2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Asbury Elementary School

2901 SANDRIDGE RD

Green Cove Springs, FL 32043

904-291-5440

http://lae.oneclay.net

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	No	35%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	22%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
A	A	A	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.

Table of Contents

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

Lake Asbury Elementary School

Principal

Sarah Lawson

School Advisory Council chair

Karen Cobleigh & Emily Minton

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

Name	Title
Melanie Sanders	Assistant principal
Terri Gooding	RTI coach
Mrs. Crutchfield	School Psychologist
Leanne Yost	Fourth Grade
Lynne Corby	First Grade
Kelly Carroll	Second Grade
Christina Davie	Kindergarten
Tonya Glisson	Third Grade
Sarah Lawson	Principal
Heather Butcher	Sixth Grade
Laurie Corcoran	ESE Teacher
Peg Marshall	ESE Teacher
Terri Gooding	Reading Coach

District-Level Information

District

Clay

Superintendent

Mr. Charles E VanZant, Jr

Date of school board approval of SIP

1/10/2014

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

SAC membership consists of parents, teachers, and staff members. Karen Cobliegh and Emily Minton co-chair the organization.

Involvement of the SAC in the development of the SIP

Several members of the SAC look at data and determine action steps for the school improvement plan. All members of SAC are informed of action steps and will improve the plan.

Activities of the SAC for the upcoming school year

SAC committee meets by-monthly to discuss current data and activities that support the SIP.

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

SAC will spend their budgeted funds, up to $4,500, to purchase weekly periodicals for every student in the school.

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

Not In Compliance

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

SAC is actively seeking community business/ community citizens to join the organization.

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

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Sarah Lawson		
Principal	Years as Administrator: 8	Years at Current School: 1

Credentials	Master's Degree in Educational Leadership Bachelor's of Science in Elementary Education Certified in the areas of School Principal, Educational Leadership, Elementary Education, and Middle Grades Integrated Curriculum
Performance Record	Effective and Highly Effective ratings for all 8 years.

Melanie Sanders		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Master's Degree in Exceptional Student Education Bachelor's Degree in Exceptional Student Education Certified in Educational Leadership, Exceptional Student Education, and Elementary Education
Performance Record	Highly Effective

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Terri Gooding		
Part-time / District-based	Years as Coach: 4	Years at Current School: 4
Areas	RtI/MTSS	
Credentials	Elementary Education	
Performance Record	Highly Effective	

Classroom Teachers

# of classroom teachers

60

 # receiving effective rating or higher

60, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

56, 93%

 # ESOL endorsed

20, 33%

 # reading endorsed

2, 3%

 # with advanced degrees

13, 22%

 # National Board Certified
1, 2%

 # first-year teachers
2, 3%

 # with 1-5 years of experience
12, 20%

 # with 6-14 years of experience
27, 45%

 # with 15 or more years of experience
19, 32%

Education Paraprofessionals

# of paraprofessionals
21

 # Highly Qualified
21, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
15

 # receiving effective rating or higher
15, 100%

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

Administrators attend yearly teacher recruitment fairs and maintain resume's of highly qualified teachers. Administrations works to ensure that all staff/faculty feel supported in order to retain highly qualified staff.
Sarah Lawson and Melanie Sanders

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

Team leaders mentor new members of their team; additional mentor/mentee partners as needed.

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

Examine Tier 1 data after each assessment period; in addition monthly data meetings with each grade level to monitor any needing requiring Tier 2 or Tier 3 services.

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

The intervention team facilitator supports teachers in writing Tier 2 and 3 The reading RTi coach provides training on the RTi process and assists in coordinating interventions. The school psychologist is available to monitor behavioral issues as well as support teachers in completing Tier 3 plans. Administration monitors all Tier 2 and Tier 3 students.

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

Our administrative team will conduct walk throughs and observations in order to monitor the implementation of MTSS and the action steps of the 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

Data sources include FAIR, Performance Matters, Clay Writes, and Think Central. Administrative walk throughs and observations will assess student engagement.

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

During monthly data meetings with each grade level, administration, RtI coach, and ITF will support teachers in building understanding. Parents will be informed of the process through SAC meetings and their involvement in RtI meetings, as needed.

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: 4,000

We plan to offer before and/or after school tutoring in the computer lab.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

Computer-based programs will collect and analyze data. Teachers will use this data to determine effectiveness and make instructional decisions.

Who is responsible for monitoring implementation of this strategy?

Administration, tutoring teachers

Literacy Leadership Team (LLT)

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

Name	Title
Melanie Sanders	Assistant Principal
Melinda Morgan	Teacher
Nancy Snow	Teacher
Melissa Pittman	Media Specialist
Shannon Pellegrini	Teacher
Jenny Curry	Teacher
Janet Fox	Teacher
Donna Combass	Teacher
Debbie Serda	Teacher
Karen Steinmetz	Teacher
Deb DiBello	Teacher
Candi Ryan	Teacher

How the school-based LLT functions

The LLT meets every other month to monitor student progress in reading. They motivate students to reach AR goals and plan school-wide literacy events.

Major initiatives of the LLT

The LLT will plan Literacy Week and help teachers create AR goals.

Every Teacher Contributes to Reading Instruction

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

LAE ensures that all teachers have access to Reading coaches. We also have monthly professional development activities that are provided to enrich each teachers knowledge and understanding of their individuals student's needs.

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

LAE administers a pre-k and kindergarten screening tool to determine the readiness of each child coming into a kindergarten program.

Expected Improvements

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	79%	71%	No	81%
American Indian				
Asian				
Black/African American	73%	57%	No	75%
Hispanic	73%	67%	No	76%
White	80%	72%	No	82%
English language learners				
Students with disabilities	66%	52%	No	69%
Economically disadvantaged	74%	61%	No	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	232	70%	75%
Students scoring at or above Achievement Level 4	134	40%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	14	100%	100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	293	73%	78%
Students in lowest 25% making learning gains (FCAT 2.0)	11	68%	73%

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	54	60%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		65%

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	72%	67%	No	75%
American Indian				
Asian				
Black/African American	59%	53%	No	63%
Hispanic	73%	69%	No	76%
White	73%	67%	No	75%
English language learners				
Students with disabilities	60%	49%	No	64%
Economically disadvantaged	62%	58%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	220	69%	74%
Students scoring at or above Achievement Level 4	108	33%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	12	85%	90%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	253	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	12	55%	60%

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	78	76%	81%
Students scoring at or above Achievement Level 4	38	37%	42%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		55%

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)	4		5
Participation in STEM-related experiences provided for students	140	17%	25%

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	57	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	2	1%	1%
Students who are not proficient in reading by third grade	33	24%	20%
Students who receive two or more behavior referrals	5	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Goals Summary

G1. Increase students' writing skills through incorporating writing throughout every content area.

G2. Increase student engagement in all content areas and grade levels.

G3. Increase faculty knowledge of common core standards.

Goals Detail

G1. Increase students' writing skills through incorporating writing throughout every content area.

Targets Supported

- All Areas

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

- Writing

- 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

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Being a writer,, DBQ notebooks, Science misconception books, Exemplars for Math, Journaling in all content areas, writing models for math and science.

Targeted Barriers to Achieving the Goal

- Time for professional development

Plan to Monitor Progress Toward the Goal

Students will show an increase in the amount of time they are writing and also their writing skills.

Person or Persons Responsible
All teachers

Target Dates or Schedule:
On going

Evidence of Completion:
Student work samples; lesson plans

G2. Increase student engagement in all content areas and grade levels.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- 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
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- We have several staff members who serve as a resource for all staff. The professional library houses several books on student engagement. These are available for check out.

Targeted Barriers to Achieving the Goal

- Not all faculty members have the same comfort level in implementing student engagement strategies.

Plan to Monitor Progress Toward the Goal

Monthly data meetings with each grade level

Person or Persons Responsible
Administration and teachers

Target Dates or Schedule:
On going

Evidence of Completion:
Various data tools and teacher evaluation

G3. Increase faculty knowledge of common core standards.

Targets Supported

- All Areas

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

- Writing

- 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

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Monthly PLC's to highlight various strategies to increase knowledge of common core curriculum . At least one teacher from each grade level has had training in Common Core and will provide support to faculty.

Targeted Barriers to Achieving the Goal

- Comfort level of faculty.

- Sufficient materials for non-fiction reading

Plan to Monitor Progress Toward the Goal

Teacher observation; Documentation in Lesson Plans.

Person or Persons Responsible
admininstration

Target Dates or Schedule:
Continuously

Evidence of Completion:
Walk through data; instructional appraisal tool; Lesson plans with documentation of common core.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Increase students' writing skills through incorporating writing throughout every content area.

G1.B1 Time for professional development

G1.B1.S1 Professional development in writing in all content areas (specifically using Being a Writer and Math exemplars)

Action Step 1

Math exemplars

Person or Persons Responsible

All staff

Target Dates or Schedule

weekly beginning second nine weeks

Evidence of Completion

monthly logs, student samples

Facilitator:

Sarah Lawson

Participants:

All math/science teachers

Action Step 2

Implementation of Being a Writer in grades K - 5

Person or Persons Responsible

All K-5 ELA teachers

Target Dates or Schedule

On going

Evidence of Completion

Student work samples, lesson plans

Facilitator:

Carmen Whitley and Debbie Serda

Participants:

Available to all faculty

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

Administration walk through's and teacher observations.

Person or Persons Responsible

Administration and team leaders

Target Dates or Schedule

On going

Evidence of Completion

Walk through data; observations;

Plan to Monitor Effectiveness of G1.B1.S1

Math exemplars rubrics; Clay writes data; Walk through's

Person or Persons Responsible

Administration and all teachers

Target Dates or Schedule

Continuously

Evidence of Completion

Student work samples and performance data across the curriculum

G2. Increase student engagement in all content areas and grade levels.

G2.B1 Not all faculty members have the same comfort level in implementing student engagement strategies.

G2.B1.S1 All teachers will be exposed to student engagement strategies.

Action Step 1

Monthly PLC's will highlight various student engagement strategies.

Person or Persons Responsible

Administration and teacher leaders.

Target Dates or Schedule

Second Wednesday of every month.

Evidence of Completion

Walk through and observation data

Facilitator:

Administration and teacher leaders

Participants:

Available to all faculty

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

Administration walk throughs and observation

Person or Persons Responsible

Admininstration

Target Dates or Schedule

Continuously throughout the year

Evidence of Completion

Walk through data

Plan to Monitor Effectiveness of G2.B1.S1

Student performance data

Person or Persons Responsible

All faculty

Target Dates or Schedule

On going throughout the year

Evidence of Completion

K-2 FAIR data; 3-6 Performance matters ; and other assessments

G3. Increase faculty knowledge of common core standards.

G3.B1 Comfort level of faculty.

G3.B1.S1 Teachers will be supported in common core curriculum.

Action Step 1

All professional development will be common core related.

Person or Persons Responsible

All faculty

Target Dates or Schedule

on going

Evidence of Completion

Agenda's for professional development; meetings

Facilitator:

Administration and teacher leaders

Participants:

Available to all faculty

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

Local curriculum council meetings. Informal discussions with administration; collegial conversations

Person or Persons Responsible

Administration and teacher leaders

Target Dates or Schedule

Continuously; Curriculum council

Evidence of Completion

Curriculum council agendas and minutes

Plan to Monitor Effectiveness of G3.B1.S1

Walk through's and observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from walk throughs and teacherobservation

G3.B2 Sufficient materials for non-fiction reading

G3.B2.S1 All classrooms will be provided with a non-fiction monthly periodical that will support their Common Core instruction.

Action Step 1

A non-fiction monthly periodical will be provided to all classrooms. This will support Common Core instruction in reading, writing, science and social studies.

Person or Persons Responsible

SAC approved this expenditure

Target Dates or Schedule

Fall 2013

Evidence of Completion

Student work samples, lesson plans, administrative walk-throughs and observations

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Administration will conduct walk-throughs and observations to determine the use and effectiveness of the periodicals.

Person or Persons Responsible

administration

Target Dates or Schedule

on-going

Evidence of Completion

walk-through logs

Plan to Monitor Effectiveness of G3.B2.S1

Administration will conduct classroom visits (walk-throughs and observations) in order to monitor effectiveness.

Person or Persons Responsible

administrators

Target Dates or Schedule

on going

Evidence of Completion

walk through logs

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

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. Increase students' writing skills through incorporating writing throughout every content area.

G1.B1 Time for professional development

G1.B1.S1 Professional development in writing in all content areas (specifically using Being a Writer and Math exemplars)

PD Opportunity 1

Math exemplars

Facilitator

Sarah Lawson

Participants

All math/science teachers

Target Dates or Schedule

weekly beginning second nine weeks

Evidence of Completion

monthly logs, student samples

PD Opportunity 2

Implementation of Being a Writer in grades K - 5

Facilitator

Carmen Whitley and Debbie Serda

Participants

Available to all faculty

Target Dates or Schedule

On going

Evidence of Completion

Student work samples, lesson plans

G2. Increase student engagement in all content areas and grade levels.

G2.B1 Not all faculty members have the same comfort level in implementing student engagement strategies.

G2.B1.S1 All teachers will be exposed to student engagement strategies.

PD Opportunity 1

Monthly PLC's will highlight various student engagement strategies.

Facilitator

Administration and teacher leaders

Participants

Available to all faculty

Target Dates or Schedule

Second Wednesday of every month.

Evidence of Completion

Walk through and observation data

G3. Increase faculty knowledge of common core standards.

G3.B1 Comfort level of faculty.

G3.B1.S1 Teachers will be supported in common core curriculum.

PD Opportunity 1

All professional development will be common core related.

Facilitator

Administration and teacher leaders

Participants

Available to all faculty

Target Dates or Schedule

on going

Evidence of Completion

Agenda's for professional development; meetings

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase students' writing skills through incorporating writing throughout every content area.	$1,000
G3.	Increase faculty knowledge of common core standards.	$4,500
	Total	$5,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Total
0100.6400.0692.0451.0000	$1,000	$0	$1,000
0100.5100.0510.0451.1183	$0	$4,500	$4,500
Total	$1,000	$4,500	$5,500

Budget Details

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

G1. Increase students' writing skills through incorporating writing throughout every content area.

G1.B1 Time for professional development

G1.B1.S1 Professional development in writing in all content areas (specifically using Being a Writer and Math exemplars)

Action Step 1

Math exemplars

Resource Type

Evidence-Based Program

Resource

Math Exemplars is a program that engages students and helps them to develop critical thinking and reasoning skills to solve real-world problems.

Funding Source

0100.6400.0692.0451.0000

Amount Needed

$1,000

G3. Increase faculty knowledge of common core standards.

G3.B2 Sufficient materials for non-fiction reading

G3.B2.S1 All classrooms will be provided with a non-fiction monthly periodical that will support their Common Core instruction.

Action Step 1

A non-fiction monthly periodical will be provided to all classrooms. This will support Common Core instruction in reading, writing, science and social studies.

Resource Type

Evidence-Based Materials

Resource

non-fiction periodicals (Time for Kids, National Geographic, Scholastic)

Funding Source

0100.5100.0510.0451.1183

Amount Needed

$4,500