

I. Current School Status:

A. School Information:

1. School-Level Information:

- a. **School:** Yankeetown School
- b. **Principal's name:** Suzette Pelton
- c. **School Advisory Council chair's name:** Rhonda Calderone
- d. **Names and position titles of the School-based Leadership Team (SBLT):**

Name	Title
Natalie Steinberg	Administrative Assistant/Reading Coach/Curriculum Coordinator
Candy Prescott	Guidance Counselor
Lejuanna Willis	ESE/MTSS
Melody Carson	Curriculum Facilitator

2. District-Level Information:

- a. **District:** Levy
- b. **Superintendent's name:** Mr. Robert O Hastings
- c. **Date of school board approval of SIP:** 10/08/2013

B. 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).

1. Describe the membership of the SAC including position titles:

The majority of the SAC members are not employed by the school district. The SAC is composed of the Principal and an appropriately balanced number of teachers, educational support employees, students (middle school), parents and other business and community members who are representative of the ethnic, racial and economic community served by the school.

2. Describe the involvement of the SAC in the development of this school improvement plan:

The SAC reviews the data and instructional goals. The majority of their development input is for the Parent Involvement piece of the SIP.

3. Describe the activities of the SAC for the upcoming school year:

- Monthly SAC meetings (at least 8 meetings per year)
- Discussion of SAC by-laws
- Collaboration on SIP
- Discuss and vote on dissemination of SAC monies
- Review and approve Parental Involvement Plans
- Review and approve Principal/Teacher/Parent/Student Compact

4. Describe the projected use of school improvement funds and include the amount allocated to each project:

- Title I Budget
- Section A: Pre-K-12 Students - \$18,908.51
- Section B: Teachers and Leaders - \$27,389.52
- Section C: Parent Involvement - \$ 2,471.18
- Section D: Technology - \$ 9,783.27

5. 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

6. If no, describe the measures being taken to comply with SAC requirements:

C. 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).

1. Administrators:

a. # Administrators: 1

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

c. For each of your school's administrators (principal and all assistant principals), complete the following fields:

Administrator	Credentials	Performance Record
Suzette Pelton Principal	B.S., Mathematics Education, M. Ed, Educational Leadership Years as Administrator: 5 Years at Current School: 1	School Grade 2012/2013: C Grade 3 R-52% M-48% Grade 4 R-32% M-60% W-27% Grade 5 R-47% M-40% S-47% Grade 6 R-50% M-39% Grade 7 R-68% M-58% Grade 8 R-57% M-41% S-71% W-80% AlgEOC-100%

2. Instructional Coaches:

a. # Instructional Coaches: 1

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

c. For each of your school's instructional coaches, complete the following fields:

Coach	Credentials	Performance Record
Natalie Steinberg Full-time School-based Areas: Reading/Literacy	English For Speakers Of Other Languages (ESOL), Endorsement English, (grades 5 - 9) Reading, Endorsement Years as Coach: 0 Years at Current School: 16	Grade 6 Reading Level 1 Level 2 Level 3 Level 4 Level 5 Levels 3-5 2009 20 12 40 24 4 68 2010 18 6 45 24 6 76 2011 5 23 45 27 0 72 2012 17 21 29 21 13 63 2013 28 22 33 17 0 50 Grade 7 Reading Level 1 Level 2 Level 3 Level 4 Level 5 Levels 3-5 2009 17 17 51 12 2 66 2010 10 19 33 38 0 71 2011 4 18 50 25 4 79 2012 10 29 24 38 0 62 2013 5 26 26 21 21 68 Grade 8 Reading Level 1 Level 2 Level 3 Level 4 Level 5 Levels 3-5 2009 7 34 45 10 3 59 2010 14 34 40 9 3 51 2011 20 20 33 27 0 60 2012 13 25 38 25 0 63 2013 5 38 19 29 10 57
Lejuanna Willis Part-time School-based Areas: RtI/MTSS	B.S., Elementary Education Exceptional Student Education, Major Area of Study Years as Coach: 0	No Data Available

3. Classroom Teachers:

- a. # of classroom teachers: 16
- b. # receiving effective rating or higher: 16, 100%
- c. # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 15, 94%
- d. # certified in-field, pursuant to Section 1012.2315(2), F.S.: 15, 94%
- e. # ESOL endorsed: 4, 25%
- f. # reading endorsed: 3, 19%
- g. # with advanced degrees: 3, 19%
- h. # National Board Certified: 1, 6%
- i. # first-year teachers: 2, 13%
- j. # with 1-5 years of experience: 4, 25%
- k. # with 6-14 years of experience: 5, 31%
- l. # with 15 or more years of experience: 5, 31%

4. Education Paraprofessionals, pursuant to s. 1012.01(2)(e):

- a. # of paraprofessionals: 7
- b. # Highly Qualified, as defined in 20 U.S.C. § 7801(23): 7, 100%

5. Other Instructional Personnel:

- a. # of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals: 0
- b. # receiving effective rating or higher: (not entered because basis is < 10)

6. 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).

- a. Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible:
 - 1. Select highly qualified applicants from our pool of teachers. Search online for highly qualified teachers seeking employment. Person responsible: Suzette Pelton
 - 2. Classroom visits and regular meetings with new teachers. Person responsible: Suzette Pelton
 - 3. New teachers are assigned a clinically trained, veteran teacher, mentor. Person responsible: Suzette Pelton

7. 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).

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

Observations, conferencing, professional development and opportunities to observe colleagues.

D. 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).

- 1. 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:

Students take a variety of assessments including but not limited to FAIR, iReady, FLKRS, LIA. Data is compiled on individual student cards and students are grouped according to their individual needs for MTSS groups supporting both reading and mathematics. Teachers meet after every 20-day RtI cycle to assess student progress and determine next steps for Tier 2 interventions.

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

The Problem Solving Leadership Team meets as needed when Summary of Concerns forms are presented and 7 times during the school year; once after each 20-day math or reading RtI cycle.

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

School leadership is directly involved in the MTSS grouping process as well as reviewing instructional materials. School leadership also develops a plan for staff to identify barriers and create goals and action steps for the SIP. Additionally, staff reviews the SIP action steps several times during the school year to ensure implementation.

4. 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):

Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed (focus of PBS); helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Essential Questions, Teaching Strategies, Extending, Refining, and Summarizing). The RtI problem solving process is used to evaluate the needs of our students to help us determine the areas in our school that are in need of improvement.

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

Data chats with teachers, students, and parents are conducted regularly. This data is used to inform decisions for MTSS groupings in reading and mathematics. Staff is involved in the MTSS data analysis and grouping process and parents are regularly informed of their child's Tier 2 intervention status/group/progress.

E. 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).

1. Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy Type	Minutes Added to School Year	Purpose
Before or After School Program	5,760	Instruction in core academic subjects, Teacher collaboration, planning and professional development
Strategy Description	Staff is involved in two hours of additional time each month for professional development above and beyond the scheduled half day trainings. The Title I budget provides money for after school tutoring designed to support struggling students. All instructional staff will participate in at least two Lesson Study cycles during the school year.	
How is data collected and analyzed to determine the effectiveness of this strategy?	Tutoring will be implemented to support Level 1 and Level 2 students. Interim assessment data and Tier II MTSS assessment data will be collected and analyzed on a regular basis to determine the effectiveness of this strategy.	
Who is responsible for monitoring implementation of this strategy?	The Principal, Administrative Assistant/Reading Coach, and Guidance Counselor are responsible for monitoring implementation of this strategy.	

F. Literacy Leadership Team (LLT):

1. Identify the names and position titles of the members of your school-based LLT:

Name	Title
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Candy Prescott	Guidance Counselor/PBS Coach
Natalie Steinberg	Administrative Assistant/Reading Coach
Lejuanna Willis	MTSS Coordinator
Suzette Pelton	Principal

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

The LLT meets weekly as the Lead Team to discuss CCSS implementation, instructional strategies for reading, professional development needs, plans for expanding media center time to promote literacy, and other topics as they come up.

3. What will be the major initiatives of the LLT this year?:

Using complex text, integration with NGSS/CCSS (3 – 8) and full implementation of CCSS (K-2), close reading strategies, and CIS strategies.

G. Every Teacher Contributes to Reading Improvement:

1. Describe how the school ensures every teacher contributes to the reading improvement of every student:

Using complex text, integration with NGSS/CCSS (3 – 8) and full implementation of CCSS (K-2), close reading strategies, and CIS strategies.

H. 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).

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

Yankeetown School has a Voluntary Pre-K program for the 2013-2014 school year. This program is designed to serve students based on the state prescribed criteria. The curriculum includes literacy based Opening the World of Learning Program and the Waterford Early Learning Program. Speech and Language services are provided to those students who qualify. Transition from Pre-K to kindergarten will be accomplished by the Pre-K students attending Kindergarten classes at the end of the school year. Kindergarten will host an open house at the beginning of the year and the students will be scheduled for a staggered start for the 2014-2015 school year.

I. 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).

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

Career planning is supported through our 8th grade 1st period/homeroom program with a focus on technology.

2. 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?:

Career planning is supported through our 8th grade 1st period/homeroom program with a focus on technology. Our guidance counselor personally calls families of Algebra I students who have an open spot in their schedule to discuss virtual options to advance students' high school academics and to satisfy the virtual course graduation requirement.

3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report (<http://data.fldoe.org/readiness/>), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C:

All of our students who score Level 3 or above on FCAT 2.0 mathematics are enrolled in Algebra I for high school credit. Our guidance counselor also personally calls families of Algebra I students who have an open spot in their schedule to discuss virtual options to advance students' high school academics and to satisfy the virtual course graduation requirement.

II. 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).

A. Area 1: Reading:

1. Annual Measurable Objectives (AMOs) - Students scoring at or above 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	63%	51%	No	66%
American Indian				
Asian				
Black/African American				
Hispanic				
White	63%	50%	No	66%
English language learners				
Students with disabilities	38%	21%	No	45%
Economically disadvantaged	56%	46%	No	60%

2. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	28	24%	31%
Students scoring at or above Achievement Level 4	34	29%	35%

3. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	0		
Students scoring at or above Level 7	1	100%	100%

4. Learning Gains:

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	49	64%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	5	28%	51%

5. Comprehensive English Language Learning Assessment (CELLA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in	0		

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)	0		
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	0		

6. 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.			

B. 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	20	57%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	1	100%	100%

C. Area 3: Mathematics:

1. Elementary and Middle School Mathematics:

a. Annual Measurable Objectives (AMOs) - students scoring at or above Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA:

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	51%	Yes	54%
American Indian				
Asian				
Black/African American				
Hispanic				
White	48%	51%	Yes	53%
English language learners				
Students with disabilities	31%	21%	No	38%
Economically disadvantaged	48%	45%	No	53%

b. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

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	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	27%	35%
Students scoring at or above Achievement Level 4	12	10%	20%

c. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	0		
Students scoring at or above Level 7	1	100%	100%

d. Learning Gains:

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	41	57%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	8	42%	51%

2. Middle School Acceleration (This target includes Algebra I, Geometry, and Biology):

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	5	50%	100%
Middle school performance on high school EOC and industry certifications	5	100%	100%

3. High School Mathematics:

a. Annual Measurable Objectives (AMOs) - students scoring at or above Level 3 on EOC assessments, or scoring at or above Level 4 on FAA:

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%		No	54%
American Indian				
Asian				
Black/African American				
Hispanic				
White	48%		No	53%
English language learners				

Students with disabilities	31%		No	38%
Economically disadvantaged	48%		No	53%

b. 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			

c. Learning Gains:

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

d. 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.			

4. Algebra I End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	1	20%	20%
Students scoring at or above Achievement Level 4	4	80%	80%

5. Geometry End-of-Course Assessment (EOC):

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

D. Area 4: Science:

1. Elementary School Science:

a. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	6	40%	45%
Students scoring at or above Achievement Level 4	1	7%	15%

b. 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			

2. Middle School Science:

a. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	5	24%	30%
Students scoring at or above Achievement Level 4	10	47%	55%

b. 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	1	100%	100%

3. High School Science:

a. 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			

4. Biology I End-of-Course Assessment (EOC):

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

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

1. All levels:

	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		5
Participation in STEM-related experiences provided for students	76	34%	50%

2. 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			

F. Area 6: Career and Technical Education (CTE):

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

G. Area 7: Social Studies (Area 7 will not be completed in 2013-14):

1. U.S. History End-of-Course Assessment (EOC):

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

2. Civics End-of-Course Assessment (EOC):

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

H. Area 8: Early Warning Systems:

1. Elementary School Indicators:

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	46	30%	15%
Students retained, pursuant to s. 1008.25(4)(c), F.S.	11	7%	4%
Students who are not proficient in reading by third grade	5	19%	10%
Students who receive two or more behavior referrals	14	9%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	42	28%	15%

2. Middle School Indicators:

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	9	13%	8%
Students who fail a mathematics course	0		
Students who fail an English Language Arts course	3	4%	2%
Students who fail two or more courses in any subject	0		
Students who receive two or more behavior referrals	8	11%	6%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	21	29%	15%

3. High School Indicators:

	2013 Actual #	2013 Actual %	2014 Target %

Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
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.			

4. Graduation:

	2012 Actual #	2012 Actual %	2013 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

I. Area 9: Parent Involvement:

1. Describe parental involvement targets for your school:

We are a Title I school. Please see Parent Involvement Plan.

2. Specific Parental Involvement Targets:

J. Area 10: Additional Targets:

1. Description of additional targets:

2. Specific Additional Targets:

K. Problem Solving:

Goal:	Increase student engagement in rigorous text through the use of Close Reading strategies in the classroom and at home.
Supported Areas:	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, Algebra 1 EOC, Social Studies, Civics EOC, Science, Science - Elementary School, Science - Middle School, STEM, STEM - All Levels, Parental Involvement, EWS, EWS - Elementary School, EWS - Middle School
Resources	Reading Coach modeling and co-teaching writing lessons in all grades, K-8, All teachers expecting complete sentence responses starting in at least 3rd grade, Summarizing and analyzing informational text to develop strong writing skills, Stop, think, and write to keep students attentive

and on task, Positive Behavior Support, Professional Development in Reading

Monitor Goal	Who	What	When	Evidence
	Principal and Lead Team	Monitor strategies for all barriers in SIP	Quarterly	Students will meet all measurable academic, EWS, and parent involvement targets in the SIP.

Selected Barrier: Student attendance

Strategy: Phone call home to inform of student absences

Action Step: Who		What	When	Evidence
	Clinic Aide or Secretary	School personnel (nurse, secretary) will call absent students' home to notify the family that the student is not in attendance for the day.	Daily	Phone Call Log
Monitor Fidelity		What	When	Evidence
Principal		Report of phone calls to Principal from clinic aide	Monthly	Phone call log
Monitor Effective		What	When	Evidence
Principal		Monitor phone call log	Monthly	Phone call logs kept in Principal's file. Decrease in absenteeism from 24% to 15% by the end of the school year.

Selected Barrier: Student attendance

Strategy: Encouragement through Positive Behavior Support program for promptness

Action Step: Who		What	When	Evidence
	Classroom Teachers	Offer rewards for being present and on time to help encourage the formation of good attendance habits.	Daily, weekly, quarterly	Log of Positive Behavior Support activities
Monitor Fidelity		What	When	Evidence
Guidance Counselor (Positive Behavior Support [PBS] Coach)		Create list of PBS activities	Quarterly Positive Behavior Support Meetings	PBS activities/rewards list
Monitor Effective		What	When	Evidence
PBS Team		Review effectiveness of reward activities, comparing to attendance rate	Quarterly Meetings	Meeting minutes

Selected Barrier: Lack of developed Common Core materials/curriculum

Strategy: Implement Lesson Study groups that focus on researching and implementing instructional materials that focus on CCSS.

Action Step: Who		What	When	Evidence
	Principal and Reading Coach	Focus lesson study groups on research based instructional strategies supporting CCSS.	One lesson study cycle per semester, minimum.	Lesson Study Logs
Monitor Fidelity		What	When	Evidence

Principal and Reading Coach	CCSS focused lessons created by lesson study groups	During all lesson study cycles	Lessons created during lesson study implemented
Monitor Effective	What	When	Evidence
Principal and Reading Coach	Final reflective meeting on lesson study implementation	End of each lesson study cycle	Minutes from final reflective meeting on lesson study implementation with revised lesson

Selected Barrier: Low Parent Involvement

Strategy: Designate a Parent Involvement Coordinator to monitor and help increase parent involvement

Action Step: Who		What	When	Evidence
	Parent Involvement Coordinator	Develop and implement homeroom parent program	August, 2013	Homeroom parents assigned
	Principal and Parent Involvement Coordinator	Implement Title I Pizza and Family Academic Nights (4 events: Safety, Reading, Math, and Science)	All Year	Events Calendar and Parent Sign-In
Monitor Fidelity		What	When	Evidence
Principal and Parent Involvement Coordinator		Ensure that information provided gives parents strategies to help their children improve reading skills, ensure that academic activities are engaging and family oriented	Monthly	PowerPoint presentations and hand outs for families, academic games and activities provided for families to take home provided by the Title I Lab
Monitor Effective		What	When	Evidence
Principal and Parent Involvement Coordinator		Develop and deploy survey for each family activity night both electronically and paper/pencil	Monthly	Survey results for each activity

Selected Barrier: Students not reading at grade level

Strategy: MTSS to help struggling readers

Action Step: Who		What	When	Evidence
	MTSS Coach, Reading Coach, Principal	Create and possibly revise MTSS groups for K-5, reading and mathematics	Monthly	Groups assigned to teachers and instructional aides
Monitor Fidelity		What	When	Evidence
MTSS Coach, Reading Coach, Principal		Monitor MTSS assessment data for groups and reassign students based on academic needs	Monthly	MTSS assessment data collected, new groups documented
Monitor Effective		What	When	Evidence
MTSS Coach, Reading Coach, Principal		Analyze student MTSS assessment data	End of each MTSS cycle	MTSS data meetings with teachers: agenda and sign-in

Selected Barrier: Students not reading at grade level

Strategy: Individualizing reading goals for Accelerated Reader based on students' own reading levels and rewards for

students meeting their goals				
Action Step: Who	What	When	Evidence	
Reading Coach	Assist teachers with individualization of Accelerated Reader reading levels	September, 2013	Individualized reading levels established for all students	
Monitor Fidelity	What	When	Evidence	
Reading Coach	Use assessment results and time spent reading to establish individual goals	September, 2013	Individualized reading goals for students	
Monitor Effective	What	When	Evidence	
Reading Coach	Monitor student progress towards Accelerated Reader goal	Quarterly	Documentation of student achievement towards goal and student participation levels in reward activities	

III. 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).

A. 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:

Title I, Part A

Title I funds are used to benefit all students and subgroups. The Comprehensive Needs Assessment is used to determine our needs and develop a budget for the upcoming year. A portion of this money is used to address the professional development needs of the faculty.

Title I, Part C- Migrant

Migrant services are administered through Alachua County.

Title I, Part D

N/A

Title II

District funds are used to purchase technology equipment that supports classroom instruction. This money is also used to provide professional development for teachers and administrators.

Title III

Services are provided by the district to support English Language Learners in the classroom setting.

Title X- Homeless

The district provides resources for students identifies as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

The school and district work together to educate parents and students on bullying. The emphasis is on creating an awareness of the no bullying policy and on improving the overall school climate.

Nutrition Programs

The district provides a Wellness Plan that guides the development of the school Wellness Plan.

The district also provides free breakfast and lunch to students.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Students in middle school are pulled for career education and high school planning prior to promotion from middle school.

Job Training

N/A

IV. 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.

A. For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Item 1: Focus lesson study groups on research based instructional strategies supporting CCSS.

1. Related Goal, Barrier and Strategy:

Increase student engagement in rigorous text through the use of Close Reading strategies in the classroom and at home.

Lack of developed Common Core materials/curriculum

Implement Lesson Study groups that focus on researching and implementing instructional materials that focus on CCSS.

2. Topic, focus, and content (action step):

Focus lesson study groups on research based instructional strategies supporting CCSS.

3. Facilitator or leader:

Natalie Steinberg

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Principal and Reading Coach

5. Target dates or schedule (e.g., early release day, once a month):

One lesson study cycle per semester, minimum.

6. Strategies for follow-up and monitoring, including person responsible:

Fidelity: CCSS focused lessons created by lesson study groups (Principal and Reading Coach, During all lesson study cycles); Effectiveness: Final reflective meeting on lesson study implementation (Principal and Reading Coach, End of each lesson study cycle).

Item 2: Develop and implement homeroom parent program

1. Related Goal, Barrier and Strategy:

Increase student engagement in rigorous text through the use of Close Reading strategies in the classroom and at home.

Low Parent Involvement

Designate a Parent Involvement Coordinator to monitor and help increase parent involvement

2. Topic, focus, and content (action step):

Develop and implement homeroom parent program

3. Facilitator or leader:

Natalie Steinberg

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Parent Involvement Coordinator

5. Target dates or schedule (e.g., early release day, once a month):

August, 2013

6. Strategies for follow-up and monitoring, including person responsible:

Fidelity: Ensure that information provided gives parents strategies to help their children improve reading skills, ensure that academic activities are engaging and family oriented (Principal and Parent Involvement Coordinator,

Monthly); Effectiveness: Develop and deploy survey for each family activity night both electronically and paper/pencil (Principal and Parent Involvement Coordinator, Monthly).

Item 3: Implement Title I Pizza and Family Academic Nights (4 events: Safety, Reading, Math, and Science)

1. Related Goal, Barrier and Strategy:

Increase student engagement in rigorous text through the use of Close Reading strategies in the classroom and at home.

Low Parent Involvement

Designate a Parent Involvement Coordinator to monitor and help increase parent involvement

2. Topic, focus, and content (action step): Implement Title I Pizza and Family Academic Nights (4 events: Safety, Reading, Math, and Science)

3. Facilitator or leader: Suzette Steffer

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Principal and Parent Involvement Coordinator

5. Target dates or schedule (e.g., early release day, once a month):

All Year

6. Strategies for follow-up and monitoring, including person responsible:

Fidelity: Ensure that information provided gives parents strategies to help their children improve reading skills, ensure that academic activities are engaging and family oriented (Principal and Parent Involvement Coordinator, Monthly); Effectiveness: Develop and deploy survey for each family activity night both electronically and paper/pencil (Principal and Parent Involvement Coordinator, Monthly).

V. Budget:

A. Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:

Item 1: Develop and implement homeroom parent program

1. Related Goal, Barrier, Strategy, and Action Step:

Increase student engagement in rigorous text through the use of Close Reading strategies in the classroom and at home.

Low Parent Involvement

Designate a Parent Involvement Coordinator to monitor and help increase parent involvement

Develop and implement homeroom parent program

2. Type of resource: Personnel

3. Description of resources: Parent Involvement Coordinator

4. Funding source: Title I

5. Amount needed: \$500.00

Item 2: Implement Title I Pizza and Family Academic Nights (4 events: Safety, Reading, Math, and Science)

1. Related Goal, Barrier, Strategy, and Action Step:

Increase student engagement in rigorous text through the use of Close Reading strategies in the classroom and at home.

Low Parent Involvement

Designate a Parent Involvement Coordinator to monitor and help increase parent involvement

Implement Title I Pizza and Family Academic Nights (4 events: Safety, Reading, Math, and Science)

2. **Type of resource:** Evidence-Based Materials
3. **Description of resources:** Food, instructional materials, and academic materials to go home with families
4. **Funding source:** Title I
5. **Amount needed:** \$1,000.00