



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Montclair Elementary School

2398 MOODY AVE
Orange Park, FL 32073
904-278-2030
<http://mce.oneclay.net>

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 53%
Alternative/ESE Center No	Charter School No	Minority Rate 40%

School Grades History

2013-14 B	2012-13 A	2011-12 A	2010-11 B
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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

Montclair Elementary School

Principal

William J. Miller

School Advisory Council chair

Terri J. Gilpin

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

Name	Title
Connie Lee	Assistant Principal
Wendi Warner	Teacher
Kathy Ray	Teacher
Susan Dobelstein	Teacher
Heather Weaver	Teacher
Tanya Land	Teacher
Vanessa Isenberg	Parent

District-Level Information

District

Clay

Superintendent

Mr. Charles E Vanzant, Jr

Date of school board approval of SIP

Pending

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

The SAC is comprised of administrators, teachers and parents. The positions in the committee include the SAC Chair, the secretary, and the advisers who are both teachers and parent members of the team.

Involvement of the SAC in the development of the SIP

The SAC committee met to discuss needs and visions for the coming years. We studied the data collected from the previous years in regards to student progress and noted areas where there needs to be improvement. From that point we developed a plan that addresses those needs and the needs for upcoming years with the movement to common core.

Activities of the SAC for the upcoming school year

SAC meets monthly according to the school meeting matrix. We review the plan to ensure that it is being implemented throughout the school. The SAC committee ensures that Professional Development opportunities are being provided to the faculty by Administrators and presenters. In addition, there is a Reading Under the Stars event planned for the winter/spring semester for families at the school.

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

Reading Under the Stars \$200

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

William J. Miller

Principal	Years as Administrator: 12	Years at Current School: 12
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Credentials

Bachelors degree in Psychology, Masters Degree in the Art of Teaching Elementary, Certifications: Elementary 1-6, Principal Certification K-12

Performance Record

Highly Effective

Connie Lee

Asst Principal	Years as Administrator: 0	Years at Current School: 0
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Credentials

Bachelor's Degree in Elementary Ed 1 - 6, Masters Degree in Ed Leadership, Certified 6 - 12 English.

Performance Record

Teacher Evaluation = Highly Effective

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Shelly Dick

Part-time / School-based

Years as Coach: 2

Years at Current School: 2

Areas

Reading/Literacy, RtI/MTSS

Credentials

Masters Degree in Reading Education

Performance Record

Highly Effective

Classroom Teachers

of classroom teachers

36

receiving effective rating or higher

36, 100%

Highly Qualified Teachers

100%

certified in-field

36, 100%

ESOL endorsed

11, 31%

reading endorsed

3, 8%

with advanced degrees

13, 36%

National Board Certified

6, 17%

first-year teachers

2, 6%

with 1-5 years of experience

7, 19%

with 6-14 years of experience

10, 28%

with 15 or more years of experience

16, 44%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

5, 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

Applicants are screened based on a criteria and interviewed and hired by Mr. Miller. All faculty participate in Professional Development provided by the school administration, teacher leaders, and the Reading Coach.

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

Teachers are grouped in vertical teams for PLC/PD to understand and support surrounding grade levels.

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

All staff members meet in grade levels with administration to review data collected. The needs of the students are evaluated based on data that is collected throughout the year and lessons are constructed to address the needs. Professional development is directed to aid teachers in delivering the most effective methods of instruction to the students. Both para-professionals and ESE staff push in with classroom teachers to provide additional support to students with the greatest needs and accommodations Teachers develop instruction around Higher Order Thinking methods to improve student understanding.

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

The school based leadership teams ensure that each team member is aware of changes that are being implemented to curriculum and where additional academic concerns are developing.

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

The leadership team, along with grade level teams, monitor students progress through the review of data. As well observations are conducted throughout the school year to ensure that faculty are utilizing best teaching practices. The leadership team also helps to provide continual education to teachers at each level, including resource teachers.

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

Previous years FCAT scores along with FAIR and Performance Matters Assessment data is evaluated to monitor academic progress of students. At the beginning of each school year MCE 101 is conducted with every student, where the code of conduct and school rules are reviewed with each student. These rules are reinforced throughout the school year with review lessons from the administration.

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

Faculty and administration meet regularly to review data. Parents meet with staff members where areas of concerns are addressed and plans are developed with parental input to help meet the needs of the students.

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: 20

Activities Day is held each semester for 10 weeks. Students are invited to participate in a variety of activities that are geared to improving critical thinking skills and academics in an engaging environment. Transportation is provided to allow students who ride buses to participate.

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?

The number of students that participated is tracked by attendance.

Who is responsible for monitoring implementation of this strategy?

The faculty and administration.

Literacy Leadership Team (LLT)

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

Name	Title
William J. Miller	Principal
Connie Lee	Assistant Principal
Susan Dobelstein	Teacher
Cindy Gillespie	Teacher
Michelle White	Teacher
Tara Bunn	Teacher
Karen Giannini	Teacher
Pama Cummings	Teacher
Jim Beaver	Teacher
Shelly Dick	Reading Coach

How the school-based LLT functions

The team meets monthly according to the meeting matrix. They discuss needs of the school and inform the faculty and staff of necessary steps that will be implemented.

Major initiatives of the LLT

One of the chief initiatives of the LLT this year is the implementation of writing across the curriculum in response to reading. Faculty is being trained in Being a Writer strategies and students are keeping journals for math and science in addition to reading.

Teachers are reviewing texts and developing higher order questions to increase student awareness and understanding.

A variety of engagement strategies are being implemented to increase student participation and understanding.

Every Teacher Contributes to Reading Instruction

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

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

The administration meets with all kindergarteners when they begin school. The student code of conduct is explained to the students and their parents in language that the students can comprehend.

All kindergarten students begin with staggered enrollment, this allows them to adapt to the classroom environment more easily. They are given tours of the school and meet key personnel that they might not encounter on a daily basis so that they are more comfortable.

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	65%	64%	No	69%
American Indian				
Asian				
Black/African American	47%	42%	No	52%
Hispanic	69%	47%	No	72%
White	69%	72%	Yes	72%
English language learners				
Students with disabilities	44%	40%	No	50%
Economically disadvantaged	58%	52%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	36%	38%
Students scoring at or above Achievement Level 4	80	22%	24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	82	40%	42%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		15%

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	36	53%	55%
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	56%	67%	Yes	60%
American Indian				
Asian				
Black/African American	47%	47%	Yes	52%
Hispanic	44%	53%	Yes	50%
White	60%	73%	Yes	64%
English language learners				
Students with disabilities	43%	46%	Yes	48%
Economically disadvantaged	49%	55%	Yes	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	29%	31%
Students scoring at or above Achievement Level 4	79	35%	37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	103	46%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	22	81%	82%

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			
Students retained, pursuant to s. 1008.25, F.S.	2	0%	1%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	3%	12%

Goals Summary

- G1.** Increase student engagement In all areas of the curriculum
- G2.** Increase use of Higher Order Questioning
- G3.** Increase student writing skills by incorporating writing across the curriculum.

Goals Detail

G1. Increase student engagement In all areas of the curriculum**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

- Resources available are engagement strategies that have been presented by County trained specialists, videos that are available through PD 360 and the Teaching Channel, and our own Professional Development which focuses on engagement strategies.

Targeted Barriers to Achieving the Goal

- Lack of knowledge of effective engagement strategies

- Lack of time for Professional Development to learn effective strategies to increase student engagement

Plan to Monitor Progress Toward the Goal

Data will be collected through walk-throughs and Professional Development Logs

Person or Persons Responsible

Administration will collect data.

Target Dates or Schedule:

Twice a month

Evidence of Completion:

Will be ongoing through out the year

G2. Increase use of Higher Order Questioning

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

- PD 360, Teaching Channel, Higher Order Questioning matrix, Exemplars, Being a Writer, Comprehension Toolkit, Successmaker

Targeted Barriers to Achieving the Goal

- Lack of prepared materials

Plan to Monitor Progress Toward the Goal

Analyze levels of questioning and student success.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule:

During Team Meetings

Evidence of Completion:

Increase in student achievement in weekly assessments

G3. Increase student writing skills by incorporating writing across the curriculum.

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, Math Journaling, Literacy block.
- Non-fiction texts.

Targeted Barriers to Achieving the Goal

- Time for Professional Development.

- Lack of non-fiction texts.

Plan to Monitor Progress Toward the Goal

Review student writing samples from content areas.

Person or Persons Responsible

All teachers

Target Dates or Schedule:

During team meetings and professional development

Evidence of Completion:

Student work samples

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student engagement In all areas of the curriculum

G1.B1 Lack of knowledge of effective engagement strategies

G1.B1.S1 Create a strategy of the Month. Videotape examples of the strategy in use, (by modeling) and have the examples available for teachers to view.

Action Step 1

Locate the strategy of the Month

Person or Persons Responsible

Assistant Principal and faculty members

Target Dates or Schedule

Ongoing/weekly

Evidence of Completion

Discussion logs from Team Meetings and PLCs.

Facilitator:

Assistant Principal County Specialists

Participants:

All Faculty

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

Identify a student engagement strategy of the month

Person or Persons Responsible

Assistant Principal - Curriculum Council Team

Target Dates or Schedule

Present during Professional Development according to the Meeting Matrix

Evidence of Completion

Walk-throughs, Lesson Plans, Team meeting logs

Plan to Monitor Effectiveness of G1.B1.S1

Engagement Strategy of the Month

Person or Persons Responsible

Assistant Principal and Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Walk-throughs, Team Meeting Logs, lesson plans

G1.B2 Lack of time for Professional Development to learn effective strategies to increase student engagement

G1.B2.S1 Identify strategies on PD360 and the Teaching Channel. Send to teachers once a Month. Discuss the strategy in Professional Development time.

Action Step 1

Identify engagement strategy on PD360 or the Teaching Channel.

Person or Persons Responsible

Administration

Target Dates or Schedule

Send the first week of each month

Evidence of Completion

Teachers will discuss in Professional Development and log the ways they used the strategy.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Modeling will be offered for the strategy

Person or Persons Responsible

Administration and teachers will volunteer to be video taped

Target Dates or Schedule

Monthly, ongoing

Evidence of Completion

E-mail folder of strategies sent out.

Plan to Monitor Effectiveness of G1.B2.S1

Teachers will document implementation on Professional Development Logs, and evidence will be looked for during Walk-throughs

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Observation 360 and PD logs

G2. Increase use of Higher Order Questioning

G2.B1 Lack of prepared materials

G2.B1.S1 Analyze existing materials as to the level of questioning they contain, then supplement with Teacher-made questions

Action Step 1

Analyze existing materials using the FDOE questioning matrix

Person or Persons Responsible

Faculty and administration

Target Dates or Schedule

During Professional Development

Evidence of Completion

Meeting logs

Facilitator:

Administration

Participants:

Faculty

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

Train on using the questioning matrix

Person or Persons Responsible

Administration

Target Dates or Schedule

Professional Development

Evidence of Completion

Summary of levels of questions found in adopted materials

Plan to Monitor Effectiveness of G2.B1.S1

Analyze levels of questions and student results

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Monthly Team Meetings

Evidence of Completion

Students success (80%) on High-level questioning in all subject areas

G3. Increase student writing skills by incorporating writing across the curriculum.

G3.B1 Time for Professional Development.

G3.B1.S1 During team planning, time will be spent focusing on PLC's.

Action Step 1

Focus on PLC's during team planning time.

Person or Persons Responsible

Grade level teams and resources.

Target Dates or Schedule

Scheduled team planning according to Meeting Matrix.

Evidence of Completion

Team logs will be submitted.

Facilitator:

Team leader

Participants:

Grade level and Resource tteams.

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

Samples of Student writing will be collected.

Person or Persons Responsible

Teachers will gather student samples to be analyzed

Target Dates or Schedule

One a month during team planning and Professional Development time

Evidence of Completion

Samples of work and team meeting logs

Plan to Monitor Effectiveness of G3.B1.S1

Examine student writing samples over time

Person or Persons Responsible

Grade level teams

Target Dates or Schedule

During Team Planning and Professional Development time

Evidence of Completion

Team Meeting Logs

G3.B2 Lack of non-fiction texts.

G3.B2.S1 Increase the available amount of appropriate levels of non-fiction texts.

Action Step 1

Evaluate current levels of available non-fiction texts.

Person or Persons Responsible

Media specialist and classroom teachers.

Target Dates or Schedule

By October 31, 2013.

Evidence of Completion

Teachers will submit logs of non-fiction texts that are currently held with guided reading levels.

Facilitator:

SAC committee, Administration

Participants:

Faculty

Action Step 2

Survey of desired non-fiction texts

Person or Persons Responsible

All teachers

Target Dates or Schedule

October 31, 2013

Evidence of Completion

Completed lists of desired materials

Facilitator:

Connie Lee

Participants:

All teachers

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

Review student writing samples from content areas.

Person or Persons Responsible

All teachers

Target Dates or Schedule

During team meetings and professional development

Evidence of Completion

Teacher notes

Plan to Monitor Effectiveness of G3.B2.S1

Review student writing samples from content areas.

Person or Persons Responsible

All teachers

Target Dates or Schedule

During team meetings and professional development

Evidence of Completion

Student work samples

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 student engagement In all areas of the curriculum

G1.B1 Lack of knowledge of effective engagement strategies

G1.B1.S1 Create a strategy of the Month. Videotape examples of the strategy in use, (by modeling) and have the examples available for teachers to view.

PD Opportunity 1

Locate the strategy of the Month

Facilitator

Assistant Principal County Specialists

Participants

All Faculty

Target Dates or Schedule

Ongoing/weekly

Evidence of Completion

Discussion logs from Team Meetings and PLCs.

G2. Increase use of Higher Order Questioning

G2.B1 Lack of prepared materials

G2.B1.S1 Analyze existing materials as to the level of questioning they contain, then supplement with Teacher-made questions

PD Opportunity 1

Analyze existing materials using the FDOE questioning matrix

Facilitator

Administration

Participants

Faculty

Target Dates or Schedule

During Professional Development

Evidence of Completion

Meeting logs

G3. Increase student writing skills by incorporating writing across the curriculum.

G3.B1 Time for Professional Development.

G3.B1.S1 During team planning, time will be spent focusing on PLC's.

PD Opportunity 1

Focus on PLC's during team planning time.

Facilitator

Team leader

Participants

Grade level and Resource teams.

Target Dates or Schedule

Scheduled team planning according to Meeting Matrix.

Evidence of Completion

Team logs will be submitted.

G3.B2 Lack of non-fiction texts.

G3.B2.S1 Increase the available amount of appropriate levels of non-fiction texts.

PD Opportunity 1

Evaluate current levels of available non-fiction texts.

Facilitator

SAC committee, Administration

Participants

Faculty

Target Dates or Schedule

By October 31, 2013.

Evidence of Completion

Teachers will submit logs of non-fiction texts that are currently held with guided reading levels.

PD Opportunity 2

Survey of desired non-fiction texts

Facilitator

Connie Lee

Participants

All teachers

Target Dates or Schedule

October 31, 2013

Evidence of Completion

Completed lists of desired materials

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student engagement In all areas of the curriculum	\$500
G3.	Increase student writing skills by incorporating writing across the curriculum.	\$500
Total		\$1,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Technology	Professional Development	Total
0100.5100.0510.0381.1184	\$500	\$0	\$0	\$500
0100.5100.0510.0381.1181	\$500	\$0	\$0	\$500
0100.5100.0510.0381.1183	\$0	\$0	\$0	\$0
0100.5100.0510.0381.1182	\$0	\$0	\$0	\$0
Total		\$1,000	\$0	\$0 \$1,000

Budget Details

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

G1. Increase student engagement In all areas of the curriculum

G1.B1 Lack of knowledge of effective engagement strategies

G1.B1.S1 Create a strategy of the Month. Videotape examples of the strategy in use, (by modeling) and have the examples available for teachers to view.

Action Step 1

Locate the strategy of the Month

Resource Type

Evidence-Based Materials

Resource

Kagan Engagement resources

Funding Source

0100.5100.0510.0381.1181

Amount Needed

\$500

G2. Increase use of Higher Order Questioning

G2.B1 Lack of prepared materials

G2.B1.S1 Analyze existing materials as to the level of questioning they contain, then supplement with Teacher-made questions

Action Step 1

Analyze existing materials using the FDOE questioning matrix

Resource Type

Technology

Resource

Successmaker

Funding Source

0100.5100.0510.0381.1183 0100.5100.0510.0381.1182

Amount Needed

\$0

G3. Increase student writing skills by incorporating writing across the curriculum.

G3.B2 Lack of non-fictions texts.

G3.B2.S1 Increase the available amount of appropriate levels of non-fiction texts.

Action Step 1

Evaluate current levels of available non-fiction texts.

Resource Type

Evidence-Based Materials

Resource

non-fiction text subscription

Funding Source

0100.5100.0510.0381.1184

Amount Needed

\$500

Action Step 2

Survey of desired non-fiction texts

Resource Type

Professional Development

Resource

PD resource materials TBD

Funding Source

Amount Needed