



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Sarasota Suncoast Academy

8084 HAWKINS RD

Sarasota, FL 34241

941-924-4242

www.sarasotacountyschools.net/suncoast

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
29%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
19%

School Grades History

2013-14
B

2012-13
A

2011-12
A

2010-11
A

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

Sarasota Suncoast Academy

Principal

Steven Crump

School Advisory Council chair

Mitch Burks

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

Name	Title
Greg Griner	Board Member
Chap Percival	Board Member
Brian Miller	Board Member
Mitch Burks	Board Chairperson

District-Level Information

District

Sarasota

Superintendent

Mrs. Lori White

Date of school board approval of SIP

11/19/2013

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

Board Members

Involvement of the SAC in the development of the SIP

Advisory

Activities of the SAC for the upcoming school year

Quarterly Board Meetings

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

Staff Development \$10,000

Writing Teacher \$2,000

ESE and ESOL services \$30,000
Intervention Services contract \$1000

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:

Steven Crump

Principal

Years as Administrator: 10

Years at Current School: 10

Credentials

Educational Leadership (all Levels), Mathematics (grades -9),
Primary Education (grades k-3)

Performance Record

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

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

28

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

28, 100%

ESOL endorsed

12, 43%

reading endorsed

0, 0%

with advanced degrees

7, 25%

National Board Certified

0, 0%

first-year teachers

1, 4%

with 1-5 years of experience

7, 25%

with 6-14 years of experience

18, 64%

with 15 or more years of experience

2, 7%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

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

6

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

We recruit only certified teachers. We retain our teachers through competitive pay, competitive benefits, retirement program, competitive technology in classrooms, allow teachers to be professionals without being micromanaged, group interview committee, and are highly selective on

interviewees. Responsible: Steven Crump, Principal, Interview committee comprised of teachers and staff.

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

The mentor and mentee meet weekly with each other to discuss school culture, procedures, routines, student progress monitoring, curriculum and instructional strategies. Our mentees are paired with a trained SCIP mentor who is teaching a similar grade level.

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

Successmaker, FAIR, teacher observations and formal assessments, FCAT data, Stanford 10 data, writing prompts, progress monitoring information, budget considerations, A+ money

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

Teacher is responsible for gathering data and bringing data on student to the meeting and for implementing the recommendations of the team.

Grade level teachers are responsible for brainstorming ideas and giving feedback to the teacher where the student's homeroom is located.

Principal is responsible for giving resources, insight, and feedback on what is educationally relevant and appropriate.

Instructional data personnel give appropriate data from computer programs, tests, etc. to be considered.

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

Meetings are scheduled each Monday and Tuesday with the administrator as well as grade level teachers. Board meetings are held quarterly and update is given as needed. Data is presented that is relevant to evaluate students and SIP.

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

Teacher assessments that include informal and formal observations, tests, Successmaker, FAIR, Writing Prompts, behavior referrals

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

Staff development for staff, meetings with individual parents, large group meetings to explain policies and procedures, Parent-Teacher meetings

SSA has Rex Ingerick train our staff on MTSS/RTI, SCSB specialist, concerning MTSS.

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: Extended Day for All Students

Minutes added to school year: 5,400

School district decided to add additional times.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Use FAIR and Learn to determine effectiveness

Who is responsible for monitoring implementation of this strategy?

Steven Crump

Literacy Leadership Team (LLT)

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

Name	Title
All teachers at Suncoast	This section meets requirements of Rule 6A-6.05
Principal	

How the school-based LLT functions

Meet together to discuss issues or students that are struggling.
 Make recommendations on additional resources that are needed.
 Discuss students that are in RTI process for reading issues or that are on progress monitoring.
 Make reading curriculum decisions.

Major initiatives of the LLT

Provide quality instruction in literacy across all grade levels. Common Core instruction in k-2nd and NGSSS for 3rd -5th.
 Visit curriculum to decide on appropriate expenditures.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Professional development activities to promote reading. Daily instruction in reading with the requirements minutes for instruction. Individualized instruction for those that are having issues in reading. MTSS/RTI meetings to discuss and brainstorm ideas on how to teach those that are struggling with reading, and challenging extensions to those students that are on grade level or above to continue improvement of advanced students.

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

N/A

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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%	84%	Yes	84%
American Indian				
Asian				
Black/African American				
Hispanic	67%	75%	Yes	70%
White	84%	86%	Yes	86%
English language learners				
Students with disabilities	62%	62%	Yes	66%
Economically disadvantaged	68%	79%	Yes	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53	26%	27%
Students scoring at or above Achievement Level 4	116	57%	58%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	131	65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	33	65%	69%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		63%

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	53	76%	77%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	77%	77%	Yes	79%
American Indian				
Asian				
Black/African American				
Hispanic	58%	61%	Yes	63%
White	80%	82%	Yes	82%
English language learners				
Students with disabilities	55%		No	60%
Economically disadvantaged	62%	73%	Yes	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	29%	30%
Students scoring at or above Achievement Level 4	98	49%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	121	60%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	60%	64%

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	19	31%	33%
Students scoring at or above Achievement Level 4	21	34%	36%

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)	3		3
Participation in STEM-related experiences provided for students	470	100%	100%

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	25	6%	
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade	5	7%	
Students who receive two or more behavior referrals	2	0%	
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	2%	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

100% of students performing 20 hours of volunteer time or more.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
20 Hours of volunteer time	460	98%	100%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. It will be a minimum of a 2 point percentage increase for groups above 70%.
- G2.** By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a two percentage point increase for all student groups at or above 75%.
- G3.** By the year 2014, there will be a minimum of 95% of parents of students that complete 20 hours of volunteer time or more at SSA.

Goals Detail

G1. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. It will be a minimum of a 2 point percentage increase for groups above 70%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Harcourt Storytown Scholastic Newspapers Successmaker

Targeted Barriers to Achieving the Goal

- New Successmaker program

Plan to Monitor Progress Toward the Goal

FCAT scores

Person or Persons Responsible

students

Target Dates or Schedule:

May 2014

Evidence of Completion:

FCAT scores that are on grade level or above

G2. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a two percentage point increase for all student groups at or above 75%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing curriculum, dedicated professional development time on the writing process, Curriculum Associates word banks

Targeted Barriers to Achieving the Goal

- Inconsistent implementation of the writing program across classrooms and grade levels.

Plan to Monitor Progress Toward the Goal

FCAT

Person or Persons Responsible

4th grade students

Target Dates or Schedule:

May 2014

Evidence of Completion:

4th grade writing scores on level (4.0) or above.

G3. By the year 2014, there will be a minimum of 95% of parents of students that complete 20 hours of volunteer time or more at SSA.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Responsive Classroom Training

Targeted Barriers to Achieving the Goal

- Lack of parent participation in schooling

Plan to Monitor Progress Toward the Goal

volunteer time completed

Person or Persons Responsible

parents of students at Suncoast

Target Dates or Schedule:

5/23/2014

Evidence of Completion:

completion of 20 hours

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. It will be a minimum of a 2 point percentage increase for groups above 70%.

G1.B1 New Successmaker program

G1.B1.S1 All staff training on Successmaker computer program.

Action Step 1

Training on Successmaker

Person or Persons Responsible

All teachers

Target Dates or Schedule

8/12 - 8/16, 2013 and on-going throughout the school year.

Evidence of Completion

reports from Successmaker.

Facilitator:

Dee Butherus

Participants:

All Teachers

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

Reports

Person or Persons Responsible

Teachers Dee Butherus

Target Dates or Schedule

Monthly

Evidence of Completion

Reports and RTI data

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a two percentage point increase for all student groups at or above 75%.

G2.B1 Inconsistent implementation of the writing program across classrooms and grade levels.

G2.B1.S1 All staff trained in writing program at a professional development date tentatively scheduled for 9/24/2013.

Action Step 1

Training in writing program

Person or Persons Responsible

All teachers that teach writing k-5.

Target Dates or Schedule

9/24/2013 with follow-up as needed.

Evidence of Completion

writing samples monthly delivered

Facilitator:

Jennifer Modjeski

Participants:

All teachers that teach writing k-5.

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

Writing Samples

Person or Persons Responsible

All students k-5.

Target Dates or Schedule

Monthly

Evidence of Completion

The writing samples submitted by all students that are on grade level or above.

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. By the year 2014, there will be a minimum of 95% of parents of students that complete 20 hours of volunteer time or more at SSA.

G3.B1 Lack of parent participation in schooling

G3.B1.S1 Responsive Classroom training for parents and teachers.

Action Step 1

Responsive Classroom Training for Parents and teachers

Person or Persons Responsible

All Parents and first/second year teachers to SSA

Target Dates or Schedule

8/5 - 8/9/2013, ongoing throughout the school year

Evidence of Completion

completion of 20 hours of volunteer time

Facilitator:

Suzanne Wright

Participants:

First/Second year teachers to SSA Parents that attend the RC101 meeting

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Responsive Classroom implementation in the classroom and volunteer time for parents

Person or Persons Responsible

Principal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher language, volunteer time complete

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. It will be a minimum of a 2 point percentage increase for groups above 70%.

G1.B1 New Successmaker program

G1.B1.S1 All staff training on Successmaker computer program.

PD Opportunity 1

Training on Successmaker

Facilitator

Dee Butherus

Participants

All Teachers

Target Dates or Schedule

8/12 - 8/16, 2013 and on-going throughout the school year.

Evidence of Completion

reports from Successmaker.

G2. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a two percentage point increase for all student groups at or above 75%.

G2.B1 Inconsistent implementation of the writing program across classrooms and grade levels.

G2.B1.S1 All staff trained in writing program at a professional development date tentatively scheduled for 9/24/2013.

PD Opportunity 1

Training in writing program

Facilitator

Jennifer Modjeski

Participants

All teachers that teach writing k-5.

Target Dates or Schedule

9/24/2013 with follow-up as needed.

Evidence of Completion

writing samples monthly delivered

G3. By the year 2014, there will be a minimum of 95% of parents of students that complete 20 hours of volunteer time or more at SSA.

G3.B1 Lack of parent participation in schooling

G3.B1.S1 Responsive Classroom training for parents and teachers.

PD Opportunity 1

Responsive Classroom Training for Parents and teachers

Facilitator

Suzanne Wright

Participants

First/Second year teachers to SSA Parents that attend the RC101 meeting

Target Dates or Schedule

8/5 - 8/9/2013, ongoing throughout the school year

Evidence of Completion

completion of 20 hours of volunteer time

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. It will be a minimum of a 2 point percentage increase for groups above 70%.	\$43,000
G2.	By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a two percentage point increase for all student groups at or above 75%.	\$2,400
G3.	By the year 2014, there will be a minimum of 95% of parents of students that complete 20 hours of volunteer time or more at SSA.	\$4,000
Total		\$49,400

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Personnel	Technology	Other
Total	\$49,400	\$2,400	\$43,000	\$4,000
A+ Money	\$2,400	\$2,400		
SSA	\$43,000	\$47,000	\$4,000	

Budget Details

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

G1. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. It will be a minimum of a 2 point percentage increase for groups above 70%.

G1.B1 New Successmaker program

G1.B1.S1 All staff training on Successmaker computer program.

Action Step 1

Training on Successmaker

Resource Type

Technology

Resource

Computer program

Funding Source

SSA

Amount Needed

\$43,000

G2. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay and a two percentage point increase for all student groups at or above 75%.

G2.B1 Inconsistent implementation of the writing program across classrooms and grade levels.

G2.B1.S1 All staff trained in writing program at a professional development date tentatively scheduled for 9/24/2013.

Action Step 1

Training in writing program

Resource Type

Personnel

Resource

Writing Teacher

Funding Source

A+ Money

Amount Needed

\$2,400

G3. By the year 2014, there will be a minimum of 95% of parents of students that complete 20 hours of volunteer time or more at SSA.

G3.B1 Lack of parent participation in schooling

G3.B1.S1 Responsive Classroom training for parents and teachers.

Action Step 1

Responsive Classroom Training for Parents and teachers

Resource Type

Other

Resource

NEFC trainer

Funding Source

SSA

Amount Needed

\$4,000