

Gerald Adams Elementary School



2013-2014 School Improvement Plan

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Gerald Adams Elementary School

School Mission Statement

We are committed to working to collaboratively provide a quality learning environment in which ALL children can learn and develop to their maximum potential.

School Vision Statement

Creating the LEADers of tomorrow!

Learners –foster a love of learning

Example Setters – character development

Achievers - focused on raising academic achievement

Dreamers – goal focused—success is possible

School Belief Statements

- A safe and physically comfortable environment promotes student learning.
- Student learning is the priority for the school.
- Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.
- Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.

Goals

State Goal: Highest Student Achievement - Students make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards; successfully compete at the highest levels nationally and internationally; and are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

Desired Conditions for the School: Improve student achievement in reading, mathematics, science and writing and have Gerald Adams receive a school grade of “A”. Improve school level focus on indicators beyond state tests as we implement Common Core Standards.

Current Condition of the School: Based on results from the 2013 Florida Comprehensive Assessment Test (FCAT) in reading, math, writing, and science, Gerald Adams received a school grade of “B.”

School Goal – Gerald Adams School students’ achievement will be such that GAE meets or surpasses all requirements to be rated an “A” school.

SIP Development Information

School Improvement Plan Development

The formation of the 2013-2014 School Improvement Plan is based on the Florida’s Continuous Improvement Model” or “FCIM”. This model is a process by which quality is improved over time by examining results and the processes that generate those results and employing problem solving skill to generate and implement targeted improvements.

In addressing needs of students beyond just state testing we are encouraging our teachers, students, and staff to think in terms of success beyond simple proficiency. We expect mastery of standards for all students.

School Improvement Timeline

The 2013-2014 School Improvement Plan is focused on achieving school goals related to Florida School Grades during the current school year. Strategies related to these objectives will be implemented during the 2013-2014 school year. The incorporation of Learning Criteria objectives are based on a more elongated timeline. Strategies related to these objectives will be implemented in part during the 2013-2014 school year and will continue within the 2013-2018 five year window.

School Improvement Plan Funding

The initiatives and staff development listed in this plan are funded through a variety of sources. Examples include:

- FTE generated discretionary budget

- Title One Funds
- Daycare Funds
- School Professional Development funds
- Local grants

Evaluation of the School Improvement Plan

Specific evaluative information will be collected by the school over the course of the 2013-2014 school year and beyond. For 2013-2014 objective items evaluation will come from an analysis of data including but not limited to:

- Florida Comprehensive Assessment Test (FCAT)
- FAIR Testing
- Longitudinal data from STAR Testing in Reading and Math
- School Level attendance and discipline data
- Monroe County School District Climate Survey

Progress toward achieving established goals will be determined by the School Improvement Plan committee, the School Advisory Council, and the Building Level Planning Team.

Supporting Information and Resources

Additional Documentation and information can be found in the following areas and accessed from the SIP homepage on the Gerald Adams web site (<http://keysschools.com/gae>)

1. School Climate Survey
2. Budget Information
3. Faculty Staff Listing
4. School Advisory Roster
5. School Improvement Plan annual review
6. School Technology Plan
7. School Public Accountability Report (SPAR)

Other sources of useful school data can be found in the following locations: School Grades and School Report Cards:

<http://schoolgrades.fldoe.org/>

Florida School Indicators Report: <http://data.fldoe.org/fsir/>

Highly Qualified Staff:

	Number	Effective Rating	New/ Begin Teachers	BA Degree	MA Degree	Above MA Degree
Administrators	1	100%				1
Coaches	2	100%			2	
Teachers	38	100%	3	23	15	2
HQ Teachers	41	100%				
HQ Parapros	21	100%				

Multi-Tiered System of Supports (MTSS)/ (RtI)

The MTSS team will be involved with the creation of the SIP. Their responsibilities include:

- Analysis of school-wide and disaggregated data.
- Development of the MTSS/RtI portion of the plan.
- Organizing/Developing Tier 1, 2 and 3 services and supports.
- Professional Development needs and planning.

The MTSS/RtI Team reviews the implementation of the School Improvement Plan (SIP) on a monthly basis. If changes are needed, recommendations are made to the Building Level Planning Team (BLPT) and the SAC Chair. These changes are processed through BLPT and presented at SAC for input. Changes are made as necessary. In the spring of each year, the plan is reviewed and recommendations are made for the new SIP based on the data received from Performance Matters, FCAT, Text or Teacher-made assessments and CBT mini assessments. These recommendations are presented for discussion to SAC who also have input into the final writing of the plan.

Parent Involvement Plan

In accordance with Title One requirements, a separate parent involvement plan is prepared and approved. This plan is posted on our website.

School Advisory Council (SAC)

Our school advisory council is representative of our school population and meets monthly in an advisory capacity.

Student Performance Goals

Core Learning

Reading

School Percentage Scoring Satisfactory and Above			
Grade Level	Reading (Achievement Level 3 and Above)		
	2011	2012	2013
Monroe			
detail	GERALD ADAMS ELEMENTARY SCHOOL (311)		
3	47	61	41

Goal One (Grade Three)

By the end of the 2013-201 school year, fifty-two percent (52%) of Grade 3 students taking the FCAT Reading test will score at or above Level 3. This represents an increase of 11% over the 2012-2013 school year.

Reading

School Percentage Scoring Satisfactory and Above			
Grade Level	Reading (Achievement Level 3 and Above)		
	2011	2012	2013
Monroe			
detail	GERALD ADAMS ELEMENTARY SCHOOL (311)		
4	43	61	63

Goal Two (Grade Four)

By the end of the 2013-2014 school year, fifty-two percent (52%) of Grade 4 students taking the FCAT Reading test will score at or above Level 3. This represents an increase of 11% for that cohort over the 2012-2013 school year. (See the Grade 3 chart).

Reading

School Percentage Scoring Satisfactory and Above			
Grade Level	Reading (Achievement Level 3 and Above)		
	2011	2012	2013
Monroe			
detail	GERALD ADAMS ELEMENTARY SCHOOL (311)		
5	60	39	52

Goal Three (Grade Five)

By the end of the 2013-2014 school year seventy percent (70%) of Grade 5 students taking the FCAT Reading test will score at or above Level 3. This represents an increase of 7 % for that cohort over the 2012-2013 school year. (See the Grade 4 chart).

Reading (Sub-Group Goals)

A. Area 1: Reading			
Data Component	2012-13		2013-14
	AMO Target	Actual Score	AMO Target
<i>1. Annual Measurable Objectives</i>			
a) All students	58	52%	62%
d) Black	53	55%	57%
e) Hispanic	53	49%	58%
f) White	66	55%	69%
g) English language learners	44	42%	50%
h) Students with disabilities	30	26%	37%
i) Economically disadvantaged	51	47%	56%

Goal Four (Subgroups)

- 60% of Grades 3-5 Black students taking the FCAT Reading test will score at or above Level 3 by the end of the 2013-2014 school year. This represents an increase of 5% over the scores in the 2012-2013 school year.
- 60% of Hispanic Grades 3-5 students taking the FCAT Reading test will score at or above Level 3 by the end of the 2013-2014 school year. This represents an increase of 11% over the scores in the 2012-2013 school year.
- 69% of Grades 3-5 White students taking the FCAT Reading test will score at or above Level 3 by the end of the 2013-2014 school year. This represents an increase of 14% over the scores in the 2012-2013 school year.

- 52% of Grades 3-5 ELL students taking the FCAT Reading test will score at or above Level 3 by the end of the 2013-2014 school year. This represents an increase of 10% over the scores in the 2012-2013 school year.
- 40% of Grades 3-5 students with disabilities taking the FCAT Reading test will score at or above Level 3 by the end of the 2013-2014 school year. This represents an increase of 14% over the scores in the 2012-2013 school year.
- 56% of Grades 3-5 economically disadvantaged students taking the FCAT Reading test will score at or above Level 3 by the end of the 2013-2014 school year. This represents an increase of 11% over the scores in the 2012-2013 school year.

Goal Five (Learning Gains)

<i>Learning Gains</i>			
a) Students making learning gains	111	70%	78%
b) Students in lowest 25% making learning	53	66%	75%

By the end of the 2013-2014 school year seventy percent (70%) of Grade 4-5 students taking the FCAT Reading test will make learning gains; and 70% of our low 25 will make learning gains.

Goal Six (FAA)

By the end of the 2013-2014 school year one hundred percent (100%) of SWD students taking the FAA Reading test will score a 6 or higher.

Writing

Data Component	2012-13 Data		2013-14 Target
	Number	Percent	Percent
B. Area 2: Writing			
<i>1. Florida Comprehensive Assessment Test</i>			
a) Students scoring at or above Achievement Level 3.5	26	44%	52%

Goal One (Grade Four)

The percentage of the students scoring a 3.5 or higher on the essay portion of FCAT Writes during the 2013-2014 school year will be fifty-two percent (52%). This represents an increase of 8% over the 2012-2013 school year.

Goal Two (FAA)

By the end of the 2013-2014 school year one hundred percent (100%) of SWD students taking the FAA Writing test will score a 6 or higher.

Mathematics

School Percentage Scoring Satisfactory and Above			
Grade Level	Mathematics (Achievement Level 3 and Above)		
	2011	2012	2013
Monroe			
detail	GERALD ADAMS ELEMENTARY SCHOOL (311)		
3	61	61	51

Goal One (Grade Three)

By the end of the 2013-2014 school year sixty percent (60%) of Grade 3 students taking the FCAT Math test will score at or above Level 3. This represents an increase of 11% over the 2012-2013 school year.

Mathematics

School Percentage Scoring Satisfactory and Above			
Grade Level	Mathematics (Achievement Level 3 and Above)		
	2011	2012	2013
Monroe			
detail	GERALD ADAMS ELEMENTARY SCHOOL (311)		
4	48	79	61

Goal Two (Grade Four)

By the end of the 2013-2014 school year sixty percent (60%) of Grade 4 students taking the FCAT Math test will score at or above Level 3. This represents an increase of 9% for that cohort over the 2012-2013 school year. (See the Grade 3 chart).

School Percentage Scoring Satisfactory and Above			
Grade Level	Mathematics (Achievement Level 3 and Above)		
	2011	2012	2013
Monroe			
<small>detail</small>	GERALD ADAMS ELEMENTARY SCHOOL (311)		
5	60	50	47

Mathematics

Goal Three (Grade Five)

By the end of the 2013-2014 school year seventy (70%) of Grade 5 students taking the FCAT Math test will score at or above Level 3. This represents an increase of 9% for that cohort over the 2012-2013 school year. (See the Grade 4 chart).

Mathematics (Sub-Group Goals)

C. Area 3: Mathematics			
Data Component	2012-13		2013-14
	AMO Target	Actual Score	AMO Target
<i>1. Elementary and Middle School Mathematics</i>			
<i>a) Annual Measurable Objectives</i>			
1) All students	63	55%	67%
4) Black	65	60%	69%
5) Hispanic	61	48%	65%
6) White	66	61%	69%
7) English language learners	55	48%	60%
8) Students with disabilities	44	36%	50%
9) Economically disadvantaged	61	51%	65%

Goal Four (Subgroups)

- 69% of Grades 3-5 Black students taking the FCAT Math test will score at or above Level 3 by the end of the 2013-2014 school

year. This represents an increase of 9% over the scores in the 2012-2013 school year.

- 65% of Hispanic Grades 3-5 students taking the FCAT Math test will score at or above Level 3 by the end of the 2013-2014 school year. This represents an increase of 18% over the scores in the 2012-2013 school year.
- 69% of Grades 3-5 White students taking the FCAT Math test will score at or above Level 3 by the end of the 2013-2014 school year. This represents an increase of 8% over the scores in the 2012-2013 school year.
- 60% of Grades 3-5 ELL students taking the FCAT Math test will score at or above Level 3 by the end of the 2013-2014 school year. This represents an increase of 12% over the scores in the 2012-2013 school year.
- 50% of Grades 3-5 students with disabilities taking the FCAT Math test will score at or above Level 3 by the end of the 2013-2014 school year. This represents an increase of 14% over the scores in the 2012-2013 school year.
- 65% of Grades 3-5 economically disadvantaged students taking the FCAT Math test will score at or above Level 3 by the end of the 2013-2014 school year. This represents an increase of 14% over the scores in the 2012-2013 school year.

Mathematics

<i>d) Learning Gains</i>			
1) Students making learning gains	101	52%	60%
2) Students in lowest 25% making learning gains	42	50%	58%

Goal Five (Learning Gains)

By the end of the 2013-2014 school year seventy percent (70%) of Grade 4-5 students taking the FCAT Math test will make learning gains; and 70% of our low 25 will make learning gains.

Goal Six (FAA)

By the end of the 2013-2014 school year one hundred percent (100%) of SWD students taking the FAA Math test will score a 6 or higher.

Science

School Percentage Scoring Satisfactory and Above			
Grade Level	Science (Achievement Level 3 and Above)		
	2011	2012	2013
Monroe			
detail GERALD ADAMS ELEMENTARY SCHOOL (311)			
5	NA	47	47

Goal One (Grade Five)

By the end of the 2013-2014 school year, sixty percent (60%) of students taking the FCAT Science test will perform at level 3 or above. This represents an increase of 13% over the 2012-2013 school year.

Goal Six (FAA)

By the end of the 2013-2014 school year one hundred percent (100%) of SWD students taking the FAA Science test will score a 6 or higher.

Student Success Goals:

H. Area 8: Early Warning Systems			
1. Elementary School Indicators			
a) Students who miss 10 percent or more of	81	17%	10%
b) Students retained, pursuant to Section	19	4%	2%
c) Students who are not proficient in reading by	64	81%	30%
d) Students who receive two or more behavior	59	13%	8%

Goal One: There will be a 7% reduction in students missing 10% or more of instructional time. (17% to 10%)

Goal Two: There will be a 2% reduction in the number of retentions.

(4% to 2%)

Goal Three: There will be a 50% reduction in non-proficient readers by Grade 3.(80% to 30%)

Goal Four: There will be a 5% reduction in the number of students who receive 2 or more referrals. (13%- 8%)

Goal Five: There will be a 50% reduction in the number of suspensions (6% to 3%)

SIP Strategies for Success

Strategies for Success in Core Learning

Reading

1. In accordance with state statute and the district reading plan, students identified through the following criteria will be placed in Intensive Reading interventions specific tailored to address their needs.
 - Level 1 or Level 2 on FCAT SSS Reading
 - Red or Yellow on FAIR
 - Intervention and Urgent intervention-STAR
2. All students scheduled to take the FCAT Reading or Mathematics tests (Grades 3-5) will complete Performance Matters Progress Monitoring in the Fall and Winter prior to taking the Spring administration of the FCAT.
3. All teachers will receive training on interpreting Renaissance (STAR), FAIR, and Performance Matters class and student reports.
4. Content area reading will take place in all classes.
5. Accelerated Reading™ and Lexia will be used as reading interventions.
6. FCAT Simulation and keyboarding software will be made available for teacher and/or student use.

7. Additional low-level, high-interest and developmentally appropriate reading materials will be provided in the Intervention Blocks and in the Media Center.
8. Teachers will be provided with the resources to become familiar with the question format used on the FCAT and Common Core Question Stems so that they can utilize this format on teacher constructed tests.
9. Teachers will be provided training on short response and extended response item construction and holistic scoring. They will then incorporate these items in their teacher constructed assessments to facilitate Common Core Implementation.
10. Teachers will utilize “cold timed readings” in classrooms with a focus on comprehension strategies and continue to lengthen passage length.
11. Staff development opportunities will continue to be provided as part of teachers’ PGPs using the Professional Learning Communities model (Dufour, et. al) implemented during the 2013-2014 school year.
 - Using Data to Improve Reading Achievement
12. The after school tutoring program (K-5) will incorporate analysis of student data to form remediation groups focusing on specific student needs in addition to traditional FCAT prep curriculum.
13. A school –wide reading incentive program will continue to be implemented that include Parents and Kids Everyone Reads (PAKER Nights); the Superintendent’s Young Reader’s Awards (SYRA), and our Reef Readers Wall of Fame.

Mathematics

1. Students identified through the following criteria will be placed in Intensive Math Interventions to better prepare them for success within the math curriculum.
 - Level 1 or 2 on FCAT SSS Math
 - Intervention and Urgent intervention-STAR
2. All students scheduled to take the FCAT Mathematics tests (Grades 3-5) will complete Performance Matters Assessments in

the Fall and Winter prior to taking the Spring administration of the FCAT and will practice testing in the CBT format.

3. Accelerated Math™ will be used for remediation in Intensive Math.
4. Math teachers will be provided with the resources to become familiar with the question format used on the FCAT and will utilize this format on teacher constructed tests.
5. Teachers will create lesson plans based on Common Core Standards and assessments will be aligned with mastery of standards.
6. Math teachers will work collaboratively and with teachers from other grade levels and other schools to develop vertical alignment in the K-5 math curriculum.
7. Gerald Adams math teachers will implement pacing guides developed by the district to ensure consistent coverage of critical skills in all classes.
8. Math teachers will be provided Smart Board resources and training to incorporate greater presentation technology in math classes.
9. Math teachers will collaborate in a professional learning community focused on vocabulary strategies to improve performance on math questions requiring reading.
10. The Title One after school tutoring program will incorporate analysis of Performance Matters data to form remediation groups focusing on specific student needs in addition to traditional FCAT prep curriculum.

Writing

1. Staff development opportunities will be made available for teachers to utilize timed writings in the classroom. Teachers will be provided the FCAT Writes essay scoring rubric and sample essays to score. Teachers will then utilize timed writings in their classroom. Sample writings will be made available for the following assessments:
 - FCAT Writing

- Literary response in alignment with Common Core
2. Fourth grade teachers will receive training on FCAT Writes.
 3. All teachers will be trained in literary responses (short response, and extended response) item construction and scoring in alignment with Common Core.
 4. All ELA Blocks will incorporate a variety of writing which includes, but is not limited to, expository, narrative and poetry.

Science

1. FCAT Science FOCUS software will be made available to all science teachers and students in grade 5.
2. The science department will continue to expand the use of classroom lab activities to focus on hands on student centered learning.
3. Quarterly progress monitoring tests in all grade levels to ensure standard mastery in all grade levels.
4. Use of interactive Science journals and notebooks to expand and reinforce students academic vocabulary and mastery of standards.

Strategies for Success Skills

Attendance and Punctuality

1. Quarterly rewards for perfect attendance will be used to focus on positive student level success regarding attendance and punctuality.
2. Weekly truancy meetings will focus on addressing at risk students (parents) in a proactive manner including home visits and law enforcement intervention.
3. Attendance and punctuality will continue to be monitored for the maintenance of certain student privileges (extra curricular activities).

4. GAE will begin to monitor the impact of excessive tardies and treat as such: 3 tardies equates to an unexcused absence in terms of intervention from the school.

Strategies for Success in Technology

1. Technology committee will develop a needs assessment to determine the technology development needs of teachers and support staff.
2. Professional Development will be provided through a Technology PLC – teachers will participate in trainings only when they wish.
3. All teachers will receive training/follow up training on the use of new programs and data analysis applications.
4. Attention will continue to be paid to maintaining the technology infrastructure while supporting innovative use of instructional technology.

Strategies for Success in Special Areas

1. Special Area teachers will work with grade level teachers to reinforce grade-level skills (ie: multiplication tables through math party music and red-rover game).
2. Special area teachers will assist with rewards for students who meet or exceed their grade level goals.

Strategies for Success in Special Needs

1. Students will be mainstreamed into general curriculum classes as much as possible. Student progress will be monitored by classroom teachers and ESE case managers.
2. Teachers will be provided with all accommodation information regarding the students in their classroom.

3. ESE inclusion teachers will work with students in math and language arts classrooms to provide consultative and tangible teaching support for classroom teachers.

Strategies for Maintaining a Safe and Orderly School

1. School supervision plan will be implemented to provide greater faculty visibility before school, during the day and after school.
2. Improved parent communication will involve improved public access to school calendars, our school web-site and continued periodic use of the NTI Ed-Connect™ system for large group communication. Information is communicated in English, Spanish and Creole via Connect Ed .
3. Outdoor PE Classes and the daytime custodian will be provided two-way radios for quicker communication in the event of emergencies.

Strategies for Student Support Services

1. Activities to increase visibility and interaction between students and parents and guidance staff will be continued. Activities will include the following:
 - Lunch with the counselors
 - Increased classroom visitation
 - Parent meetings
 - Use of NTI Ed-Connect™ notification
 - Morning announcements
2. Continued utilization and cross departmental collaboration between the following support service personnel
 - Local Law Enforcement
 - The CARE Center
 - Life Skills counselor
 - CINS/FINS counselor
3. Student Services Team (SST) meetings will act proactively to address individual student needs as students are identified as “at-risk”.
4. Weekly truancy meetings will look to identify students early and prevent truancy cases.

Strategies for Health and Fitness

1. Wellness screenings will be provided for faculty and staff during 2013-2014 school year.
2. School Nurse and Nurse Technician will work collaboratively with student services team (SST) to provide services to students in need.
3. Fitness gram and Presidential Physical Fitness programs will be implemented in appropriate grade levels.
4. All students will receive physical activity as part of their learning day.

Strategies for Student Discipline

1. A comprehensive school-wide professional development plan will be implemented in preparation of Positive Behavioral Support (PBS).
2. Conflict resolution will be provided through the guidance office.
3. A school-wide character education program will be offered in every classroom.

The Gerald Adams' Community would like to thank the Building Level Planning Team and the School Advisory Council for their assistance in the development of the plan.

Building Level Planning Team

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Information:

For more information regarding Gerald Adams School or the School Improvement Plan, visit

<http://keysschools.com/gae>

