

# FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



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

**School:** 3071 - Ozona Elementary School  
**District:** 52 - Pinellas  
**Principal:** Kerry Apuzzo B  
**SAC Chair:** Terri Davis  
**Superintendent:** Dr. Michael A Grego  
**School Board Approval Date:** [pending]  
**Last Modified on:** 10/28/2013

<b>Address:</b>	<u><b>Physical</b></u>	<u><b>Mailing</b></u>
	601 TAMPA RD Palm Harbor, FL 34683	601 TAMPA RD Palm Harbor, FL 34683
<b>Phone Number:</b>	727-724-1589	
<b>Web Address:</b>	<a href="http://www.ozona-es.pinellas.k12.fl.us">http://www.ozona-es.pinellas.k12.fl.us</a>	
<b>Email Address:</b>	3071.principal@pcsb.org	

<b>School Type:</b>	Elementary School			
<b>Alternative:</b>	No			
<b>Charter:</b>	No			
<b>Title I:</b>	No			
<b>Free/Reduced Lunch:</b>	32%			
<b>Minority:</b>	17%			
<b>School Grade History:</b>	<u><b>2012-13</b></u> A	<u><b>2011-12</b></u> A	<u><b>2010-11</b></u> A	<u><b>2009-10</b></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

<b>Current School Status</b>	
<b>School Information</b>	
<b>School-Level Information</b>	
<b>School</b> Ozona Elementary School	
<b>Principal's name</b> Kerry Apuzzo B	
<b>School Advisory Council chair's name</b> Terri Davis	
<b>Names and position titles of the School-Based Leadership Team (SBLT)</b>	
<b>Name</b>	<b>Title</b>
Sherry Hering	First grade teacher
Debbie Gosche	Second grade teacher
Barrie Evans	Fourth grade teacher
Jordie Teig	Fifth grade teacher
Michele Maiorana	Fifth grade teacher
Tammy Danielson	Behavior Specialist
Nicola Repetosky	Rtl coordinator
Jessica Downes	Assistant Principal
<b>District-Level Information</b>	
<b>District</b> Pinellas	
<b>Superintendent's name</b> Dr. Michael A Grego	
<b>Date of school board approval of SIP</b> Pending	
<b>School Advisory Council (SAC)</b> This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
<b>Describe the membership of the SAC including position titles</b> The chairperson of SAC is Terri Davis. She is responsible for running the meetings. This includes preparing the agenda, approving minutes and calling the meeting to order, following the Roberts rules for meeting procedures. The secretary's responsibilities will be shared among each member. The SAC is comprised of teachers, parents and community.	
<b>Describe the involvement of the SAC in the development of this school improvement plan</b> The SAC is involved in the SIP by reviewing the draft and providing input into the plan. They will also be giving suggestions for the allocations of SAC generated funds. Throughout the year, SAC reviews school data such as: discipline, attendance and academic data.	
<b>Describe the activities of the SAC for the upcoming school year</b> SAC will have its first meeting on September 9, 2013 and will view the SIP. The SAC will also be responsible for formulating the budget and monitoring the expenditures.	
<b>Describe the projected use of school improvement funds and include the amount allocated to each project</b> The SIP money will be combined with school money to implement an enrichment program for students. This will be discussed at the first SAC meeting. Money will also be used to support technology purchases for classroom use.	

**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**  
Not In Compliance

**If no, describe the measures being taken to comply with SAC requirements**

We will continue to advertise in our newsletter, on our marquee and through personal request to get more representation on our school advisory council that is representative of our demographics.

### 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

# Administrators 2

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

#### Administrator Information:

##### Kerry Apuzzo B

Principal	Years as Administrator: 18	Years at Current School: 18
-----------	----------------------------	-----------------------------

**Credentials** Bachelors of Arts in Elementary Education and a Masters Degree in Educational Leadership

**Performance Record** Ozona has maintained an A school grade.

##### Jessica Downes

Asst Principal	Years as Administrator: 3	Years at Current School: 3
----------------	---------------------------	----------------------------

**Credentials** Bachelors of Science degree in Early Childhood Education and a Masters Degree in Educational Leadership

**Performance Record**

#### Instructional Coaches

# Instructional Coaches

# Receiving Effective rating or higher

#### Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
----------------------------	-----------------	--------------------------

**Areas** [none selected]

**Credentials**

**Performance Record**

#### Classroom Teachers

# of classroom teachers 58

# receiving effective rating or higher 58, 100%

# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 91%

# certified in-field, pursuant to Section 1012.2315(2), F.S. 56, 97%

<b># ESOL endorsed</b> 17, 29%
<b># reading endorsed</b> 3, 5%
<b># with advanced degrees</b> 18, 31%
<b># National Board Certified</b> 8, 14%
<b># first-year teachers</b> 1, 2%
<b># with 1-5 years of experience</b> 7, 12%
<b># with 6-14 years of experience</b> 26, 45%
<b># with 15 or more years of experience</b> 24, 41%
<b>Education Paraprofessionals</b>
<b># of paraprofessionals</b> 0
<b># Highly Qualified, as defined in 20 U.S.C. § 6319(c)</b> 0
<b>Other Instructional Personnel</b>
<b># of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals</b> 0
<b># receiving effective rating or higher</b> (not entered because basis is < 10)
<b>Teacher Recruitment and Retention Strategies</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).
<b>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.</b> New teachers are paired up with a grade level and school-wide mentor.
<b>Teacher Mentoring Program/Plan</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).
<b>Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities</b> New teachers are paired up with a grade level mentor and a school-wide mentor. When pairing new teachers with a mentor, we consider personalities and which mentors will effectively help lead our new teachers with curriculum, knowledge about our campus and activities through the year.
<b>Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)</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).
<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</b> The school has a formal RtI process that is followed. The school psychologist and team meet weekly and reviews school wide data. A list of students that are not meeting expectations, is compiled. The team discusses resources that would match the specific child's area of need. A progress monitoring plan is put into place and the team monitors that on a schedule. This process keeps repeating itself and students are moved through Tiers based on the data.

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

The leadership team is responsible for monitoring the school improvement plan. During weekly professional learning communities, the leadership team member works with the team in planning and making sure that they are aligned to the target goals.

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

Within the SIP there are different metrics to measure the fidelity of the plan; long range data, and short term data. Administrators will use walk through information to also gain information on the implementation of the 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)**

There are several different management systems that will be used to analyze and monitor effectiveness. Each team will participate in data chats that will analyze data specific to their grade level. The RtI team will monitor the supplemental initiatives and determine where adjustments need to be made. This will be done in all academic areas. The leadership team will meet monthly and review the overall school wide data discussed and make necessary adjustments.

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

The MTSS will be modeled within each of the grade level data chats throughout the year. This will be done by the administration each month. During conferences with parents, the problem solving worksheet will be used and explained.

**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:** 1,800

**Strategy Purpose(s)**

Instruction in core academic subjects

**Strategy Description**

Students will be identified by their FCAT, FAIR, SAT 10 data and teacher input. These students will meet before or after school twice a week for forty-five minutes. Each group will target students with a specific skill deficit.

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

Each strategy used is researched based. We will use the progress monitoring system that is aligned with the strategy.

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

Each teacher will have a group. That teacher is responsible for monitoring the progress of the students. All of the data will be compiled by a lead teacher.

**Strategy: Before or After School Program**

**Minutes added to school year:** 600

**Strategy Purpose(s)**

Enrichment activities that contribute to a well-rounded education

**Strategy Description**

Accelerated readers may participate in our after school sunshine state readers club. Students meet weekly and have book chats.

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

Students are given a test on the books and attendance is monitored.

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

The media assistant and teacher liaison is responsible for collecting the data.

**Strategy: Before or After School Program**

**Minutes added to school year:** 900

**Strategy Purpose(s)**

Instruction in core academic subjects

**Strategy Description**

The YMCA is a program on our campus. Students in grades 2-5 will be pulled weekly and work with a school teacher that will guide them through one of several programs. This will include: FCAT explorer, Ticket to Read, and Education City.

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

The teacher will take a base line score from each of the children. At the end of the time frame, and exit assessment will be given and data will determine the level of success.

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

The teacher that runs the program will use the data to determine the level of success.

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Kerry Apuzzo	Principal
Jessica Downes	Assistant Principal
Sherry Hering	First Grade Teacher
Debbie Gosche	Second Grade Teacher
Barrie Evans	Fourth Grade Teacher
Jordie Teig	Fifth Grade Teacher
Tammy Danielson	Behavior Specialist
Nicola Repetosky	Rti coordinator
Rolanda Johnson	Third grade teacher

**Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)**

This group is an offshoot of our leadership team. They meet monthly and discuss specific needs of children, reviews the reading data, and makes recommendations. Notes are kept and are shared with the grade level teams during their PLC.

**What will be the major initiatives of the LLT this year?**

Grade level teams will be planning together and working to understand the common core standards in literacy. Teachers will be planning on how they can incorporate science into literacy. The use of rubrics and alternate assessments will be used in grade levels and evaluated throughout the year.

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

**Describe how the school ensures every teacher contributes to the reading improvement of every student**

### **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).

**Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable**

Local Preschools are given tours of our kindergarten prior to entering. We also have a VPK program at Ozona that works to prepare the students for kindergarten. A kindergarten orientation is hosted prior to school starting. Children and parents come to the school and learn about the expectations.

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

**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?**

**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).

**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**

<b>Group</b>	<b>2013 Target %</b>	<b>2013 Actual %</b>	<b>Target Met?</b>	<b>2014 Target %</b>
All Students	80%	80%	Yes	1%
American Indian		14%		1%
Asian		100%		1%
Black/African American		25%		1%
Hispanic	78%	66%	No	81%
White	81%	82%	Yes	1%
English language learners		50%		1%
Students with disabilities	47%	31%	No	52%
Economically disadvantaged	72%	66%	No	75%

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

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3	114	29%	35%
Students scoring at or above Achievement Level 4	197	51%	57%

**Florida Alternate Assessment (FAA)**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		56%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		56%

**Learning Gains**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students making learning gains (FCAT 2.0 and FAA)	163	41%	47%
Students in lowest 25% making learning gains (FCAT 2.0)	43	66%	72%

**Comprehensive English Language Learning Assessment (CELLA)**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
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>		69%
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>		44%
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>		44%



<b>Postsecondary Readiness</b>				
	<b>2012 Actual #</b>	<b>2012 Actual %</b>	<b>2014 Target %</b>	
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.	[data excluded for privacy reasons]		0%	
<b>Area 2: Writing</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	82	63%	69%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%	
<b>Area 3: Mathematics</b>				
<b>Elementary and Middle School Mathematics</b>				
<b>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</b>				
<b>Group</b>	<b>2013 Target %</b>	<b>2013 Actual %</b>	<b>Target Met?</b>	<b>2014 Target %</b>
All Students	79%	71%	No	81%
American Indian		81%		
Asian		71%		
Black/African American		50%		
Hispanic	69%	63%	No	72%
White	80%	72%	No	82%
English language learners		75%		
Students with disabilities	53%	31%	No	58%
Economically disadvantaged	63%	61%	No	67%
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Students scoring at Achievement Level 3	115	29%	34%	
Students scoring at or above Achievement Level 4	163	41%	47%	
<b>Florida Alternate Assessment (FAA)</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		56%	
Students scoring at or above Level 7	[data excluded for privacy reasons]		56%	
<b>Learning Gains</b>				
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>	
Learning Gains	164	42%	48%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	45	65%	71%	

<b>Middle School Acceleration</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			
<b>Algebra I End-of-Course (EOC) Assessment</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
<b>Geometry End-of-Course (EOC) Assessment</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
<b>Area 4: Science</b>			
<b>Elementary School Science</b>			
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3	44	33%	39%
Students scoring at or above Achievement Level 4	63	47%	53%
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%
<b>Middle School Science</b>			
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
<b>Area 5: Science, Technology, Engineering, and Mathematics (STEM)</b>			

<b>All Levels</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target</b>
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		0
Participation in STEM-related experiences provided for students	0	0%	0%
<b>Area 6: Career and Technical Education (CTE)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			
<b>Area 8: Early Warning Systems</b>			
<b>Elementary School Indicators</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	68	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	6	0%	0%
Students who are not proficient in reading by third grade	14	0%	0%
Students who receive two or more behavior referrals	22	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%
<b>Middle School Indicators</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			
<b>Area 9: Parent Involvement</b>			
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).			
<b>Describe parental involvement targets for your school</b>			

Ozona Elementary wants to increase its tutor and mentor participation for the upcoming school year.			
<b>Specific Parental Involvement Targets</b>			
<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Number of Tutor and Mentors 12-13 school year	11	01%	10%
<b>Area 10: Additional Targets</b>			
<b>Description of additional targets</b>			
<b>Specific Additional Targets</b>			
<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>

**Goals Summary**

**Goal #1:**

All teachers will implement effective teaching instruction in reading aligned to standards to include intervention and acceleration. 81% of our students in grades 3-5 are reading at a level 3 or above. Our goal is raise this to 85%.

**Goal #2:**

All teachers will implement effective math teaching instruction aligned to math common core standards which includes intervention and acceleration.72% of our students in grades 3-5 are at a level 3 or higher on the math Our goal is to raise this to 77%.

**Goal #3:**

Currently 50% of our African American students are at a level 3 or higher on FCAT. We will increase that to 75% in reading and math. A tutor will be assigned to each student to support the child in reading and math. This is in conjunction with the teach

**Goal #4:**

All teachers will implement effective instruction aligned to writing Common Core State Standards which include intervention and acceleration. 63% of our grade 4 students scored at level 3.5 or above on the 2013 Spring FCAT Writes. We will raise this to 69

**Goal #5:**

All teachers will implement effective instruction aligned to science Common Core standards which include intervention and acceleration. 80% of our grade 5 students scored a level 3 or above on the 2013 science FCAT. We will raise this to 85%.

**Goals Detail**

**Goal #1:** All teachers will implement effective teaching instruction in reading aligned to standards to include intervention and acceleration. 81% of our students in grades 3-5 are reading at a level 3 or above. Our goal is raise this to 85%.

- Targets Supported**
- Reading
  - Reading - AMO's
  - Reading - FCAT2.0
  - Reading - FAA
  - Reading - Learning Gains
  - Reading - CELLA
  - Reading - Postsecondary Readiness

- Resources Available to Support the Goal**
- The resources for intervention will include; Guided reading, LLI, Education City, Elements of reading, Vocabulary fluency, FCAT explorer, Isabel Beck phonics, Lindamoodbell, and destination success.
  - The resources for acceleration will include: FCAT explorer, Education city, Destination success and Journey tool kit.
  - The resources for intervention will include; Guided reading, LLI, Education City, Elements of reading, Vocabulary fluency, FCAT explorer, Isabel Beck phonics, Lindamoodbell, Journey's toolkit. and destination success.
  - Accelerated learners will use the following resources: FCAT explorer, Destination Success, Education City, Sunshine State readers, and Journey's toolkit.

**Targeted Barriers to Achieving the Goal** • The lack of personnel to effectively meet with each child to implement the resources.

**Plan to Monitor Progress Toward the Goal**

**Action:**

We will use progress monitoring to determine the level of success for each intervention.

**Person or Persons Responsible:**

Grade level PLC, administration. and Rtl team

**Target Dates or Schedule:**

Weekly, during monthly data chats, and Rti team.

**Evidence of Completion:**

The student will show a growth on the intervention/acceleration benchmark.

**Goal #2:** All teachers will implement effective math teaching instruction aligned to math common core standards which includes intervention and acceleration.72% of our students in grades 3-5 are at a level 3 or higher on the math Our goal is to raise this to 77%.

- Targets Supported** • 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

**Resources Available to Support the Goal**

- The Go Math Tool kit, Destination Success. FCAT explorer and Education City for acceleration and intervention.

**Targeted Barriers to Achieving the Goal**

- District supported math coach is not assigned to Ozona Elementary.

**Plan to Monitor Progress Toward the Goal**

**Action:**

Review of data, intervention and acceleration resources used and lesson debriefing in PLC.

**Person or Persons Responsible:**

Grade level PLC, administration. leadership team. and Rtl team

**Target Dates or Schedule:**

Weekly, during monthly data chats, and Rti team.

**Evidence of Completion:**

PLC notes, growth on FCAT, common assessments and classroom progress.

**Goal #3:** Currently 50% of our African American students are at a level 3 or higher on FCAT. We will increase that to 75% in reading and math. A tutor will be assigned to each student to support the child in reading and math. This is in conjunction with the teach

- Targets Supported**
- Reading
    - Reading - AMO's
    - Reading - FCAT2.0
    - Reading - FAA
    - Reading - Learning Gains
    - Reading - CELLA
    - Reading - Postsecondary Readiness
  - 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

- Resources Available to Support the Goal**
- Teacher/community mentors assigned to each African American student.
  - Acceleration and intervention materials.

- Targeted Barriers to Achieving the Goal**
- Recruiting community and teacher mentors to work specifically with our African American students.

**Plan to Monitor Progress Toward the Goal**

**Action:**  
The school counselor will bring collected information on each child to the leadership team to be discussed.

**Person or Persons Responsible:**  
School Counselor

**Target Dates or Schedule:**  
Monthly

**Evidence of Completion:**  
Notes from leadership meeting

**Goal #4:** All teachers will implement effective instruction aligned to writing Common Core State Standards which include intervention and acceleration. 63% of our grade 4 students scored at level 3.5 or above on the 2013 Spring FCAT Writes. We will raise this to 69

- Targets Supported**
- Reading - AMO's
  - Reading - FCAT2.0
  - Writing

- Resources Available to Support the Goal**
- The resources for intervention include: Journey's Tool Kit, LLI program, Isabel Beck Phonics, and Education City. The resources for acceleration include: Education City, Journey's Tool Kit, and FCAT Explorer.

- Targeted Barriers to Achieving the Goal**
- The budget does not support hiring more personnel to assist in implementing all the resources.

**Plan to Monitor Progress Toward the Goal**

**Action:**

Review of data to determine how students are progressing in writing and if regrouping is needed.

**Person or Persons Responsible:**

Grade level teams, Administration and RTI team

**Target Dates or Schedule:**

During weekly PLCs, monthly data chats and RTI meetings

**Evidence of Completion:**

Use of FCAT writes scores, Diebels or AIMS web data, and/or classroom formative assessment data.

**Goal #5:**

**All teachers will implement effective instruction aligned to science Common Core standards which include intervention and acceleration. 80% of our grade 5 students scored a level 3 or above on the 2013 science FCAT. We will raise this to 85%.**

**Targets Supported**

- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- Resources for intervention will include: Guided Reading, Education City, Elements of Reading, Vocabulary and Fluency, FCAT Explorer, and Journey's Tool Kit. Resources for acceleration will include: Guided Reading, Education City, FCAT Explorer and Journey's Tool Kit.

**Targeted Barriers to Achieving the Goal**

- The budget does not support hiring more personnel to assist in implementing the resources.

**Plan to Monitor Progress Toward the Goal**

**Action:**

Review of progress monitoring data for reading and/or formative assessment data for science.

**Person or Persons Responsible:**

grade level teams, administration and RTI team

**Target Dates or Schedule:**

During Weekly PLC's, data chats and RTI meetings

**Evidence of Completion:**

meeting notes, FCAT science results, Running Records, FAIR, Diebles and/or AIMS web, science formative assessment results and classroom performance.

**Action Plan for Improvement**



<b>Goal #1:</b>	All teachers will implement effective teaching instruction in reading aligned to standards to include intervention and acceleration. 81% of our students in grades 3-5 are reading at a level 3 or above. Our goal is raise this to 85%.
<b>Barrier #1:</b>	The lack of personnel to effectively meet with each child to implement the resources.
<b>Strategy #1 to Overcome the Barrier</b>	Teachers will need to work with their grade level team, to group students into more homogeneous groups to meet their specific academic need

### **Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**

Discuss student data, use progress monitoring to determine specif need of the child. Regroup as needed.

**Person or Persons Responsible:**

Grade level teams and administration

**Target Dates or Schedule:**

During weekly PLC and data chats

**Evidence of Completion:**

Depending on the grade level we will use different sources such as: running records, DIEBELS, FAIR, FCAT, classroom progress.

**Facilitator:**

The district will provide a reading coach on a limited basis. She will work with each team on reading strategies.

**Participants:**

Grade level teams and administration

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

**Action:**

The review of the specific reading data for either intervention or acceleration.

**Person or Persons Responsible:**

Grade level team, Administration and Rtl team.

**Target Dates or Schedule:**

Weekly during PLC, monthly data chats and Rtl team meetings.

**Evidence of Completion**

Will use several sources: FCAT, FAIR, running records, DIEBELS, classroom progress.

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

**Action:**

The team will review the data sources and determine if they are being effective. This will be over a six week period. If not showing progress, the strategy will be adjusted.

**Person or Persons Responsible:**

Grade level team, administration, and Rtl team

**Target Dates or Schedule:**

weekly PLC, monthly data chat, and Rtl meetings

**Evidence of Completion:**

Data sources related to the intervention or acceleration will be used to determine effectiveness.

<b>Goal #2:</b>	All teachers will implement effective math teaching instruction aligned to math common core standards which includes intervention and acceleration.72% of our students in grades 3-5 are at a level 3 or higher on the math Our goal is to raise this to 77%.
<b>Barrier #1:</b>	District supported math coach is not assigned to Ozona Elementary.
<b>Strategy #1 to Overcome the Barrier</b>	Grade level PLC, will meet weekly to plan math instruction and debrief success.

**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**

Review individual data and student success.

**Person or Persons Responsible:**

Grade level teams and administration

**Target Dates or Schedule:**

Weekly PLC, monthly data chats, Rtl team

**Evidence of Completion:**

Classroom assessments, administrative walk through with feedback, PLC notes, lesson plans and FCAT/common assessments.

**Facilitator:**

Administration will meet and monitor/ provide professional development as needed for teachers.

**Participants:**

Grade level teams and administration

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

**Action:**

Monitor the specific intervention and acceleration measure as determined by the resource.

**Person or Persons Responsible:**

PLC team, administration and Rtl team

**Target Dates or Schedule:**

Weekly during PLC, monthly data chats and Rtl team meetings.

**Evidence of Completion**

Administration walk through with specific feedback, progress monitoring of the student growth.

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

**Action:**

Administrative review of math lesson plans, walk through with specific feedback, attending PLC/notes.

**Person or Persons Responsible:**

Grade level team, administration, and Rtl team

**Target Dates or Schedule:**

weekly PLC, monthly data chat, and Rtl meetings

**Evidence of Completion:**

Growth of students on the FCAT, common assessments and classroom progress.

<b>Goal #3:</b>	Currently 50% of our African American students are at a level 3 or higher on FCAT. We will increase that to 75% in reading and math. A tutor will be assigned to each student to support the child in reading and math. This is in conjunction with the teach
<b>Barrier #1:</b>	Recruiting community and teacher mentors to work specifically with our African American students.
<b>Strategy #1 to Overcome the Barrier</b>	The school counselor will work to recruit and train individuals that will be assigned to each African American student.

**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**

Mentors will be assigned to each of our African American students. They will meet bimonthly and support the academics in reading and math.

**Person or Persons Responsible:**

Administration and School Counselor

**Target Dates or Schedule:**

Meet and identify African American students at the school and discuss recruitment.

**Evidence of Completion:**

The school counselor will meet with the teachers of the African American Students on a monthly basis and monitor classroom performance, FCAT data, FAIR data, and common assessments.

**Facilitator:**

School counselor will work with the mentors and provide training.

**Participants:**

Administration and School Counselor

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

**Action:**

The school counselor will meet monthly with the identified students' teachers to review academic progress.

**Person or Persons Responsible:**

The school counselor

**Target Dates or Schedule:**

Monthly

**Evidence of Completion**

Data from classroom work, FCAT, FAIR, and common assessments will demonstrate completion.

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

**Action:**

The school counselor will every month with the classroom teacher and make contact with the mentor.

**Person or Persons Responsible:**

School counselor

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

Notes taken during the meetings will determine if strategies are effective.

<b>Goal #4:</b>	All teachers will implement effective instruction aligned to writing Common Core State Standards which include intervention and acceleration. 63% of our grade 4 students scored at level 3.5 or above on the 2013 Spring FCAT Writes. We will raise this to 69
<b>Barrier #1:</b>	The budget does not support hiring more personnel to assist in implementing all the resources.
<b>Strategy #1 to Overcome the Barrier</b>	Teachers will work with their grade level to group students into more Homogeneous groups to meet students' specific needs in writing.

**Step #1 to Implement Strategy #1**

**Action:**

Discuss student data, use progress monitoring and classroom assessments to determine groups and specific needs. Regroup when needed.

**Person or Persons Responsible:**

Grade level teams and administration

**Target Dates or Schedule:**

During weekly PLCs and data chats.

**Evidence of Completion:**

Will use FCAT, Aims web or Dibels and classroom/formative assessments to evaluate progress.

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

**Action:**

Review reading/writing data to determine students in need of intervention for writing and acceleration.

**Person or Persons Responsible:**

Grade level teams, administration and RTI team.

**Target Dates or Schedule:**

Weekly during PLCs, monthly data chats, and RTI meetings.

**Evidence of Completion**

Will use FCAT writes scores, Diebels or Aims web, and classroom formative assessments.

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

**Action:**

Review of data to determine if intervention or acceleration grouping and resource groups are working for students needing writing intervention or acceleration.

**Person or Persons Responsible:**

Grade level teams, administration and RTI team

**Target Dates or Schedule:**

Weekly during PLCs, monthly data chats and RTI meetings.

**Evidence of Completion:**

Use of FCAT writes scores, Diebels or AIMS web data, and/or classroom formative assessment results.

<b>Goal #5:</b>	All teachers will implement effective instruction aligned to science Common Core standards which include intervention and acceleration. 80% of our grade 5 students scored a level 3 or above on the 2013 science FCAT. We will raise this to 85%.
<b>Barrier #1:</b>	The budget does not support hiring more personnel to assist in implementing the resources.
<b>Strategy #1 to Overcome the Barrier</b>	Teachers will work with their grade level team to group students into more homogeneous groups to meet specific student needs in science.

**Step #1 to Implement Strategy #1**

**Action:**

Review of specific reading data and/or science formative assessment data to place students in groups needing intervention or acceleration.

**Person or Persons Responsible:**

Grade level teams and administration

**Target Dates or Schedule:**

During weekly PLC's, and data chats

**Evidence of Completion:**

PLC notes, Administration review of data with teams at Data chats.

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #5**

**Action:**

Review of reading and/or science formative assessment data and attendance data to determine effectiveness and fidelity of intervention and/or acceleration.

**Person or Persons Responsible:**

Grade level teams, administration and RTI team

**Target Dates or Schedule:**

During PLC's, data chats and RTI meetings

**Evidence of Completion**

Science FCAT data, PLC and RTI notes.

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #5**

**Action:**

Review of reading progress monitoring data and /or science formative assessment data and classroom performance

**Person or Persons Responsible:**

Grade level teams, administration and RTI team

**Target Dates or Schedule:**

During weekly PLC's, data chats and RTI meetings

**Evidence of Completion:**

Meeting notes, Science FCAT results and reading progress monitoring results (FAIR, Diebels and/or AIMS web), formative assessment results and classroom progress.

**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).

**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**

The school is allocated five dollars per child for school improvement funds. This will be directly linked to the goals that we have in our plan. The school advisory council will be creating a budget that will appropriate the funds. The recommendation will be to use the funds to support technology within the classroom. This will meet the goal of teacher effectiveness in implementing reading and math standards within intervention and acceleration of student's needs.

**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:**

**Goal #1:** All teachers will implement effective teaching instruction in reading aligned to standards to include intervention and acceleration. 81% of our students in grades 3-5 are reading at a level 3 or above. Our goal is raise this to 85%.

**Barrier #1:** The lack of personnel to effectively meet with each child to implement the resources.

**Strategy #1:** Teachers will need to work with their grade level team, to group students into more homogeneous groups to meet their specific academic need

**Action Step #1:** Discuss student data, use progress monitoring to determine specif need of the child. Regroup as needed.

**Facilitator leader**

The district will provide a reading coach on a limited basis. She will work with each team on reading strategies.

**Participants**

Grade level teams and administration

**Target dates or schedule**

During weekly PLC and data chats

**Evidence of Completion and Person Responsible for Monitoring**

Depending on the grade level we will use different sources such as: running records, DIEBELS, FAIR, FCAT, classroom progress.

(Person Responsible: Grade level teams and administration)

**Goal #2:** All teachers will implement effective math teaching instruction aligned to math common core standards which includes intervention and acceleration.72% of our students in grades 3-5 are at a level 3 or higher on the math Our goal is to raise this to 77%.

**Barrier #1:** District supported math coach is not assigned to Ozona Elementary.

**Strategy #1:** Grade level PLC, will meet weekly to plan math instruction and debrief success.

**Action Step #1:** Review individual data and student success.

**Facilitator leader**

Administration will meet and monitor/ provide professional development as needed for teachers.

**Participants**

Grade level teams and administration

**Target dates or schedule**

Weekly PLC, monthly data chats, Rtl team

**Evidence of Completion and Person Responsible for Monitoring**

Classroom assessments, administrative walk through with feedback, PLC notes, lesson plans and FCAT/common assessments.

(Person Responsible: Grade level teams and administration)

**Goal #3:** Currently 50% of our African American students are at a level 3 or higher on FCAT. We will increase that to 75% in reading and math. A tutor will be assigned to each student to support the child in reading and math. This is in conjunction with the teach

**Barrier #1:** Recruiting community and teacher mentors to work specifically with our African American students.

**Strategy #1:** The school counselor will work to recruit and train individuals that will be assigned to each African American student.

**Action Step #1:** Mentors will be assigned to each of our African American students. They will meet bimonthly and support the academics in reading and math.

**Facilitator leader**

School counselor will work with the mentors and provide training.

**Participants**

Administration and School Counselor

**Target dates or schedule**

Meet and identify African American students at the school and discuss recruitment.

**Evidence of Completion and Person Responsible for Monitoring**

The school counselor will meet with the teachers of the African American Students on a monthly basis and monitor classroom performance, FCAT data, FAIR data, and common assessments.

(Person Responsible: Administration and School Counselor)



<b>Appendix 2: Budget to Support School Improvement Goals</b>
---

<b>Budget Detail</b>
----------------------