2013-2014 SCHOOL IMPROVEMENT PLAN

Fishweir Elementary School

3977 HERSCHEL ST
Jacksonville, FL 32205
904-381-3910
http://www.duvalschools.org/fishweir

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	No	41%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	30%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	A	A	C	B

SIP Authority and Template

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

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

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

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
Fishweir Elementary School

Principal
Kimberly M. Dennis

School Advisory Council chair
Dawn Jansson

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

Name	Title
Kimberly M. Dennis	Principal
Cassandra L. Thomas	Assistant Principal
Dianne Cary	Reading Coach
Katherine Brantley	ESE Lead Teacher
Trevelyn Alford-Davidson	School Counselor

District-Level Information

District
Duval

Superintendent
Dr. Nikolai P Vitti

Date of school board approval of SIP
1/7/2014

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

Dawn Jansson- Chairperson
Michael Fisher
Nancy Kravet
Carmen Godwin
Rachel Raneri
Kimberly Dennis

Involvement of the SAC in the development of the SIP

The SAC committee will review the new school improvement plan and give feedback.

Activities of the SAC for the upcoming school year

The SAC committee will meet monthly, review the school improvement plan and monitor the progress of the expected improvements. The SAC committee will also discuss school wide areas of need as they arise.

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

The projected use of funds will be utilized for student achievement and incentives.

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:

Kimberly M. Dennis		
Principal	Years as Administrator: 10	Years at Current School: 1

Credentials	Bachelor of Science in Elementary Education from Edward Waters College, Master of Education in Educational Leadership from University of North Florida. CERTIFICATION: Elementary Education (1-6), Education Administration (K-12), Level II certification through Principal Academy (Schultz Center); TRAINING: Computer Curriculum Corporation (CCC), Clinical Education Training (CET), Florida Performance Management Systems (FPMS), Mathematics- through America's Choice (NCEE), Design Coach (Cohort Two), Multicultural Education, Interaction Management, Facilitating Effective Teams, Leadership Development (LDP I and LDP II), ENCORE, Common Core through the Dana Center, Differentiated Accountability (DA Academy)
Performance Record	Principal of Sadie T. Tillis Elementary- 2012-2013 Grade: F - 2011-2012 Grade: D - 2010-2011 Grade: C Principal of R.V. Daniels Elementary- 2007-2010 (K-2 and feeder school of Susie E. Tolbert Elementary) Vice Principal of R.V. Daniels Elementary- 2005-2007 (K-2 and feeder school of Susie E. Tolbert Elementary) Interim Principal of Susie E. Tolbert Elementary- (March-July 2005) Grade: B Vice Principal of Susie E. Tolbert Elementary- 2004-2005 Grade: B Assistant Principal (TIS) of San Mateo Elementary- 2003-2004 Grade: A

Cassandra L. Thomas		
Asst Principal	Years as Administrator: 5	Years at Current School: 1
Credentials	Bachelor of Science Degree in Liberal Arts, Master of Education Degree in Educational Leadership; CERTIFICATION: Education Administration (K-12), Elementary Education (1-6), Math (5-9); TRAINING: Middle Schools Integrated Curriculum, Gifted Endorsed	
Performance Record	Assistant Principal of Sadie T. Tillis Elementary- 2012-2013 Grade: F Assistant Principal of Hyde Grove Elementary- 2011-2012 Grade: D Assistant Principal of Northwestern Middle School- 2009-2011 Grade: D Received MAP award (recognized for having some of the highest true gains in the district) Math Coach at Northwestern Middle School- 2008-2009 (increased student gains in math) Teacher at Highlands Elementary- 2006-2008 school grade moved from C to B Sam's Club Teacher of the Year- 2008 Teacher at Kernan Middle School- 2003-2006 (received the MAP award both years) Grade: A (maintained "A" school grade while improving proficiency among the subgroups) Teacher at Mayport Middle School- 1999-2003 Grade: moved from D to A	

Instructional Coaches

# of instructional coaches
1

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Dianne Cary		
Full-time / School-based	Years as Coach: 6	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	CERTIFICATION: Elementary Education (1-5) and ESOL DEGREE: Elementary Education	
Performance Record	Performance for 2013 FCAT: 4th Grade Writing- 99% proficiency (3 or higher) 4th Grade Reading- 100% proficiency (3 or higher) 5th Grade Reading- 99% proficiency (3 or higher)	

Classroom Teachers

# of classroom teachers
24

 # receiving effective rating or higher
20, 83%

 # Highly Qualified Teachers
100%

 # certified in-field
24, 100%

 # ESOL endorsed
12, 50%

 # reading endorsed
0, 0%

 # with advanced degrees
6, 25%

 # National Board Certified
2, 8%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
3, 13%

 # with 6-14 years of experience
14, 58%

 # with 15 or more years of experience
7, 29%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
5

 # 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

Strategies to recruit include: Thorough review of resumes to identify applicants who are certified in the areas of Elementary Education (K-6); thoroughly interviewing candidates using questions that are aligned with the district's strategic plan and vision. Regularly meet with novice teachers who are in the MINT program and their mentors to review their accomplished practices and provide support and assistance when needed. Mentor teachers will be able to share best teaching practices and professional literature which includes professional development books.

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 mentoring program is designed to support new teachers in the classroom as well outside of the classroom. The mentors paired with these novice teachers were based on similarities and experience. Having mentors and novice teachers meet on a regular basis will allow them to support the novice teachers on a professional level, but also on an informal level, thus building rapport and relationships.

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

The Leadership Team meets weekly on Tuesdays to discuss instruction, training, classroom visits, and student data. The school counselor meets bi-weekly with teachers to review RTI data, strategies and data collection tools. Strategies that teachers use are discussed and tracked to determine if they are working with the Tier 2 and Tier 3 students. The Principal or Assistant Principal attend the meetings to provide support but also monitor the process. Professional Learning Communities (PLC's) are held every Wednesday "WOW Wednesdays" to provide various trainings for grade levels by the Reading Coach and Lead Math and Science teachers. The Reading Coach does "walk-throughs" that are monitored by the Assistant Principal and both administrators conduct "pop-in" visits, informal and formal observations. Resources, additional training and support are provided to teachers as needed based on data collected and analyzed.

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

Kimberly M. Dennis, Principal- Monitor the process of problem solving through RTI meetings. Monitor core curriculum through instruction, Gradual Release Model, and scaffolded instruction for Tier 2 and Tier 3 students. Student data will be monitored and analyzed through data chats and RTI meetings. Instruction will be monitored through classroom observations. Professional development will be determined based all of the above.
Cassandra L. Thomas, Assistant Principal- Monitor the process of problem solving through RTI meetings. Monitor core curriculum through instruction, Gradual Release Model, and scaffolded instruction for Tier 2 and
Tier 3 students. Student data will be monitored and analyzed through data chats and RTI meetings. Instruction will be monitored through classroom observations. Professional development will be

determined based all of the above.

Dianne Cary, Reading Coach- Provides professional development on using reading strategies and implementing rigorous reading instruction as it pertains to Common Core standards and NGSS standards. She also provides daily support to teachers, models lessons as needed and requested and assists teachers with lesson planning.

Katherine Brantley, VE Resource/ESE Lead Teacher- Provides instruction to students based on IEP's. Supports the classroom teacher with push-in and teaches in small groups. Works with Tier 2 and Tier 3 students in the classrooms. Assists with RTI meetings, 504 meetings and help facilitate IEP meetings. Creates IEP plans and assists the School Counselor with MRT meetings.

Dr. Trevelyn Alford-Davidson, School Counselor- Facilitates MRT meetings, Problem Solving/RTI meetings, 504 meetings. Serves as the school's liaison between the school and the district as it pertains to MRT (Multi-Referral Team) meetings on a monthly basis.

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

The Administrators and Reading Coach will visit classrooms through "pop-in" visits, walk throughs, informal and formal observations. The SIP will be monitored as needed to make revisions as needed.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

We will use results from IOWA, CGA's, DAR and iReady as sources of data. We will analyze the results of these assessments using Inform/Insight and meet with teachers during data chats to determine strategies and the implications on their instruction. This correlates directly with our RTI meetings which target more than just academic deficiencies and data, but also non-cognitive data.

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

Professional development is provided through WOW Wednesdays and early release day trainings. Teachers will also receive support during planning sessions in problem solving meetings with the school counselor and administrators. Parents will have an opportunity to review their child's CGA results during "Continental Breakfast and CGA's".

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: 60

There will be an after school tutoring program for Level 1 and Level 2 students who are also in the bottom quartile. Students will receive remediation in Reading and Math using core curriculum in addition to supplemental material. We will also phase in primary students who are below grade level and have academic deficiencies at the end of the tutoring cycle. The number of weeks is contingent on the amount of funding.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Pre and Post tests will be given to determine students' learning level along with the results of their baseline assessments will determine what remediation students will receive. Collaboration with the tutorial teacher and classroom teacher will occur to determine what the next steps are for that particular student.

Who is responsible for monitoring implementation of this strategy?

The administrators and Reading Coach will be responsible for monitoring the implementation of this strategy. As a Leadership Team, discussion will take place to ensure teachers are using data to provide proper remediation as needed based on student data.

Literacy Leadership Team (LLT)

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

Name	Title
Kimberly M. Dennis	Principal
Dianne Cary	Reading Coach
Dawn Jansson	1st Grade Teacher
Lona Kenner	4th Grade Teacher

How the school-based LLT functions

The members of the Leadership Team, both administrators and Reading Coach will meet with the two reading teachers bi-weekly to discuss professional development needs for reading. Also, teachers will have the opportunity to collaborate and share strategies to be taken back to grade level meetings and PLC's. This collaboration entails lesson planning with common core standards and gradual release. The Literacy Leadership team will also assist and help facilitate Literacy Family Night and the Million Word Reading Campaign program.

Major initiatives of the LLT

The major initiatives of the LLT this year will include: Helping teachers understand and implement the gradual release model, provide training as needed on administering DAR and IOWA and facilitating the Family Literacy Night.

Every Teacher Contributes to Reading Instruction

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

Teachers will participate in quarterly data chats with the Leadership Team. Student data results will be analyzed and discussed to ensure teachers are adjusting their instruction and assigning students to Tier 2 and Tier 3 groups based on this data. Teachers will also participate in WOW Wednesdays for professional development, early release day trainings and PLC's. This allows for collaboration and lesson planning. The Reading Coach is responsible for assisting teachers with reading instruction and professional development.

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

Initial assessments are given to kindergarten students as they enter during the first 20 days of school. Diagnostic assessments include, FKLRS, FAIR, and CGA's. The school will also arrange for pre-schools and daycare centers in the immediate vicinity to visit kindergarten classes to help prepare these students for elementary school. Parents will also receive information on the school and expectations for entering kindergarten students.

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	71%		No	74%
American Indian				
Asian				
Black/African American	33%		No	39%
Hispanic				
White	80%		No	82%
English language learners				
Students with disabilities	60%		No	64%
Economically disadvantaged	61%		No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	33%	36%
Students scoring at or above Achievement Level 4	93	48%	51%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	27	76%	82%
Students in lowest 25% making learning gains (FCAT 2.0)	27	76%	91%

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

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	52	83%	92%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

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	50%		No	55%
American Indian				
Asian				
Black/African American	31%		No	38%
Hispanic				
White	55%		No	60%
English language learners				
Students with disabilities	35%		No	42%
Economically disadvantaged	46%		No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	43%	45%
Students scoring at or above Achievement Level 4	54	28%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	27	76%	84%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	27	75%	88%

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	40	40%	45%
Students scoring at or above Achievement Level 4	16	26%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	15	4%	2%
Students retained, pursuant to s. 1008.25, F.S.	16	4%	2%
Students who are not proficient in reading by third grade	13	6%	4%
Students who receive two or more behavior referrals	1	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

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

Parents will participate in various school wide events such as: Family Literacy Night, Math/Science Night, FCAT Night and Technology Night. These events are designed to showcase what our students are learning throughout the year, but also to engage parents in the activities. Parents will have opportunities to use materials and strategies at home with their children.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase parent participation at Family Nights to 95%.			95%

Area 10: Additional Targets

Additional targets for the school

Fishweir will promote school wide safety through safety drills, evacuation drills, fire drills and tornado drills.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of staff and students will participate in the above named drills.	N/A	N/A%	100%

Goals Summary

G1. One goal to help us achieve our target is to provide more support to teachers and their Tier 2 and Tier 3 students. The bi-weekly problem solving meetings are consistent and allow for teachers to implement the strategies to ensure they are working.

Goals Detail

G1. One goal to help us achieve our target is to provide more support to teachers and their Tier 2 and Tier 3 students. The bi-weekly problem solving meetings are consistent and allow for teachers to implement the strategies to ensure they are working.

Targets Supported

- Writing

- Science - Elementary School

- EWS - Elementary School

Resources Available to Support the Goal

- School Counselor and both VE Resource teachers are assisting in the problem solving meetings with our Tier 2 and Tier 3 students. Supplemental materials are provided for additional instructional support.

Targeted Barriers to Achieving the Goal

- Time constraints would be the only barriers so far.

Plan to Monitor Progress Toward the Goal

The progress of Tier 2 and Tier 3 students will be monitored to determine if strategies implemented are successful.

Person or Persons Responsible

Administrators, VE Resource teachers, School Counselor

Target Dates or Schedule:

Bi-weekly

Evidence of Completion:

Data from assessments and data collection forms

Action Plan for Improvement

Problem Solving Key

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

G1. One goal to help us achieve our target is to provide more support to teachers and their Tier 2 and Tier 3 students. The bi-weekly problem solving meetings are consistent and allow for teachers to implement the strategies to ensure they are working.

G1.B1 Time constraints would be the only barriers so far.

G1.B1.S1 Monitoring the scheduling for VE Resource teachers' time spent in the classrooms supporting the general education teachers.

Action Step 1

Monitoring time and schedules.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Observation forms and logs

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

Debriefing with VE Resource teachers along with observations.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Observations of VE Resource teachers.

Plan to Monitor Effectiveness of G1.B1.S1

Data Chats and Problem Solving meetings

Person or Persons Responsible

Administrators

Target Dates or Schedule

Bi-weekly for Problem Solving meetings and quarterly for Data Chats

Evidence of Completion

Data forms, Monitoring Forms and Data Collection forms

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

Our school will use SAI (Supplemental Academic Instruction) funds for remediation of Level 1 and Level 2 students first. Additional funds will help support primary students who are below grade level with academic deficiencies. The Foundations Team will continue to provide strategies to teachers to address concerns or problems in the common areas throughout the school. The Foundations Team will also monitor the common areas and address issues should they arise.

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.