



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Browning Pearce Elementary School

100 BEAR BLVD

San Mateo, FL 32187

386-329-0557

[bpes.putnamschools.org](http://bpes.putnamschools.org)

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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> 82%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 36%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> A	<b>2009-10</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
Prevent	2	Wayne Green

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Browning Pearce Elem. School

##### Principal

Elizabeth Weaver

##### School Advisory Council chair

Kimberly Parcher

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

Name	Title
Willie Dale	Assistant Principal
Michelle Wilds	Curriculum Resource Teacher
Cindy David	Guidance Counselor
Kimbi Smiley	Executive Secretary

#### 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 SAC membership consists of the school based leadership team (principal, assistant principal, CRT, guidance counselor and executive secretary). In addition, membership includes instructional as well as non instructional staff, parents, a local business owner and community church representatives. SAC officers include president, vice president, secretary, and treasurer.

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

Committee representatives came together to study, disaggregate and digest the data collected from the 2013 school year. After close examination of data outcomes, areas of improvement were identified and goals were set for the 2014 term.

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

As always the primary focus of the school advisory committee is student safety followed closely by student achievement. The SAC will meet regularly to interpret progress monitoring data, make decisions

and implement actions consistent with continued school growth. It is the goal of the SAC to offer human resource support as well as fiscal support of our school's academic effort.

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

Due to non funding, fiscal support is limited to "leftover" money from previous school improvement endeavors. This revenue is extremely limited and non recurring. Any leftover monies will be used to directly impact student achievement.

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

In Compliance

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

Currently, we are launching a recruitment effort to bring more parents into the school advisory decision making progress. Our focus is on the primary grades. Our goal is for each teacher to identify and personally invite two parents from their homeroom who will commit to our school improvement efforts. The decision to target specifically primary, was based on a long term goal of continued service over time.

**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:**

**Elizabeth Weaver**

Principal

Years as Administrator: 14

Years at Current School: 4

**Credentials**

B.S. Secondary Education, MA in Educational Leadership

**Performance Record**

Mrs. Weaver holds a Bachelor's Degree in Secondary Education as well as a Master's degree in Educational Leadership. Professional certifications include the Principalship, Educational Leadership, and English (6-12). Mrs. Weaver is currently in her 20th year as an employee for the Putnam County School District. She has taught at both Interlachen High School and Jenkins Middle School. In addition to her instructional experience, she has served as a Dean of Students at Jenkins Middle School, assistant principal at both Browning Pearce and Moseley Elementary, Principal of James A. Long, and she is currently in her fourth year as principal of Browning Pearce Elementary School. As a school leader, the number of students making learning gains has consistently shown marked increase.

**Willie Dale**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**B.S. in Business Administration  
MA in Educational Leadership**Performance Record**

Mr. Dale holds a Bachelor's Degree in Business Administration as well as a Master's degree in Educational Leadership. Professional certifications include Math 5-9 and Educational Leadership (all levels). Mr. Dale is currently in his eleventh year with the Putnam County School District. He taught math at Interlachen High School for ten years. He is in his first year as assistant principal of Browning Pearce Elementary. As a teacher, he took on many leadership roles and his students displayed consistent growth each year.

**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Michelle Wilds**

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

**Areas**

Reading/Literacy, Mathematics, Data

**Credentials**

B.S. in Elementary Education

**Performance Record**

Mrs. Wilds has served as a classroom teacher in the state of Georgia as well as Florida. She has spent the last seven years in Putnam County. Her exemplary performance as a teacher resulted in consistent learning gains as well as contributed to overall school grade improvement. In her first year as a curriculum resource teacher, Mrs. Wilds quickly became a trusted and integral part of the school leadership team. She can best be described as an elementary curriculum specialist.

**Classroom Teachers****# of classroom teachers**

47

**# receiving effective rating or higher**

47, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

42, 89%

**# ESOL endorsed**

19, 40%

**# reading endorsed**

5, 11%

**# with advanced degrees**

7, 15%

**# National Board Certified**

0, 0%

**# first-year teachers**

0, 0%

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

12, 26%

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

22, 47%

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

13, 28%

**Education Paraprofessionals****# of paraprofessionals**

16

**# Highly Qualified**

16, 100%

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

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Putnam County School district offers a competitive salary and benefits package. Efforts are made to provide high quality inservice for improving individual teacher performance. In addition, as a Right to Work state, teachers have the support of our local teachers' union.

**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**

Beginning teachers are paired with an experienced educator who is clinically certified. In addition bimonthly PLC's offer all teachers an opportunity to learn and grow. Finally, peer assistance is available from the district office for struggling 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**

The MTSS Leadership Team will meet bi-monthly to review and discuss individual student intervention data. In order to comply with Federal Legislation (IDEA 2004) mandates as well as state regulations, the lead team decided to implement a standard protocol process for research-based academic interventions and a diagnostic-prescriptive process for research based behavioral interventions. Teachers and RtI/ MTSS tutors will be responsible for providing the intervention with fidelity and recording data. MTSS Leadership Team members will monitor, coach and assist with professional development and graphing data as needed. SKYWARD data can be used to monitor the need for behavioral interventions. On-going progress monitoring will be completed, graphed, and analyzed at monthly "follow-up" school based RtI/ MTSS team meetings. At these meetings, decisions to continue or discontinue Tier 2 or 3 supports will be made. RtI/MTSS is a Regular Education initiative. The RtI/MTSS team will coordinate with the ESE department, parents, and all stake holders.

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

The school-based MTSS Leadership Team consists of: School Administrators (L. Weaver, W. Dale), Curriculum Coach (M. Wilds), and Guidance Counselor (C. David). The responsibility of the Guidance Counselor is to lead MTSS parent/staff meetings, maintain open communication with the school psychologist and district personnel (i.e. staffing specialists, behavior specialists, speech and language specialists, and mental health counselors), and warehouse data from various sources on individual students. The responsibility of the Curriculum Coach is to gather and interpret academic data for all students, schedule tutoring/remediation for students in Tier 2 and above, and to coach teachers in high yield instructional strategies. The responsibility of the School Administrators is to lead the MTSS Leadership Team meetings, meet with all instructional staff individually each quarter to review data and student growth, and evaluate the effectiveness of MTSS/RtI interventions as related to the School Improvement Plan.

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

iObservation tool is used for daily monitoring. Formal MTSS conferences occur quarterly as well as informal meetings as necessary. In addition, bi-monthly PLCs focus on increasing teacher effectiveness and thus positively effecting student achievement.

#### **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**

SKYWARD is a data management system that can be used to access student progress in core subject areas as well as any behavior incidents. The Putnam County School District utilizes the Performance

Matters progress monitoring system that assesses and tracks student progress. The system also allows teachers and administrators to access multiple data points for both high stakes and district level data for Reading, Math, and Science. The district will also utilize the Write Score program which monitors student progress in Writing.

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

The MTSS Leadership Team will meet weekly to discuss groups and specific students, data, and behavior trends that need attention or to be addressed. The team will also invite the school psychologist and behavior specialist to assist in different topics and situations. The Leadership Team will then use Professional Learning Communities to review MTSS processes for Academics and Behavior along with the appropriate data to be collected. The MTSS Leadership Team will also meet each quarter with all instructional staff individually to review data, instruction, interventions, and Tiers of support for students. The MTSS Team will support the understanding of parents through individual conferencing as well as formal and informal conversations.

### **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:** 18,900

The 21st Century Afterschool 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 insure a well rounded education.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

#### **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.

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

The ultimate responsibility lies with Laury Gauch, the district coordinator of the 21st Century Afterschool Program. She employs site coordinators at each school location. Each site coordinator works with the school based leadership team to access and evaluate data.

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

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

<b>Name</b>	<b>Title</b>
Libby Weaver	Principal
Willie Dale	Assistant Principal
Michelle Wilds	Curriculum Resource Teacher
Cindy David	Academic Guidance

**How the school-based LLT functions**

The primary function of the LLT is to establish a culture of continuous growth and learning in regards to literacy instruction. The team will meet with each grade level twice a month to discuss Common Core Standards. The goal of the LLT will be to increase the teacher's capacity to lead discussions and in turn their professional development within PLC's.

**Major initiatives of the LLT**

Major initiatives include the continued acquisition of Common Core understanding and strategies, as well as to develop school level experts at each grade level. The purpose of these experts will be to create school based leaders who are capable of maintaining strong instructional practices regardless of personnel changes.

**Every Teacher Contributes to Reading Instruction****How the school ensures every teacher contributes to the reading improvement of every student**

Teachers are required to base reading instruction on the English/Language Arts Common Core Standards. Every student will actively participate in whole group on grade level instruction as well as small group prescriptive instruction. Each student will be progress monitored individually for fluency, comprehension, and vocabulary acquisition.

**Preschool Transition**

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

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

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

**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**

n/a

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

n/a

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

n/a

## 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	61%	53%	No	65%
American Indian				
Asian				
Black/African American	34%	34%	Yes	41%
Hispanic	61%	58%	No	65%
White	68%	58%	No	72%
English language learners				
Students with disabilities	38%	41%	Yes	45%
Economically disadvantaged	55%	46%	No	60%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	24%	35%
Students scoring at or above Achievement Level 4	91	27%	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>		15%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		85%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			
Students in lowest 25% making learning gains (FCAT 2.0)			

**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)			

**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	51	50%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		70%

**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	71%	49%	No	74%
American Indian				
Asian				
Black/African American	52%	36%	No	57%
Hispanic	69%	63%	No	72%
White	76%	64%	No	78%
English language learners				
Students with disabilities	56%	51%	No	60%
Economically disadvantaged	68%	68%	Yes	71%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	29%	54%
Students scoring at or above Achievement Level 4	18	18%	20%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	182	55%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	215	65%	67%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	27%	30%
Students scoring at or above Achievement Level 4	20	19%	24%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]	[data excluded for privacy reasons]	
Students scoring at or above Level 7	[data excluded for privacy reasons]	[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)	1		2
Participation in STEM-related experiences provided for students	0	0%	10%

**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	108	14%	5%
Students retained, pursuant to s. 1008.25, F.S.	22	3%	2%
Students who are not proficient in reading by third grade	39	39%	25%
Students who receive two or more behavior referrals	68	9%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	18	2%	1%

**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 would like to move beyond parent contact and nurture true parental involvement. While we are reaching greater than 95% parent contact, our goal is to have 30% of our parents actively involved in their child's education. We will accomplish this through a variety of family oriented activities designed to create comfort with the school and school setting as well as academically oriented activities. We offer activities at various times and provide no cost babysitting to try and alleviate barriers from attendance.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
30% of our parents will attend and participate in a parental involvement activity during the 2013 - 2014 school term. This percentage will exclude numbers associated with open house.	25	3%	30%

## Goals Summary

- G1.** Teachers will increase knowledge and skills by participating in bimonthly PLC's focused on the Common Core, data driven instruction and progress monitoring, thus resulting in a ten percent increase in student proficiency math.
- G2.** Implementation of the Literacy Framework in combination with the ELA Common Core Standards will result in a ten percent increase in reading proficiency.
- G3.** 50 % of all students will show writing proficiency as defined by the purposed PARCC rubric.
- G4.** 50% of fifth grade students will score proficiency or higher on the FCAT Science Assessment.
- G5.** 30% of our parents will attend and participate in a parental involvement activity during the 2013-2014 school term. (This percentage will exclude numbers associated with Open House.)

## Goals Detail

**G1.** Teachers will increase knowledge and skills by participating in bimonthly PLC's focused on the Common Core, data driven instruction and progress monitoring, thus resulting in a ten percent increase in student proficiency math.

### 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, High School, High School AMO's, High School FAA, High School FAA)

### Resources Available to Support the Goal

- District Level experts, ICC team, SBLT, ELA and Math Cadre representatives, Performance Matters,

### Targeted Barriers to Achieving the Goal

- Teacher apathy
- Lack of familiarity and experience with the Common Core Mathematical Standards and Practices in all grade levels.

## Plan to Monitor Progress Toward the Goal

Informal conversations, teacher surveys

### Person or Persons Responsible

The SBLT

### Target Dates or Schedule:

Weekly

### Evidence of Completion:

N/A

**G2.** Implementation of the Literacy Framework in combination with the ELA Common Core Standards will result in a ten percent increase in reading proficiency.

**Targets Supported**

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

**Resources Available to Support the Goal**

- PLC's, Reading Cadre teachers, ICC team, C-PALMs, Reading A-Z, TRU Flix, Book Flix

**Targeted Barriers to Achieving the Goal**

- Lack of exposure to the Common Core Standards and Practices in the upper grades.
- Teacher apathy

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

**G3.** 50 % of all students will show writing proficiency as defined by the purposed PARCC rubric.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- PARCC rubric, ICC team, SBLT, ELA Cadre Leaders

**Targeted Barriers to Achieving the Goal**

- Lack of exposure to Common Core Writing requirements.

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

**G4. 50% of fifth grade students will score proficiency or higher on the FCAT Science Assessment.**

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Science Lab, Next Generation Science Standards, Discovery Education, Performance Matters, MobyMAX, Science Gizmos

**Targeted Barriers to Achieving the Goal**

- Lack of exposure to scientific vocabulary, experimentation and processes.

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

**G5. 30% of our parents will attend and participate in a parental involvement activity during the 2013-2014 school term. (This percentage will exclude numbers associated with Open House.)**

**Targets Supported**

- Parental Involvement

**Resources Available to Support the Goal**

- Title I Parent Involvement Funds, District Level Parental Initiatives, Sandra Gilyard (District Parental Liason), Staff volunteers

**Targeted Barriers to Achieving the Goal**

- Many parents have small children at home making it difficult to participate in academic parental involvement activities.

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Teachers will increase knowledge and skills by participating in bimonthly PLC's focused on the Common Core, data driven instruction and progress monitoring, thus resulting in a ten percent increase in student proficiency math.

### **G1.B1** Teacher apathy

**G1.B1.S1** In an effort to combat teacher apathy, we have instituted Appreciation Friday's. Each Friday staff members receive an encouraging note and trinket. We have openly communicated a "Keep it Positive" attitude and have asked everyone to refuse to listen to negativity.

#### **Action Step 1**

Gestures of appreciation

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

The SBLT

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

Weekly, Daily

#### **Evidence of Completion**

N/A

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

Documented, visible gestures of appreciation

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

Principal

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

Weekly

#### **Evidence of Completion**

N/A

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

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G1.B2** Lack of familiarity and experience with the Common Core Mathematical Standards and Practices in all grade levels.

**G1.B2.S1** PLC's will be based on understanding and teaching the Common Core. MA Cadre leaders will receive additional training in this area to be shared at the school site. Teachers will also participate in shared planning.

### Action Step 1

#### Person or Persons Responsible

Instructional Staff, SBLT, ICC Team, Math Cadre leaders and district level experts

#### Target Dates or Schedule

#### Evidence of Completion

#### Facilitator:

SBLT, ICC Team, Cadre Leaders

#### Participants:

Instructional Staff, SBLT, ICC Team, Math Cadre leaders and district level experts

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

Observation Walkthroughs, informal observations and formal observations.

### Person or Persons Responsible

SBLT

### Target Dates or Schedule

Weekly

### Evidence of Completion

Continued increase in math proficiency.

## Plan to Monitor Effectiveness of G1.B2.S1

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G2.** Implementation of the Literacy Framework in combination with the ELA Common Core Standards will result in a ten percent increase in reading proficiency.

**G2.B1** Lack of exposure to the Common Core Standards and Practices in the upper grades.

**G2.B1.S1** PLC's will be based on understanding and teaching the Common Core. ELA Cadre leaders will receive additional training in this area to be shared at the school site. Teachers will also participate in shared planning.

### Action Step 1

Class room observations and walk throughs, Bimonthly PLC's, ELA Cadre training,

#### Person or Persons Responsible

Instructional Staff, SBLT, ICC Team, District Level Experts

#### Target Dates or Schedule

On-going throughout the year

#### Evidence of Completion

Positive increase in high yield instructional strategy use and a ten percent increase in reading proficiency.

#### Facilitator:

SBLT, ICC Team, ELA Cadre Leaders

#### Participants:

Instructional Staff, SBLT, ICC Team, District Level Experts

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

Classroom Walkthroughs and Observations

### Person or Persons Responsible

SBLT

### Target Dates or Schedule

Weekly

### Evidence of Completion

Continued increase in reading proficiency.

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

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

## G2.B1.S2 [copied strategy - enter new description]

### Action Step 1

Class room observations and walk throughs, Bimonthly PLC's, ELA Cadre training,

### Person or Persons Responsible

Instructional Staff, SBLT, ICC Team, District Level Experts

### Target Dates or Schedule

On-going throughout the year

### Evidence of Completion

Positive increase in high yield instructional strategy use and a ten percent increase in reading proficiency.

### Facilitator:

SBLT, ICC Team, ELA Cadre Leaders

### Participants:

Instructional Staff, SBLT, ICC Team, District Level Experts

## Plan to Monitor Fidelity of Implementation of G2.B1.S2

Classroom Walkthroughs and Observations

### Person or Persons Responsible

SBLT

### Target Dates or Schedule

Weekly

### Evidence of Completion

Continued increase in reading proficiency.

## Plan to Monitor Effectiveness of G2.B1.S2

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

## G2.B2 Teacher apathy

**G2.B2.S1** We have implemented "Appreciation Fridays." Each Friday staff members receive a special note and a trinket. The SBLT will share encouraging words whenever possible. In addition, we have instituted a "Keep it Positive" approach where we have encouraged our staff to refuse to listen negativity.

### Action Step 1

words of encouragement trinkets positive attitudes

### Person or Persons Responsible

Instructional Staff, Non Instructional Staff, SBLT,

### Target Dates or Schedule

Weekly

### Evidence of Completion

observation teacher surveys

### Plan to Monitor Fidelity of Implementation of G2.B2.S1

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### Plan to Monitor Effectiveness of G2.B2.S1

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G3.** 50 % of all students will show writing proficiency as defined by the purposed PARCC rubric.

**G3.B1** Lack of exposure to Common Core Writing requirements.

**G3.B1.S1** Seventy-five percent of all assignments will include a short and extended response using cross curricular writing integration and text based support as required in the Common Core Standards.

#### **Action Step 1**

Required cross-curricular writing with text support.

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

Instructional Staff, SBLT, ICC Team, ELA Cadre Leaders

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

Daily

#### **Evidence of Completion**

50% of all students will score proficient using the proposed PARCC rubric.

#### **Facilitator:**

ICC team, ELA Cadre leaders, SBLT, District Level Experts

#### **Participants:**

Instructional Staff, SBLT, ICC Team, ELA Cadre Leaders

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

observation walk throughs, formal and informal observations

#### Person or Persons Responsible

SBLT

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Goal met.

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

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

**G4.** 50% of fifth grade students will score proficiency or higher on the FCAT Science Assessment.

**G4.B1** Lack of exposure to scientific vocabulary, experimentation and processes.

**G4.B1.S1** Title I funds have been used to employ a science lab teacher. All students grades 3-5 will attend science lab weekly.

#### Action Step 1

Science Lab

#### Person or Persons Responsible

Kim Parcher

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

50% of all fifth grade students will score proficiency in FCAT Science.

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

Observation walkthroughs, informal and formal observations

#### Person or Persons Responsible

SBLT

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

50% of all fifth grade students will show proficiency as defined by FCAT Science.

### Plan to Monitor Effectiveness of G4.B1.S1

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

**G5.** 30% of our parents will attend and participate in a parental involvement activity during the 2013-2014 school term. (This percentage will exclude numbers associated with Open House.)

**G5.B1** Many parents have small children at home making it difficult to participate in academic parental involvement activities.

**G5.B1.S1** Baby sitting will be provided by BPES staff for all parental involvement activities sponsored by the school.

#### Action Step 1

Mrs. Sheridan is responsible for contacting staff and arranging baby sitting services for each parent involvement activity.

#### Person or Persons Responsible

Melissa Sheridan, Baby sitting coordinator and staff volunteers

#### Target Dates or Schedule

As needed

#### Evidence of Completion

Baby sitting will be available for all parental involvement activities.

**Plan to Monitor Fidelity of Implementation of G5.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G5.B1.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

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 meets 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.*

**G1.** Teachers will increase knowledge and skills by participating in bimonthly PLC's focused on the Common Core, data driven instruction and progress monitoring, thus resulting in a ten percent increase in student proficiency math.

**G1.B2** Lack of familiarity and experience with the Common Core Mathematical Standards and Practices in all grade levels.

**G1.B2.S1** PLC's will be based on understanding and teaching the Common Core. MA Cadre leaders will receive additional training in this area to be shared at the school site. Teachers will also participate in shared planning.

### PD Opportunity 1

#### Facilitator

SBLT, ICC Team, Cadre Leaders

#### Participants

Instructional Staff, SBLT, ICC Team, Math Cadre leaders and district level experts

#### Target Dates or Schedule

#### Evidence of Completion

**G2.** Implementation of the Literacy Framework in combination with the ELA Common Core Standards will result in a ten percent increase in reading proficiency.

**G2.B1** Lack of exposure to the Common Core Standards and Practices in the upper grades.

**G2.B1.S1** PLC's will be based on understanding and teaching the Common Core. ELA Cadre leaders will receive additional training in this area to be shared at the school site. Teachers will also participate in shared planning.

**PD Opportunity 1**

Class room observations and walk throughs, Bimonthly PLC's, ELA Cadre training,

**Facilitator**

SBLT, ICC Team, ELA Cadre Leaders

**Participants**

Instructional Staff, SBLT, ICC Team, District Level Experts

**Target Dates or Schedule**

On-going throughout the year

**Evidence of Completion**

Positive increase in high yield instructional strategy use and a ten percent increase in reading proficiency.

**G2.B1.S2** [copied strategy - enter new description]

**PD Opportunity 1**

Class room observations and walk throughs, Bimonthly PLC's, ELA Cadre training,

**Facilitator**

SBLT, ICC Team, ELA Cadre Leaders

**Participants**

Instructional Staff, SBLT, ICC Team, District Level Experts

**Target Dates or Schedule**

On-going throughout the year

**Evidence of Completion**

Positive increase in high yield instructional strategy use and a ten percent increase in reading proficiency.

**G3.** 50 % of all students will show writing proficiency as defined by the proposed PARCC rubric.

**G3.B1** Lack of exposure to Common Core Writing requirements.

**G3.B1.S1** Seventy-five percent of all assignments will include a short and extended response using cross curricular writing integration and text based support as required in the Common Core Standards.

**PD Opportunity 1**

Required cross-curricular writing with text support.

**Facilitator**

ICC team, ELA Cadre leaders, SBLT, District Level Experts

**Participants**

Instructional Staff, SBLT, ICC Team, ELA Cadre Leaders

**Target Dates or Schedule**

Daily

**Evidence of Completion**

50% of all students will score proficient using the proposed PARCC rubric.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

### Budget Details

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

**G4.** 50% of fifth grade students will score proficiency or higher on the FCAT Science Assessment.

**G4.B1** Lack of exposure to scientific vocabulary, experimentation and processes.

**G4.B1.S1** Title I funds have been used to employ a science lab teacher. All students grades 3-5 will attend science lab weekly.

#### Action Step 1

Science Lab

#### Resource Type

Evidence-Based Program

#### Resource

#### Funding Source

#### Amount Needed