



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Maximo Elementary School

4850 31ST ST S

St Petersburg, FL 33712

727-893-2191

<http://www.maximoelementary.com/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 67%
Alternative/ESE Center No	Charter School No	Minority Rate 91%

School Grades History

2013-14 F	2012-13 F	2011-12 F	2010-11 F
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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
Focus Year 3 or more	4	Jim Browder

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

Current School Status

School Information

School-Level Information

School

Maximo Elementary School

Principal

Randi Latzke

School Advisory Council chair

Cynthia Seay

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

Name	Title
Randi Latzke	Principal
Renee Nellenbach	Assistant Principal
Liz Pribble	RTI Coach
Lorol Brackx	Curriculum Specialist
Taycora Canfield	Behavior Coach
Kari Chin	Social Worker
Jill Guglielmo	Behavior Specialist
Shana Holt	Guidance Counselor
Gwendetta Richards-Betts	Math Coach
Kathleen Rankin	Science Coach
Robin McManaway	Educational Diagnostician
Cheryl Pe	School Psychologist
Cindi Marshall	Intermediate Literacy Coach
Mary Hosford	Primary Literacy Coach
6 Teachers	K-5 Teacher Representatives
1 ESE Teacher	ESE Teacher Representative
1 Specialist	Specialist Teacher Representative

District-Level Information

District

Pinellas

Superintendent

Dr. Michael A Grego

Date of school board approval of SIP

9/24/2013

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

At the end of the school year, the SAC suggests revisions for the upcoming year's school improvement plan. The SAC reviews the new plan at the beginning of the school year and offers input and suggestions for revision before final approval. Throughout the year, the SAC gives feedback and input on ongoing school improvement strategies.

Activities of the SAC for the upcoming school year

Evaluation of school processes and procedures. Ongoing planning for safe school initiatives. School budgeting and evaluation of budgeting outcomes. Input into and feedback on initiatives for improved parent and community involvement.

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

Instructional and intervention materials for math, including books to extend professional development for teachers in math instruction: \$2841.65

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

We are in compliance regarding the establishment of duties.

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:

Randi Latzke		
Principal	Years as Administrator: 12	Years at Current School: 2
Credentials	M.A. Ed Leadership M.A. Human Development Counseling B.A. Special Education Emotionally Handicapped, (grades K - 12) Guidance And Counseling, (prekindergarten - Grade 12) School Principal, (all Levels)	
Performance Record	09-11 Principal at Pinellas Central (C, B); 11-13 Principal at Maximo (F)	

Renee Nellenbach		
Asst Principal	Years as Administrator: 2	Years at Current School: 0
Credentials	Ed. Specialist- Educational Leadership M.Ed - Elementary Education B.A.Ed. - Elementary Education Educational Leadership, (all Levels) Elementary Education, (grades K - 6) English For Speakers Of Other Languages (ESOL), Endorsement	
Performance Record	11-13 Assistant Principal, Fuguitt Elementary (A, B)	

Instructional Coaches

of instructional coaches
4

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

Instructional Coach Information:

Mary Hosford		
Full-time / School-based	Years as Coach: 11	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Elementary Education, (grades K - 6) Emotionally Handicapped, (grades K - 12) Mentally Handicapped, (grades K - 12) Reading, Endorsement	
Performance Record	2009-2012 district-level literacy coach; 11-12 ½ time primary literacy coach at Maximo (F); 12-13 full-time literacy coach at Maximo (F)	

Kathleen Rankin		
Full-time / School-based	Years as Coach: 4	Years at Current School: 2
Areas	Science	
Credentials	B.A. Biology Cert: Elem. Ed. (K-6), ESOL endorsement	
Performance Record	09-10 K-8 Math/Sci Coach Lealman Elem (C); 10-11 K-8 District Sci Coach New Heights Elem (C); 11-13 K-5 Sci Coach Maximo (F,F)	

Gwendetta Richards-Betts		
Full-time / School-based	Years as Coach: 1	Years at Current School: 5
Areas	Mathematics	
Credentials	M.A. Elem Ed.; Curric& Literacy; Cert: E-6Elem Ed (K-6), ESOL Endorsement	
Performance Record	2009-2012 teacher at Maximo (D, F, F); 12-13 Math coach at Maximo (F)	

Cindi Marshall		
Full-time / School-based	Years as Coach: 9	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	B.A. Elem Ed; Cert in Early Childhood (Nursery to Kdg), Elem Ed (K-6), Rdg Endorsement	
Performance Record	2009-2011 instructional coach at Pinellas Central Elem (C, B); 11-12 Rtl Coach at Maximo (F); 12-13 Intermediate literacy coach at Maximo (F)	

Classroom Teachers

# of classroom teachers	32
# receiving effective rating or higher	18, 56%
# Highly Qualified Teachers	100%
# certified in-field	32, 100%

ESOL endorsed

24, 75%

reading endorsed

3, 9%

with advanced degrees

3, 9%

National Board Certified

0, 0%

first-year teachers

11, 34%

with 1-5 years of experience

17, 53%

with 6-14 years of experience

3, 9%

with 15 or more years of experience

1, 3%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

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

3

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**Recruitment:**

Recruitment video available on school website--monitored by Community Involvement Facilitator Haberman Interview Tool used to recruit teachers with potential for success with diverse student population--facilitated by Randi Latzke, principal

All potential candidates given opportunity for substantial classroom observation prior to recommendation--arranged by Randi Latzke, principal

Ongoing supervision of pre-service practicum students & interns as potential new teacher candidates--monitored by administrators and supervising classroom teachers

Retention:

Assign mentors to all first-year teachers to the school, including new full-time mentor--Lead Mentor, Liz Pribble
 Assign "buddies" to all new teachers to our school--Lead Mentor, Liz Pribble
 Calendar out mentor/mentee support meetings for year--Lead Mentor—Liz Pribble
 Systematic team level culture building--Randi Latzke, principal & Team Leaders
 Offering stipends for beyond-contract time PD and program collaboration--Randi Latzke, principal & SAC
 Embedded professional development to support ongoing growth--instructional coaches

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

All first-year teachers have been assigned to a mentor, and all new teachers to Maximo were assigned a "buddy." The pairs were determined based on like grade levels or curriculum areas. The mentors/mentees and new teachers/buddies will participate in ongoing meetings to touch base on any topics that would support positive ongoing relationships as well as meet the needs for supporting new teachers to Maximo.

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

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

Current data and barriers to goal attainment serve as the starting point for the problem solving process used for SIP development. The SBLT used the Critical Components generated during the final state walkthrough at the end of last year to develop the goals for the new SIP. Once the goals are established, action plans are developed with grade level team input and a consistent schedule of review in PLC meetings to facilitate implementation and review of those action plans. A comprehensive needs assessment is conducted including input from staff and SAC to develop budgets and resource allocation to support the SIP goals and action steps

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

- Facilitator – Liz Pribble, Academic Rtl Coach and Taycora Canfield, Behavior Rtl Coach: generates agenda and leads team discussions
- Data Manager(s)/Data Coach(es) – Liz Pribble, Taycora Canfield, & Instructional Coaches: assist team in accessing and interpreting (aggregating/disaggregating) the data
- Recorder/Note Taker –LorolBrackx: documents meeting content and disseminates to team members in a timely manner by posting online on our school's moodle site for all teachers to access
- Time Keeper –Kari Chin: helps team begin on time and ensures adherence to agreed upon agenda
- Collaborative problem solving & communicating back and forth between grade level teams--All grade level, ESE, and specialist team representatives

Meeting time: Mondays and Tuesdays 7:30-8:00 Academic & Behavior SBLT alternating each week

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

Academic MTSS and Behavior MTSS leadership teams meet weekly to analyze weekly data from core processes and assess fidelity of plan. Team leaders will develop monthly plans to facilitate professional learning communities (PLC) to collaborate on SIP action plans, with meeting minutes recorded by teams and collected and reviewed by administrators. Leadership team members will attend PLC meetings and then discuss implications for coaching and ongoing support needed within weekly leadership meetings.

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

School wide and classroom data sources will be used including FAIR, district common assessments and assessments utilized for ongoing progress monitoring. Grade level teams will develop systems of formative assessment that will be analyzed during grade level PLC meetings. Behavior data will be collected and analyzed weekly to determine the effectiveness of core classroom and school management processes. Individual teacher data chats will be facilitated by administrators in October, January, and March to monitor effectiveness of core instruction. The Academic Rtl coach and educational diagnostician will conduct classroom fidelity observations of supplemental and intensive supports to determine effectiveness and recommend ongoing supports. STOIC walkthroughs will be conducted twice yearly to determine implementation of schoolwide collective commitments. Teachers will develop student facilitated data folders that will include analysis of ongoing attendance and behavior goals for students.

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

New MTSS processes were covered with full staff during preschool. Email communication is provided as follow-up from weekly MTSS behavior and academic leadership meetings. Data-based problem solving will be embedded into SAC meetings and parents will be invited monthly to engage in data-based celebrations through student-led conferences about current data.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students**Minutes added to school year:** 10,800

All students will engage in Guided Reading instruction as the primary strategy. Students will also rotate through academic centers for literacy development.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Running records will be used to progress monitor student growth. Data meetings with individual teachers will occur bi-monthly to discuss student growth. The data-based problem solving model will be reviewed to determine barriers and set goals.

Who is responsible for monitoring implementation of this strategy?

The intermediate and primary literacy coaches will observe guided reading instruction to ensure fidelity of implementation. The Academic Rtl/MTSS will maintain ongoing schedules and intervention plans to ensure that all students are receiving access to differentiated instruction as needed.

Strategy: Before or After School Program**Minutes added to school year:** 3,240

Through Promise Time, a Title 1 initiative in collaboration with the Juvenile Welfare Board, students will receive math and reading instruction every day via an online learning program. Students will also have access to ST Math, an online math intervention program that is also utilized with students during intervention times in the school day, as well as Lexia, an online reading intervention program.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The Promise Time facilitator will analyze ongoing diagnostic data that is automatically compiled via the online reading and math programs.

Who is responsible for monitoring implementation of this strategy?

Teacher/facilitators will monitor the student instructional program; the onsite Promise Time facilitator will help in analysis of data and coordination of differentiated opportunities for students.

Strategy: Before or After School Program

Minutes added to school year: 4,320

A STEAM (Science, Technology, Engineering, Arts, & Mathematics) initiative will give students hands-on experience expanding their knowledge. Activities will include science inquiry projects, field trips, robotics, and arts-related initiatives.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Students will create ongoing written responses to learning activities that will be assessed using a scoring rubric. Analysis of common assessments in science and math will also be analyzed.

Who is responsible for monitoring implementation of this strategy?

Collaboration between the STEAM facilitator and the Promise Time facilitator

Literacy Leadership Team (LLT)

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

Name	Title
Cindi Marshall	Intermediate Literacy Coach
Mary Hosford	Primary Literacy Coach
Randi Latzke	Principal
Renee Nellenbach	Assistant Principal
Liz Pribble	RTI Coach
Lorol Brackx	Curriculum Specialist
Taycora Canfield	Behavior Coach
Kari Chin	Social Worker
Jill Guglielmo	Behavior Specialist
Shana Holt	Guidance Counselor
Gwendetta Richards-Betts	Math Coach
Kathleen Rankin	Science Coach
Robin McManaway	Educational Diagnostician
Cheryl Pe	School Psychologist
6 Grade Level Teachers	Grade Level Teacher Representatives
1 ESE Teacher	ESE Teacher Representative
1 Specialist	Specialist Representative

How the school-based LLT functions

The Literacy Leadership Team builds capacity of reading instructional knowledge within the school by meeting monthly to use data-based problem solving to assess the fidelity and effectiveness of reading instruction and reading initiatives, as well as ongoing needs for staff professional development.

Major initiatives of the LLT

Support for instructional skills to improve reading comprehension including access to complex text
 Support for implementation of Common Core State Standards for Literacy across all content areas through guided collaborative team planning to include strategies for increasing student engagement.
 Supporting building a culture of reading within the school infrastructure including systems of positive reinforcement for student reading, inclusion of at-home reading in all grade levels' homework expectations, and school-wide use of reading logs for accountability in in-school and at-home reading
 Develop reflective notebooks across the curriculum for students to write in response to reading in all content areas.

Every Teacher Contributes to Reading Instruction

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

n/a

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

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide a class for 3 year olds at our school. We facilitate a Transition to Kindergarten night in May for all incoming kindergarten students and families, orienting them to the classroom, curriculum and processes, and providing all students with literacy materials to use during the summer to strengthen their transition.

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	43%	21%	No	49%
American Indian				
Asian				
Black/African American	39%	17%	No	45%
Hispanic	66%	20%	No	69%
White	76%	43%	No	78%
English language learners	38%	9%	No	44%
Students with disabilities	37%	12%	No	43%
Economically disadvantaged	42%	17%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	12%	40%
Students scoring at or above Achievement Level 4	21	8%	10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	114	44%	50%
Students in lowest 25% making learning gains (FCAT 2.0)	133	51%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		90%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		60%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		40%

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	32	40%	41%
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	31%	12%	No	38%
American Indian				
Asian				
Black/African American	28%	10%	No	36%
Hispanic	51%	7%	No	56%
White	44%	17%	No	50%
English language learners	23%	27%	Yes	31%
Students with disabilities	33%	8%	No	40%
Economically disadvantaged	29%	10%	No	36%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	8%	30%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	130	50%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	156	60%	75%

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	11	14%	25%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		15%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		8
Participation in STEM-related experiences provided for students	600	100%	100%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	31	5%	2%
Students retained, pursuant to s. 1008.25, F.S.	65	13%	10%
Students who are not proficient in reading by third grade	84	84%	45%
Students who receive two or more behavior referrals	113	19%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	48	8%	4%

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

Parental involvement targets will include increased opportunities for parents to engage in high intensity positive interactions initiated by teachers as well as opportunities to attend monthly celebrations of

student success. Parental involvement in PTA has been significantly low; one target will focus upon increased participation by parents in PTA.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increased opportunities for high intensity positive interactions between teachers and parents	0	0%	100%
Increased opportunities for parents to participate in monthly student celebrations	0	0%	100%
Increase parental participation in PTA	4	.7%	2%

Goals Summary

- G1.** Increase opportunities for high intensity positive parent involvement by doubling the number of opportunities.
- G2.** Students will meet or exceed our 2014 AMO target in all academic areas by increasing the level of rigor of instruction.
- G3.** Close the achievement gap between Black and non-black students to our AMO 2014 targets by increasing student engagement and ownership for learning.
- G4.** Reduce the number of students receiving discipline referrals resulting in suspensions by 50%, and close the gap in the number of students receiving discipline referrals for each student subgroup by 50%.

Goals Detail

G1. Increase opportunities for high intensity positive parent involvement by doubling the number of opportunities.

Targets Supported

- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Family & community involvement facilitator
- Research on parent engagement strategies

Targeted Barriers to Achieving the Goal

- Lack of positive relationship built between school and parents/families

Plan to Monitor Progress Toward the Goal

Increased participation due to increased opportunities

Person or Persons Responsible

Administrators & family & community involvement assistant

Target Dates or Schedule:

End of each semester

Evidence of Completion:

Survey data collected at parent events rating level of positive relationship perceived

G2. Students will meet or exceed our 2014 AMO target in all academic areas by increasing the level of rigor of instruction.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Content area coaches
- Professional development opportunities
- Curriculum guides
- Supplemental curricular resources
- Common core state standards information
- Common planning time for grade level teams
- Title 1 funds to provide stipends for planning and professional development outside of teacher contracted time
- ELP funds to extend learning opportunities

Targeted Barriers to Achieving the Goal

- varied understanding of instructional delivery and levels of experience
- varied levels of experience with analyzing data
- limited opportunities for students to engage in rigorous learning tasks

Plan to Monitor Progress Toward the Goal

Student achievement positively impacted

Person or Persons Responsible

Administrators and coaches

Target Dates or Schedule:

Ongoing review of student data

Evidence of Completion:

Students performance improving on identified outcome measures

G3. Close the achievement gap between Black and non-black students to our AMO 2014 targets by increasing student engagement and ownership for learning.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, 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 Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Content area coaches
- District MTSS coaches
- Title 1 funds for stipends for planning and collaborative planning by teachers outside of contracted time
- Consultant Kim Townsell to assist with professional development and improved
- Data from Instructional Practices Inventory
- Data from Student Engagement Survey

Targeted Barriers to Achieving the Goal

- Teachers' lack of experience in facilitating student ownership of data and student action planning
- Demographics of teaching staff differs significantly from demographics of student community

Plan to Monitor Progress Toward the Goal

Improved student achievement leading to closing the gap for African-American students

Person or Persons Responsible

Administrators and coaches

Target Dates or Schedule:

During ongoing data analysis

Evidence of Completion:

Improved performance on identified formative assessments and outcome measures

G4. Reduce the number of students receiving discipline referrals resulting in suspensions by 50%, and close the gap in the number of students receiving discipline referrals for each student subgroup by 50%.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- 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)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Behavior Coach
- Behavior Specialist
- Title 1 Paraprofessional
- Olweus Bullying Prevention Resources
- CHAMPs resources and professional development
- Morning Meeting Lessons

Targeted Barriers to Achieving the Goal

- Lack of systematic plan for Behavior MTSS
- Need for opportunities for reestablishing rapport after significant student emotional outbursts
- Lack of opportunities for building positive student-teacher and student-student relationships
- Disconnects in Consistency of Processes within and across classrooms
- Intensity of Student Misbehavior
- Need for additional and systematic positive behavior reinforcement systems
- Difficulty in handling stress of high-intensity needs of students

Plan to Monitor Progress Toward the Goal

Determine whether number of students receiving discipline referrals resulting in suspensions has decreased, as well as closing of gap

Person or Persons Responsible

MTSS Behavior team

Target Dates or Schedule:

during MTSS Behavior weekly meeting

Evidence of Completion:

Decrease in number of students receiving discipline referrals resulting in suspensions

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase opportunities for high intensity positive parent involvement by doubling the number of opportunities.

G1.B2 Lack of positive relationship built between school and parents/families

G1.B2.S1 A monthly celebration of student accomplishments will be facilitated to increase positive relationship between school and parents/families.

Action Step 1

Each Child, One Champion monthly celebration will be facilitated within each classroom.

Person or Persons Responsible

Teachers and school staff

Target Dates or Schedule

Monthly

Evidence of Completion

Parent sign-in sheets will be collected from teachers after each monthly celebration

Facilitator:

Principal

Participants:

All Instructional Staff

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

Successful facilitation of event

Person or Persons Responsible

Administration and family/community involvement assistant

Target Dates or Schedule

After each monthly celebration

Evidence of Completion

Review of participation and feedback from teachers and parents

Plan to Monitor Effectiveness of G1.B2.S1

Collection of rate of participation and engagement by parents

Person or Persons Responsible

Family and community involvement assistant

Target Dates or Schedule

Following December monthly celebration

Evidence of Completion

Survey conducted to determine level of parent satisfaction with school/parent relationship

G1.B2.S2 Regular contacts for positive interactions will be facilitated by teachers in contact with parents.

Action Step 1

Teachers will engage in positive contacts with parents when dismissing students in the car circle.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Once weekly the first month of school and then once monthly after that

Evidence of Completion

Observed contacts made by administrator on duty at dismissal

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Ongoing observation of positive contacts

Person or Persons Responsible

Administrators

Target Dates or Schedule

During car circle dismissal

Evidence of Completion

Observed contacts made during dismissal

Plan to Monitor Effectiveness of G1.B2.S2

Survey of car circle parents

Person or Persons Responsible

Family & community involvement assistant

Target Dates or Schedule

At end of first semester

Evidence of Completion

Survey results from parents participating

G2. Students will meet or exceed our 2014 AMO target in all academic areas by increasing the level of rigor of instruction.

G2.B4 varied understanding of instructional delivery and levels of experience

G2.B4.S1 Use of collaborative planning for data analysis to inform planning for implementation of rigorous instruction

Action Step 1

A planning framework will be developed that coaches can facilitate across content areas and then teaching teams can use during collaborative planning without coaches

Person or Persons Responsible

Coaches and school leadership team

Target Dates or Schedule

By October 29, 2013

Evidence of Completion

Agenda with framework and self-recording and quality of instruction based on framework

Facilitator:

Content area coaches

Participants:

Content area coaches and school leadership team will contribute to planning framework; coaches will use the framework when planning with collaborative teams and then teachers will utilize the framework for collaborative planning when coaches are not present.

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Administrative observation of planning to look for use of framework.

Person or Persons Responsible

Administrators

Target Dates or Schedule

During common collaborative team planning time

Evidence of Completion

Observed use of the framework during planning

Plan to Monitor Effectiveness of G2.B4.S1

Observation of use of framework during collaborative planning

Person or Persons Responsible

Administrators and coaches

Target Dates or Schedule

During collaborative planning times

Evidence of Completion

Observed successful use of framework for planning

G2.B7 varied levels of experience with analyzing data

G2.B7.S1 Analysis of data to inform planning during collaborative planning meetings

Action Step 1

Analysis of data

Person or Persons Responsible

Coaches and teaching teams

Target Dates or Schedule

During weekly collaborative planning meetings and individual coaching cycles

Evidence of Completion

Teachers use of data to appropriately plan for instruction

Facilitator:

Content area coaches

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B7.S1

Analysis of data integrated into collaborative planning

Person or Persons Responsible

Administrators

Target Dates or Schedule

During coach-facilitated collaborative planning meetings

Evidence of Completion

Observation of coaches supporting data analysis among teachers during collaborative planning

Plan to Monitor Effectiveness of G2.B7.S1

Teachers will utilize data analysis to plan appropriate instruction to meet student needs

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

During ongoing review of lesson plans

Evidence of Completion

Lesson plans based upon data of student achievement

G2.B8 limited opportunities for students to engage in rigorous learning tasks

G2.B8.S1 Integrate responsive writing across all content areas

Action Step 1

Facilitate writing across the content areas in student notebooks in all grade levels

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student responses evident in notebooks across content areas

Facilitator:

Instructional coaches

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G2.B8.S1

Teacher facilitation of responsive writing by students in notebooks

Person or Persons Responsible

Administrators

Target Dates or Schedule

During classroom walkthroughs

Evidence of Completion

Student responses evident in notebooks

Plan to Monitor Effectiveness of G2.B8.S1

Students produce writing using rubrics to improve written products

Person or Persons Responsible

Administrators & coaches

Target Dates or Schedule

During classroom walkthroughs and collaborative planning

Evidence of Completion

Feedback from rubrics recorded in notebooks

G3. Close the achievement gap between Black and non-black students to our AMO 2014 targets by increasing student engagement and ownership for learning.

G3.B1 Teachers' lack of experience in facilitating student ownership of data and student action planning

G3.B1.S1 Facilitate development of data folders for all students with expectation communicated for ongoing action planning and review by students

Action Step 1

Teachers will develop data folder templates for use with students and develop processes for students to record their data and develop action plans to reach learning goals and end-of-year expectations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

From beginning of school year to September 15

Evidence of Completion

Student data folders will be developed and available for review

Facilitator:

Teacher leaders

Participants:

Grade level teams

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

Teachers will present current data folder examples and discuss process for utilizing them with students

Person or Persons Responsible

Administrators and teachers

Target Dates or Schedule

During bi-monthly data chats

Evidence of Completion

Data folders presented during data chat

Plan to Monitor Effectiveness of G3.B1.S1

Student ownership and facilitation of data folder

Person or Persons Responsible

Administrators

Target Dates or Schedule

During classroom walkthroughs

Evidence of Completion

Student-led explanation of contents of data folder

G3.B3 Demographics of teaching staff differs significantly from demographics of student community

G3.B3.S1 Provide professional development and opportunities for collaboration focusing on cultural proficiency.

Action Step 1

Study and collaborative discussion of the text *Star Teachers: the Ideology and Best Practice of Effective Teachers of Diverse Children and Youth in Poverty* by Martin Haberman

Person or Persons Responsible

Instructional staff and administrators

Target Dates or Schedule

Summer 2013

Evidence of Completion

Expectations met for completion of online discussion blog

Facilitator:

Randi Latzke, Principal

Participants:

Instructional staff

Action Step 2

Training in Cultural Proficiency

Person or Persons Responsible

Instructional & support staff

Target Dates or Schedule

Pre-school & September Pro-Ed Day

Evidence of Completion

Sign-in sheet from training sessions

Facilitator:

District MTSS Specialists

Participants:

Instructional & support staff

Action Step 3

Reflection on cultural & instructional beliefs

Person or Persons Responsible

New teachers to Maximo

Target Dates or Schedule

Prior to Pre-school

Evidence of Completion

Sign-in sheet from training session

Facilitator:

Kim Townsell, Consultant

Participants:

New teachers to Maximo

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Monitoring of online discussion and collection of sign-in sheets

Person or Persons Responsible

Randi Latzke, Principal

Target Dates or Schedule

After each training session

Evidence of Completion

Published blog entries and final sign-in sheets

Plan to Monitor Effectiveness of G3.B3.S1

Integration of content into collaborative planning and PLC work

Person or Persons Responsible

Facilitators of planning and PLC meetings

Target Dates or Schedule

Ongoing monitoring throughout year

Evidence of Completion

Administrative and teacher leader observations and discussion during team leader meetings

G4. Reduce the number of students receiving discipline referrals resulting in suspensions by 50%, and close the gap in the number of students receiving discipline referrals for each student subgroup by 50%.

G4.B2 Lack of systematic plan for Behavior MTSS

G4.B2.S1 Development of data-driven systematic process to identify needs for improving classroom processes

Action Step 1

Develop process for using data to identify needs and allocation of resources

Person or Persons Responsible

MTSS team

Target Dates or Schedule

Aug. 5-8

Evidence of Completion

Detailed systematic plan identified

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Facilitation of process for MTSS Behavior support

Person or Persons Responsible

MTSS team

Target Dates or Schedule

weekly MTSS Behavior team meetings

Evidence of Completion

minutes

Plan to Monitor Effectiveness of G4.B2.S1

Evaluate effectiveness of process

Person or Persons Responsible

MTSS team

Target Dates or Schedule

during weekly MTSS Behavior team meetings

Evidence of Completion

meeting minutes

G4.B5 Need for opportunities for reestablishing rapport after significant student emotional outbursts

G4.B5.S1 Establishing school-wide processes for responding to student concerns/incidents

Action Step 1

Development and communication of expectation for welcoming students back to classrooms after significant issues require student to be removed

Person or Persons Responsible

Behavior coach and principal

Target Dates or Schedule

during preschool meeting with full staff

Evidence of Completion

as measured by discussion in MTSS behavior meeting regarding re-entry of students and student sharing of concerns.

Facilitator:

Randi Latzke, Principal, & Taycora Canfield, Behavior Coach

Participants:

All staff

Plan to Monitor Fidelity of Implementation of G4.B5.S1

will discuss observations from re-entry of students and student reporting of ongoing concerns

Person or Persons Responsible

MTSS Behavior team

Target Dates or Schedule

during weekly MTSS behavior meeting

Evidence of Completion

as measured by observation of facilitation of the collective commitment by all staff.

Plan to Monitor Effectiveness of G4.B5.S1

will analyze ongoing data for behavior calls resulting from student unsuccessful re-entry and conflicts not handled immediately

Person or Persons Responsible

MTSS Behavior team

Target Dates or Schedule

during weekly MTSS behavior meeting

Evidence of Completion

as documented in MTSS behavior minutes.

G4.B6 Lack of opportunities for building positive student-teacher and student-student relationships

G4.B6.S1 Increasing teacher skill in establishing, implementing, and improving daily (morning) meetings in all classrooms.

Action Step 1

Professional development in facilitating an effective culture-building daily meeting plan

Person or Persons Responsible

Behavior coach

Target Dates or Schedule

During pre-school and then in monthly collaborative planning meetings with grade level teams

Evidence of Completion

Sign-in sheets from sessions

Facilitator:

Behavior Coach, Taycora Canfield

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G4.B6.S1

Daily meeting will be included in teacher lesson plans

Person or Persons Responsible

Administrators

Target Dates or Schedule

During regular lesson plan reviews

Evidence of Completion

Plans for daily meeting apparent in plans

Plan to Monitor Effectiveness of G4.B6.S1

Effective facilitation of daily meetings

Person or Persons Responsible

Behavior Coach

Target Dates or Schedule

During coaching cycles with identified and/or self-referred teachers

Evidence of Completion

Observational data indicating effective facilitation

G4.B7 Disconnects in Consistency of Processes within and across classrooms

G4.B7.S1 Develop a strategic plan to explicitly define and communicate school-wide procedures and expectations for managing student behavior and monitor implementation of the plan.

Action Step 1

will communicate processes for school-wide procedures developed through the collective commitment process

Person or Persons Responsible

MTSS Behavior team

Target Dates or Schedule

during pre-school full staff meeting

Evidence of Completion

Facilitation of preschool meeting

Facilitator:

Behavior coach

Participants:

MTSS Behavior team

Action Step 2

Classroom management coaching for teachers

Person or Persons Responsible

Behavior Coach, Taycora Canfield

Target Dates or Schedule

Daily per coaching schedule

Evidence of Completion

Coaching Logs

Facilitator:

Behavior Coach, Taycora Canfield

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B7.S1

will discuss observation of implementation of school-wide and classroom processes

Person or Persons Responsible

MTSS Behavior team

Target Dates or Schedule

in weekly MTSS Behavior team meeting

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of G4.B7.S1

will analyze weekly behavior call data

Person or Persons Responsible

MTSS Behavior team

Target Dates or Schedule

during weekly MTSS Behavior team meetings

Evidence of Completion

meeting minutes

G4.B8 Intensity of Student Misbehavior

G4.B8.S1 Use of CPI research-based de-escalation techniques with highly emotional and disruptive students

Action Step 1

CPI Training

Person or Persons Responsible

All staff

Target Dates or Schedule

Periodically throughout school year to keep all staff current in their training

Evidence of Completion

Sign-in sheets from training sessions; Professional development records

Facilitator:

Behavior Coach, Taycora Canfield

Participants:

All staff

Plan to Monitor Fidelity of Implementation of G4.B8.S1

Review of sign-in sheets from trainings

Person or Persons Responsible

Behavior Coach, Taycora Canfield

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Minutes from MTSS Behavior Team weekly meeting

Plan to Monitor Effectiveness of G4.B8.S1

Observation of staff interacting with disruptive and/or highly emotional students

Person or Persons Responsible

Administrators & Behavior support staff

Target Dates or Schedule

Throughout student day

Evidence of Completion

Minutes from MTSS Behavior team weekly meeting

G4.B9 Need for additional and systematic positive behavior reinforcement systems

G4.B9.S1 Develop and implement systematic, school-wide processes to positively reinforce students for academic and behavioral success

Action Step 1

Collective commitment to complimenting classes in common areas for demonstrating the guidelines for success

Person or Persons Responsible

All staff

Target Dates or Schedule

Following preschool meeting, from beginning of school year

Evidence of Completion

Classrooms earning compliments

Facilitator:

Behavior Coach, Taycora Canfield

Participants:

All staff during pre-school meeting

Action Step 2

Captain's Club awards announced bi-weekly to students demonstrating consistent positive behavior

Person or Persons Responsible

Guidance counselor elicits recommendations from classroom teachers

Target Dates or Schedule

Every other week

Evidence of Completion

Awards given the Friday of those weeks

Plan to Monitor Fidelity of Implementation of G4.B9.S1

Teachers applying compliments to classroom process of setting a goal and deciding on a celebration for meeting the compliment goal

Person or Persons Responsible

Behavior Coach, Taycora Canfield

Target Dates or Schedule

Monthly

Evidence of Completion

Number of "shipwheels" awarded to classrooms earning their compliment goals

Plan to Monitor Effectiveness of G4.B9.S1

Classes earning compliments for demonstrating the guidelines for success

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Data collected via classroom monitoring of behavior

G4.B10 Difficulty in handling stress of high-intensity needs of students

G4.B10.S1 Professional development and programs to support staff in handling stress and improving good health

Action Step 1

Provide PD and wellness programs to increase staff access to relevant skills and information

Person or Persons Responsible

Wellness Champion, Liz Kinny

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Sign-in sheets from participants

Facilitator:

Various district and outside trainers

Participants:

School staff

Plan to Monitor Fidelity of Implementation of G4.B10.S1

Survey of programs and PD offered

Person or Persons Responsible

Administration & Wellness Champion

Target Dates or Schedule

End of first semester

Evidence of Completion

Survey results

Plan to Monitor Effectiveness of G4.B10.S1

Increase in staff good health and ability to handle stress

Person or Persons Responsible

Wellness Champion, Liz Kinny

Target Dates or Schedule

End of first semester

Evidence of Completion

Survey results

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

Title I, Part A

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

Title I, Part D

The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through mobile labs and the NovaNet program is a critical support provided for students. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.

Title II

Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.

Title III

Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

Title X- Homeless

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers.

Nutrition Programs

Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.

Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools

coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

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 opportunities for high intensity positive parent involvement by doubling the number of opportunities.

G1.B2 Lack of positive relationship built between school and parents/families

G1.B2.S1 A monthly celebration of student accomplishments will be facilitated to increase positive relationship between school and parents/families.

PD Opportunity 1

Each Child, One Champion monthly celebration will be facilitated within each classroom.

Facilitator

Principal

Participants

All Instructional Staff

Target Dates or Schedule

Monthly

Evidence of Completion

Parent sign-in sheets will be collected from teachers after each monthly celebration

G2. Students will meet or exceed our 2014 AMO target in all academic areas by increasing the level of rigor of instruction.

G2.B4 varied understanding of instructional delivery and levels of experience

G2.B4.S1 Use of collaborative planning for data analysis to inform planning for implementation of rigorous instruction

PD Opportunity 1

A planning framework will be developed that coaches can facilitate across content areas and then teaching teams can use during collaborative planning without coaches

Facilitator

Content area coaches

Participants

Content area coaches and school leadership team will contribute to planning framework; coaches will use the framework when planning with collaborative teams and then teachers will utilize the framework for collaborative planning when coaches are not present.

Target Dates or Schedule

By October 29, 2013

Evidence of Completion

Agenda with framework and self-recording and quality of instruction based on framework

G2.B7 varied levels of experience with analyzing data

G2.B7.S1 Analysis of data to inform planning during collaborative planning meetings

PD Opportunity 1

Analysis of data

Facilitator

Content area coaches

Participants

Teachers

Target Dates or Schedule

During weekly collaborative planning meetings and individual coaching cycles

Evidence of Completion

Teachers use of data to appropriately plan for instruction

G2.B8 limited opportunities for students to engage in rigorous learning tasks

G2.B8.S1 Integrate responsive writing across all content areas

PD Opportunity 1

Facilitate writing across the content areas in student notebooks in all grade levels

Facilitator

Instructional coaches

Participants

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Student responses evident in notebooks across content areas

G3. Close the achievement gap between Black and non-black students to our AMO 2014 targets by increasing student engagement and ownership for learning.

G3.B1 Teachers' lack of experience in facilitating student ownership of data and student action planning

G3.B1.S1 Facilitate development of data folders for all students with expectation communicated for ongoing action planning and review by students

PD Opportunity 1

Teachers will develop data folder templates for use with students and develop processes for students to record their data and develop action plans to reach learning goals and end-of-year expectations.

Facilitator

Teacher leaders

Participants

Grade level teams

Target Dates or Schedule

From beginning of school year to September 15

Evidence of Completion

Student data folders will be developed and available for review

G3.B3 Demographics of teaching staff differs significantly from demographics of student community

G3.B3.S1 Provide professional development and opportunities for collaboration focusing on cultural proficiency.

PD Opportunity 1

Study and collaborative discussion of the text *Star Teachers: the Ideology and Best Practice of Effective Teachers of Diverse Children and Youth in Poverty* by Martin Haberman

Facilitator

Randi Latzke, Principal

Participants

Instructional staff

Target Dates or Schedule

Summer 2013

Evidence of Completion

Expectations met for completion of online discussion blog

PD Opportunity 2

Training in Cultural Proficiency

Facilitator

District MTSS Specialists

Participants

Instructional & support staff

Target Dates or Schedule

Pre-school & September Pro-Ed Day

Evidence of Completion

Sign-in sheet from training sessions

PD Opportunity 3

Reflection on cultural & instructional beliefs

Facilitator

Kim Townsell, Consultant

Participants

New teachers to Maximo

Target Dates or Schedule

Prior to Pre-school

Evidence of Completion

Sign-in sheet from training session

G4. Reduce the number of students receiving discipline referrals resulting in suspensions by 50%, and close the gap in the number of students receiving discipline referrals for each student subgroup by 50%.

G4.B5 Need for opportunities for reestablishing rapport after significant student emotional outbursts

G4.B5.S1 Establishing school-wide processes for responding to student concerns/incidents

PD Opportunity 1

Development and communication of expectation for welcoming students back to classrooms after significant issues require student to be removed

Facilitator

Randi Latzke, Principal, & Taycora Canfield, Behavior Coach

Participants

All staff

Target Dates or Schedule

during preschool meeting with full staff

Evidence of Completion

as measured by discussion in MTSS behavior meeting regarding re-entry of students and student sharing of concerns.

G4.B6 Lack of opportunities for building positive student-teacher and student-student relationships

G4.B6.S1 Increasing teacher skill in establishing, implementing, and improving daily (morning) meetings in all classrooms.

PD Opportunity 1

Professional development in facilitating an effective culture-building daily meeting plan

Facilitator

Behavior Coach, Taycora Canfield

Participants

Classroom Teachers

Target Dates or Schedule

During pre-school and then in monthly collaborative planning meetings with grade level teams

Evidence of Completion

Sign-in sheets from sessions

G4.B7 Disconnects in Consistency of Processes within and across classrooms

G4.B7.S1 Develop a strategic plan to explicitly define and communicate school-wide procedures and expectations for managing student behavior and monitor implementation of the plan.

PD Opportunity 1

will communicate processes for school-wide procedures developed through the collective commitment process

Facilitator

Behavior coach

Participants

MTSS Behavior team

Target Dates or Schedule

during pre-school full staff meeting

Evidence of Completion

Facilitation of preschool meeting

PD Opportunity 2

Classroom management coaching for teachers

Facilitator

Behavior Coach, Taycora Canfield

Participants

Teachers

Target Dates or Schedule

Daily per coaching schedule

Evidence of Completion

Coaching Logs

G4.B8 Intensity of Student Misbehavior

G4.B8.S1 Use of CPI research-based de-escalation techniques with highly emotional and disruptive students

PD Opportunity 1

CPI Training

Facilitator

Behavior Coach, Taycora Canfield

Participants

All staff

Target Dates or Schedule

Periodically throughout school year to keep all staff current in their training

Evidence of Completion

Sign-in sheets from training sessions; Professional development records

G4.B9 Need for additional and systematic positive behavior reinforcement systems

G4.B9.S1 Develop and implement systematic, school-wide processes to positively reinforce students for academic and behavioral success

PD Opportunity 1

Collective commitment to complimenting classes in common areas for demonstrating the guidelines for success

Facilitator

Behavior Coach, Taycora Canfield

Participants

All staff during pre-school meeting

Target Dates or Schedule

Following preschool meeting, from beginning of school year

Evidence of Completion

Classrooms earning compliments

G4.B10 Difficulty in handling stress of high-intensity needs of students

G4.B10.S1 Professional development and programs to support staff in handling stress and improving good health

PD Opportunity 1

Provide PD and wellness programs to increase staff access to relevant skills and information

Facilitator

Various district and outside trainers

Participants

School staff

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Sign-in sheets from participants

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Students will meet or exceed our 2014 AMO target in all academic areas by increasing the level of rigor of instruction.	\$50
G3.	Close the achievement gap between Black and non-black students to our AMO 2014 targets by increasing student engagement and ownership for learning.	\$5,010
G4.	Reduce the number of students receiving discipline referrals resulting in suspensions by 50%, and close the gap in the number of students receiving discipline referrals for each student subgroup by 50%.	\$1,258
Total		\$6,318

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Professional Development	Other	Personnel
Total	\$6,318	\$5,064	\$1,200	\$54
Title 1 A671 Fund Title 1 B630 Fund	\$50	\$50		
Title 1 SIG funds	\$5,000	\$6,200	\$1,200	
Title 1 Budget	\$0	\$0		
Title 1 SIG and Title 1 funds	\$4	\$4		
Title 1 funds	\$54	\$54		
Title 1 SIG funds & Title 1 funds	\$10	\$10		

Budget Details

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

G2. Students will meet or exceed our 2014 AMO target in all academic areas by increasing the level of rigor of instruction.

G2.B4 varied understanding of instructional delivery and levels of experience

G2.B4.S1 Use of collaborative planning for data analysis to inform planning for implementation of rigorous instruction

Action Step 1

A planning framework will be developed that coaches can facilitate across content areas and then teaching teams can use during collaborative planning without coaches

Resource Type

Professional Development

Resource

Guided Planning with Instructional Coaches outside of contracted time

Funding Source

Title 1 A671 Fund Title 1 B630 Fund

Amount Needed

\$50

G3. Close the achievement gap between Black and non-black students to our AMO 2014 targets by increasing student engagement and ownership for learning.

G3.B3 Demographics of teaching staff differs significantly from demographics of student community

G3.B3.S1 Provide professional development and opportunities for collaboration focusing on cultural proficiency.

Action Step 1

Study and collaborative discussion of the text *Star Teachers: the Ideology and Best Practice of Effective Teachers of Diverse Children and Youth in Poverty* by Martin Haberman

Resource Type

Professional Development

Resource

Copies of book for each teacher & stipends for study outside contracted time

Funding Source

Title 1 SIG funds

Amount Needed

\$5,000

Action Step 3

Reflection on cultural & instructional beliefs

Resource Type

Professional Development

Resource

Consultant fees; stipends for PD outside of contracted time

Funding Source

Title 1 SIG funds & Title 1 funds

Amount Needed

\$10

G4. Reduce the number of students receiving discipline referrals resulting in suspensions by 50%, and close the gap in the number of students receiving discipline referrals for each student subgroup by 50%.

G4.B2 Lack of systematic plan for Behavior MTSS

G4.B2.S1 Development of data-driven systematic process to identify needs for improving classroom processes

Action Step 1

Develop process for using data to identify needs and allocation of resources

Resource Type

Other

Resource

Stipends for collaboration for plan development outside of contracted time

Funding Source

Title 1 SIG funds

Amount Needed

\$1,200

G4.B7 Disconnects in Consistency of Processes within and across classrooms

G4.B7.S1 Develop a strategic plan to explicitly define and communicate school-wide procedures and expectations for managing student behavior and monitor implementation of the plan.

Action Step 1

will communicate processes for school-wide procedures developed through the collective commitment process

Resource Type

Personnel

Resource

Behavior Coach

Funding Source

Title 1 Budget

Amount Needed

Action Step 2

Classroom management coaching for teachers

Resource Type

Personnel

Resource

Behavior Coach

Funding Source

Title 1 funds

Amount Needed

\$54

G4.B8 Intensity of Student Misbehavior

G4.B8.S1 Use of CPI research-based de-escalation techniques with highly emotional and disruptive students

Action Step 1

CPI Training

Resource Type

Professional Development

Resource

Stipends for professional development outside of contracted time

Funding Source

Title 1 SIG and Title 1 funds

Amount Needed

\$4