



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Ochwilla Elementary School

299 N STATE ROAD 21

Hawthorne, FL 32640

352-481-0204

oes.putnamschools.org

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 89%
Alternative/ESE Center No	Charter School No	Minority Rate 40%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Ochwilla Elementary School

Principal

Joseph Theobold

School Advisory Council chair

Leigh DeGuzman

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

Name	Title
Joseph Theobold	Principal
Montez Wynn	Assistant Principal
Alice Ryals	Literacy Specialist
Tisha Wilburn	1st Grade
Karri Hodges	Guidance Counselor
Leigh DeGuzman	3rd Grade

District-Level Information

District

Putnam

Superintendent

Ms. Phyllis Criswell

Date of school board approval of SIP

10/8/2013

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

Chair: Leigh DeGuzman, who will establish meetings and communicate with members.

Secretary: Alice Ryals, who will record meeting decisions and keep a record of plans before they are reported online.

Members: Joe Theobold, Montez Wynn,

Duties of members will be to attend meetings, bring pertinent data, participate in barrier identification and intervention planning, and bring other thoughts and concerns to the committee.

Involvement of the SAC in the development of the SIP

The SAC will be the committee who writes and edits the SIP based on school data and outcome goals.

Activities of the SAC for the upcoming school year

Create the SIP based on school data from previous year.
 Advise on the creation of the school budget and PD plan.
 Review progress monitoring data quarterly to revise budget and PD plan.

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

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:

Joseph Theobold

Principal

Years as Administrator: 7

Years at Current School: 3

Credentials

B/S Social Science Ed.
 M.Ed. Ed Leadership
 Principalship Endorsement

Performance Record

As an assistant principal Theobold received a C, A, A, D. As a principal at Ochwilla, C, C, and D.

Montez Wynn

Asst Principal

Years as Administrator: 14

Years at Current School: 1

Credentials

B/A Physical Education
 M.Ed. Ed Leadership
 Principalship Endorsement

Performance Record

As a principal Wynn received A, A, A, B, A in the previous five years, and a D last year as an assistant principal after coming out of retirement.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Alice Ryals**

Full-time / District-based

Years as Coach: 19

Years at Current School: 1

Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

Credentials

B/A Elementary Ed, M.Ed., Reading Endorsed

Performance Record

Alice has been highly effective or better for more than the previous five years, including scoring A, A, C, A, and D.

Classroom Teachers**# of classroom teachers**

27

receiving effective rating or higher

27, 100%

Highly Qualified Teachers

100%

certified in-field

26, 96%

ESOL endorsed

25, 93%

reading endorsed

25, 93%

with advanced degrees

8, 30%

National Board Certified

0, 0%

first-year teachers

2, 7%

with 1-5 years of experience

10, 37%

with 6-14 years of experience

10, 37%

with 15 or more years of experience

5, 19%

Education Paraprofessionals

of paraprofessionals

11

Highly Qualified

11, 100%

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Theobold and Wynn are responsible for creating interview teams and will review applications for those positions posted as vacant. Professional Development will be provided to new and continuing teachers, supporting development will be provided by mentor teachers and the Human Resources department.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers are paired with mentor teachers who, if possible, share grade level and content areas with the new teachers. They have a program, developed by the district, to complete for basic competencies, and they are given the opportunity to observe their mentors and participate in lesson study to further a deeper understanding of planning, instructional processes, and data research that will make them effective teachers.

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

Ochwilla uses MTSS to develop our priorities in funding, staffing, PD, resource allocation, and student placement by using summative assessment data to identify priorities, creating goals for short term instructional purposes, and then use progress monitoring data to guide short term priorities and intervention levels.

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

Joe Theobald and Montez Wynn: Monitoring progress on the SIP, monitoring the effectiveness of the MTSS team. Also, participate in individual student MTSS meetings to help remove barriers and align resources.

Alice Ryals: Bring instructional resources and expertise to assist teachers in the entire scope of the MTSS model, from Tier I to Tier III.

Karri Hodges: Facilitate the MTSS student meetings, record and assist in the development of student plans, and provide teachers with ideas for interventions and methods of progress monitoring.

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

Quarterly SAC meetings will review progress on the SIP plan goals. Weekly meetings with grade levels will monitor progress on the quarterly goals and rotating MTSS meetings will review individual student plans with the SBT, the teacher, and the family member to monitor progress for students needing individual plans.

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

Summative data includes FCAT, SAT10, and FAIR data, and will be used to guide school goals for the year, creating a path to improving School Grade. Progress Monitoring data will include Performance Matters for reading, math and science, a cumulative assessment, which will predict proficiency on grade level standards, and they will be taken quarterly to inform the progress monitoring reports for the SAC committee. SRI will be used quarterly to measure reading performance in Lexile points. It will guide teachers and students on their progress in reading comprehension instruction at a national level. Write Score will be used quarterly to assess our writing proficiency in grade 4 to guide planning and instruction. FAIR will be used, K-5, to develop reading instruction plans to intervene where needed. We will use Performance Matters probes to guide planning and assess mastery in reading and math on specific standards from week to week and these data points will be reported at weekly meetings and the intervention plan will be created, weekly, as part of the lesson plan for the following week based on this progress monitoring data.

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

Besides practice through weekly meetings, staff will be guided through the data based problem solving model at professional development opportunities through out the school year. Parents will be invited to parent nights where the process will be explained and will attend Student Led Conferences where the students will explain their current data to the family members and will be a part of the process of goal setting, progress monitoring, and performance.

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: 21

The 21st Century after school program provides homework help, core instruction, and enrichment activities four days a week from 3:30-6:00 each day.

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?

Progress Monitoring is conducted at the district level by pulling student attendance in the program and cross referencing those numbers to SRI, Performance Matters, class grades, school attendance, and behavior data. This informs the planning of the activities and lessons the teachers work on.

Who is responsible for monitoring implementation of this strategy?

Karri Hodges, program director at the school.

Literacy Leadership Team (LLT)

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

Name	Title
Joe Theobald	Principal
Montez Wynn	Assistant Principal
Marion Mathis	3rd Grade
Erin Fuller	4th Grade
Diane Perry	5th Grade
Aice Ryals	Curriculum Resource Teacher
Karen Johnson	Media Specialist
Karri Hodges	Guidance Counselor
Sara Motl	Kindergarden

How the school-based LLT functions

The LLT will meet at least quarterly to discuss school-wide reading incentives, curriculum planning, and resource allocation. The LLT will guide school plans for adopting a new reading program and will report findings to their grade levels.

Major initiatives of the LLT

Major initiatives include:

1. Shift to Common Core
2. Aligning current resources
3. Adopting a future reading program based on the needs of the students.

Every Teacher Contributes to Reading Instruction

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

Every teacher at Ochwilla teaches the importance of literacy and models the habits of good readers. In addition to this, each teacher provides support for reading instruction by either providing high-quality reading instruction or by providing planning and PLC opportunities for the reading teachers.

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

Our school offers PreK, ESE PreK, and receives students from other VPK programs in the community. We have family meetings with the parents and family members of these children and inform them of future requirements and helpful information for parents. We also have a kindergarten roundup in the spring and over the summer to register children and prepare families for school.

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	58%	48%	No	62%
American Indian				
Asian				
Black/African American	51%	36%	No	56%
Hispanic	53%	44%	No	57%
White	60%	50%	No	64%
English language learners	36%	36%	Yes	42%
Students with disabilities	57%	37%	No	61%
Economically disadvantaged	54%	44%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	23%	33%
Students scoring at or above Achievement Level 4	41	21%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		75%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	81	42%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	28	36%	61%

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

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	22	32%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	46%	No	63%
American Indian				
Asian				
Black/African American	61%	28%	No	65%
Hispanic	48%	60%	Yes	54%
White	61%	51%	No	65%
English language learners	36%	57%	Yes	42%
Students with disabilities	51%	35%	No	56%
Economically disadvantaged	57%	44%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	27%	35%
Students scoring at or above Achievement Level 4	36	19%	28%

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 %
Learning Gains	104	53%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	34	70%	73%

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	21	31%	38%
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			

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)	2		2
Participation in STEM-related experiences provided for students	92	21%	50%

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	53	12%	8%
Students retained, pursuant to s. 1008.25, F.S.	19	4%	3%
Students who are not proficient in reading by third grade	38	58%	52%
Students who receive two or more behavior referrals	14	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

We will have an increase in parent attendees at student led conferences from an average of 38% to 50%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Student Led Conferences		38%	50%

Goals Summary

- G1.** Our math scores are lower and AMO and we will improve them to meet or exceed 63% mastery on FCAT.
- G2.** Our students' writing proficiency level is too low and we will use action plans to improve our levels of proficiency to 85% or better.
- G3.** Our E/LA scores are too low and we will improve the percentage of our students achieving 3 or better on the FCAT to 62%.

Goals Detail

G1. Our math scores are lower and AMO and we will improve them to meet or exceed 63% mastery on FCAT.

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

- Envisions
- Dr. Thomasinia Adams
- Title I resources
- Moby Max

Targeted Barriers to Achieving the Goal

- Expertise
- Time

Plan to Monitor Progress Toward the Goal

Performance Matters data will guide us in the progress of this math goal

Person or Persons Responsible

Students, CRT, Admin, Teachers

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Performance Matters scores at or above 80% mastery of each standard.

G2. Our students' writing proficiency level is too low and we will use action plans to improve our levels of proficiency to 85% or better.

Targets Supported

- Writing

Resources Available to Support the Goal

- Cathy Oyster, district resource teacher

Targeted Barriers to Achieving the Goal

- Low writing proficiency

Plan to Monitor Progress Toward the Goal

Write Score scores will continue to grow and will produce 85% of students who will make a 3.5 or better on the FCAT Writes.

Person or Persons Responsible

Students

Target Dates or Schedule:

Quarterly

Evidence of Completion:

FCAT scores

G3. Our E/LA scores are too low and we will improve the percentage of our students achieving 3 or better on the FCAT to 62%.

Targets Supported

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

Resources Available to Support the Goal

- Title I funds to purchase needed materials.
- Literacy resource Alice Ryals who is an expert teacher and the reading coach.
- Title II funds for professional development.
- TIF Cohorts for professional development.
- PLC teams

Targeted Barriers to Achieving the Goal

- Inexperience
- Time
- Resources

Plan to Monitor Progress Toward the Goal

62% of students will pass the FCAT with an achievement level of 3 or above.

Person or Persons Responsible

Students

Target Dates or Schedule:

April

Evidence of Completion:

Progress monitoring through performance matters will show a progression to mastery of 65% before

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our math scores are lower and AMO and we will improve them to meet or exceed 63% mastery on FCAT.

G1.B1 Expertise

G1.B1.S1 We will employ Dr. Thomasinia Adams to teach professional development courses four times this year on professional development days. She will build our understanding of the CCSS and the use of manipulatives in building our students ability to understand math conceptually.

Action Step 1

Dr. Adams will present conceptual math workshops to all teachers of math

Person or Persons Responsible

Teachers and Dr. Adams

Target Dates or Schedule

Quarterly, starting 10/4/13

Evidence of Completion

Lesson plans developed with a conceptual learning focus using CCSS

Facilitator:

Dr. Adams

Participants:

Teachers

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

Teachers will use manipulatives to teach math from the concrete to the abstract in all grade levels

Person or Persons Responsible

Teachers

Target Dates or Schedule

continuously in the math period

Evidence of Completion

Observation

Plan to Monitor Effectiveness of G1.B1.S1

Students will increase their understanding of math concepts and make adequate growth on progress monitoring assessments.

Person or Persons Responsible

Students

Target Dates or Schedule

Quarterly

Evidence of Completion

63% mastery at a level 3 or above on FCAT 2.0

G1.B2 Time

G1.B2.S1 We will employ subs through title 1 to provide teachers with grade level and vertical alignment planning twice per quarter.

Action Step 1

Provide time for teachers to plan and align their curriculum as grade level teams and with the grades around them.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Twice quarterly

Evidence of Completion

Lesson Plans

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

Observe lessons that were planned for effectiveness

Person or Persons Responsible

CRT and Admin

Target Dates or Schedule

Daily

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of G1.B2.S1

Students will increase their grade level skills on progress monitoring tests and FCAT

Person or Persons Responsible

Students

Target Dates or Schedule

Quarterly and summatively

Evidence of Completion

63% of students will achieve 3 or better of FCAT

G2. Our students' writing proficiency level is too low and we will use action plans to improve our levels of proficiency to 85% or better.

G2.B1 Low writing proficiency

G2.B1.S1 Cathy Oyster will visit the school to present a 45 minute plan each month to plan the coming month's writing focus and direct teachers on the most effective strategies for students to use.

Action Step 1

Cathy Oyster presenting monthly to teachers

Person or Persons Responsible

4th grade team

Target Dates or Schedule

First Tuesday of each month

Evidence of Completion

Action plans developed with the team.

Facilitator:

Cathy Oyster

Participants:

4th Grade Team

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

Administration will monitor the implementation of the action plan

Person or Persons Responsible

Admin

Target Dates or Schedule

Weekly

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of G2.B1.S1

Progress monitoring data will show that we have progressed in the area attacked during that month's action plan and that previous months have been built upon.

Person or Persons Responsible

4th grade teachers, CRT, Admin

Target Dates or Schedule

Quarterly

Evidence of Completion

Write Score

G3. Our E/LA scores are too low and we will improve the percentage of our students achieving 3 or better on the FCAT to 62%.

G3.B1 Inexperience

G3.B1.S1 Use PLC process to define the best resources and their use during class time.

Action Step 1

Schedule days and times for teachers to meet collaboratively to develop plans for using their resources in the best ways possible.

Person or Persons Responsible

Administration, Teachers, CRT

Target Dates or Schedule

Twice per quarter, for grade level planning and vertical alignment between grade levels.

Evidence of Completion

Lessons created for addressing areas of concern with from progress monitoring data.

Action Step 2

Continue the weekly PLC meetings discussing student work and planning for next steps with the teachers.

Person or Persons Responsible

Administration, Teachers, CRT

Target Dates or Schedule

Mondays from 11:50-2:50, one hour each with 3rd, 4th, and 5th, and on Tuesday mornings with 2nd.

Evidence of Completion

PLC minutes

Action Step 3

Quarterly participation in TIF cohorts with a share out afterwards

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Professional Development presentations by the teachers who attend.

Facilitator:

Participants:

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

PLC minutes and notes will provide evidence of the meetings and their content and lesson plans will reflect appropriate decisions based on progress monitoring data.

Person or Persons Responsible

PLC members admin, CRT, or teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and notes

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 Time

G3.B2.S1 Use Title I funds to pay for subs to cover classes while teachers are trained and plan for better lessons as well as participate in lesson study.

Action Step 1

Schedule days and times for teachers to meet collaboratively to develop plans for using their resources in the best ways possible.

Person or Persons Responsible

Administration, Teachers, CRT

Target Dates or Schedule

Twice a quarter

Evidence of Completion

Plans implemented in the classroom.

Facilitator:

CRT and Administration

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Teachers will leave these meetings with plans that are aligned to their standards and are appropriately progressing for the grade levels above, using the progress monitoring data to guide these decisions.

Person or Persons Responsible

Teachers, Admin, CRT

Target Dates or Schedule

twice quarterly

Evidence of Completion

Lesson plans and student achievement on progress monitoring assessments

Plan to Monitor Effectiveness of G3.B2.S1

Performance Matters, SRI, FCAT

Person or Persons Responsible

Joe Theobald

Target Dates or Schedule

Quarterly

Evidence of Completion

FCAT Scores will improve.

G3.B3 Resources

G3.B3.S1 Through the TIF cohorts and PLCs we will define the best use of our many resources so teachers will feel less overwhelmed and more empowered to use effective tools appropriately.

Action Step 1

When teachers return from the TIF Cohorts they will present to their team members what they have learned and how to use it in a way that will be helpful to their students

Person or Persons Responsible

Teachers in the cohorts

Target Dates or Schedule

Quarterly

Evidence of Completion

PD Presentations

Facilitator:

Cohort Leads

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Cohort leads will return to the school with expertise in an area and will relate that information and the tools to use with it to their team members through the PLC process.

Person or Persons Responsible

Cullen, Stith, McGruder, DeGuzman, Fuller, and Perry

Target Dates or Schedule

Quarterly after the TIF sessions

Evidence of Completion

Lesson Plans and implementation of the PD in class room instruction.

Plan to Monitor Effectiveness of G3.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Federal, State, and Local funds will be used to increase student achievement in academic, social, and emotional areas listed in statutes, the standards of the grade level of the child, the student code of conduct, and the school student hand book.

Title I funds will be spent for two teachers who will teach in 3rd grade and kindergarten, two tutors who will teach reading or math to our lowest performing students, and the materials these teachers need. Funds will also be spent on professional development training, coverage for classes so teachers can attend trainings, and materials. These funds will purchase technology to enhance learning in all grades and create unique opportunities in K and 1st.

Title X funds will be directed from the District Federal Programs office and will provide support for our homeless students through tutoring, materials, and crisis care for families.

Community

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Our math scores are lower and AMO and we will improve them to meet or exceed 63% mastery on FCAT.

G1.B1 Expertise

G1.B1.S1 We will employ Dr. Thomasinia Adams to teach professional development courses four times this year on professional development days. She will build our understanding of the CCSS and the use of manipulatives in building our students ability to understand math conceptually.

PD Opportunity 1

Dr. Adams will present conceptual math workshops to all teachers of math

Facilitator

Dr. Adams

Participants

Teachers

Target Dates or Schedule

Quarterly, starting 10/4/13

Evidence of Completion

Lesson plans developed with a conceptual learning focus using CCSS

G2. Our students' writing proficiency level is too low and we will use action plans to improve our levels of proficiency to 85% or better.

G2.B1 Low writing proficiency

G2.B1.S1 Cathy Oyster will visit the school to present a 45 minute plan each month to plan the coming month's writing focus and direct teachers on the most effective strategies for students to use.

PD Opportunity 1

Cathy Oyster presenting monthly to teachers

Facilitator

Cathy Oyster

Participants

4th Grade Team

Target Dates or Schedule

First Tuesday of each month

Evidence of Completion

Action plans developed with the team.

G3. Our E/LA scores are too low and we will improve the percentage of our students achieving 3 or better on the FCAT to 62%.

G3.B1 Inexperience

G3.B1.S1 Use PLC process to define the best resources and their use during class time.

PD Opportunity 1

Quarterly participation in TIF cohorts with a share out afterwards

Facilitator

Participants

Target Dates or Schedule

Quarterly

Evidence of Completion

Professional Development presentations by the teachers who attend.

G3.B2 Time

G3.B2.S1 Use Title I funds to pay for subs to cover classes while teachers are trained and plan for better lessons as well as participate in lesson study.

PD Opportunity 1

Schedule days and times for teachers to meet collaboratively to develop plans for using their resources in the best ways possible.

Facilitator

CRT and Administration

Participants

Teachers

Target Dates or Schedule

Twice a quarter

Evidence of Completion

Plans implemented in the classroom.

G3.B3 Resources

G3.B3.S1 Through the TIF cohorts and PLCs we will define the best use of our many resources so teachers will feel less overwhelmed and more empowered to use effective tools appropriately.

PD Opportunity 1

When teachers return from the TIF Cohorts they will present to their team members what they have learned and how to use it in a way that will be helpful to their students

Facilitator

Cohort Leads

Participants

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

PD Presentations

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Our math scores are lower and AMO and we will improve them to meet or exceed 63% mastery on FCAT.	\$2,000
Total		\$2,000

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Personnel	Evidence-Based Program	Professional Development
Total	\$2,000	\$0	\$0	\$2,000
Title I	\$0	\$2,000	\$2,000	
	\$0	\$0		

Budget Details

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

G1. Our math scores are lower and AMO and we will improve them to meet or exceed 63% mastery on FCAT.

G1.B1 Expertise

G1.B1.S1 We will employ Dr. Thomasinia Adams to teach professional development courses four times this year on professional development days. She will build our understanding of the CCSS and the use of manipulatives in building our students ability to understand math conceptually.

Action Step 1

Dr. Adams will present conceptual math workshops to all teachers of math

Resource Type

Professional Development

Resource

Dr. Adams is an expert in Math Instruction and will present to the school ways of using manipulatives in CCSS

Funding Source

Title I

Amount Needed

\$2,000

G1.B2 Time

G1.B2.S1 We will employ subs through title 1 to provide teachers with grade level and vertical alignment planning twice per quarter.

Action Step 1

Provide time for teachers to plan and align their curriculum as grade level teams and with the grades around them.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. Our E/LA scores are too low and we will improve the percentage of our students achieving 3 or better on the FCAT to 62%.

G3.B1 Inexperience

G3.B1.S1 Use PLC process to define the best resources and their use during class time.

Action Step 1

Schedule days and times for teachers to meet collaboratively to develop plans for using their resources in the best ways possible.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B2 Time

G3.B2.S1 Use Title I funds to pay for subs to cover classes while teachers are trained and plan for better lessons as well as participate in lesson study.

Action Step 1

Schedule days and times for teachers to meet collaboratively to develop plans for using their resources in the best ways possible.

Resource Type

Personnel

Resource

Substitute Teachers

Funding Source

Title I

Amount Needed

\$0