



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Treeline Elementary School

10900 TREELINE AVE

Fort Myers, FL 33913

239-768-5208

<http://tre.leeschools.net/>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
75%

Alternative/ESE Center
No

Charter School
No

Minority Rate
70%

School Grades History

2013-14
A

2012-13
C

2011-12
B

2010-11
A

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	19
Part III: Coordination and Integration	26
Appendix 1: Professional Development Plan to Support Goals	28
Appendix 2: Budget to Support Goals	31

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

Treeline Elementary School

Principal

Joe Vetter

School Advisory Council chair

Stephen Bowe

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

Name

Title

Lisa Murphy

Assistant Principal

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

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

Stephen Bowe, SAC Chair and Community Member

Amy Lehigh, DAC and Parent

Evalea Barrett, DAC Alt. and Support Staff

Joe Vetter, Administrator

Tamra Bowe, Teacher

Molly Burnett, Teacher

Beth Breckenridge, Support Staff

Bobby Joseph, Parent

Melanie Wiser, Business

Kim Cabrera, Parent

Jon Chestnut, Parent

Jill Moreland, Parent

Cassandra Redden, Support Staff

Aylen Echarte, Parent

Magod Mansour, Parent

Involvement of the SAC in the development of the SIP

SAC members contribute to the SIP through reviewing and making recommendations as needed.

Activities of the SAC for the upcoming school year

The activities of the SAC are based on monthly meetings to discuss the goals, data, annual budget, approval of school funds and safety. A SAC member attends the monthly DAC (District Advisory Council) meeting and brings back information that is shared with the school team.

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

School Improvement funds will be spent to directly support school improvement goals when/if the funds are allocated to schools. Currently no funds have been allocated.

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:

Joe Vetter

Principal

Years as Administrator: 24

Years at Current School: 5

Credentials

Degrees: BA Elementary Education, MA Administration and Supervision
Certifications: School Principal K-12, Elementary Education 1-6

Performance Record

Lisa Murphy

Asst Principal

Years as Administrator: 5

Years at Current School: 1

Credentials

Degrees: BS in Elementary Education 1-6, MA Educational Leadership,
Endorsements: ESOL and Reading
Certifications: Elementary 1-6, Education Leadership

Performance Record

Highly Effective

Instructional Coaches

of instructional coaches

8

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Tamra Bowe**

Full-time / School-based

Years as Coach: 2

Years at Current School: 7

Areas

Reading/Literacy, Mathematics, Data, Other

Credentials

Degrees: BA Elementary Education, K-12

Endorsements: Gifted and ESOL

Certifications: K-6 and ESE,

Performance Record

Highly Effective

Jackie Sawyer

Full-time / School-based

Years as Coach: 1

Years at Current School: 7

Areas

Mathematics

Credentials

Degrees: BA Elementary Education, 1-6, K-6

Endorsements: ESOL

Certifications: Elementary Education 1-6,

Performance Record

Highly Effective

Norma Pennington

Full-time / School-based

Years as Coach: 5

Years at Current School: 5

Areas

Reading/Literacy, Mathematics, Other

Credentials

Degrees: BA Elementary Education 1-6, Emotionally Handicapped K-6, MA Library and Informational Science,

Endorsements: ESOL

Certifications: Educational Media Specialist PK-12, Elementary Education 1-6, Emotionally Handicapped K-12

Performance Record

Highly Effective

Lisa Lombardo		
Full-time / School-based	Years as Coach: 3	Years at Current School: 5
Areas	Reading/Literacy, Mathematics, Data, Other	
Credentials	Degree: BA Elementary Education 1-6, Endorsement: ESOL Certification: Elementary 1-6	
Performance Record	Highly Effective	
Brenda Gorman		
Full-time / School-based	Years as Coach: 14	Years at Current School: 6
Areas	Reading/Literacy, Mathematics	
Credentials	Degree: Master's Degree Early Childhood K-6 Endorsements: Reading and ESOL Certifications: Elementary K-6	
Performance Record	Effective	
Julie Keating		
Full-time / School-based	Years as Coach: 11	Years at Current School: 5
Areas	Reading/Literacy, Mathematics	
Credentials	Degrees: Elementary Education 1-6, MA Instructional Technology, Endorsements: Gifted and ESOL Certifications: Elementary Education 1-6	
Performance Record	Effective	
Molly Burnett		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy, Mathematics	
Credentials	Degrees: MA Degree in Reading K-12; Specialist Degree in Educational Leadership; Endorsements: ESOL, Reading K-12 Certifications: Elementary Education K-6	
Performance Record	Effective	

Lynne Schutz

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Reading/Literacy, Mathematics, Data, RtI/MTSS, Other

Credentials

Degrees: BS in Elementary Education, MA in Elementary Education

Certifications: Reading K-12, ESE K-12

Performance Record

N/A new to position

Classroom Teachers**# of classroom teachers**

74

receiving effective rating or higher

64, 86%

Highly Qualified Teachers

100%

certified in-field

74, 100%

ESOL endorsed

58, 78%

reading endorsed

10, 14%

with advanced degrees

17, 23%

National Board Certified

3, 4%

first-year teachers

10, 14%

with 1-5 years of experience

40, 54%

with 6-14 years of experience

18, 24%

with 15 or more years of experience

6, 8%

Education Paraprofessionals**# of paraprofessionals**

17

Highly Qualified

17, 100%

Teacher Recruitment and Retention Strategies

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

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

To recruit highly qualified teachers, the School District offers a Job Fair for Principals to meet and interview perspective candidates for employment. The Principal and Principal's secretary attended the scheduled event. To retain highly qualified teachers the school offers many Professional Development opportunities to support teacher needs. The A.P.P.L.E.S. Mentor Program is also provided for new teachers to the profession. Academic Support Teachers are employed to provide additional assistance to teachers and students. Two TIF (Teachers Incentive Fund) Teachers are provided for school-wide modeling, coaching and Professional Development.

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

Mentor teachers must complete the Clinical Education Course and have a minimum of 4 years teaching experience. The Mentor must complete 3 formative observations including pre and post conferences, IPDP development and support, weekly consultation with teacher, lesson planning, consultations and preparation, targeted teaching strategies and support, classroom management support, staff development needs, modeling and coaching, coordination with PLC Teams, coordination with TIF/Mentor Administrator, quarterly reflective meeting with administrator, teacher leader and developing professional, collaboration with other district mentors, attends required district mentor meetings/trainings, and maintain a mentoring log. Mentees are paired with Mentors that have experiences within the same grade level when possible.

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 school employs a MTSS Coordinator that manages the MTSS problem-solving process. The Core Instructional program is based on the CCSS. As students are identified as not meeting the Core expectations they are referred to the MTSS Problem-Solving Team. The team, along with the parents, reviews the student data and makes recommendations for interventions based on student need and a SIP (Student Instructional Plan) is developed. Data is gathered twice monthly by the School A+ team. The data is reviewed and recommendations are made for student improvement. Academic Support Teachers and classroom teachers provide additional small group academic instruction for students not meeting the Core expectations.

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

MTSS Coordinator: Collects and reviews data, schedules initial and review meetings with teachers and parents, ensures interventions are in place, communicates with parents

Teachers: Collect and review student data, meets with PLCs to discuss interventions, refers student to MTSS process, meets with Problem-Solving Team, implements interventions, review data to see if interventions are effective

Administrators, Curriculum Specialists, Academic Coaches: Participate in the planning of interventions and assist with support as needed

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

The administrators and A+ team monitors data through the use of the Performance Matters Data Bank. The PLCs meet weekly to review and ensure the fidelity of the school's MTSS and SIP system.

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

Data is collected and analyzed through the Performance Matters Data System. The Administrators, A+ Team, PLCs, MTSS team, TIF Teachers and Academic Support teachers have access to the data for monitoring and decision making. Behavior and attendance is monitored by the Informational Specialist. As problems are identified the Informational Specialist makes referrals to the administrators and school Social Worker.

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

The MTSS coordinator provides staff development as needed on the MTSS process. Parents are invited to attend their child's MTSS planning meeting to develop a SIP (Student Instructional Plan) and discuss areas of academic and behavioral concern. Parents contribute to the process of planning and are given a copy of the plan that is developed at the meeting. After several weeks of implementation parents are invited back for a meeting to review current student data and discuss future steps for child's success.

Literacy Leadership Team (LLT)

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

Name	Title
Joe Vetter, Principal	Lisa Murphy, Assistant Principal
Norma Pennington, Curriculum	Jackie Sawyer, Math Specialist
Tamra Bowe, TIF	Lisa Lombardo, TIF
Molly Burnett, Academic Support	Brenda Gorman, Academic Support
Julie Keating, Academic Support	

How the school-based LLT functions

The LLT meets bi-monthly to review literacy data, to determine academic needs and the means in which to fill those needs.

Major initiatives of the LLT

The LLT will focus on the continued implementation of Common Core writing strategies with an emphasis on informational text, into the Literacy Block.

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

An open house is provided for incoming Kindergarten students and families to visit the school and classrooms. Each Spring parents are encouraged to schedule a school tour prior to making their choice for school enrollment. Families are encouraged to bring all children when attending school-wide events, for example, Monday night in the Media is a time that families are encouraged to bring preschoolers for a story and to check out books.

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	57%	52%	No	61%
American Indian				
Asian				
Black/African American	40%	33%	No	46%
Hispanic	58%	55%	No	63%
White	77%	65%	No	79%
English language learners	43%	39%	No	48%
Students with disabilities	33%	24%	No	39%
Economically disadvantaged	53%	46%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	245	52%	57%
Students scoring at or above Achievement Level 4	122	26%	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	206	63%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	52	64%	67%

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)	30	29%	36%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	23	28%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	16%	24%

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	103	64%	68%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	60%	59%	No	64%
American Indian				
Asian				
Black/African American	40%	39%	No	46%
Hispanic	65%	59%	No	69%
White	76%	76%	Yes	78%
English language learners	44%	50%	Yes	50%
Students with disabilities	38%	35%	No	45%
Economically disadvantaged	57%	55%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	146	30%	37%
Students scoring at or above Achievement Level 4	131	27%	34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	189	57%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	44	53%	58%

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	42	25%	33%
Students scoring at or above Achievement Level 4	32	19%	27%

Florida Alternate Assessment (FAA)

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

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	354	35%	31%
Students retained, pursuant to s. 1008.25, F.S.	16	1%	1%
Students who are not proficient in reading by third grade	74	48%	43%
Students who receive two or more behavior referrals	79	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	29	1%	1%

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

Many parent involvement events will be held this year. Each event will be planned to encourage family participation, parent academic enhancement and school to home communication.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Meet the Teacher/Open House	588	58%	62%
Academic Fair	409	41%	47%
Family Math Game Night	437	44%	50%
Conference Nights (1st and 3rd Quarter)	729	73%	76%
Parenting Partners Workshops	20	2%	12%
Donuts with Dad	200	20%	28%
Mondays in the Media	202	20%	28%
SAC/PTO Meeting (Annual Meeting)	31	3%	13%

Goals Summary

G1. Increase student achievement gains system-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains system-wide by focusing on teaching and learning.

Targets Supported

- Writing
- Science - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Weekly Professional Learning Communities (PLC)
- Two Teacher Incentive Funded (TIF) positions
- Math Coach
- Curriculum Coach
- Three Academic Support Teachers Push-In
- 2.5 Exceptional Student Education Teachers (ESE) Push-In
- Volunteers
- Intensive reading (IR) classess at each grade level
- District Mentoring New Teacher Program
- Administrators, Instructional Leaders
- District Support
- School and District Based Professional Development Opportunities

Targeted Barriers to Achieving the Goal

- Teachers lack of experience implementing the expectations of the CCSS along with applications across content areas

Plan to Monitor Progress Toward the Goal

Performance Matters Data

Person or Persons Responsible

Administrators, A+ Team, Teachers

Target Dates or Schedule:

On-going

Evidence of Completion:

Beginning of year Benchmarks Quarterly Benchmarks Mid-year Benchmarks End of Year Benchmarks
Student Data Binders Teacher Data Binders

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement gains system-wide by focusing on teaching and learning.

G1.B2 Teachers lack of experience implementing the expectations of the CCSS along with applications across content areas

G1.B2.S1 Professional Development of CCSS

Action Step 1

Various Common Core Professional Development Trainings

Person or Persons Responsible

Lisa Murphy, Tamra Bowe, Lisa Lombardo

Target Dates or Schedule

August 20, 27, 2013 As well as throughout the year

Evidence of Completion

Sign-in Sheet Agendas

Facilitator:

Assistant Principal and TIF teachers

Participants:

All Teachers

Action Step 2

Core Connections Writing across the Curriculum (10 sessions)

Person or Persons Responsible

Michele Miller, Core Connections

Target Dates or Schedule

August 27, 28, 29, 2013 September 11, 12, 19, 2013 January 15, 16, 22, 2014

Evidence of Completion

Sign-in sheets Agendas

Facilitator:

Core Connections Representative

Participants:

K-5 classroom teachers

Action Step 3

Overview of new curriculums, Reading Street and Go Math, along with correlation to CCSS.

Person or Persons Responsible

District Pre-School Cadre Members

Target Dates or Schedule

August 5, 6, 2013

Evidence of Completion

In-service Record

Facilitator:

District Cadre Members

Participants:

Teachers

Action Step 4

Provide inservice for 1/2 day and modeling in classrooms 1/2 day for each subject.

Person or Persons Responsible

District Curriculum Support Teacher

Target Dates or Schedule

Literacy: Sept. 24, 2013 Math: Sept. 16, 2013

Evidence of Completion

Teacher sign-in sheets

Facilitator:

District Teacher on Assignment

Participants:

Teachers

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

Evidence of building knowledge through content-rich informational text. reading, writing, and speaking grounded in evidence from text, both literary and analytical. Regular practice with complex text and its academic language.

Person or Persons Responsible

Administrators, TIF Teacher Leaders

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson Plans, Data, Student Artifacts, Walk throughs

Plan to Monitor Effectiveness of G1.B2.S1

Coaching Logs, Lesson Plans, PLC Agendas

Person or Persons Responsible

Administration, Teacher Leaders, Academic Coaches, Peer Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Walk Throughs Summative Assessments Mentor Teacher Observations

G1.B2.S2 Weekly PLCs to discuss data and plan scaffolding

Action Step 1

PLC members will be instructed to bring a particular piece of data. The PLC will review all of the data and create differentiated lessons that utilize best practices and are based on individual student performance needs.

Person or Persons Responsible

PLC Coordinators, Grade Level Chairs, PLC teams

Target Dates or Schedule

Weekly for 1 hour

Evidence of Completion

Lesson Plans PLC agendas/notes

Facilitator:

PLC coordinators Grade Level Chairs

Participants:

All Teachers

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

PLC coordinators will attend weekly PLCs to assist with PLC implementation, review of data, and scaffolding of instruction.

Person or Persons Responsible

PLC coordinators, Teacher Leaders

Target Dates or Schedule

weekly

Evidence of Completion

Lesson Plans Teacher Leader Logs PLC agendas/notes Performance Matters

Plan to Monitor Effectiveness of G1.B2.S2

Administrators and PLC coordinators will review data to ensure that the scaffolding is effective.

Person or Persons Responsible

Administration, PLC coordinators, Teacher Leaders

Target Dates or Schedule

weekly

Evidence of Completion

lesson plans data from Performance Matters Teacher Leader Logs

G1.B2.S3 Modeling of CCSS lessons

Action Step 1

Teacher Leaders, Math Coach, and Academic Teachers will provide modeling as evidenced by data or teacher need.

Person or Persons Responsible

Teacher Leaders, Math coach, Academic Support Teachers

Target Dates or Schedule

On-going throughout the year.

Evidence of Completion

Teacher Leader Logs Lesson Plans Teacher Leader Schedules

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Administrators will review data and meet regularly with Teacher Leaders to determine if system in place is working effectively.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going throughout the year

Evidence of Completion

Lesson plans, Teacher Leader Logs, Data from Performance Matters

Plan to Monitor Effectiveness of G1.B2.S3

Appropriate instruction of the CCSS. Students are proficient with meeting grade level CCSS.

Person or Persons Responsible

Teachers, Teacher Leaders, Administration, Academic Support Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Summative and Formative Assessments

G1.B2.S4 Math Fluency Practice Implementation

Action Step 1

Teachers will implement best practices for fluency retention daily.

Person or Persons Responsible

Math Coach, Teachers

Target Dates or Schedule

Throughout year

Evidence of Completion

Weekly timed assessments (addition, subtraction, multiplication, division), Quarterly Timed Assessment, Semester Application/Computation assessment.

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Teachers will be observed providing daily practice for fluency retention.

Person or Persons Responsible

Teachers, Math Coach, Administrators

Target Dates or Schedule

Throughout the year

Evidence of Completion

Data from weekly, quarterly, and semester assessments, Lesson plans

Plan to Monitor Effectiveness of G1.B2.S4

Administrators will observe teachers using best practices in their classrooms.

Person or Persons Responsible

Teachers, Math Coach, Administrators

Target Dates or Schedule

Throughout the year

Evidence of Completion

Lesson Plans Walk Through Data Student Data

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, Title II and other programs coordinate through the SIP process. Our school completes a needs assessment before writing goals for the year. The School improvement plan is written to ensure compliance with all state and national regulations. Our school improvement plan is reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support the school.

Title I, Part C

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

Our school coordinates with health services (mental and physical) and other social services to meet the needs of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III, and ESE departments are all a part of the collaborative effort. For example: social workers from student services have the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnerships with businesses so students will have an opportunity to continue to develop their vocational skills.

Title II

Being a Title I school we received Teacher Leaders under the TIF (Teacher Incentive Fund) program to provide coaching, mentoring and professional development to all teachers throughout the school year.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X-Homeless

Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. Through Title I, Part A, or Title I Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at our school. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

Bullying prevention programs are offered throughout the school year. The PBS (Positive Behavior Support) program encourages students to be responsible, respectful and safe. Anticipated outcomes include a safe environment for children and increased academic achievement.

Nutritional Programs

Food and Nutrition Services offer healthy meals to all the students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast each day. A backpack program sponsored through the CCMI (Community Cooperative Ministries Inc.) sends home nutritious food each weekend to struggling families to ensure that children and families have food throughout the week.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student achievement gains system-wide by focusing on teaching and learning.

G1.B2 Teachers lack of experience implementing the expectations of the CCSS along with applications across content areas

G1.B2.S1 Professional Development of CCSS

PD Opportunity 1

Various Common Core Professional Development Trainings

Facilitator

Assistant Principal and TIF teachers

Participants

All Teachers

Target Dates or Schedule

August 20, 27, 2013 As well as throughout the year

Evidence of Completion

Sign-in Sheet Agendas

PD Opportunity 2

Core Connections Writing across the Curriculum (10 sessions)

Facilitator

Core Connections Representative

Participants

K-5 classroom teachers

Target Dates or Schedule

August 27, 28, 29, 2013 September 11, 12, 19, 2013 January 15, 16, 22, 2014

Evidence of Completion

Sign-in sheets Agendas

PD Opportunity 3

Overview of new curriculums, Reading Street and Go Math, along with correlation to CCSS.

Facilitator

District Cadre Members

Participants

Teachers

Target Dates or Schedule

August 5, 6, 2013

Evidence of Completion

In-service Record

PD Opportunity 4

Provide inservice for 1/2 day and modeling in classrooms 1/2 day for each subject.

Facilitator

District Teacher on Assignment

Participants

Teachers

Target Dates or Schedule

Literacy: Sept. 24, 2013 Math: Sept. 16, 2013

Evidence of Completion

Teacher sign-in sheets

G1.B2.S2 Weekly PLCs to discuss data and plan scaffolding

PD Opportunity 1

PLC members will be instructed to bring a particular piece of data. The PLC will review all of the data and create differentiated lessons that utilize best practices and are based on individual student performance needs.

Facilitator

PLC coordinators Grade Level Chairs

Participants

All Teachers

Target Dates or Schedule

Weekly for 1 hour

Evidence of Completion

Lesson Plans PLC agendas/notes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains system-wide by focusing on teaching and learning.	\$11,400
	Total	\$11,400

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title I	\$11,400	\$11,400
Total	\$11,400	\$11,400

Budget Details

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

G1. Increase student achievement gains system-wide by focusing on teaching and learning.

G1.B2 Teachers lack of experience implementing the expectations of the CCSS along with applications across content areas

G1.B2.S1 Professional Development of CCSS

Action Step 2

Core Connections Writing across the Curriculum (10 sessions)

Resource Type

Professional Development

Resource

A representative from Core Connections Writing company will provide 2 days of "Writing to the CCSS" training for each grade level, K-2.

Funding Source

Title I

Amount Needed

\$11,400