2013-2014 SCHOOL IMPROVEMENT PLAN

Ray V. Pottorf Elementary School

4600 CHALLENGER BLVD
Fort Myers, FL 33966
239-274-3932
http://rvp.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	94%

Alternative/ESE Center	Charter School	Minority Rate
No	No	85%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	C	C	C

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 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School
Ray V. Pottorf Elementary School

Principal
Dorothy Whitaker

School Advisory Council chair
Thais Stamatopoulos

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

Name	Title
Mia German	Lead Teacher
Amy French	Lead Teacher
David Sanon	Teacher/A+ Team
Judy Knizner	Teacher/A+ team
Jill Cunningham	Teacher
Dawn Bernadin	Teacher
Amanda Mallia	Teacher
Desiree Salmiery	Teacher
Lori Anderson	Teacher
Christine Williams	Reading Facilitator
Lisa Silsby	ESE Chair

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

Dorothy Whittaker - Principal
Kim Bryson - Parent
Heather Reed - Parent
Juan Heredia - Parent

Yamilet Lopez - Parent
;Melissa Nyack - Parent
Stacey Santos - Parent
Christina Sims - Parent
Thais Stamatopoulos - Parent - Chair
Alisha Vance. - Parent
Victoria Skelton - Business Partner (Walmart)
David Sanon - Teacher
Toni Thomas - Paraprofessional

Involvement of the SAC in the development of the SIP

At the fall meeting, after a presentation featuring last years progess, new targets and initiatives are discussed with the committee. The School Improvement Plan for the current school year is then approved by SAC. Progress is reviewed at mid-year and end of year.

Activities of the SAC for the upcoming school year

SAC will meet and approve the SIP. Budget priorities and needed training for staff are included in the approval process. Spending priorities for SIP funds are determined by the committee The members also share conerns or ideas for improving Ray V. Pottorf.

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

Funds are not available at this time. In the past funds have been used to purchase PAWS tee-shirts, AR/FCAT incentives and supplies.

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:

Dorothy Whitaker		
Principal	Years as Administrator: 20	Years at Current School: 8

Credentials	BS MS Certification: Early Childhood; Elementary Education; Educational Leadership; ESOL; Florida Principal
Performance Record	2005-2009 School Grade B 2010-2013 School Grade C In the years 2006-2011, AYP was not met except for 2009, when AYP was met. In 2012, no AMO reading targets were met, all AMO math targets were met. In 2013, no AMO reading targets were met, only White and ELL subgroup met AMO math targets In 2013, 69% of the lowest 25% made learning gains in reading and 82% of the lowest 25% made learning gains in math.

Cheryl Dooley		
Asst Principal	Years as Administrator: 8	Years at Current School: 8

Credentials	BS MS Certifications: Elementary Education; Gifted, ESOL, Educational Leadership; Florida Principal
Performance Record	2005-2009 School Grade B 2010-2013 School Grade C In the years 2006-2011, AYP was not met except for 2009, when AYP was met. In 2012, no AMO reading targets were met, all AMO math targets were met. In 2013, no AMO reading targets were met, only White and ELL subgroup met AMO math targets In 2013, 69% of the lowest 25% made learning gains in reading and 82% of the lowest 25% made learning gains in math.

Instructional Coaches

# of instructional coaches
3

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

Instructional Coach Information:

Christine Williams		
Full-time / School-based	Years as Coach: 4	Years at Current School: 6

Areas	Reading/Literacy, Data, RtI/MTSS
Credentials	BS Elementary Education ESE (K-12) ESOL National Board Reading Endorsement
Performance Record	In the years 2006-2011, AYP was not met except for 2009, when AYP was met. In 2012, no AMO reading targets were met, all AMO math targets were met. In 2013, no AMO reading targets were met, only White and ELL subgroup met AMO math targets In 2013, 69% of the lowest 25% made learning gains in reading and 82% of the lowest 25% made learning gains in math.

Mla German		
Full-time / School-based	Years as Coach: 1	Years at Current School: 3

Areas	Reading/Literacy, Mathematics, Data, RtI/MTSS
Credentials	BS MS Ed.D Elementary Education (K-6) Educational Leadership ESOL
Performance Record	2005-2009 School Grade B 2010-2013 School Grade C In the years 2006-2011, AYP was not met except for 2009, when AYP was met. In 2012, no AMO reading targets were met, all AMO math targets were met. In 2013, no AMO reading targets were met, only White and ELL subgroup met AMO math targets In 2013, 69% of the lowest 25% made learning gains in reading and 82% of the lowest 25% made learning gains in math.

Amy French		
Full-time / School-based	Years as Coach: 1	Years at Current School: 7

Areas	Reading/Literacy, Mathematics, Data, RtI/MTSS
Credentials	BS Elementary Education (K-6) ESOL
Performance Record	2005-2009 School Grade B 2010-2013 School Grade C In the years 2006-2011, AYP was not met except for 2009, when AYP was met. In 2012, no AMO reading targets were met, all AMO math targets were met. In 2013, no AMO reading targets were met, only White and ELL subgroup met AMO math targets In 2013, 69% of the lowest 25% made learning gains in reading and 82% of the lowest 25% made learning gains in math.

Classroom Teachers

# of classroom teachers
55

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
55, 100%

 # ESOL endorsed
36, 65%

 # reading endorsed
7, 13%

 # with advanced degrees
22, 40%

 # National Board Certified
2, 4%

 # first-year teachers
4, 7%

 # with 1-5 years of experience
10, 18%

 # with 6-14 years of experience
27, 49%

 # with 15 or more years of experience

13, 24%

Education Paraprofessionals

# of paraprofessionals

14

 # Highly Qualified

14, 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

Teachers must be HIghly Qualified to be employed in a Title I school. Certification is checked and monitored by the Personnel Department. Teachers are notified of any requirements needed to be in-field for the subjects they are teaching. They sign out of field documents and district procedures are used to monitor the completion of needed course work. The administration checks with personnel to insure new hires have met all certification requirements and are Highly Qualified.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The Apples program provides an experienced mentor to all 1st year and new to the district teachers.Mentors are required to complete Clinical Education training and have at least 4 years of teaching experience.Throughout the year, 1st year teachers and their mentors will meet to discuss: best practices, data analysis, and professional progress.

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

Ray V. Pottorf Elementary utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom and student data. The data analysis process is used by the A+ Team, Professional Learning Communities, Leadership Team and individual teachers to monitor student progress and evaluate the effectiveness of instruction.

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

The individuals on the Leadership Team participate in the writing of the School Improvement Plan. The A+ Team shares data with the members of the Leadership Team. All school-wide decisions regarding curriculum and instruction are made by this group. The MTSS Team meets on an as needed basis to

monitor progress data for students receiving interrventions. The problem solving process developed by the district is used.

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

The A+ Team and PLC's use baseline and mid-year testing data monitor student achievement and the effectiveness of instruction. District assessment data is also utilized in the monitoring of student achievement. The Leadership team and /or PLC's develop and implement Intervention strategies as needed.

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

All district assessments for the core subject areas are entered into Performance Matters. Baseline, midyear and end of year assessments are given for reading, math, science and writing. STAR, STAR Early Literay and FCAT data are also in Performance Matters. The results from these assessments are also entered in the district database. Attendance and discipline data are also available.

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

The Learning Resource Teacher, school Psychologist and Behavior Specialist coordinate the MTSS process. They meet with teachers to help with the development and implementation of interventions. They collect monitoring data and develop the graphs needed for moving the process forward.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year:

Instruction in Core Academic Subjects: Extended Day opportunity provided for targeted students who need additional time and small group setting to increase student achievement.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Teacher Collaboration: Teachers will meet for a minimum of 180 minutes a month to review data and curriculum effectiveness in order to increase student achievement.

Who is responsible for monitoring implementation of this strategy?

Administration is responsible for monitoring implementation of this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Christine Williams	Reading facilitator
Dorothy Whittaker	Principal
Tamara Stanley	teacher
Jeanene Nichols	teacher
Amy French	Lead Teacher
Mia German	Lead Teacher
Linda Liberty	Resource Teacher
Carol Daly	Resource Teacher
Judy Altenburg	Resource Teacher
Chandra Kellog	Resource Teacher
Caitln Costello	teacher

How the school-based LLT functions

The LLT will meet once a month to analyze data, interpret results, and create a plan of action to aid reading teachers in using the data to make instructional decisions and differentiating instruction.

Major initiatives of the LLT

The LLT will be focusing on using STAR Early Literacy and STAR Reading data to make instructional decisions for all students. LLT members will meet with Professional Community groups to identify student needs based on data. Meetings will take place both monthy and quarterly to monitor student progress. Professional Development opportunities will be offered, based on the needs of the students and teachesr identified in data. Instructional strategies and resources aligned to the Common Core State Standards will be also made available, to improve student performance. This goal will be to improve the performance of all students.

Every Teacher Contributes to Reading Instruction

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

Daily schedules to include a minimum of 120 minutes for literacy block. Implementation of district core curriculum with intervention curriculum used as needed for students working below grade level. Reading instruction to meet Common Core standards to include rigorous and complex text . Additional time for reading instruction in K-3. Resource teachers used to provide additional support for students working below grade level.

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

Orientation meetings will be held prior to the start of the school year for Kindergarten students and their families. The families will learn about our school program and expectations. Flyers are sent to the

surrounding day care facilities and building tours are scheduled as needed.

One ESE Pre-K is housed within our building. The district guidelines for curriculum are followed. Staff assess the students and implement strategies to enable them to master their IEP objectives. The teacher works collaboratively with the Kindergarten teachers and is aware of expectations for Kindergarten success.

The district also offers a VPK program to families in the community.

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	63%	41%	No	66%
American Indian				
Asian				
Black/African American	56%	39%	No	60%
Hispanic	70%	39%	No	73%
White	73%	56%	No	75%
English language learners	50%	26%	No	55%
Students with disabilities	44%	21%	No	50%
Economically disadvantaged	61%	40%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	24%	30%
Students scoring at or above Achievement Level 4	51	17%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	77	50%	60%
Students in lowest 25% making learning gains (FCAT 2.0)		69%	75%

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)	17	29%	37%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	25%	33%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	21%	29%

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	37	42%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	13	15%	19%

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	49%	46%	No	54%
American Indian				
Asian				
Black/African American	44%	43%	No	50%
Hispanic	55%	41%	No	60%
White	58%	71%	Yes	62%
English language learners	33%	37%	Yes	40%
Students with disabilities	33%	29%	No	40%
Economically disadvantaged	48%	45%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	30%	33%
Students scoring at or above Achievement Level 4	39	13%	17%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		82%	75%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%		No	54%
American Indian				
Asian				
Black/African American	44%		No	50%
Hispanic	55%		No	60%
White	58%		No	62%
English language learners	33%		No	40%
Students with disabilities	33%		No	40%
Economically disadvantaged	48%		No	54%

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	25	28%	30%
Students scoring at or above Achievement Level 4	10	11%	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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	17	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	40	6%	5%
Students who are not proficient in reading by third grade	21	27%	23%
Students who receive two or more behavior referrals	31	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	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

To provide at least one parent night per grade level, midyear conferences, MAPPS (4), Open house, Meet the Teacher, opportunities for parent volunteers. Select and train Team for Parenting Partners Program through Title I.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent participation in math education for their student by attending MAPPS workshops	45	10%	15%

Goals Summary

G1.   Increase student achievement school wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement school wide by focusing on teaching and learning.

Targets Supported

- 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 - Elementary School

- STEM

- STEM - All Levels

- EWS - Elementary School

Resources Available to Support the Goal

- 7 resource teachers

- availability to data

- PLC time

- supplemental curriculum

- K-3 additional 30-45 minute reading block

- A+ team

- technology to differentiate instruction

Targeted Barriers to Achieving the Goal

- Efficient use for resource personnel for support during literacy block.

- Accurately identifying targeted students for extra reading support

- No schedule for intervention support

- School-wide additional time for mastery

- Teacher knowledge of effective instructional strategies to increase student achievement.

- Guidance Counselor to provide additional support for students with academic or social issues.

Plan to Monitor Progress Toward the Goal

District assessment, FCAT Explorer, subject area grades, and STAR report

Person or Persons Responsible
PLC teams, A+ Team, and administration

Target Dates or Schedule:
Interim and quarterly

Evidence of Completion:
Data summaries for each grade level

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student achievement school wide by focusing on teaching and learning.

G1.B1 Efficient use for resource personnel for support during literacy block.

G1.B1.S1 Develop a schedule that provides support during the literacy block for targeted students.

Action Step 1

Develop schedule for each resource teacher

Person or Persons Responsible

PLC Guiding Coalition and Resource teachers

Target Dates or Schedule

By Sept 1, 2013

Evidence of Completion

Complete master schedule that includes schedule for resource teachers

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

Meet and facilitate with PLC Guiding Coalition to develop schedules

Person or Persons Responsible

Administration

Target Dates or Schedule

8/23 and 8/30

Evidence of Completion

Master schedule including schedule for resource teachers

Plan to Monitor Effectiveness of G1.B1.S1

Common assessments identified by each grade level or the district

Person or Persons Responsible

PLC and administration

Target Dates or Schedule

Interim and end of quarter

Evidence of Completion

district reading assessments at interims and quarterly, End of quarter STAR report

G1.B2 Accurately identifying targeted students for extra reading support

G1.B2.S1 To utilize the data from existing common assessments

Action Step 1

identify targeted students for assignment to resource teachers

Person or Persons Responsible

Administration and PLC teams

Target Dates or Schedule

by Sept 1, 2013

Evidence of Completion

completion of resource teachers schedule in pinnacle for the literacy block

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

the timeline for completing baseline assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

by September 1, 2013

Evidence of Completion

baseline data generated from Performance Matters

Plan to Monitor Effectiveness of G1.B2.S1

District assessments and STAR reports

Person or Persons Responsible

adminstrations and PLC teams

Target Dates or Schedule

interim and quarterly

Evidence of Completion

Unit tests and STAR reports

G1.B3 No schedule for intervention support

G1.B3.S1 To develop an intervention time for targeted 3, 4, and 5 students.

Action Step 1

Analyze class schedules to determine available times for intervention.

Person or Persons Responsible

PLC's, resource teachers, & adminstration

Target Dates or Schedule

By Quarter 2

Evidence of Completion

Schedule

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Review schedules for inclusion of wee;ly intervention times for grades 3,4 and5.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

On-going

Evidence of Completion

Schedules and lesson plans

Plan to Monitor Effectiveness of G1.B3.S1

Quarterly review to determine scheduled time meets the needs for intervention.

Person or Persons Responsible

Administration and grade level PLC's.

Target Dates or Schedule

On-going

Evidence of Completion

Minutes from grade level and PLC meetings.

G1.B3.S2 To identify essential learning to be supported by the intervention team.

Action Step 1

Review academic plan for the quarter and identify essential learning for 1 subject area.

Person or Persons Responsible

PLC teams for grades 3, 4, and 5, and Teacher Leaders

Target Dates or Schedule

By Quarter 2

Evidence of Completion

PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B3.S2

To review Academic Plans for selection of at least one essential learning skill all students must master,

Person or Persons Responsible

PLC;s and Teacher Leaders

Target Dates or Schedule

By Quarter 2

Evidence of Completion

PLC minutes.

Plan to Monitor Effectiveness of G1.B3.S2

Data review of common assessments to ensure mastery of identified essential learning.

Person or Persons Responsible

PLC's

Target Dates or Schedule

End of each quarter.

Evidence of Completion

Performance Matters report

G1.B3.S3 To identify students for each level of intervention.

Action Step 1

Review data for district assessments, previous FCAT performance, FCAT Explorer, Compass Learning, and classroom averages to identify intervention levels for all students.

Person or Persons Responsible

Grade level PLC's, Teacher Leaders, Administration

Target Dates or Schedule

By Quarter 2

Evidence of Completion

A list of students Exceeding, Meeting, and Below on the identified essential learning skill.

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Meet with grade chairs to review list of students.

Person or Persons Responsible

Administration and grade chairs.

Target Dates or Schedule

Quarter 2

Evidence of Completion

List of students identified by level of mastery.

Plan to Monitor Effectiveness of G1.B3.S3

Review data from common assessments to determine mastery of essential learning.

Person or Persons Responsible

PLC's, Teacher Leaders and Administration.

Target Dates or Schedule

End of quarters

Evidence of Completion

Performance Matters report.

G1.B4 School-wide additional time for mastery

G1.B4.S1 Providing additional learning opportunities to master skills.

Action Step 1

Implement extended day program and intervention time for 3, 4, and 5 grade students.

Person or Persons Responsible

Resource teachers, 3, 4, and 5 grade homeroom teachers, and extended day teachers

Target Dates or Schedule

By Quarter 2

Evidence of Completion

Lesson plans, teacher schedules, and extended roster

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Begin intervention time and Extended Day program for 3rd 4th and 5th graders.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Intervention time by quarter 2 and Extended Day by January 2014.

Evidence of Completion

Class schedules, lesson plans and attendance sheets.

Plan to Monitor Effectiveness of G1.B4.S1

Data review to determine progress of students.

Person or Persons Responsible

PLC's

Target Dates or Schedule

Quarterly

Evidence of Completion

Reports from Performance Matters, FCAT Explorer, and Compass Learning.

G1.B5 Teacher knowledge of effective instructional strategies to increase student achievement.

G1.B5.S1 Continue training and support for Kagan Cooperative Learning Structures.

Action Step 1

Kagan Coaching

Person or Persons Responsible

in-house coaches and Kagan Consultant

Target Dates or Schedule

Kagan Consultant will visit to coach at the end of semester 1. In-house coaching will be quarterly.

Evidence of Completion

Sign-in sheets, coaching schedules

Facilitator:

Kagan Consultant, In-house Kagan Coaches; Jennifer Ramon, David Sanon, Mandy Mallia

Participants:

all instructional staff

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Schedule for coaching opportunities..

Person or Persons Responsible

Administration and in-house coaches.

Target Dates or Schedule

On going

Evidence of Completion

Schedules for coaching and consultant contract.

Plan to Monitor Effectiveness of G1.B5.S1

Inclusion of Cooperative Learning structures in instructional practices of teachers.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Walk-through data and lesson plans.

G1.B5.S2 Professional Development on implementation of Common Core Curriculum

Action Step 1

Common Core Curriculum training

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

On-going throughout school year

Evidence of Completion

Sign-in sheet, lesson plans

Facilitator:

Teacher Leaders and District PD&L Specialist

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B5.S2

In-service will be scheduled.

Person or Persons Responsible

Teacher Leaders and PD&L Specialists

Target Dates or Schedule

At least three sessions.

Evidence of Completion

Sign-in sheets and power points.

Plan to Monitor Effectiveness of G1.B5.S2

Inclusion of strategies in instructional practices of teachers.

Person or Persons Responsible

Administration and Teacher Leaders

Target Dates or Schedule

On-going

Evidence of Completion

Observation and walk-through data.

G1.B5.S3 Training and support for implementation of new reading and math series

Action Step 1

Training and support for the new reading and math series.

Person or Persons Responsible

Teacher Leaders, Math Contact, Reading Contact, District Coordinators and PD&L Specialist

Target Dates or Schedule

On-going throughout school year

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B5.S3

Identifying and scheduling of needed trainings to support the implementation of the new series.

Person or Persons Responsible

Teacher Leaders, Reading Facilitator, Grade Chairs and Administration.

Target Dates or Schedule

On-going

Evidence of Completion

Meeting minutes, Professional Development request forms..

Plan to Monitor Effectiveness of G1.B5.S3

Survey mid-year to determine professional development needs are being met.

Person or Persons Responsible

Teacher Leaders and Reading Facilitator.

Target Dates or Schedule

January

Evidence of Completion

Survey results.

G1.B5.S4 Cooperative Learning Training for new teachers and Cooperative Learning Coaching Training for 3 additional teachers.

Action Step 1

Kagan Cooperative Learning training

Person or Persons Responsible

new teachers and 3 additional teachers for coaching

Target Dates or Schedule

During 2013-2014 school year

Evidence of Completion

Training agendas and registration

Facilitator:

Kagan Consultants

Participants:

New teachers and 3 veteran staff for Coaching training.

Plan to Monitor Fidelity of Implementation of G1.B5.S4

Identify teachers needing training and coaching candidates. Identify training opportunities.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarter 1 for identification. On-going for identifying and enrolling in trainings.

Evidence of Completion

List of names.

Plan to Monitor Effectiveness of G1.B5.S4

Determine staff members who completed or started either training.

Person or Persons Responsible

Administration

Target Dates or Schedule

End of year.

Evidence of Completion

Inservice records.

G1.B6 Guidance Counselor to provide additional support for students with academic or social issues.

G1.B6.S1 Hire a Guidance Counselor.

Action Step 1

Hiring of Guidance Counselor

Person or Persons Responsible

Administration

Target Dates or Schedule

Fall

Evidence of Completion

Personal Action Form

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Availability of Guidance Counselor to meet

Person or Persons Responsible

Administration

Target Dates or Schedule

By November

Evidence of Completion

Schedule of classes and/or groups

Plan to Monitor Effectiveness of G1.B6.S1

Support by Guidance Counselor for iedentified students

Person or Persons Responsible

Counselor, A+ team, Leadership team and Administration

Target Dates or Schedule

End of Year

Evidence of Completion

Documentattion of Counseling sessions or small group sessions. Behavior charts, MTSS monitoring data and number of referrals.

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

The majority of Title I funds are used to employ 4.3 additional Resource Teachers. These certified teachers provide support for targeted students, at all grade levels, in reading and/or math. The remaining dollars in the Title I budget are used for Extended Day salaries, training, parent involvement and supplemental supplies or materials. Migrant funds are used to purchase supplemental supplies to support ELL instruction. SAI funding is used to pay for 1.7 Resource Teachers. These teachers provide support to targeted students at two grade levels. Title II dollars will be used to support the continued use of Cooperative Learning.

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 school wide by focusing on teaching and learning.

G1.B5 Teacher knowledge of effective instructional strategies to increase student achievement.

G1.B5.S1 Continue training and support for Kagan Cooperative Learning Structures.

PD Opportunity 1

Kagan Coaching

Facilitator

Kagan Consultant, In-house Kagan Coaches; Jennifer Ramon, David Sanon, Mandy Mallia

Participants

all instructional staff

Target Dates or Schedule

Kagan Consultant will visit to coach at the end of semester 1. In-house coaching will be quarterly.

Evidence of Completion

Sign-in sheets, coaching schedules

G1.B5.S2 Professional Development on implementation of Common Core Curriculum

PD Opportunity 1

Common Core Curriculum training

Facilitator

Teacher Leaders and District PD&L Specialist

Participants

Instructional Staff

Target Dates or Schedule

On-going throughout school year

Evidence of Completion

Sign-in sheet, lesson plans

G1.B5.S4 Cooperative Learning Training for new teachers and Cooperative Learning Coaching Training for 3 additional teachers.

PD Opportunity 1

Kagan Cooperative Learning training

Facilitator

Kagan Consultants

Participants

New teachers and 3 veteran staff for Coaching training.

Target Dates or Schedule

During 2013-2014 school year

Evidence of Completion

Training agendas and registration

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement school wide by focusing on teaching and learning.	$26,600
	Total	$26,600

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Total
Title I	$21,000	$0	$21,000
TitleII	$0	$5,600	$5,600
	$0	$0	$0
Total	$21,000	$5,600	$26,600

Budget Details

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

G1. Increase student achievement school wide by focusing on teaching and learning.

G1.B4 School-wide additional time for mastery

G1.B4.S1 Providing additional learning opportunities to master skills.

Action Step 1

Implement extended day program and intervention time for 3, 4, and 5 grade students.

Resource Type

Evidence-Based Program

Resource

Extended time for learning activities

Funding Source

Title I

Amount Needed

$18,000

G1.B5 Teacher knowledge of effective instructional strategies to increase student achievement.

G1.B5.S1 Continue training and support for Kagan Cooperative Learning Structures.

Action Step 1

Kagan Coaching

Resource Type

Professional Development

Resource

Coaching for Cooperative Learning by Consultant and In-house Coaches.

Funding Source

TitleII

Amount Needed

$5,600

G1.B5.S4 Cooperative Learning Training for new teachers and Cooperative Learning Coaching Training for 3 additional teachers.

Action Step 1

Kagan Cooperative Learning training

Resource Type

Evidence-Based Program

Resource

Kagan training for Cooperative learning structures

Funding Source

Title I

Amount Needed

$3,000

G1.B6 Guidance Counselor to provide additional support for students with academic or social issues.

G1.B6.S1 Hire a Guidance Counselor.

Action Step 1

Hiring of Guidance Counselor

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed