



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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North Shore Elementary School  
200 35TH AVE NE  
St Petersburg, FL 33704  
727-893-2181  
<http://www.northshore-es.pinellas.k12.fl.us>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 45%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 39%

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## School Grades History

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<b>2013-14</b> D	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> C
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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	4	Jim Browder

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

North Shore Elementary School

##### Principal

Cooper W. Dawson

##### School Advisory Council chair

Jeannie Hunt

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

Name	Title
Cooper Dawson	Principal
Marj Lorand	Assistant Principal
Marty Lopez	Social Worker
Kelly Moore	Psychologist
Donna Hall	Literacy Coach
Deborah Knapp	Guidance Counselor
Amy Kohnle	Teacher Representative
Deb McAfee	Primary Representative
Ana Leone	Intermediate Representative

#### District-Level Information

##### District

Pinellas

##### Superintendent

Dr. Michael A Grego

##### Date of school board approval of SIP

9/24/2013

### 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 majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Jeannie Hunt is the chairperson. Other membership pending at this time.

#### Involvement of the SAC in the development of the SIP

Progress toward school goals were shared at the end of the school term. Input was gathered regarding the need for continued goals. SAC and PTA members were convened during preschool to discuss the current school status, grades and goals. Parents shared that they would like information this year related to Common Core standards and PARCC. Parents gave input on the school goals and will monitor progress throughout the school year.

**Activities of the SAC for the upcoming school year**

Meet in September to explain SAC procedures and processes. Review and approve the School Improvement Plan. Meet monthly to give feedback on district and school activities or School Improvement Plan.

Periodically review student academic data to assess school improvement. There is currently 1,876.25 in the SIP Budget. The SAC would like to use these funds to support parental involvement to increase student achievement. Activities to include but not limited to sharing information related to Common Core standards and PARCC, providing parent night activities and providing a parent FCAT practice session.

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

Parent professional development to support SI initiatives.  
 Monthly Parent Curriculum Meetings (8) advertising, agendas, speaker costs not to exceed \$800

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Cooper W. Dawson**

Principal

Years as Administrator: 15

Years at Current School: 0

**Credentials**

BS, MS, MA-Ed.Leadership

**Performance Record**

Ms. Dawson has led two previous schools to school improvement which resulted in increased school grades in 2009 and 2012.

<b>Marjorie Lorand</b>		
Asst Principal	Years as Administrator: 3	Years at Current School: 14
<b>Credentials</b>	BS, MS, MA-Ed.Leadership	
<b>Performance Record</b>	2011-12- Grade: C, Reading 58%, Math, 39%, Science, 31%, Writing, 74%, Learning Gains (R), 61%, (M), 65%; Lowest 25%, (R), 65% (M), 70%. 2010-11 Grade: C, Reading; 76%, Math; 62%, Science; 45%, Writing; 76%; Learning Gains- Reading ; 64%, Math;46%; Lowest 25%-Reading;57%; Math; 50%.	

<b>Brandi Williams</b>		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
<b>Credentials</b>	Interim Assistant Principal; B.S. Elementary Education Certification K-6; M.S. Educational Leadership; ESOL certification	
<b>Performance Record</b>	District Reading Coach for 3 years supporting school in raising achievement in Literacy	

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Donna Hall</b>		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Degree: BS; Elementary Certification and currently pursuing a Master's Degree	
<b>Performance Record</b>	2012-13 Reading Proficiency (FAIR): 52 % Learning Gains to Proficiency (FAIR): 19% 2011-12 Reading Proficiency (FAIR): 68% Learning Gains to Proficiency (FAIR): 42%	

**Classroom Teachers**

**# of classroom teachers**

33



**# receiving effective rating or higher**

33, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

33, 100%

**# ESOL endorsed**

33, 100%

**# reading endorsed**

2, 6%

**# with advanced degrees**

12, 36%

**# National Board Certified**

3, 9%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

6, 18%

**# with 6-14 years of experience**

13, 39%

**# with 15 or more years of experience**

14, 42%

**Education Paraprofessionals**

**# of paraprofessionals**

0

**# Highly Qualified**

0

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# 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**

North Shore Elementary enjoys a very stable staff. We foster a healthy culture by promoting a Wellness Committee. This team of teachers are responsible for providing activities that encourage

staff engage in healthy living activities such as exercise and healthy eating practices. Our Hospitality Committee works to support the social emotional aspects of a healthy employee.

### **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**

Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons. Teachers are paired based on grade level placement.

### **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 school-based MTSS leadership team will focus meetings on the development and maintenance of a problem-solving system to bring out the best in our teachers, our students and our school community.

The MTSS leadership team meets once a week to collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills, based on current school data and observations. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

A member of the staff from primary and intermediate grade levels are members of the MTSS leadership team to collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills, based on current school data and observations.

The school MTSS leadership team will meet every 5-6 weeks to review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources.

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

Cooper Dawson, Principal-Facilitator – generates agenda and leads team discussions

Kelly Moore -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data

Deb Knapp -Technology Specialist – brokers technology necessary to manage and display data

Marj Lorand -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access

Amy Kohnle -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda

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

Tier 1: Progress Monitoring and Reporting Network (PMRN), Florida Kindergarten Readiness Screener (FLKRS), Early Childhood Observation Systems (ECHOS), Florida Assessments for Instruction in Reading (FAIR), Pinellas Classroom Assessment Series (PCAS), Florida Comprehensive Assessment Test (FCAT)

Tier 2: Florida Assessments for Instruction in Reading (FAIR), Progress Monitoring data; classroom assessments and observations

Tier 3: FAIR, Progress Monitoring data; classroom observations

**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**

Classroom walkthroughs are conducted and data are collected around previously agreed upon areas. The data are shared so that teachers have an opportunity to make the needed improvements. Teachers submit data related to behavior referrals and incident reports to the school psychologist on a month basis. The Child Study team collects daily and weekly attendance data to determine standouts and provide assistance as needed.

Data sources also include:

Behavior data from FOCUS

Attendance - SSWIMS

Performance Matters

Reading - Running Records and FAIR (We are a pilot school for FAIR)

Math and Science - Common Assessments

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

Professional Development will be provided in a variety of ways: embedded in the classroom through on-going modeling and work with literacy coach and district staff developers, provided during weekly grade level Professional Learning Community (PLC) meetings, and teachers' common planning time. Regular staff development opportunities to train staff on RtI/Behavior (Positive Behavior Plans) will be scheduled during monthly curriculum meetings.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 4,140

Through our community partnerships and use of extended learning funds we will extend the school day to instruct and enrich in the core academics of math and science (\$26,693 for personnel and materials for “Do the Math”, “Math Reads” ). We also plan to use extended funds to support our gifted and talented program. Additionally, we will provide opportunities for activities that foster character development which will impact school behavior.

### **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?**

FCAT data was used to determine need for science and mathematics intervention. Students in the program will be progress monitored to determine if the interventions are effective. Cumulative task data collected at the end of each lesson.

Data is shared with teachers and reviewed with leadership team. Behavior data are collected monthly. We will monitor the behavior of students attending the after school club.

### **Who is responsible for monitoring implementation of this strategy?**

Principal, Assistant Principal and SBLT will monitor the implementation of these strategies and the results.

## **Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Cooper Dawson	Principal
Donna Hall	Literacy Coach
Amy Kohnle	Kindergarten Teacher
Garth Albury	3rd Grade Teacher
Carrie Johnson	1st Grade Teacher
Cindy Baggett	2nd Grade Teacher
Kelly Bockholt	4th Grade Teacher
Paul Heyne	5th Grade Teacher
Glenda Mauger	Specialist Teacher
Kristin Verhine	ESE Teacher

### **How the school-based LLT functions**

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity

- Support for instructional skills to improve reading comprehension
    - o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
    - o Providing scaffolding that does not preempt or replace text reading by students
    - o Developing and asking text dependent questions from a range of question types
    - o Emphasizing students supporting their answers based upon evidence from the text
    - o Providing extensive research and writing opportunities (claims and evidence)
  - Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).
- The district will provide training and tools for Literacy Leadership Teams.

### **Major initiatives of the LLT**

Support for text complexity

- Support for instructional skills to improve reading comprehension
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

## **Every Teacher Contributes to Reading Instruction**

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

All classroom teachers implement Guided Reading strategies. Progress monitoring data is shared at PLCs and data chats with administration. Our teachers of Specials (Art, Music, PE, and Technology) collaborate with classroom teachers and incorporate appropriate strategies in their lessons. For example our PE teachers uses a word wall to reinforce vocabulary development, Art incorporates writing in response to Artwork, Technology supports literacy and mathematics instruction.

## **Preschool Transition**

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

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

Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

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

**Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

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

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	57%	No	70%
American Indian				
Asian				
Black/African American	48%	27%	No	53%
Hispanic	60%	47%	No	64%
White	76%	68%	No	78%
English language learners				
Students with disabilities	47%	28%	No	52%
Economically disadvantaged	60%	42%	No	64%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	22%	30%
Students scoring at or above Achievement Level 4	28	14%	20%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	64	33%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	83	43%	80%

**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)	[data excluded for privacy reasons]		45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		5%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		20%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**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	29	48%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%		No	53%
American Indian				
Asian				
Black/African American	30%		No	37%
Hispanic	48%		No	54%
White	54%		No	59%
English language learners				
Students with disabilities	38%		No	44%
Economically disadvantaged	43%		No	49%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	22%	35%
Students scoring at or above Achievement Level 4	28	14%	20%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		40%	
Students scoring at or above Level 7			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	53	27%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	89	46%	55%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**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	15	22%	30%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		20%

**Florida Alternate Assessment (FAA)**

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

**Middle School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

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

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		
Participation in STEM-related experiences provided for students	194	100%	100%

**Area 6: Career and Technical Education (CTE)**

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

**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	88	19%	10%
Students retained, pursuant to s. 1008.25, F.S.	7	1%	0%
Students who are not proficient in reading by third grade	24	5%	1%
Students who receive two or more behavior referrals	14	3%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	59	13%	10%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

Increase the number of parents participating in Parent Workshops related to Common Core implementation and other school initiatives.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent attendance at SAC meetings	6	1%	10%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

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

- G1.** Increase the number of proficient readers from 57% to 65% as measured by the 2013-2014 FCAT. Decrease the number of Level 1 students from 23% to 10%. Increase the number of students making Learning goals from 57% to 80%.
- G2.** Increase the number scoring at 3.5 and above from 48% to 60%.
- G3.** Increase the number of student proficient in mathematics and science through the implementation of standards based instruction and facilitate common planning.

## Goals Detail

**G1.** Increase the number of proficient readers from 57% to 65% as measured by the 2013-2014 FCAT. Decrease the number of Level 1 students from 23% to 10%. Increase the number of students making Learning goals from 57% to 80%.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing

### Resources Available to Support the Goal

- PMRN, EDS, OPM and Running Record Data and Lexia

### Targeted Barriers to Achieving the Goal

- Intermediate teachers are not implementing guided reading strategies and running record assessments with fidelity

### Plan to Monitor Progress Toward the Goal

running record, FAIR and progress monitoring data

### Person or Persons Responsible

School Administrators

### Target Dates or Schedule:

Bi-weekly progress monitoring

### Evidence of Completion:

increase in Running Records scores; increase fidelity of implementation;

**G2. Increase the number scoring at 3.5 and above from 48% to 60%.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- FCAT Writing, writing in response to reading journals,

**Targeted Barriers to Achieving the Goal**

- Lack of proficiency in quality writing instruction

**Plan to Monitor Progress Toward the Goal**

Implementation tools; Student Writing samples

**Person or Persons Responsible**

School Administrators and Literacy Coach

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

increased student scores

**G3. Increase the number of student proficient in mathematics and science through the implementation of standards based instruction and facilitate common planning.**

**Targets Supported**

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

**Resources Available to Support the Goal**

- Go Math; ST Math; Do the Math” by Scholastic, and “Math Reads” also by Scholastic Fusion; Think Central Master Schedule; 5 Es; Success Criteria

**Targeted Barriers to Achieving the Goal**

- Teacher proficiency in the area of core instruction for Math and Science

**Plan to Monitor Progress Toward the Goal**

Common assessment data, formative assessments and OPM data

**Person or Persons Responsible**

School Administrators and Math school improvement team

**Target Dates or Schedule:**

Ongoing progress monitoring

**Evidence of Completion:**

80% of students achieving proficiency of standards taught

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the number of proficient readers from 57% to 65% as measured by the 2013-2014 FCAT. Decrease the number of Level 1 students from 23% to 10%. Increase the number of students making Learning goals from 57% to 80%.

**G1.B1** Intermediate teachers are not implementing guided reading strategies and running record assessments with fidelity

**G1.B1.S1** The Literacy coach will provide professional development in the areas of Jan Richardson Guided reading routines and running records.

### Action Step 1

Job Embedded Professional Development

#### Person or Persons Responsible

Donna Hall and Cooper Dawson

#### Target Dates or Schedule

embedded throughout the school year and during after school hours

#### Evidence of Completion

Sign in sheets; MoodleLMS summaries

#### Facilitator:

Donna Hall

#### Participants:

classroom teachers

### Action Step 2

Plan and Model lessons for intermediate classroom teachers

#### Person or Persons Responsible

Reading Coach and Administration

#### Target Dates or Schedule

Embedded throughout the school year

#### Evidence of Completion

coaching logs and walkthrough documentation

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

Implementing Walkthroughs during Reading Block using Literacy Implementation Guide

**Person or Persons Responsible**

School Administrators

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Walkthrough data

### **Plan to Monitor Effectiveness of G1.B1.S1**

Teacher implementation of guided reading routines daily with fidelity and monthly running record assessments.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Implementation tools

**G1.B1.S2** Teachers will unwrap and fully implement the ELA common core state standards with guidance and planning with literacy coach.

**Action Step 1**

common core standards

**Person or Persons Responsible**

Literacy Coach and Administrators

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Teacher proficiency

**Facilitator:**

Donna Hall

**Participants:**

Classroom teachers

**Action Step 2**

Facilitated Common planning

**Person or Persons Responsible**

Reading Coach and Administration

**Target Dates or Schedule**

weekly

**Evidence of Completion**

Uploaded lesson plans and walkthrough data



### Plan to Monitor Fidelity of Implementation of G1.B1.S2

common core standards

**Person or Persons Responsible**

School Administrators and Literacy Coach

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

teacher proficiency

### Plan to Monitor Effectiveness of G1.B1.S2

OPM

**Person or Persons Responsible**

SBLT

**Target Dates or Schedule**

weekly

**Evidence of Completion**

increase student achievement

**G2.** Increase the number scoring at 3.5 and above from 48% to 60%.

**G2.B1** Lack of proficiency in quality writing instruction

**G2.B1.S1** Literacy coach will provide professional development in writing and teachers will attend district supported professional development in Common core writing standards.

**Action Step 1**

writing professional development

**Person or Persons Responsible**

Literacy coach and Administrators

**Target Dates or Schedule**

monthly

**Evidence of Completion**

teacher proficiency; student achievement

**Facilitator:**

Donna Hall

**Participants:**

Literacy coach and classroom teachers

**Action Step 2**

Monitoring student progress toward achieving the writing goal using the writing rubric.

**Person or Persons Responsible**

Reading Coach and Administrators

**Target Dates or Schedule**

September - ongoing

**Evidence of Completion**

student work reflecting the use of rubrics; walkthrough data

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

walkthrough observation, OPM and monitoring of lesson plans

#### **Person or Persons Responsible**

Literacy coach, school administrators and SBLT

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

increase student achievement

### **Plan to Monitor Effectiveness of G2.B1.S1**

Proficient student writing using rubrics

#### **Person or Persons Responsible**

Literacy coach and school administrators

#### **Target Dates or Schedule**

monthly

#### **Evidence of Completion**

scored timed student writing samples

**G3.** Increase the number of student proficient in mathematics and science through the implementation of standards based instruction and facilitate common planning.

**G3.B1** Teacher proficiency in the area of core instruction for Math and Science

**G3.B1.S1** Teachers will attend math and science professional development and implement standards based instruction in both

**Action Step 1**

Provide and advertise staff development opportunities

**Person or Persons Responsible**

Administrators; MFAS teachers; Lead the Learning Cadre

**Target Dates or Schedule**

September - ongoing

**Evidence of Completion**

Professional Development Assessment; MoodleLMS summaries

**Facilitator:**

District; MFAS teachers; Lead to Learn Cadre

**Participants:**

Classroom teachers

**Action Step 2**

Collaborative planning, unpacking of standards and implementation of standard based lessons.

**Person or Persons Responsible**

Leadership team and Administration

**Target Dates or Schedule**

September and ongoing

**Evidence of Completion**

walkthrough data and lesson plan feedback sheets

**Action Step 3**

Purchase needed resources for Math Intervention

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule**

September, 2013

**Evidence of Completion**

Purchase order

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

Implementation Tool Form

**Person or Persons Responsible**

School Administrators and Leadership team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Walkthrough Data results shared in curriculum meetings and PLCs

**Plan to Monitor Effectiveness of G3.B1.S1**

Teachers implementing standards based instruction

**Person or Persons Responsible**

School administrators, SBLT and Math/Science School Improvement Team

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Walkthrough 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**

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Increase the number of proficient readers from 57% to 65% as measured by the 2013-2014 FCAT. Decrease the number of Level 1 students from 23% to 10%. Increase the number of students making Learning goals from 57% to 80%.

**G1.B1** Intermediate teachers are not implementing guided reading strategies and running record assessments with fidelity

**G1.B1.S1** The Literacy coach will provide professional development in the areas of Jan Richardson Guided reading routines and running records.

### PD Opportunity 1

Job Embedded Professional Development

#### Facilitator

Donna Hall

#### Participants

classroom teachers

#### Target Dates or Schedule

embedded throughout the school year and during after school hours

#### Evidence of Completion

Sign in sheets; MoodleLMS summaries

**G1.B1.S2** Teachers will unwrap and fully implement the ELA common core state standards with guidance and planning with literacy coach.

**PD Opportunity 1**

common core standards

**Facilitator**

Donna Hall

**Participants**

Classroom teachers

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Teacher proficiency

**G2.** Increase the number scoring at 3.5 and above from 48% to 60%.

**G2.B1** Lack of proficiency in quality writing instruction

**G2.B1.S1** Literacy coach will provide professional development in writing and teachers will attend district supported professional development in Common core writing standards.

**PD Opportunity 1**

writing professional development

**Facilitator**

Donna Hall

**Participants**

Literacy coach and classroom teachers

**Target Dates or Schedule**

monthly

**Evidence of Completion**

teacher proficiency; student achievement



**G3.** Increase the number of student proficient in mathematics and science through the implementation of standards based instruction and facilitate common planning.

**G3.B1** Teacher proficiency in the area of core instruction for Math and Science

**G3.B1.S1** Teachers will attend math and science professional development and implement standards based instruction in both

**PD Opportunity 1**

Provide and advertise staff development opportunities

**Facilitator**

District; MFAS teachers; Lead to Learn Cadre

**Participants**

Classroom teachers

**Target Dates or Schedule**

September - ongoing

**Evidence of Completion**

Professional Development Assessment; MoodleLMS summaries

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G3.	Increase the number of student proficient in mathematics and science through the implementation of standards based instruction and facilitate common planning.	\$7,860
Total		\$7,860

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Materials	Total
ELP funds	\$4,860	\$0	\$4,860
ELP	\$0	\$3,000	\$3,000
Total	\$4,860	\$3,000	\$7,860

### Budget Details

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

**G3.** Increase the number of student proficient in mathematics and science through the implementation of standards based instruction and facilitate common planning.

**G3.B1** Teacher proficiency in the area of core instruction for Math and Science

**G3.B1.S1** Teachers will attend math and science professional development and implement standards based instruction in both

#### Action Step 1

Provide and advertise staff development opportunities

#### Resource Type

Personnel

#### Resource

Hourly teachers

#### Funding Source

ELP funds

#### Amount Needed

\$4,860

**Action Step 3**

Purchase needed resources for Math Intervention

**Resource Type**

Evidence-Based Materials

**Resource**

Math Reads

**Funding Source**

ELP

**Amount Needed**

\$3,000