

Maude Saunders Elementary 2017-2018 School Improvement Plan



It is the mission of Maude Saunders Elementary School to be a place where all scholars succeed and achieve their maximum potential with a curriculum that is dynamic and responsive to each scholar's needs.

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Maude Saunders Elementary	District Name: Walton
Principal: Pam Jones	Superintendent: A. Russell Hughes
School Improvement Chair: Jessica Anderson	Anticipated Date of School Board Approval: September 5, 2017

Student Achievement Data and Reference Materials:

Data supporting the specific goals of this plan are included in the individual goal descriptions.

The following links provide general state, district and school level information considered during goal selection.

School Grades Trend Data – schoolgrades.fldoe.org

Florida PK-20 Education Information Portal- <https://edstats.fldoe.org/SASPortal/main.do>

Florida Standards Assessment Trend Data – fldoe.org/accountability/assessments

High School Feedback Report – data.fldoe.org/readiness

School Public Accountability Reports (SPAR)- <http://doeweb-prd.doe.state.fl.us/eds/nclbpar/index.cfm>

K-12 Comprehensive Research Based Reading Plan – <http://www.fldoe.org/academics/standards/just-read-fl/>

School Attestations

By checking the following boxes, the school affirms that each statement accurately reflects current status.

- All school administrators hold current and sufficient state certification for their job description and regularly attend training sessions to become more highly qualified.
- Instructional coaches assigned to the school are properly certified for their duties and regularly attend training sessions to remain current in the latest best practices.
- The school maintains a process to recruit and retain effective and highly effective teachers. Any personnel teaching out of field or deemed less than effective are placed in an individualized program.
- The school has an active mentoring program to support new or struggling teachers that pairs them with more seasoned, effective instructors to carry out activities individualized to the needs of the mentee.

Multi-Tiered System of Supports (MTSS)

The MTSS process is the organizational foundation for all school improvement initiatives and intervention services. Identifying the need for Tier I, Tier II and Tier III interventions and developing strategies to accomplish them is central to our instructional planning. As such, the school has organized its MTSS program in the following way.

School-Based MTSS Team

Identify the school-based MTSS leadership team by name and instructional assignment.

Pam Jones, Principal
Wyndy Crozier, Assistant Principal
Brianna Leavins, Instructional Coach
Lisa Jones, Guidance Counselor
Krisy Spence, Title I Instructional Support Teacher
Lara Edwards, School Psychologist
Christine McCall, District MTSS Liaison
Classroom Teacher of identified students
Parent/Guardian of identified students

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The Maude Saunders Elementary School MTSS team meets weekly to review Tier II and Tier III student data progress using the following 4-step problem solving model:

Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students to know and be able to do).

Step 2: Identify possible reasons why the desired goal(s) is not being attained.

Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verifies the reasons identified in Step 2).

Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the problem-solving process is used in developing and implementing the SIP?

MTSS team members actively participate in all school improvement meetings that guide the instructional and behavioral planning to assist students in successfully mastering grade level benchmarks and behavioral expectations. Baseline data is collected at the beginning of the school year from school, district, and state level assessments and disaggregated school level behavioral data. Data is reviewed at Tier I (“all” students) to ensure the successful implementation of the district’s core curriculum and the alignment of Florida Standards. The impact of Tier I instruction should result in approximately 80% of the students achieving grade-level proficiency or making significant growth. Tier I instruction is modified based on progress monitoring data after each nine weeks. Students in need of additional support are provided Tier II supplemental interventions. Grade level data meetings are held quarterly to evaluate the progress of Tier I and Tier II students. Teachers identify students who are receiving Tier II interventions and are not making adequate progress, and submit a Statement of Concerns to the MTSS team. The MTSS team, along with the classroom teacher and student’s parent/guardian, identify the specific area(s) of weakness, and carefully plan a Tier III prescriptive remediation plan, using research based curriculum and materials that include frequent progress monitoring.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline Data: (Beginning of the school year)

Sources: STAR Early Literacy, Reading and Mathematics Assessments; Florida Standards Assessment (FSA) Writing, ELA, and Mathematics; Florida Standards Alternate Assessment (FSAA); FCAT Science; Office Referrals; FOCUS

Progress Monitoring:

Tiers I, II, & III will be monitored 4 times per year for Reading and Math.

Sources: STAR Early Literacy, Reading and Mathematics Assessments; District Formative Assessments (Reading and Writing); Classroom Formative and Summative Assessments; Office Referrals

Mid-Year- (January 2017)

Sources: STAR Early Literacy, Reading and Mathematics Assessments; District Formative Assessments (Reading and Writing); Classroom Formative and Summative Assessments; Office Referrals

End of Year: (May 2017)

Sources: STAR Early Literacy, Reading and Mathematics Assessments; Florida Standards Assessment (FSA) Writing, ELA, and Mathematics; Florida Standards Alternate Assessment (FSAA); FCAT Science; Office Referrals

Frequency of Data Days:

Weekly during MTSS meetings; quarterly grade level data meetings; monthly SIP meetings

Describe the plan to train new staff on MTSS.

Professional development will be provided during teacher professional development days at the beginning of school year, during common teacher planning time, early release professional development days, and/or small group sessions, as needed.

Describe how the school organizes school resources in support of MTSS.

The school resources are aligned to meet the individual instructional needs of students (i.e., master schedule, ESP daily schedule/assignments, and research-based curriculum materials). The master schedule and ESP daily schedules are embedded with blocks of time to address Tier II and Tier III student needs. If a need arises that pre-planned scheduling blocks do not accommodate, modifications are made to the ESP daily schedule and/or the teacher makes scheduling accommodations to align available resources. The MTSS team determines the curricular needs of Tier III students based on a triangulation of data and assigns trained staff to meet these needs.

Kindergarten – Fifth Grade Multi-Tiered System of Support

Any school that contains grades K-8 must include in its school improvement plan a list of early warning factors, a plan for assisting students showing signs of these early warning indicators, and the number of students showing signs of each early warning indicator.

Early Warning Systems	
<p>Early Warning Indicators: (Schools may add to the list, but may not remove items from the list)</p>	<ul style="list-style-type: none"> • Attendance below 90% • One or more suspensions, in school or out of school • Course failure in ELA or Math • Level 1 on statewide, standardized assessments in ELA or Math
<p>Total number of students identified in the system as exhibiting two or more early warning indicators:</p>	
<p>Grade K:</p> <ul style="list-style-type: none"> • 4 Students • 0 Students • 4 Students • 0 Students 	<p style="text-align: right;"><i>34 Students</i></p> <ul style="list-style-type: none"> • Attendance below 90%: • One or more suspensions, in school or out of school: • Course failure in ELA or Math: • Level 1 on statewide, standardized assessments in ELA or Math:
<p>Grade 1 :</p> <ul style="list-style-type: none"> • 31 Students • 4 Students • 6 Students • 0 Students 	<ul style="list-style-type: none"> • Attendance below 90%: • One or more suspensions, in school or out of school: • Course failure in ELA or Math: • Level 1 on statewide, standardized assessments in ELA or Math:
<p>Grade 2:</p> <ul style="list-style-type: none"> • 29 Students • 2 Students • 7 Students • 0 Students 	<ul style="list-style-type: none"> • Attendance below 90%: • One or more suspensions, in school or out of school: • Course failure in ELA or Math: • Level 1 on statewide, standardized assessments in ELA or Math:

<p>Grade 3:</p> <ul style="list-style-type: none"> • 15 Students • 5 Students • 1 Student • 7 Students 	<ul style="list-style-type: none"> • Attendance below 90%: • One or more suspensions, in school or out of school: • Course failure in ELA or Math: • Level 1 on statewide, standardized assessments in ELA or Math:
<p>Grade 4:</p> <ul style="list-style-type: none"> • 29 Students • 2 Students • 4 Students • 15 Students 	<ul style="list-style-type: none"> • Attendance below 90%: • One or more suspensions, in school or out of school: • Course failure in ELA or Math: • Level 1 on statewide, standardized assessments in ELA or Math:
<p>Grade 5:</p> <ul style="list-style-type: none"> • 24 Students • 10 Students • 2 Students • 43 Students 	<ul style="list-style-type: none"> • Attendance below 90% • One or more suspensions, in school or out of school: • Course failure in ELA or Math: • Level 1 on statewide, standardized assessments in ELA or Math:
<p>Intervention Strategies: <i>Provide a description of all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.</i></p>	
<p>Strategy</p>	<p>Which Indicator is addressed by this strategy?</p>
<p>Each student with 2 or more early warning indicators will be provided an adult mentor to work with them on a monthly basis.</p>	<ul style="list-style-type: none"> • All Indicators
<p>Students with perfect attendance will be recognized at the end of each quarter at an Honor Roll Assembly. Classes with perfect attendance will be recognized daily in the lunchroom with student participation.</p>	<ul style="list-style-type: none"> • Attendance below 90%
<p>The research based program, Positive Behavior System (PBS) will be implemented throughout the school for Tier 1, 2 and 3 students. Through the</p>	<ul style="list-style-type: none"> • One or more suspensions, in school or out of school

<p>MTSS behavior process, students in Tier 3 may have a Personal Behavior Intervention Plan (PBIP), or a Functional Behavior Assessment (FBA), or both.</p>	
<p>Students who have failed either an ELA or Math course will be placed in the MTSS process and progress monitored with appropriate interventions implemented as needed using an Effective ELA instructor as an interventionist.</p>	<ul style="list-style-type: none"> • Course failure in ELA or Math
<p>Students who receive a Level 1 on the statewide standardized ELA or Math Assessments will also be placed in the MTSS process and progress monitored with appropriate interventions implemented as needed using an Effective ELA instructor as an interventionist.</p>	<ul style="list-style-type: none"> • Level 1 on statewide, standardized assessments in ELA or Math

Literacy Leadership Team (LLT)

At the center of efforts to improve student performance levels is the need to maximize their degree of literacy (in all of its forms). To plan for and monitor literacy instruction, the school maintains a Literacy Leadership Team that is organized in the following way.

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT) by name and instructional assignment.

Pam Jones, Principal & Chairperson
Wyndy Crozier, Assistant Principal
Krisy Spence, Title I Instructional Support Teacher
Brianna Leavins, Instructional Coach
District Reading Coaches
Teacher representatives from each grade level, as well as ESE

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

The LLT will study assessment results and implications for instructional changes. They will report findings to the staff. The LLT members will oversee the implementation of the District Literacy Plan. The committee will organize any required in-service needs and work toward completion of strategies as outlined in the School Improvement Plan. The committee will address all literacy concerns.

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

- Direct and organize literacy-related activities during the school year
- Build school-to-home support with literacy activities and parent trainings
- Plan literacy professional development based on data from student and teacher needs (PLCs)
- Oversee implementation of district literacy plan
- Address literacy concerns, as needed

Elementary Schools Only: Pre-School Transition

The following plan describes how the school identifies areas of need and supports preschool children in their transition from home or early childhood programs to local elementary school programs.

An orientation/visitation for Kindergarten students is scheduled at a time that is separate from all other grade levels. This

meeting is used to inform parents/guardians of pertinent information regarding attendance, behavioral and academic expectations, and introduce parental involvement opportunities. The visitation also provides students an opportunity to become acclimated to Maude Saunders and decrease anxiety at the beginning of the school year. Maude Saunders Elementary School currently hosts a visitation for Chautauqua Neighborhood Day Care (Even Start), WISE Voluntary Pre-K, and Head Start for Pre-K students transitioning to Kindergarten. ESPs assist Kindergarten students the first week of school in the morning and fifth grade students assist Kindergarten students to the buses in the afternoon for the first few weeks of school. Fifth grade students attend an orientation/preview at Walton Middle School. Pre-K and 5th grade Exceptional Education Students participate in a scaffolded transition into Kindergarten and 6th grade at the end of the school year.

PAEC Utilization

The school participates in services and activities provided by the Panhandle Area Educational Consortium, our regional service agency (F.S. 1001.451 F.S.). Our school selects services and activities based on goals, objectives and strategies set forth in the School Improvement Plan that allow us to maximize resources, enhance support services and expand communication with other schools.

District Strategies in Support of School Goals

- District staff, school staff and educational consultants will be utilized to determine effective strategies for improving performance within the African-American, Hispanic and Students with Disabilities subgroups.
- The District will continue to employ outside consultants to assist in curriculum alignment strategies (as funding

allows).

- The District will recruit and retain employees who are highly qualified.
- The District will assist schools in determining appropriate and effective interventions to assist students in meeting academic and behavioral goals, including professional learning and the implementation of the MTSS Model.
- The District will use its resources and personnel to develop a continuum of learning which enables all students to make annual learning gains.
- The District will continue to develop more uniform and timely data collection strategies to assist schools in making data-based instructional decisions.
- The District will continue to offer and expand quality professional learning to provide appropriate strategies and activities to support common curricular initiatives.
- The District will continue to assist schools in the establishment of effective credit recovery systems.
- The District will utilize a curriculum review team to monitor fidelity of instruction to focus upon rigor and relevance.
- The District will support school efforts to identify and meet parent and community expectations and work to develop a unified district approach.
- The District will develop an accountability procedure to ensure fidelity to the Student Progression Plan.
- The District will work to expand the teacher orientation and mentoring programs.

PART II: EXPECTED IMPROVEMENTS

Selecting appropriate goals, objectives and strategies for Tier I, Tier II and Tier III interventions is a complex process requiring a school to examine performance data from all demographic populations on many different assessments in a variety of areas. Walton County schools are required to verify that, as a part of school goal identification, they have examined data from each of these sources before they select the topics most in need of instructional and organizational

focus. **Schools are required to create improvement goals targeting at least two academic areas (one of which must be reading/ELA).** Other goals are to be added as required to align school actions with the District Strategic Plan and to meet other needs identified by the school.

Assessment and Data Sources to be Considered

By checking the following boxes, the school affirms that, at a minimum, the following assessments, achievement levels and other data sources were used to identify areas in need of intervention.

- STAR Reading and Math: Students scoring at Achievement Level 3 or above
- STAR Reading and Math: Students scoring at or above Achievement Level 4
- STAR Reading and Math: Percent of students making learning gains
- STAR Reading and Math: Percent of students in lowest 25% making learning gains
- FSA Reading and Math: Students scoring at Achievement Level 3 or above
- FSA Reading and Math: Students scoring at or above Achievement Level 4
- FSA Reading and Math: Percent of students making learning gains
- FSA Reading and Math: Percent of students in lowest 25% making learning gains
- Florida Standards Alternative Assessment Reading and Math: Students scoring at Levels 4, 5 and 6
- Florida Standards Alternative Assessment Reading and Math: Students scoring at or above Level 7
- Florida Standards Alternative Assessment Reading and Math: Percent of students making learning gains
- WIDA ACCESS for ELLs 2.0: Students scoring proficient in listening/speaking
- WIDA ACCESS for ELLs 2.0: Students scoring proficient in reading
- WIDA ACCESS for ELLs 2.0: Students scoring proficient in writing
- Algebra 1 End of Course Assessment: Students scoring at Achievement Level 3 or above
- Algebra 1 End of Course Assessment: Students scoring at or above Achievement Level 4
- Geometry End of Course Assessment: Students scoring at Achievement Level 3 or above
- Geometry End of Course Assessment: Students scoring at or above Achievement Level 4
- NGSSS Science Assessment: Students scoring at Achievement Level 3 or above (elementary and middle schools)
- NGSSS Science Assessment: Students scoring at or above Achievement Level 4 (elementary and middle schools)
- Florida Standards Alternative Assessment Science: Students scoring at Levels 4, 5 and 6
- Florida Standards Alternative Assessment Science: Students scoring at or above Level 7
- Biology 1 End of Course Assessment: Students scoring at Achievement Level 3 or above
- Biology 1 End of Course Assessment: Students scoring at or above Achievement Level 4

- FSA Writing: Percent of students meeting writing performance targets
- Florida Standards Alternative Assessment Writing: Percent of students scoring at or above Level 4
- Civics End of Course Assessment: Students scoring at Achievement Level 3 or above (middle schools)
- Civics End of Course Assessment: Students scoring at or above Achievement Level 4 (middle schools)
- U.S. History End of Course Assessment: Students scoring at Achievement Level 3 or above
- U.S. History End of Course Assessment: Students scoring at or above Achievement Level 4
- PSAT
- SAT and/or ACT
- AP/Dual Enrollment Performance and Course Selection
- Career and Technical Education (CTE) Performance and Course Selection
- Attendance: Overall school attendance rate
- Attendance: Students with excessive absences (10 or more)
- Attendance: Students with excessive tardies (10 or more)
- Suspension: School in-school suspension rate
- Suspension: School out-of-school suspension rate
- Graduation and/or dropout rate
- Parent involvement statistics
- PARCC or other progress monitoring formative and summative assessment results
- Climate survey results from parent, teacher and student respondents
- School Professional Learning Needs Surveys
- Teacher Professional Learning Plan (Deliberate Practice) areas of need identified by the principal
- Teacher certification and endorsement needs
- School safety reviews
- Other federal, state or district level requirements

Review of Possible Areas Needing Intervention

By checking the following boxes, the school affirms that, at a minimum, data related to student or school performance in the following areas was examined for possible inclusion as a school improvement goal.

- Reading

- Writing
- Mathematics
- Science
- Civics (middle school only)
- U.S, History (high school only)
- Attendance
- Suspensions
- Dropout Prevention
- Parent Involvement
- Science, Technology, Engineering and Math (STEM)
- Career and Technical Education (CTE)
- Advanced Placement and Dual Enrollment

Review of Subgroup Performance

By checking the following boxes, the school affirms that data related to student or school performance within each of the following subgroups was examined to determine if they fell short of performance objectives and needed to be included in a school improvement goal, specifically in the areas of reading/ELA and mathematics.

- White
- Black
- Hispanic
- Asian
- American Indian
- English Language Learners
- Students With Disabilities
- Economically Disadvantaged

Summary of Areas Selected for Goal Development

Comprehensive data analysis resulted in the designation of the following areas as school improvement goals.

Schools must include at least two academic goals (one of which must be reading), a Parent Involvement goal, Behavior goal, and a goal guiding their use of Professional Learning Communities for teacher and staff training (See *District Template Expectations Document*)

1. Reading
2. Math
3. Science
4. Professional Learning Communities
5. Parent Involvement
6. Behavior

ACADEMIC GOALS

Goal #1 of 6
Goal Topic: Reading/ELA
Needs Assessment:

CORROBORATING DATA SOURCE(S) AND/OR NARRATIVE:

Based on the 2016-2017 Spring STAR Reading Assessment it has been determined that core instruction (Tier I) and student engagement are directly impacting student achievement.

CURRENT VALUE OF STATISTIC:

Grade Level	Overall SGP
K	53%
1	40%
2	42%
3	45%
4	33%
5	43%
Average SGP	43%

TARGET VALUE OF STATISTIC:

By May 2018, our average school SGP of all students tested in grades K-5 using STAR Reading will increase by 7 or more percentage points, therefore the targeted value statistic will be an overall SGP of 50%.

Grade Level	Overall SGP
K	58%
1	47%
2	47%
3	49%
4	52%
5	45%
Average SGP	50%

Objective #1:

In grades K-5 the overall SGP average will increase to 50% or greater in Reading/Language Arts on STAR Reading.

Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
<p><u>Tier I Strategy 1</u> Language Arts Florida Standards (LAFS) will be effectively implemented in grades K-5</p>	<p>Classroom Teachers Administration Instructional Coach</p>	<p>Ongoing throughout the 2017-2018 school year</p>	<p>Lesson Plans Classroom Walkthroughs</p>
<p><u>Tier I Strategy 2</u> All students will receive a daily uninterrupted, differentiated 120 minute ELA block. This ELA block will include: ReadyGEN Curriculum, small group and extension activities (differentiated), read-alouds, and daily writing in response to reading.</p>	<p>Classroom Teachers Administration Instructional Coach</p>	<p>Ongoing throughout the 2017-2018 school year</p>	<p>Lesson Plans Classroom Walkthroughs Master Schedule</p>
<p><u>Tier I Strategy 3</u> All students will receive an additional 30 minutes of intensive reading instruction daily. This instruction will be differentiated based on students' needs and will utilize research based programs and interventions.</p>	<p>Classroom Teachers Administration Instructional Coach Interventionist Grades 3-5</p>	<p>Ongoing throughout the 2017-2018 school year</p>	<p>Lesson Plans Classroom Walkthroughs Formative Assessments Master Schedule</p>

<p><u>Tier I Strategy 4</u> ELA content will be differentiated using research based strategies to support the implementation of Language Arts Florida Standards (LAFS).</p>	<p>Classroom Teachers Administration Instructional Coach</p>	<p>Ongoing throughout the 2017-2018 school year</p>	<p>Lesson Plans Classroom Walkthroughs PLC Documentation</p>
<p><u>Tier I Strategy 5</u> Students will actively participate in Accelerated Reader Program (AR) throughout the school year.</p>	<p>Classroom Teachers Administration Media Specialist</p>	<p>Ongoing throughout the 2017-2018 school year</p>	<p>TOPs Reports</p>
<p><u>Tier I Strategy 6</u> Students in grades 2-5 will actively participate in a book challenge to encourage reading across multiple genres.</p>	<p>2-5 Classroom Teachers Administration Media Specialist</p>	<p>Ongoing throughout the 2017-2018 school year</p>	<p>Book Challenge Recording Sheet</p>
<p><u>Tier I Strategy 7</u> Students in grades 4-5 will develop student data learning binders.</p>	<p>4-5 Classroom Teachers Administration Instructional Coach</p>	<p>Ongoing throughout the 2017-2018 school year</p>	<p>Data Learning Binder</p>
<p><u>Tier 1 Strategy 8</u> Students in Kindergarten will participate in a nightly reading program. Students will take home “Reading Homework Folders” which</p>	<p>Kindergarten Classroom Teachers</p>	<p>Ongoing throughout the 2017-2018 school year</p>	<p>Running Records</p>

<p>contain books for students to read along with their parents.</p> <p><u>Tier 1 Strategy 9</u> School and District Instructional Coaches will provide professional learning to K-5 teachers on research based strategies to increase student performance</p> <p><u>Tier 1 Strategy 10</u> Implement intensive reading instruction with explicit and systematic instructional strategies addressing the components of reading instruction (compass learning)</p>	<p>District Reading Coach(es) Instructional Coach(es)</p> <p>All Staff Administration Instructional Coach(es)</p>	<p>Ongoing throughout the 2017-2018 school year</p> <p>Ongoing throughout the 2017-2018 school year</p>	<p>Sign-in Sheets Collaboration Logs Lesson Plans</p> <p>Lesson Plans</p>
<p><u>Tier II Strategy 1</u> 30 minutes of intensive reading instruction daily for students scoring below the 40th percentile on the STAR Reading Assessment or scoring a level 1 on FSA</p> <p><u>Tier II Strategy 2</u> Identified students scoring in the Lowest 25% on the 2017</p>	<p>Classroom Teachers</p> <p>Interventionist Instructional Coach</p>	<p>Ongoing throughout the 2017-2018 school year</p> <p>Ongoing throughout the 2017-2018 school year</p>	<p>Tier II Documentation Sheets and Fidelity Checks</p> <p>Tier II Documentation Sheets and Fidelity Checks</p>

ELA FSA will receive daily intensive small group instruction from the interventionist.			Lesson Plans Classroom Walkthroughs STAR Formative Assessments
<u>Tier III Strategy 1</u> Identified students will be provided with research based interventions determined by diagnostic screeners. Possible intervention programs include, but are not limited to, Fountas and Pinnell Leveled Literacy Intervention System, Great Leaps with comprehension, Souday System, Visualizing and Verbalizing Strategies, and Seeing Stars Kit	Instructional staff	Ongoing throughout the 2017-2018 school year	Tier III documentation Fidelity Checks STAR Data Chats

Professional Learning for Goal #1

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/ Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Support Analyzing LAFS/Best Instructional Practices	K-5	Instructional Coach	K-5 Teachers, ESE Teachers, and ESPs	Grade level meetings, Data Chats with ESPs, Monthly PD	Collaboration Logs, Lesson Plans	Administration Instructional Coach
ReadyGEN Curriculum	K-5	Instructional Coach/District Reading Coach	K-5 Teachers, ESE Teachers	October 2017	Sign In Sheets	Administration District Reading Coach Instructional Coach
Differentiated ELA Instruction PLCs	K-5	Instructional Coach	K-5 ELA Teachers	Pre-Planning Monthly PLC Meetings	Sign In Sheets ePDC Follow Up	Administration Instructional Coach

BUDGET FOR GOAL # 1

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Tier III Intervention Program	Visualizing and Verbalizing Kit	School Improvement	\$600.00
			Subtotal: \$600.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Kindergarten Reading Homework Folders	10x13 Clasp Envelopes	School Improvement	\$100.00
			Subtotal: \$100.00
			Total: \$700.00

Goal #2 of 6**Goal Topic: Math****Needs Assessment:****CORROBORATING DATA SOURCE(S) AND/OR NARRATIVE:**

Based on the 2016-2017 Spring STAR Math Assessment it has been determined that core instruction (Tier I) and student engagement are directly impacting student achievement.

CURRENT VALUE OF STATISTIC:

Grade Level	Overall SGP
1	41%
2	51%
3	43%
4	58%
5	37%
Average SGP	46%

TARGET VALUE OF STATISTIC:

By May 2018, our average school SGP of all students tested in grades 1-5 using STAR Enterprise will increase by 4 or more percentage points, therefore the targeted value statistic will be an overall SGP of 50%.

Grade Level	Overall SGP
1	45%
2	45%
3	53%
4	45%
5	60%
Average SGP	50%

Objective #1:

In grades 1-5, the overall SGP will increase to 50% or greater as measured on the STAR Early Literacy and STAR Math.

Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
<p><u>Tier I Strategy 1</u> Math Florida Standards (MAFS) will be effectively implemented in grades K-5.</p>	Classroom Teachers Administration Instructional Coach	Ongoing throughout the 2017-2018 school year	Lesson Plans Classroom Walkthroughs
<p><u>Tier I Strategy 2</u> K-5 teachers will utilize Compass Learning and EngageNY to enhance differentiated instruction.</p>	Classroom Teachers	Ongoing throughout the 2017-2018 school year	Lesson Plans Classroom walkthroughs Compass Learning Reports
<p><u>Tier I Strategy 3</u> Student assessment data will be frequently used to drive instruction and identify students' strengths and target areas of concern.</p>	Classroom Teachers Administration Instructional Coach	Ongoing throughout the 2017-2018 school year	Collaboration Logs Lesson Plans Assessment Data Data Chats
<p><u>Tier I Strategy 4</u> Investigate "Walk to Math" using formative assessments to differentiate groups.</p>	Classroom Teachers Administration Instructional Coach	Ongoing throughout the 2017-2018 school year	Data Chats Collaboration Logs Classroom Walkthroughs
<p><u>Tier I Strategy 5</u> School and District Instructional Coaches will provide professional learning to K-5 teachers on research based strategies to increase</p>	District Math Coach	Ongoing throughout the 2017-2018 school year	Sign-in Sheets Collaboration Logs Lesson Plans

student performance			
<u>Tier II Strategy 1</u> Investigate “Walk to Math” for students scoring below the 40 th percentile on STAR.	Classroom Teachers Administration Instructional Coach Title I Tutors	Ongoing throughout the 2017-2018 school year. After each STAR assessment.	Data Chats STAR Reports Classroom Walkthroughs
<u>Tier III Strategy 1</u> A systematic, leveled remediation plan will be	Classroom Teachers Support Staff	Ongoing throughout the 2017-2018 school year	Data Chats STAR

followed by instructional staff and support staff to support tier III students in math achievement	Administration Instructional Coach MTSS Team Title I Tutors		Formative Assessments
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Professional Learning for Goal #2

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/ Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MAFS – Analyzing Math Standards	K-5	Instructional Coach/District Math Coach/Administration	K-5 Teachers, ESE Teachers, ESPs	Grade Level Meetings Data Chats with ESPs	Lesson Plans and Classroom Walkthroughs	Classroom Teachers Instructional Coach Administration
Math CAP	K-5	District Math Coach	Math Representatives from each grade level	Grade Level Meetings	Lesson Plans, Classroom Walkthroughs, Data Chats	Classroom Teachers Instructional Coach Administration
Compass Learning	K-5	Instructional Coach/Teacher Leaders	K-5 Teachers	Tech Tuesday Meetings – August and September	Sign-in Sheets	Teacher Leader facilitating PD, Instructional Coach, Administration
Math Differentiated PLC (Walk to Math, Math Small Groups)	K-5	Instructional Coach/District Math Coach/Teacher Leaders	4-5 Math Teachers	Monthly PLC Meetings	PLC sign-in sheets, PLC Agendas, Lesson Plans, Classroom Walkthroughs	Classroom Teachers, Instructional Coach, Administration

BUDGET FOR GOAL #2

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Implementation of EngageNY curriculum	Teacher Binders for unit materials (105 binders)	School Improvement	\$850.00
Implementation of EngageNY curriculum	Copier Supplies – Ink, Toner	School Improvement	\$1,000.00
Implementation of EngageNY curriculum	Copy Paper	School Improvement	\$977.00
			Subtotal: \$2,827.00
			Total: \$2,827.00

Goal #3 of 6
Goal Topic: Science
<p>Needs Assessment: CORROBORATING DATA SOURCE(S) AND/OR NARRATIVE: Based on the 2016-2017 FCAT 2.0 Science Assessment it has been determined that core instruction and student engagement are directly impacting student achievement.</p> <p>CURRENT VALUE OF STATISTICS: 33% of students scored Level 3 or above on the 2017 FCAT 2.0 Science Assessment.</p>

TARGET VALUE OF STATISTIC: 37% of students will score a level 3 or above on the 2018 FCAT 2.0 Science Assessment.			
Objective #1: Student proficiency achievement on the FCAT 2.0 Science Assessment will increase 4%.			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
<u>Tier I Strategy 1</u> Teachers in grades 3-5 will utilize the 5E model for planning science instruction	Grades 3-5 Science Teachers Administration Instructional Coach	Ongoing throughout the 2017-2018 school year	Lesson Plans Classroom walkthroughs
<u>Tier I Strategy 2</u> Teachers in grades 3-5 will utilize hands-on science labs including STEM and Robotics	Grades 3-5 Science Teachers Administration Instructional Coach	Ongoing throughout the 2017-2018 school year	Lesson Plans Classroom walkthroughs
<u>Tier I Strategy 3</u> Teachers in grades 3-5 will administer pre, mid, and post science standards assessments and use data to drive instruction	Grades 3-5 Science Teachers Administration Instructional Coach	Ongoing throughout the 2017-2018 school year	Lesson Plans Classroom walkthroughs Science Assessment Data

Professional Learning for Goal #3

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/ Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science CAP	3-5	Instructional Coach /Administration	3-5 Science Teachers	Summer PD	Lesson Plans and Classroom Walkthroughs	Classroom Teachers Instructional Coach Administration

BUDGET FOR GOAL #3

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			\$
			\$
			Subtotal:\$
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$
Other			
Strategy	Description of Resources	Funding Source	Amount
STEM	STEM Cart supplies	School Improvement	\$500.00
			Subtotal:\$500.00

DISTRICT ALIGNMENT GOALS

Goal #4 of 6

Goal Topic: Professional Learning Community Utilization

Needs Assessment:

CORROBORATING DATA SOURCE(S) AND/OR NARRATIVE: Educational best practices identify the use of small learning communities as one of the most effective methods of promoting professional learning and introducing new concepts to a school faculty. Use of professional learning communities is also a requirement of the federal Title 1 programs, the Florida Differentiated Accountability Program, the Florida Professional Learning Protocol and the AdvancEd Accreditation System.

CURRENT VALUE OF STATISTIC: 100% Administrators and Teachers participated in Professional Learning Communities throughout the 2016-2017 school year.

TARGET VALUE OF STATISTIC: 100% of Administrators and Teachers will participate in Professional Learning Communities throughout the 2017-2018 school year.

Objective #1: Use of Professional Learning Communities for the improvement of student academic and behavioral performance or other data-driven professional learning need.

Strategies Designed to Meet Objective

Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
<p><u>Strategy 1</u> Administrators and Teachers will participate in PLC's focusing on best instructional practices and understanding ReadyGEN curriculum as well as EngageNY curriculum.</p>	<p>Classroom Teachers ESE Teachers Administration Instructional Coach</p>	<p>March 2018</p>	<p>Agendas, Sign-In Sheets/Minutes, Student Summative (STAR) and Formative Data</p>

Objective #2: Use of highly recommended, research based book studies to build teacher capacity as well as student motivation, engagement, and achievement.			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Strategy 1 Administrators and Teachers will study highly recommended research based books to increase student motivation, engagement, and achievement.	Administration Classroom Teachers ESE Teachers Special Area Teachers Instructional Coach	May 2018	Agendas Sign-in sheets/minutes Lesson Plans
Objective #3: Use of new teacher mentor program to support new teachers.			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Strategy 1 Beginning teachers and teachers new to MSE will participate in new teacher mentor program.	Beginning teachers/new to MSE Mentor teachers Administration Instructional Coach	Ongoing throughout 2017-2018 school year	Sign in sheets

Professional Learning for Goal #4

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ReadyGEN – Reading Strategies	K-5, ESE Teachers	Teacher Leaders,	K-5 ELA teachers, ESE teachers	1x a month	Sign-in Sheets/Agendas/STAR/Formative	Administration, PLFs

		Instructional Coach, Administration			Assessments	
Engage NY – Math Strategies	K-5, ESE Teachers	Teacher Leaders, Instructional Coach, Administration	K-5 Math teachers, ESE teachers	1x a month	Sign-in Sheets/Agendas/STAR/Formative Assessments	Administration, PLFs
Book Study	K-5, ESE, Special Areas	Administration	School-wide	Monthly	Sign-in sheets/Agendas	Administration

BUDGET FOR GOAL # 4

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$
			Total: \$

ADDITIONAL SCHOOL GOALS

Goal #5 of 6			
Goal Topic: Parent Involvement			
Needs Assessment:			
CORROBORATING DATA SOURCE(S) AND/OR NARRATIVE:			
During the 2016-17 school year, sign-in sheets from our Parent Title I meetings/Academic Nights for grades K-5 were analyzed. Parent Title I meetings/Academic Nights were held two times during the year for each grade level. Parent Title I meetings/Academic Nights are a school family engagement model for optimizing family-teacher communication and collaboration to drive student learning and achievement.			
CURRENT VALUE OF STATISTIC:			
Based on the data collected from parent sign-in sheets, 29% of K-5 students had at least one parent or family member participate in at least one parent academic training night during the 2016-2017 school year.			
TARGET VALUE OF STATISTIC:			
35% of K-5 students will have at least one parent or family member attend at least one parent academic training outlined in our strategies during the 2017-2018 school year.			
Objective #1:			
Student academic performance will improve as a result of increased parent involvement.			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Strategy 1 Students and families are invited to attend parent involvement activities designed to support parent involvement through sharing student data, setting student	Administration School Staff Title I Instructional Support Teacher	May 2018	Sign in sheets Title I surveys

<p>learning goals, and providing resources for at home practice.</p> <ul style="list-style-type: none"> -Annual Title 1 Meeting/Grade Level Orientation - Academic Family Nights (2) -Each class will have at least one event during the school day -Family Involvement Days -4th and 5th grade student lead conferences 			
<p><u>Strategy 2</u> MSE will have an active Facebook page as a mode of communication to alert parents that an event is scheduled. In addition, various modes of communication will continue to be used (i.e.,Remind, school marquee, banners, school newsletters, website, etc.).</p>	<p>Title I Instructional Support Teacher</p>	<p>Ongoing throughout the 2017-2018 school year</p>	<p>Remind log Number of Facebook views/likes Marquee photos Newsletters</p>
<p><u>Strategy 3</u> Communication between parents and staff will be strengthened by encouraging teachers to attend at least one PTO meeting and by encouraging</p>	<p>Title I Instructional Support Teacher Instructional Staff</p>	<p>Ongoing throughout the 2017-2018 school year</p>	<p>SIT sign-in sheets PTO sign-in sheets Meeting minutes Emails</p>

our DAC and PAC parent representatives to attend our SIT meetings.			
Strategy 4 MSE will have multiple opportunities for parents to sign up for FOCUS Parent Portal at school based parental activities.	Administration School Staff Title I Instructional Support Teacher	May 2018	FOCUS Parent Portal User Name Logins
Objective #2: Maude Saunders Elementary will improve parent teacher communication.			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
Strategy 1 MSE teachers will utilize best practice communication strategies during parent conferences	Title I Resource Teacher MSE Instructional Coach Administration	Ongoing throughout the 2017-2018 school year	Teacher Parent Conference Logs Professional Learning Sign-in Sheets
Strategy 2 MSE teachers will provide a minimum of 2 documented individual parent conferences during the 2017-18 school year	Title I Resource Teacher Instructional Coach Administration	Ongoing throughout the 2017-2018 school year	Teacher Parent Conference Logs Title I Parent Compact Forms

<p>Strategy 3 Teachers in grades 4-5 will receive professional learning on facilitating and implementing student led conferences</p>	<p>Instructional Coach Administration</p>	<p>May 2018</p>	<p>Sign in sheets Teacher Parent Conference Logs</p>
<p>Strategy 4 Teachers will notify parents of student's assessment data through interim reports, report cards, and STAR Score Reports</p>	<p>Instructional Coach Classroom Teachers</p>	<p>Ongoing throughout the 2017-2018 school year</p>	<p>Interim Reports Report Cards STAR Score Reports</p>

Professional Learning for Goal #5

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Led Conferences	4-5	Instructional Coach	4-5 grade teachers	Grade level meetings Pre-planning	Conference Logs	Administration

BUDGET FOR GOAL # 5

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Student-Led Conferences	Red and Yellow 3-prong folders	School Improvement	\$400.00
Parent Communication	Student Planners	School Improvement	\$1120.00
Parent Communication	Colored Paper	School Improvement	\$400.00
Parent Communication	Communication Folders for 1 st and 2 nd Grade Students/Parents	School Improvement	\$665.00
			Subtotal: \$2,585.00
			Total: \$2,585.00

Goal # 6 of 6
Goal Topic: Behavior
Needs Assessment:
CORROBORATING DATA SOURCE(S) AND/OR NARRATIVE: School-based PBS data (303 students/45%), mobility rate (7.1%) , and enrollment (678 students)
CURRENT VALUE OF STATISTIC: 303 student referrals/678 total students (mobility) (7.1%)
TARGET VALUE OF STATISTIC:

Reduce the number of Discipline Referrals of 4th (85 students/12.5%) and 5th (94 students/13.8%) grade students enrolled for the entire school year by 2%.

Needs Assessment: Attendance

CORROBORATING DATA SOURCE(S) AND/OR NARRATIVE: MIS/FOCUS

CURRENT VALUE OF STATISTIC:

Current attendance rate 94%; Current number of students with excessive absences (10 or more) is 291 students (43%); Current number of students with excessive tardies (10 or more) is 65 students (10%).

Grade Level	No. of students with 10+ absences:	No. of students with 10+ tardies:
KG	48	15
1 st	60	19
2 nd	43	12
3 rd	66	9
4 th	35	8
5 th	39	2
Total	291 students/43%	65 students/10%

TARGET VALUE OF STATISTIC:

Maintain current attendance rate at 94%; Reduce number of students with excessive absences (10 or more) and excessive tardies (10 or more) by 2%.

Needs Assessment: Suspension

CORROBORATING DATA SOURCE(S) AND/OR NARRATIVE: MIS/FOCUS

CURRENT VALUE OF STATISTIC:

Current Out-of-School suspension rate is 5% (35 students); Current In-School suspension rate is 6% (44 students).

TARGET VALUE OF STATISTIC: Reduce Out-of-School suspension rate by 1%; Reduce In-School suspension rate by 1%.			
Objective #1: Student Motivation- Decrease student referrals by 1%.			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
<u>Tier I Strategy 1:</u> Continue current PBS school wide program	Administration All Staff Bus Drivers	May 2018	PBS data
<u>Tier I Strategy 2:</u> Continue implementation of Whole Brain Strategies within classroom management plans	Administration All Staff	May 2018	PBS data Lesson Plans Classroom walkthroughs
<u>Tier I Strategy 3:</u> Implementation of Character Education.	Administration All Staff	May 2018	PBS data Lesson Plans Classroom walkthroughs
<u>Tier I Strategy 4:</u> 4 th and 5 th grade students will participate in student lead conferences	Administration 4 th and 5 th grade teachers	May 2018	Conference Logs
<u>Tier II and III Strategy 1:</u> Students with 2 or more Early Warning Indicators (EWI's) will be assigned a mentor.	Administration All Staff	May 2018	Sign In Sheets Star/FSA DATA
Objective #2: Attendance- Student Behavioral and Academic performance will improve as a result of a decrease in the number of students missing a significant portion of the school year.			

Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
<u>Tier I Strategy 1:</u> Incorporate a student recognition component using incentives for excellent attendance at the end of each nine week period based on the scientifically research-based PBS model.	All Faculty and Staff	Quarterly	FOCUS attendance records Classroom attendance sheets
<u>Tier II and III Strategy 1:</u> Students with 2 or more Early Warning Indicators (EWI's) will be assigned a mentor.	Faculty Staff	May 2018	Sign In Sheets Star/FSA Data
Objective #3: Suspension- Student Behavioral and Academic performance will improve as a result of a decrease in the amount of instructional time lost due to students being suspended.			
Strategies Designed to Meet Objective			
Strategy	Person(s) Responsible	Completion Date	Evaluation Process and Measurement Tool Used
<u>Tier I Strategy 1:</u> Provide clarity and consistency of school wide expectations through PBS training.	ALL Faculty and Staff	Ongoing throughout the 2017-18 school year	FOCUS data Sign-in sheets
<u>Tier II and III Strategy 1:</u> Students with 2 or more Early Warning Indicators (EWI's) will be assigned a mentor.	Faculty Staff	May 2018	Sign In Sheets STAR/FSA Data

Professional Learning for Goal #6

Professional Learning (PL) aligned with Selected Objectives and Strategies						
PL Content/Topic and/or PLC Focus	Grade Level/Subject	PL Facilitator and/or PLC Leader	PL Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS training	All Staff	Administration PBS team	School wide	Ongoing throughout the 2017-2018 school year	Sign-in sheets for attendance PBS data	All Staff

BUDGET FOR GOAL # 6

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Award students for meeting school and class goals	Student motivational incentives	SIP	\$500.00
Implement School wide and individual student motivational system	Schoolwide token economy Independent student incentives	SIP	\$1,000.00
			Subtotal:\$1,500

Final Budget

Please provide the total budget from each goal.
Goal 1 Reading/ELA: \$700.00
Goal 2 Math: \$2,827.00
Goal 3 Science: \$500.00
Goal 4 Professional Learning Communities: \$0

Goal 5 Parent Involvement: \$2,585.00
Goal 6 Behavior: \$1,500.00
Total: \$8,112.00

District Advisory Council (DAC)

The majority of the DAC members are not employed by the school district. The DAC is composed of an administrator, an education support employee, teachers, students (for middle and high schools only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by all of the schools within the District. The DAC meets monthly to coordinate and oversee the school improvement planning process throughout the District. The DAC has final approval over the content of school improvement plans before they are submitted to the School Board and monitors the use of school improvement funds.

School Improvement Acronym List

A

AA – Associate in Arts
AA – Alternative Assessment
AAS – Associate in Applied Science
ABE – Adult Basic Education
ACCEL – Academically Challenging Curriculum to Enhance Learning
ACEE – Area Centers for Educational Enhancement
ACT – American College Testing (Assessment)
ADA – Americans with Disabilities Act
AFDC – Aid to Families with Dependent Children
AHS – Adult High School
AICE – Advanced International Certificate of Education
AMO – Annual Measurable Objective
AP – Advanced Placement
AS – Associate in Science
ASD – Autism Spectrum Disorder
ASL – American Sign Language
ATD – Applied Technology Diploma
AVID – Advancement Via Individual Determination
AYP – Adequate Yearly Progress

B

BA – Bachelor of Arts
BAT – Benchmarks for Advanced Tiers
BCBA – Board Certified Behavior Analyst
BS – Bachelor of Science

C

CAC – Child Advocacy Center
CAR-PD – Content Area Reading Professional Development
CBT – Computer-Based Testing

CCD – Course Code Directory
CCRP – Comprehensive Core Reading Program
CCSS – Common Core State Standards
CELLA – Comprehensive English Language Learning Assessment
CEU – Continuing Education Unit
CFO – Chief Financial Officer
CLAST – College Level Academic Skills Test
C of C – Code of Conduct
COE – Council on Occupational Education
COPE – Chautauqua Office of Psychological Services
CPT – College Placement Test
CRP – Comprehensive, research-based, Reading Plan

D

DA – Differentiated Accountability
DAC – District Advisory Council
DAIP – District improvement, Assistance and Intervention Plan
DAR – Diagnostic Assessment of Reading
DART – Disaggregate, Assess, Review and Target
DCF – Department of Children and Family Services
DCT – Diversified Cooperative Training
DE – Dual Enrollment
DEA – Discovery Education Assessments
DIAP – District Improvement, Assistance and Intervention Plan
DIBELS – Dynamic Indicator of Basic Early Literacy Skills
DJJ – Division of Juvenile Justice
DOC – Department of Corrections
DOE – Department of Education
DOP – Dropout Prevention
DSS – Department of Social Services
DSS – Developmental Scale Score

E

EBD - Emotional/Behavioral Disabilities
ED – Educationally Disadvantaged
EEO – Equal Employment Opportunity
ELL – English Language Learners
EOC – End-of-Course Assessment
ePDC – Electronic Professional Development Center
ePEP – Electronic Personal Education Planner
ERDA – Early Reading Diagnostic Assessment
ERIC – Educational Resource Information Center
ERSI – Early Reading Screening Instrument
ESE – Exceptional Student Education
ESEA – Elementary and Secondary Education Act
ESL – English as a Second Language
ESOL – English Speakers of Other Languages
ESSA – Every Student Succeeds Act
ESY – Extended School Year

F

FAA – Florida Alternative Assessment
FACTS – Florida Academic Counseling and Tracking for Students
FAIR – Florida Assessments for Instruction in Reading
FAPE – Free and Appropriate Public Education
FBO – Faith-Based Organization
FCAT – Florida Comprehensive Assessment Test
FCIM – Florida Continuous Improvement Model
FCPT – Florida College Placement Test
FCRR – Florida Center for Reading Research
FDLRS – Florida Diagnostic and Learning Resource System
FDOE – Florida Department of Education
FEFP – Florida Education Finance Program
FELE – Florida Educational Leadership Examination
FERPA – Florida Education Rights and Privacy Act

FIN – Florida Inclusion Network
FLaRE – Florida Literacy And Reading Excellence
FLKRS – FLorida Kindergarten Readiness Screener
FLVS – FLorida Virtual School
FORF – Florida Oral Reading Fluency
FOR-PD – Florida Online Reading Professional Development
FRL – Free and Reduced Lunch
FSA – Florida Standards Assessment
FTE – Full Time Equivalency
FY – Fiscal Year

G

GED – General Education Development test
GLE – Grade Level Expectations
GMRT – Gates-Macginitie Reading Test
GPA – Grade Point Average
GPS – Global Positioning System

H

HH – Hospital Homebound
HIPAA – Health Insurance Portability and Accountability Act
HLS – Home Language Survey
HSCT – High School Competency Test
HQT – Highly Qualified Teacher

I

IB – International Baccalaureate
ICC – International Coastal Cleanup
IDEA – Individuals with Disabilities Education Act
IEP – Individual Education Plan
ILOD – In Line Of Duty
IMS – Information Management System
IPDP – Individual Professional Development Plan

ISRD – Institute of Small and Rural Districts
IST – Instructional Support Team
IT – Information Technology

L

LEA – Local Education Agency
LEP – Limited English Proficient
LIIS – Local Instructional Information System
LOA – Leave of Absence

M

MAI – Major Area of Interest
MIS – Management Information System
MOU – Memorandum of Understanding
MSID – Master School Identification File
MTSS – Multi-Tiered System of Support

N

NAEP – National Assessment of Education Performance
NBCT – National Board Certified Teacher
NCLB – No Child Left Behind
NCTM – National Council of the Teachers of Mathematics
NCWE – National Council for Workforce Education
NEFEC – North East Florida Educational Cooperative
NGA – National Governor’s Association
NGCARPD – Next Generation Content Area Reading Professional Development
NGSSS – Next Generation Sunshine State Standards
NRT – Norm Referenced Test
NSDC – National Staff Development Council
NWFSC – Northwest Florida State College

O

OCP – Occupational Completion Point

OCR – Office of Civil Rights
OJT – On the Job Training
OPPAGA – Office of Program Policy Analysis and Government Accountability
OPS – Other Personnel Services
OSHA – Occupational Safety and Health Administration

P

PAEC – Panhandle Area Educational Cooperative
PARCC – Partnership for the Assessment of Readiness for College and Careers
PAS – Performance Appraisal System
PBL – Project Based Learning
PBS – Positive Behavioral Support
PD – Professional Development
PERT – Postsecondary Education Readiness Test
PECO – Public Education Capital Outlay
PIC – Private Industry Council
PLC – Professional Learning Community
PLF – Professional Learning Facilitator
PLP – Professional Learning Plan
PMP – Progress Monitoring Plan
PMRN – Progress Management and Reporting Network
PreK - PreKindergarten
PSAT – Preliminary American College Testing (Assessment)
PSAV – Post Secondary Adult Vocational
PY – Program Year

R

READ – Reading Enhancement and Acceleration Development
RLT – Reading Leadership Team
ROI – Return On Investment
RTI – Response To Intervention
RTTT – Race to the Top
RTW – Ready To Work

S

SAC – School Advisory Council
SACS – Southern Association of Colleges and Schools
SAT – Scholastic Aptitude Test
SBE – State Board of Education
SBIT – School-Based Intervention Team
SBRR – Scientifically-Based Reading Research
SCiii – Science collaboration, Immersion, Inquiry, Innovation
SDMT – Stanford Diagnostic Mathematics Test
SEA – State Education Agency
SEDNET – Students with Emotional Disabilities Network
SES – Supplemental Educational Services
SESIR – School Environment Safety Incident Report
SINI – School In Need of Improvement
SIP – School Improvement Plan
SIT – School Improvement Team
SIRP – Supplemental Intervention Reading Program
SLP – Speech Language Pathologist
SMART – Specific, Measurable, Attainable, Realistic and Time-Bound
SMS – Student Management System
SOAR – Science, Optimizing Academic Returns
SPAR – School Public Accountability Report
SPP – Student Progression Plan
SRD – School Resource Deputy
SREB – Southern Regional Educational Board
SSI – Supplemental Security Income
SSS – Sunshine State Standards
STEM – Science, Technology, Engineering and Mathematics
STW – School To Work
SUS – State University System
SWD – Students With Disabilities
SY – School Year

T

TA – Technical Assistance

TABE – Test of Adult Basic Education

TDE – Temporary Duty Elsewhere

TLC – Teaching and Learning Contacts

TTT – Tuesday Teacher Training

U

UDL – Universal Design for Learning

V

VPK – Voluntary Pre-Kindergarten Program

W

WDB – Workforce Development Board

WIDA – World Class Instructional Design Assessment

WISE – Walton Initiatives for Success in Education

WVS – Walton Virtual School