible

The walkthroughs will be conducted by school, county and DOE level administrators.

Target Dates or Schedule

Ongoing

Evidence of Completion

Effective teaching and planning practices or improvements from prior instructional practices.

Plan to Monitor Effectiveness of G3.B2.S2

Benchmark assessments

Person or Persons Responsible

April Imperio, Brandy Meetze

Target Dates or Schedule

After each skill has been taught

Evidence of Completion

Students successfully passing FCAT like benchmark assessments. We should see an increase in the percentage of students showing proficiency on the assessments.

G3.B2.S3 Teachers will receive training in and access to Reading A-Z. ELA Lead teachers have been identified at each grade level. They will be trained and supported through district cadre meetings and train their peer teachers at the school level.

Action Step 1

Bi-Weekly PLC's will be held to review data and to make sure teachers are collecting data and teaching accordingly

Person or Persons Responsible

CRT and administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Teachers will come prepared with data and be able to identify which student needs remediation and interventions in particular areas.

Action Step 2

October Professional Development focusing on Reading Framework

Person or Persons Responsible

April Imperio(DOE), Brandy Meetze, Administration

Target Dates or Schedule

Oct 4

Evidence of Completion

Teacher participation and follow through with what they learn at the training

Action Step 3

Training in Common Core Implementation and instructional practices using Reading A-Z as a common resource for small group instruction and assistance in identifying other appropriate resources for whole group and small independent reading instruction

Person or Persons Responsible

Lead ELA teachers ICC team CRT

Target Dates or Schedule

Monthly

Evidence of Completion

Teachers will train peers and provide support at school.

Facilitator:

ICC Cadre for Lead Teachers

Participants:

Lead ELA teachers ICC team CRT Grade level teams

Plan to Monitor Fidelity of Implementation of G3.B2.S3

Marzano Evaluation Greater Coaching Model School Non -Negotiable expectations

Person or Persons Responsible

CRT School Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Marzano documentation and feedback-with a focus on non negotiable expectations. PLC Data work

Plan to Monitor Effectiveness of G3.B2.S3

Walkthrough Observations data

Person or Persons Responsible

ICC Team CRT School Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in data Increase in Teacher understanding of effective reading instruction Teacher planning will become more focused and specific to FCAT expectation in all areas of the reading block.

G3.B4 instruction rigor needs to increase

G3.B4.S1 Lead teachers and CRT will model and support best practices through lesson studies.

Action Step 1

PLC's

Person or Persons Responsible

CRT Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Attendance and participation from teachers

Facilitator:

CRT

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Implementing best practices learned through PLC's

Person or Persons Responsible

CRT Administration

Target Dates or Schedule

Daily

Evidence of Completion

Walkthrough documentation

Plan to Monitor Effectiveness of G3.B4.S1

Teacher Instruction

Person or Persons Responsible

CRT Administration

Target Dates or Schedule

Daily

Evidence of Completion

Fidelity to Reading Framework

G4. Improve James A. Long math instruction so that the percentage of students proficient in the area of math increases

G4.B1 Teacher comfort level of math instruction

G4.B1.S1 CRT will provide resources such as released test items that match the specifications and rigor of FCAT.

Action Step 1

Weekly planning sessions for teachers with support

Person or Persons Responsible

CRT, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher participation and turn over to teacher leaders of the sessions

Action Step 2

Concrete-Representational-Abstract training

Person or Persons Responsible

CRT Administration County ICC Team

Target Dates or Schedule

First Semester

Evidence of Completion

Lesson Plans Classroom instruction will include C-R-A components as the teachers move through the skills each week Classroom Assessments will be more aligned to FCAT rigor

Facilitator:

ICC Team

Participants:

Grade Level Math Teachers

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

Monitor participation in PLC meetings Walkthroughs to monitor level of instruction

Person or Persons Responsible

CRT Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Marzano Feedback Math Instruction Performance Matters data Daily instruction that includes effective activities for small group as well as whole group instruction that includes C-R-A evidence

Plan to Monitor Effectiveness of G4.B1.S1

Math Data from Performance Matters and benchmark assessments

Person or Persons Responsible

ICC team, Lead Team, and math Teachers

Target Dates or Schedule

Directly after assessments

Evidence of Completion

There will be an increase in understanding of the students and higher performance on assessments.

G4.B3 Resources that align to the standards/CC

G4.B3.S4 Hands on/concrete instruction training

Action Step 1

Concrete/Pictorial/Abstract Training

Person or Persons Responsible

ICC Team

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher level of instruction and planning

Facilitator:

ICC Team

Participants:

Lead Teachers Grade Level Teachers

Plan to Monitor Fidelity of Implementation of G4.B3.S4

Teacher Planning of C/P/A Lessons

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly/Daily

Evidence of Completion

Increase in specific Marzano Elements

Plan to Monitor Effectiveness of G4.B3.S4

C/P/A Instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Progress Monitoring Assessments Performance Matters

Evidence of Completion

Increase in student proficiency

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 programs are coordinated through the District Instructional Team (IT) and includes the Directors of Elementary, Secondary, Exceptional Student Education and Federal Programs. This team meets monthly and establishes and monitors program evaluation for all schools to insure the entitlement programs' resources are available and fully implemented at each school site and that all funds are used as 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 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 participating school; (5) 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. In addition to the services provided by Title I, part A, the district uses Part C funds to Improve Academic Achievement of the schools' migratory children. Title I Part C initiative are coordinated by the district IT. The district uses Title I Part D funds to maintain collaborative and partner-like relationships with Azalea Health Care and Stewart Marchman 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 Sherriff'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 funds are used to prepare, train and recruit high quality teachers and principals. Part A includes principal training and recruiting fund and Part D includes enhancing education through technology. Initiatives to improve the quality of instruction are directed by Local Educational Agencies. These programs are directed through the district IT. Title III coordinates language instruction for LEP and immigrant education initiatives. The IT team monthly and establishes and monitors program evaluation for all schools to ensure that services are aligned to specific school needs and efficiently funded without duplication. The McKinney-Vento Homeless Education Assistance Improvement Act provides additional services to our students classified as homeless. Title IV 21st Century Schools includes Part A, Safe and Drug-free Schools and Communities. Title VI Flexibility and Accountability includes Part B, Rural Education Initiative. These Title Programs are administered by the Assistant Superintendent of Curriculum and Instruction. Finally, all students who participate in the 21st Century afterschool program are provided with a healthy snack, each school has a school wellness director and wellness information is regularly sent home on student menus and newsletters.

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.

G3. Improve James A. Long reading instruction so that the percentage of students proficient in the area of reading increases.

G3.B2 no common curriculum

G3.B2.S3 Teachers will receive training in and access to Reading A-Z. ELA Lead teachers have been identified at each grade level. They will be trained and supported through district cadre meetings and train their peer teachers at the school level.

PD Opportunity 1

Training in Common Core Implementation and instructional practices using Reading A-Z as a common resource for small group instruction and assistance in identifying other appropriate resources for whole group and small independent reading instruction

Facilitator

ICC Cadre for Lead Teachers

Participants

Lead ELA teachers ICC team CRT Grade level teams

Target Dates or Schedule

Monthly

Evidence of Completion

Teachers will train peers and provide support at school.

G3.B4 instruction rigor needs to increase

G3.B4.S1 Lead teachers and CRT will model and support best practices through lesson studies.

PD Opportunity 1

PLC's

Facilitator

CRT

Participants

Teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Attendance and participation from teachers

G4. Improve James A. Long math instruction so that the percentage of students proficient in the area of math increases

G4.B1 Teacher comfort level of math instruction

G4.B1.S1 CRT will provide resources such as released test items that match the specifications and rigor of FCAT.

PD Opportunity 1

Concrete-Representational-Abstract training

Facilitator

ICC Team

Participants

Grade Level Math Teachers

Target Dates or Schedule

First Semester

Evidence of Completion

Lesson Plans Classroom instruction will include C-R-A components as the teachers move through the skills each week Classroom Assessments will be more aligned to FCAT rigor

G4.B3 Resources that align to the standards/CC

G4.B3.S4 Hands on/concrete instruction training

PD Opportunity 1

Concrete/Pictorial/Abstract Training

Facilitator

ICC Team

Participants

Lead Teachers Grade Level Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher level of instruction and planning

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|--|-------|
| G1. | Students will be exposed to and taught writing in a sequential way so that they are prepared by 4th grade to succeed on the writing portion of FCAT and so that they can become proficient writers who are able to express themselves effectively. | \$300 |
| G2. | We will provide and support hands on science instruction to include labs, cross curricular learning, field study and exposure so that the number of students proficient on the FCAT science assessment increases. | \$60 |
| Total | | \$360 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Technology | Evidence-Based Program | Total |
|----------------|------------|------------------------|-------|
| Title 1 funds | \$50 | \$0 | \$50 |
| General Fund | \$0 | \$300 | \$300 |
| Title 1 | \$10 | \$0 | \$10 |
| Total | \$60 | \$300 | \$360 |

Budget Details

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

G1. Students will be exposed to and taught writing in a sequential way so that they are prepared by 4th grade to succeed on the writing portion of FCAT and so that they can become proficient writers who are able to express themselves effectively.

G1.B1 Handwriting that isn't legible

G1.B1.S1 Purchase Handwriting without tears

Action Step 1

Handwriting without tears

Resource Type

Evidence-Based Program

Resource

Handwriting Without Tears Curriculum

Funding Source

General Fund

Amount Needed

\$300

G2. We will provide and support hands on science instruction to include labs, cross curricular learning, field study and exposure so that the number of students proficient on the FCAT science assessment increases.

G2.B3 Limited technology

G2.B3.S1 Additional technology for all classrooms

Action Step 1

Two new computers will be bought for each classroom

Resource Type

Technology

Resource

Computers will be bought for every classroom

Funding Source

Title 1 funds

Amount Needed

\$50

Action Step 2

Mimio Boards will be bought and put in classrooms that are currently without interactive white board capabilities

Resource Type

Technology

Resource

Mimio Boards

Funding Source

Title 1

Amount Needed

\$10