

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

School: 2261 - Madeira Beach Fundamental K 8
District: 52 - Pinellas
Principal: Ateek Christopher
SAC Chair: Brenda Dennie
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/28/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	591 TOM STUART CAUSEWAY Madeira Beach, FL 33708	591 TOM STUART CAUSEWAY Madeira Beach, FL 33708
Phone Number:	727-547-7697	
Web Address:	http://www.mb-ms.pinellas.k12.fl.us/	
Email Address:	2261@pcsb.org	

School Type:	Combination School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	23%			
Minority:	17%			
School Grade History:	<u>2012-13</u> A	<u>2011-12</u> A	<u>2010-11</u> A	<u>2009-10</u> A

NOTE

Sections marked N/A in the online application have been excluded from this document.
 For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status	
School Information	
School-Level Information	
School Madeira Beach Fundamental K 8	
Principal's name Ateek Christopher	
School Advisory Council chair's name Brenda Dennie	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Chris Ateek	Principal
Keila Victor	Assistant Principal
Kristina Bauman	Assistant Principal
Malinda Motte	Guidance Counselor
Valerie Santos	Guidance Counselor
Cindy Gavin	Guidance Counselor
Paula Phillips	School Psychologist
Suzanne Corey Lovett	School Social Worker
Jennifer Purcell	VE Liason
District-Level Information	
District Pinellas	
Superintendent's name Dr. Michael A Grego	
Date of school board approval of SIP 09/24/2013	
School Advisory Council (SAC)	
<p style="color: red;">This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>	
Describe the membership of the SAC including position titles	
SAC Chair - Brenda Dennie SAC Vice Chair - Andrea Gaskins-Capehart SAC Treasurer/Secretary - Kathy Mohney	
Describe the involvement of the SAC in the development of this school improvement plan	
SAC will review the School Improvement Plan and determine if a request for use of allocated school improvement funds are aligned to school improvement goals.	
Describe the activities of the SAC for the upcoming school year	
SAC provides ongoing dialogue with the school regarding educational objectives, objectives, initiatives and results. Membership requirements include attendance in all meetings, providing feedback and suggestions when appropriate, and recommend areas to review. The SAC is a key link of gaining feedback from our parent stakeholders.	
Describe the projected use of school improvement funds and include the amount allocated to each project	
In 2013-2014 a total of \$7042.50/ \$5 per student, (unweighted FTE \$1408.50) has been allocated to our school, with School Advisory Council oversight.	

Highest student achievement- Funds available can be used for school supplies and additional professional enhancements, such as attending conferences and purchasing supplemental materials. Staff members would be able to attend workshops and/or conferences that provide stimulating ideas and best practices for classroom implementation for the increase of student achievement.
 Safe learning environment- A major part of a safe learning environment is providing a secure and positive place in which to work and learn. Part of school improvement funds could be spent on making the classroom a more inviting and comfortable place with additional resources to specifically fit the needs of the classroom.

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below
 In Compliance

If no, 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).

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

Administrators 3

Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:

Ateek Christopher

Principal	Years as Administrator: 10	Years at Current School: 5
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Credentials Christopher Ateek- B.A. Elementary Ed/ M. Ed. Leadership

Performance Record From 2009-2013 Madeira Beach received a school grade of "A" every year.

Kristina Bauman

Asst Principal	Years as Administrator: 5	Years at Current School: 12
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Credentials B.S. Elementary Ed/ M. Ed Leadership

Performance Record From 2009-2013 Madeira Beach received a school grade of "A" every year.

Keila Victor

Asst Principal	Years as Administrator: 7	Years at Current School: 5
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Credentials B.S. Agricultural Bus/ M. Ed Leadership

Performance Record From 2009-2013 Madeira Beach received a school grade of "A" every year.

Instructional Coaches

Instructional Coaches 1

Receiving Effective rating or higher (not entered because basis is < 10)

Instructional Coach Information:		
Paige Michael		
Full-time / School-based	Years as Coach: 14	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Elementary Education; Early Childhood; Reading Endorsement; BS; MA	
Performance Record	Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)	
Classroom Teachers		
# of classroom teachers	95	
# receiving effective rating or higher	100, 105%	
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23)	100%	
# certified in-field, pursuant to Section 1012.2315(2), F.S.	95, 100%	
# ESOL endorsed	17, 18%	
# reading endorsed	12, 13%	
# with advanced degrees	41, 43%	
# National Board Certified	9, 9%	
# first-year teachers	6, 6%	
# with 1-5 years of experience	11, 12%	
# with 6-14 years of experience	39, 41%	
# with 15 or more years of experience	39, 41%	
Education Paraprofessionals, pursuant to s. 1012.01(2)(e)		
# of paraprofessionals	1	
# Highly Qualified, as defined in 20 U.S.C. § 6319(c)	1, 100%	
Other Instructional Personnel		
# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals	0	
# receiving effective rating or higher	(not entered because basis is < 10)	
Teacher Recruitment and Retention Strategies		
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).		
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).		

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.

Principal attends Job Fair (Recruitment) and posts job vacancies both on the School Board Website. When teaching openings occur staff provides input into teacher qualities and are part of the interview team. All teachers are involved in Professional Learning Communities

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).

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).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities

New teachers or teachers that have transferred from another school are paired with an accountability partner. This is a collaborative partner used to “touch base” with regularly. New teachers are observed formally and in walk through. Feedback is provided and time is allotted for mentor and mentee to meet for lesson planning and modeling.

Multi-Tiered System of Supports (MTSS) / Response to Instruction/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).

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).

Describe your school's data-based problem-solving processes for the implementation and monitoring of your 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 Madeira Beach Fundamental School School-Based MTSS/RtI Team meets once every two weeks. These meetings are scheduled for Thursdays. When necessary, these meetings include the guidance counselors, academic team members, school social worker and psychologist. The School Psychologist or school-based MTSS leadership team coordinator would facilitate the MTSS leadership team meetings, asking for input from the academic staff, which includes classroom observations and gathering of data for specific identified behaviors. The School Psychologist would share any recent information from psychological testing and assist in analyzing the data presented by the staff. All school-based MTSS leadership team members, including the appropriate grade level counselor and VE liaison would discuss possible interventions that may assist the student, depending on his/her individual needs. A plan of action would then be made to collect data based on new interventions with a follow-up meeting scheduled. The school-based MTSS leadership team will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

Administrators: Chris Ateek, Keila Victor and Kristina Bauman: Provide a common vision for the use of data-based decision-making, ensuring that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Guidance Counselors: Malinda Motte Cindy Gavin, Valerie Santos: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify

appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Paula Phillips: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

School social worker: Suzanne Corey Lovett: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Varying Exceptionalities Liaison/ T.S.A.: Jennifer Purcell: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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

The school-based leadership team meets every two weeks to monitor data and interventions, and to monitor the action steps written into the School improvement plan.

Describe the 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 (e.g., behavior, attendance)

Academic data is collected (FCAT 2.0, FAIR, Common Assessments) Behavior data is collected monitoring student detentions, and referrals (EDS system). Student Organization data is collected monitoring student demerits.

a) Academic data will be entered into a schedule determined by the district office, data created as part of the fundamental guidelines is entered within 24 hours of being issued. Support staff personnel enter district discipline, academic and attendance data into the PORTAL/ FOCUS System as required by district policy. The concerns unique to the fundamental practices (middle grades demerits) are tracked through a school-based database of which the faculty has direct access to.

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

Staff trainings occur at several levels. A school meeting schedule has been developed that includes faculty, grade level teams/ departments, and professional learning communities. In addition, The district provides formal MTSS training. Listed below are training sessions for the current school year involving administrators, guidance counselors as well as other members of the MTSS.

- 1) Response to Intervention training sessions scheduled will have administrative team members attend.
- 2) SBLT Training meetings are planned for the entire SBLT
- 3) Primary/ Secondary Tier III Intervention Coordinator Training: Sessions scheduled will have guidance counselors attend.

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).

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: 2,400

Strategy Purpose(s)

Instruction in core academic subjects

Strategy Description

Teachers are engaged in professional development activities throughout the year. Students participate in extended learning program to support curriculum and organizational skills to extend learning time. Students have the opportunity to enrich themselves as part of clubs and after school activities offered through the school in an effort to help students become more well- rounded.

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

Progress monitoring data is kept and analyzed to determine effectiveness or changes needed. Teachers in all grades offer after school tutoring, or during student lunches to enhance the learning of our students. All school staff is responsible for enhancing the learning of our students.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal- Keila Victor

Strategy: Summer Program

Minutes added to school year: 6,000

Strategy Purpose(s)

Strategy Description

Teachers are engaged in professional development activities throughout the year. Students participate in Summer Bridge program to support curriculum and organizational skills to extend learning time. Students have the opportunity to enrich themselves as part of clubs and after school activities offered through the school in an effort to help students become more well- rounded.

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

Progress monitoring data is kept and analyzed to determine effectiveness or changes needed.

Who is responsible for monitoring implementation of this strategy?

Principal- Chris Ateek

Literacy Leadership Team (LLT)

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

Name	Title
Chris Ateek	Principal
Kristina Bauman	Assistant Principal
Keila Victor	Assistant Principal
Chenese Bush	Language Arts Teacher
Stephen Ross	Language Arts Teacher
Genessa Kolosey	Language Arts Teacher

<p>JaVonda Bryant Twain Hammond Sarah Cavaliere Jane Davis Nancy Millichamp Bette Groves</p>	<p>Reading Teacher Reading Teacher middle grades careers teacher science teacher library information specialist elementary grades teacher</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes, roles, functions) Literacy Leadership Team members will provide training for staff and act as model classrooms for all teachers. They will create capacity of reading knowledge within the school by focusing on the following areas of literacy concern: text complexity, instructional skills to improve reading comprehension, ensuring that text complexity, along with close reading and rereading of texts, is central to lessons, providing scaffolding that does not preempt or replace text reading by students, developing and asking text dependent questions from a range of question types, emphasizing students supporting their answers based upon evidence from the text, providing extensive research and writing opportunities (claims and evidence), and support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).</p>	
<p>What will be the major initiatives of the LLT this year? Providing support for implementation of Common Core State Standards for Literacy in all subject areas, and high yield teaching strategies. Providing support for text complexity, instructional skills to improve reading comprehension.</p>	
<p>Every Teacher Contributes to Reading Improvement</p>	
<p>Describe how the school ensures every teacher contributes to the reading improvement of every student The MBFS Literacy Leadership Team assists in teaching literacy strategies to all disciplines. Our team is composed of a cross section of the faculty that acts as liaisons to help grow department wide literacy strategies in all classrooms. MBFS has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies. Teacher appraisal has a provision for teaching reading strategies in all subject areas. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.</p>	
<p>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). 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).</p>	
<p>Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable Kindergarten Teachers hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.</p>	
<p>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).</p>	

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 does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

All classroom teachers implement AVID strategies. Advancement Via Individual Determination (AVID) is an elective class that provides support for students through curricular and mentoring activities. This course is designed to enable students to develop intermediate skills aligned with current curriculum. A Careers Course provides students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Students assess personal, academic and career goals; enhance effective study skills; demonstrate job readiness skills; and acquire effective communication skills.

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

Students and their families are provided information on all area high schools through guidance lessons, newsletters and a SAC /PTSA breakout sessions. Prior to decision making time students are informed on all magnet and career academy requirements and how to apply. Students are encouraged to shadow the various high schools to ensure they are making the appropriate choice. Students will complete a four year plan on-line using their perspective high schools program requirements to share with their family, and utilized as a guide for their high school career. Students will also have an understanding of high school graduation requirements.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C

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).

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	79%	81%	Yes	81%
American Indian	85%	67%	No	87%
Asian	83%	74%	No	84%
Black/African American	62%	77%	Yes	66%
Hispanic	81%	81%	Yes	83%
White	80%	81%	Yes	82%
English language learners				
Students with disabilities	62%	44%	No	66%
Economically disadvantaged	71%	69%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	365	31%	33%
Students scoring at or above Achievement Level 4	590	50%	52%
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
Learning Gains			
	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		73%	80%
Students in lowest 25% making learning gains (FCAT 2.0)		76%	80%
Comprehensive English Language Learning Assessment (CELLA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		60%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		70%
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	326	81%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			
Area 3: Mathematics			
Elementary and Middle School Mathematics			

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA				
Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	77%	No	80%
American Indian	93%	83%	No	93%
Asian	88%	68%	No	90%
Black/African American	53%	64%	Yes	57%
Hispanic	79%	76%	No	81%
White	78%	78%	Yes	81%
English language learners				
Students with disabilities	63%	56%	No	66%
Economically disadvantaged	71%	65%	No	74%
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		428	36%	37%
Students scoring at or above Achievement Level 4		480	41%	43%
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			73%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			74%	75%
Middle School Acceleration				
		2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		261	22%	25%
Middle school performance on high school EOC and industry certifications		250	96%	98%
Algebra I End-of-Course (EOC) Assessment				
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		106	53%	54%
Students scoring at or above Achievement Level 4		86	43%	44%
Geometry End-of-Course (EOC) Assessment				
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		11	18%	20%
Students scoring at or above Achievement Level 4		48	77%	78%

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			
Students scoring at or above Achievement Level 4			
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
Middle School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	119	30%	33%
Students scoring at or above Achievement Level 4	179	45%	47%
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)	350		375
Participation in STEM-related experiences provided for students			
High Schools			
	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

2013 Actual # 2013 Actual % 2014 Target %

Students enrolling in one or more CTE courses
 Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses
 Completion rate (%) for CTE students enrolled in *accelerated* courses
 Students taking CTE industry certification exams
 Passing rate (%) for students who take CTE industry certification exams
 CTE program concentrators
 CTE teachers holding appropriate industry certifications

Area 8: Early Warning Systems

Elementary School Indicators

2013 Actual # 2013 Actual % 2014 Target %

Students who miss 10 percent or more of available instructional time	133	13%	10%
Students retained, pursuant to s. 1008.25, F.S.	1	1%	0%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6		

Middle School Indicators

2013 Actual # 2013 Actual % 2014 Target %

Students who miss 10 percent or more of available instructional time	133	9%	7%
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

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

Describe parental involvement targets for your school

100% of our families are involved in parent engagement opportunities including: volunteering, required monthly parent meetings, required parent conferences (three times per year, elementary grades), signing off on all homework assignments and attendance at special school events. All parents are required to attend PTSA/SAC meetings monthly throughout the year. Parental involvement is high with over 15, 818 volunteer hours during the 2012-2013 school years.

Specific Parental Involvement Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %
Continue 100% parental involvement		100%	100%
Area 10: Additional Targets			
Description of additional targets			
Specific Additional Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary	
Goal #1: Create a block schedule or vertical or horizontal teaming. This goal will influence all goals listed.	
Goals Detail	
Goal #1: Create a block schedule or vertical or horizontal teaming. This goal will influence all goals listed.	
Targets Supported	<ul style="list-style-type: none"> • Reading • Reading - AMO's • Reading - FCAT2.0 • Reading - FAA • Reading - Learning Gains • Reading - CELLA • Reading - Postsecondary Readiness • Writing • Math • Math - Elementary and Middle School • Math - Elementary and Middle AMO's • Math - Elementary and Middle FCAT 2.0 • Math - Elementary and Middle FAA • Math - Elementary and Middle Learning Gains • Math - Middle School Acceleration • Math - High School • Math - High School AMO's • • • Math - High School Postsecondary Readiness • Algebra 1 EOC • Geometry EOC • Social Studies • U.S. History EOC • Civics EOC • Science • Science - Elementary School • Science - Middle School
Resources Available to Support the Goal	<ul style="list-style-type: none"> • FCAT 2.0
Targeted Barriers to Achieving the Goal	<ul style="list-style-type: none"> • Issues with scheduling Teachers not wanting to try new ideas Must pass a vote Change

Plan to Monitor Progress Toward the Goal

Action:

FCAT scores

Person or Persons Responsible:

Principal/ Assistant Principal

Target Dates or Schedule:

End of school year

Evidence of Completion:

Implementation of new schedule

Action Plan for Improvement

Goal #1:	Create a block schedule or vertical or horizontal teaming. This goal will influence all goals listed.
Barrier #1:	Issues with scheduling Teachers not wanting to try new ideas Must pass a vote Change
Strategy #1 to Overcome the Barrier	Research pros/cons

Step #1 to Implement Strategy #1 - PD Opportunity

Action:

Pros of implementing block schedule/vertical/horizontal teaming

Person or Persons Responsible:

Scheduling committee

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Research of pros and cons

Facilitator:

Bill Droke Angela Jones

Participants:

Scheduling committee

Step #2 to Implement Strategy #1 - PD Opportunity

Action:

Provide a model of what block schedule will look like

Person or Persons Responsible:

scheduling committee

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Model of schedule

Facilitator:

Bill Droke Angela Jones

Participants:

Scheduling committee

Step #3 to Implement Strategy #1 - PD Opportunity

Action:

Provide a model of what vertical/horizontal teaming will look like

Person or Persons Responsible:

scheduling committee

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Model of schedule

Facilitator:

Bill Droke Angela Jones

Participants:

Scheduling committee

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

Monitor that all steps are properly taken when implemented

Person or Persons Responsible:

Principal/ Assistant Principal

Target Dates or Schedule:

End of school year

Evidence of Completion

Implementation of new schedule

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

Increased overall FCAT scores

Person or Persons Responsible:

Principal/ Assistant Principal

Target Dates or Schedule:

End of 2015

Evidence of Completion:

Implementation of new schedule

Goal #1:	Create a block schedule or vertical or horizontal teaming. This goal will influence all goals listed.
Barrier #1:	Issues with scheduling Teachers not wanting to try new ideas Must pass a vote Change
Strategy #2 to Overcome the Barrier	Research information on what the schedule could potentially look like

Step #1 to Implement Strategy #2

Action:

Research of potential schedule

Person or Persons Responsible:

Scheduling committe

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Model of potential schedule

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #1:	Create a block schedule or vertical or horizontal teaming. This goal will influence all goals listed.
Barrier #1:	Issues with scheduling Teachers not wanting to try new ideas Must pass a vote Change
Strategy #3 to Overcome the Barrier	Put together a committee of volunteers to gather info and organize

Step #1 to Implement Strategy #3

Action:

Committee of volunteers to gather info and organize

Person or Persons Responsible:

Scheduling committee

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Information gathered

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Goal #1:	Create a block schedule or vertical or horizontal teaming. This goal will influence all goals listed.
Barrier #1:	Issues with scheduling Teachers not wanting to try new ideas Must pass a vote Change
Strategy #4 to Overcome the Barrier	Committee puts together presentation

Step #1 to Implement Strategy #4

Action:

Presentation to staff

Person or Persons Responsible:

Scheduling committee

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Presentation to staff to vote

Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #1

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #1

Action:

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).

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).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including: Professional development/ programs or materials/ technology/ Professional Learning Community Topics

Related goals- Highest student achievement in all subject areas

Strategy- providing instructional materials, and further educational opportunities to staff

Type of resource- Evidence-based programs, professional development, and technical resources

Description of resources- SIP funds to be used to continue programs, purchase instructional materials or technology, provide student enrichment opportunities, and professional development activities to staff.

Funding source- School Improvement Funds

Amount needed 7042.50 (\$5.00 per student)

Professional Development

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.

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:

Goal #1: Create a block schedule or vertical or horizontal teaming. This goal will influence all goals listed.

Barrier #1: Issues with scheduling Teachers not wanting to try new ideas Must pass a vote Change

Strategy #1: Research pros/cons

Action Step #1: Pros of implementing block schedule/vertical/horizontal teaming

Facilitator leader

Bill Droke Angela Jones

Participants

Scheduling committee

Target dates or schedule

Throughout the year

Evidence of Completion and Person Responsible for Monitoring

Research of pros and cons

(Person Responsible: Scheduling committee)

Action Step #2: Provide a model of what block schedule will look like

Facilitator leader

Bill Droke Angela Jones

Participants

Scheduling committee

Target dates or schedule

Throughout the year

Evidence of Completion and Person Responsible for Monitoring

Model of schedule

(Person Responsible: scheduling committee)

Action Step #3: Provide a model of what vertical/horizontal teaming will look like

Facilitator leader

Bill Droke Angela Jones

Participants

Scheduling committee

Target dates or schedule

Throughout the year

Evidence of Completion and Person Responsible for Monitoring

Model of schedule

(Person Responsible: scheduling committee)

Budget

Budget Detail