



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Lawton M. Chiles Elementary School

2525 SCHOOL HOUSE RD

Gainesville, FL 32608

352-333-2825

<http://www.sbac.edu/pages/acps>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
34%

Alternative/ESE Center
No

Charter School
No

Minority Rate
49%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Lawton M. Chiles Elem. School

Principal

Judith Black

School Advisory Council chair

Rochelle Warm

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Suzanne Booth	Curriculum Resource Teacher
Dee Dee Warner	Behavior Resource Teacher
Kimberly Stobbie	Kindergarten Teacher
Renaë Simonds	First Grade Teacher
Carol Bryan	Second Grade Teacher
Julie Thompson	Third Grade Teacher
Tom Lapcevic	Fourth Grade Teacher
Brooke Blackwood	Fifth Grade Teacher
Cristina Resczenski	Media Specialist/Tech
Marianne Mullinax	Title I Teacher/FCIMS Facilitator

District-Level Information

District

Alachua

Superintendent

Dr. Hershel Lyons

Date of school board approval of SIP

10/6/2013

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).

Membership of the SAC

Judy Black - Principal
 Suzanne Booth - Curriculum Resource Teacher
 Susan Bowles - Kindergarten Teacher
 Kim Dotts-Hoehnle - parent
 Lisa Shelton - parent
 Arthur Seabrooks - Custodian

Rochelle Warm - Other Citizen and Chair
 Marcia Eubank - Other Citizen

Involvement of the SAC in the development of the SIP

8 Members include:

- 1 principal
- 2 teachers
- 2 parents
- 1 custodian
- 2 other citizens
- Race:
- 7 white, 1 black

Activities of the SAC for the upcoming school year

Meet every month on the second Thursday, to discuss school concerns, issues, review the budget and request support on spending money.

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Judith Black

Principal

Years as Administrator: 9

Years at Current School: 7

Credentials

Early Childhood Education
 Elementary Education (grades 1-6)
 Leadership
 ESOL Endorsement

Performance Record

School Grade A - 5 years
 School Grade B - 2 years
 School Grade C - 1 year
 School Grade D 1 year

Instructional Coaches

of instructional coaches

receiving effective rating or higher

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

48

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

48, 100%

ESOL endorsed

12, 25%

reading endorsed

7, 15%

with advanced degrees

28, 58%

National Board Certified

0, 0%

first-year teachers

2, 4%

with 1-5 years of experience

7, 15%

with 6-14 years of experience

17, 35%

with 15 or more years of experience

22, 46%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Chiles Elementary participates in the Site-based Internship program out of the University of Florida. We employ some of the interns upon graduation. We also look to hire teachers with experience. Interview team consists of principal, Curriculum Resource Teacher, and teachers on the grade level with the vacancy.

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).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

District works with all beginning teachers by assigning a mentor teacher to each one. The mentors spend time in the classrooms and meeting with the teachers after school. They hold meetings that involve all beginning teachers in the district discussing concerns and issues. The mentors also keep the principals informed of any concerns.

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

Data-based problem-solving processes for the implementation and monitoring of 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

At each grade level meeting, the team will look at students, their needs will be discussed, changes in curriculum and support staff are provided.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The leadership team works with the staff, monitoring students' skill mastery. They meet weekly with one grade level to discuss student issues, curriculum implementation and setting up meeting with resource staff - including parents.

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

Continual monitoring of students test scores, reviewing the progress of students being tutored in Title I, and making changes when needed.

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

Rtl data will be based on a series of assessments identified at the district level and administered at the school. Items for the assessments are taken from the reading benchmark assessments, the math assessments and the district formative assessment program for math and science. FAIR assessments and Discovery Education Reading assessments are also used in considering instruction. Data at the beginning of the year is captured and presented through the district's student information system.

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

District and school staff will work with the faculty to train for Rtl. The FCIMS facilitator and guidance counselor work with the staff in using the Rtl process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

Strategy: Before or After School Program

Minutes added to school year: 30

Title I tutoring
Pull out intervention

Strategy Purpose(s)

- Instruction in core academic subjects

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

Reading assessments

Who is responsible for monitoring implementation of this strategy?

Title I teacher, classroom teacher, FCIM Facilitator, CRT, Principal

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Judy Black	Principal

Name	Title
Suzanne Booth	Curriculum Resource Teacher
Marianne Mullinax	FCIMS Facilitator/ Title I Teacher
Cristina Reszczenski	Media Specialist
Kim Stobbie	Kindergarten
Rena Simonds	First Grade
Carol Bryan	Second Grade
Julie Thompson	Third Grade
Sue Surrency	Fourth Grade
Melissa Stokes	Fifth Grade

How the school-based LLT functions

The Literacy Leadership Team meets every other month to discuss concerns brought to them by their teams. We address how reading is being taught, curriculum being used and changes that need to be implemented.

Major initiatives of the LLT

Implementing new reading series, Working with class size amendment, while grouping students by their instructional reading level

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).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Chiles kindergarten welcomes day cares to visit their classes during the spring. This year we will include Head Start Pre-K.

Kindergarten students also begin school on a staggered start - girls one day and boys the next.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	82%	77%	No	84%
American Indian				
Asian	91%	89%	No	92%
Black/African American	43%	41%	No	49%
Hispanic	81%	63%	No	83%
White	93%	92%	No	94%
English language learners				
Students with disabilities	47%	27%	No	52%
Economically disadvantaged	48%	42%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	17%	50%
Students scoring at or above Achievement Level 4	170	60%	62%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		75%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	127	71%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	24	55%	57%

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	75	77%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	76%	78%	Yes	78%
American Indian				
Asian	91%	89%	No	92%
Black/African American	40%	44%	Yes	46%
Hispanic	68%	68%	Yes	72%
White	86%	91%	Yes	87%
English language learners				
Students with disabilities	43%	33%	No	48%
Economically disadvantaged	41%	44%	Yes	47%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	20%	25%
Students scoring at or above Achievement Level 4	160	56%	78%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		33%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	115	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	21	48%	50%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	30%	33%
Students scoring at or above Achievement Level 4	31	36%	40%

Florida Alternate Assessment (FAA)

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

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	50		75
Participation in STEM-related experiences provided for students	425	75%	85%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	60	10%	8%
Students retained, pursuant to s. 1008.25, F.S.	25	4%	3%
Students who are not proficient in reading by third grade	28	18%	10%
Students who receive two or more behavior referrals	36	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	17	3%	2%

Area 9: Parent Involvement

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

Parental involvement targets for the school

To provide a learning environment that makes all parents feel welcome enabling us to form a partnership with our parents. Parental involvement is essential to student achievement. Parents who feel welcome and good about coming to school events. To facilitate in parent involvement Lawton Chiles will do a variety of things, such as meetings in the evening, train teachers on how to work with all families, and have a parent resource center in our Media Center.
(See Title I Parent Involvement Plan)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Guidance Programs & Services available to parents	426	71%	85%

Goals Summary

- G1.** Implement Learning Stations in reading and math
- G2.** Percentage of students scoring proficiency will increase by 10%.

Goals Detail

G1. Implement Learning Stations in reading and math

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Book Study

Targeted Barriers to Achieving the Goal

- Provide time to conduct book study

Plan to Monitor Progress Toward the Goal

Observations through Snapshots

Person or Persons Responsible

Teachers, Principal, Curriculum Resource Teacher

Target Dates or Schedule:

2013-2014 school year

Evidence of Completion:

ACIIS documentation through Snapshots

G2. Percentage of students scoring proficiency will increase by 10%.

Targets Supported

- Writing
- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- Reading Street - new reading series
- My Way Math - new math series

Targeted Barriers to Achieving the Goal

- Communicating new writing standards to all parents
- Increase rigor and expectation throughout every grade level - using new reading series and math series
- Attendance and Tardies

Plan to Monitor Progress Toward the Goal

FCIMS meetings

Person or Persons Responsible

Teachers, Principal, Curriculum Resource Teacher

Target Dates or Schedule:

2013- 2014 school year

Evidence of Completion:

Documentation of FCIMS meetings

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Implement Learning Stations in reading and math

G1.B1 Provide time to conduct book study

G1.B1.S1 District Staff provide training on learning stations

Action Step 1

Learning Stations Training

Person or Persons Responsible

District Staff

Target Dates or Schedule

2013-2014 School year

Evidence of Completion

Documentation of staff attendance

Facilitator:

District Staff

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Walkthroughs & Class Observations

Person or Persons Responsible

Principal, Curriculum Resource Teacher

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Documentation on ACIIS

Plan to Monitor Effectiveness of G1.B1.S1

Observation of Learning Stations

Person or Persons Responsible

Teachers, Principal, Curriculum Resource Teacher

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

ACIIS documentation through Snapshots

G2. Percentage of students scoring proficiency will increase by 10%.

G2.B1 Communicating new writing standards to all parents

G2.B1.S1 Provide parents writing workshop

Action Step 1

Parent Writing Workshop - Fourth Grade Parents

Person or Persons Responsible

Fourth Grade Teachers

Target Dates or Schedule

2013-14 school year

Evidence of Completion

Sign in sheet for attendance

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Parent Writing Workshop

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

workshop sign in for teachers

Plan to Monitor Effectiveness of G2.B1.S1

Parent Writing Workshop

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Parent Survey

G2.B2 Increase rigor and expectation throughout every grade level - using new reading series and math series

G2.B2.S1 Training teaching using new reading and math series

Action Step 1

Trainings for new reading & math series

Person or Persons Responsible

All teachers

Target Dates or Schedule

summer & fall 2013

Evidence of Completion

Documentation of attending trainings

Facilitator:

District Staff Curriculum Resource Teacher

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Walkthroughs and Class Observations

Person or Persons Responsible

Principal, Curriculum Resource Teacher

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

ACIIS documentation

Plan to Monitor Effectiveness of G2.B2.S1

Assessments - Reading & Math

Person or Persons Responsible

Teachers, Principal, Curriculum Resource Teacher

Target Dates or Schedule

2013-2014 School year

Evidence of Completion

Assessment documentation

G2.B3 Attendance and Tardies

G2.B3.S1 Implement SARB procedures

Action Step 1

Attendance & Tardies Meetings (EPT)

Person or Persons Responsible

Teachers, Parents

Target Dates or Schedule

2013-2014 School year

Evidence of Completion

EPT meeting documentaiton

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Attendance & Tardy Records

Person or Persons Responsible

Guidance Counselor, Behavior Resource Teacher

Target Dates or Schedule

2013-2014 School year

Evidence of Completion

IC records

Plan to Monitor Effectiveness of G2.B3.S1

Attendance & Tardy Records

Person or Persons Responsible

Principal

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Reduction in absences & tardies

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).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Services are provided to ensure students requiring additional remediation are assisted through additional instruction in reading for grades K-5. FCIM Coordinator overseeing disaggregation and interpretation of school-wide, grade-level, and classroom data to determine strengths and weaknesses.

District Homeless Coordinator provides resources (clothing, school supplies, social services referrals for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Positive Behavior Support program implemented 2010-currently.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Implement Learning Stations in reading and math

G1.B1 Provide time to conduct book study

G1.B1.S1 District Staff provide training on learning stations

PD Opportunity 1

Learning Stations Training

Facilitator

District Staff

Participants

Teachers

Target Dates or Schedule

2013-2014 School year

Evidence of Completion

Documentation of staff attendance

G2. Percentage of students scoring proficiency will increase by 10%.

G2.B2 Increase rigor and expectation throughout every grade level - using new reading series and math series

G2.B2.S1 Training teaching using new reading and math series

PD Opportunity 1

Trainings for new reading & math series

Facilitator

District Staff Curriculum Resource Teacher

Participants

All teachers

Target Dates or Schedule

summer & fall 2013

Evidence of Completion

Documentation of attending trainings

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Implement Learning Stations in reading and math	\$700
G2.	Percentage of students scoring proficiency will increase by 10%.	\$100
Total		\$800

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Professional Development	Total
School Funds	\$100	\$0	\$100
CREATE	\$0	\$700	\$700
Total	\$100	\$700	\$800

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Implement Learning Stations in reading and math

G1.B1 Provide time to conduct book study

G1.B1.S1 District Staff provide training on learning stations

Action Step 1

Learning Stations Training

Resource Type

Professional Development

Resource

Learning Stations Book Debbie Dillard

Funding Source

CREATE

Amount Needed

\$700

G2. Percentage of students scoring proficiency will increase by 10%.

G2.B1 Communicating new writing standards to all parents

G2.B1.S1 Provide parents writing workshop

Action Step 1

Parent Writing Workshop - Fourth Grade Parents

Resource Type

Other

Resource

Copying paper for workshop

Funding Source

School Funds

Amount Needed

\$100