



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Dr Carrie D Robinson Littleton Elementary School

700 HUTTO RD  
North Fort Myers, FL 33903  
239-995-3800  
<http://lit.leeschools.net/>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 86%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 43%

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## School Grades History

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<b>2013-14</b> B	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> A
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## SIP Authority and Template

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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**

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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**

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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**

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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**

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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**

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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**

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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

Dr Carrie D Robinson Littleton Elementary

##### Principal

Monica Broughton

##### School Advisory Council chair

Anais Guzman

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

Name	Title
Monica Broughton	Principal
Robert Cooper	Assistant Principal
Elissa Cauceglia	Teacher Leader
Tina Pavy	Teacher Leader

#### 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

SAC is comprised of parents, a community member, business partner, teachers, support personnel, and administrators. The group is represented as follows:

Monica Broughton - Administrator

Robert Cooper - Administrator

Anais Guzman - Parent

Krystal York - Parent

Sandra Burgado - Parent

Stephanie Griffin - Parent

Linda Price - Parent

Lamar Stewart - Parent

Enaida Tovar - Parent

Tina Pavy - Teacher

Jennifer Micheel - Teacher

Jenna Andle - Teacher

Jenna Giampi - Teacher  
 Kris McHugh - Support Staff  
 Lori Ramey - Support Staff  
 Barbara Filipowicz - Community Member  
 Stacy Wallace - Business Partner

**Involvement of the SAC in the development of the SIP**

SAC will review the initial development of the plan and collaborate to make additions, deletions, or corrections as needed.

**Activities of the SAC for the upcoming school year**

The SAC will meet at least quarterly to monitor the plan. The SAC will engage in discussions about instructional processes and data throughout the year. The SAC will also discuss the information shared at DAC and disseminate the information to other stakeholders throughout the year.

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

There is a zero balance.

**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:**

**Monica Broughton**

Principal	Years as Administrator: 16	Years at Current School: 8
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**Credentials**

BS in Secondary Education  
 Masters in Educational Leadership  
 Certifications: Math (6-12); School Principal (All Levels)

**Performance Record**

**Robert Cooper**

Asst Principal

Years as Administrator: 4

Years at Current School: 4

**Credentials**

BS in Elementary Education  
 Master in Public School Administration  
 Certifications: Elementary K-6, School Principal (All Levels)

**Performance Record**

**Instructional Coaches**

**# of instructional coaches**

**# receiving effective rating or higher**

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

**Credentials**

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

39

**# receiving effective rating or higher**

36, 92%

**# Highly Qualified Teachers**

100%

**# certified in-field**

39, 100%

**# ESOL endorsed**

29, 74%

**# reading endorsed**

3, 8%

**# with advanced degrees**

12, 31%

**# National Board Certified**

1, 3%

**# first-year teachers**

2, 5%

**# with 1-5 years of experience**

7, 18%



**# with 6-14 years of experience**

17, 44%

**# with 15 or more years of experience**

13, 33%

**Education Paraprofessionals**

**# of paraprofessionals**

12

**# Highly Qualified**

12, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

7

**# 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**

Our school participates in recruiting activities such as out of state recruiting and our in-county job fair to recruit highly qualified teachers. We also provide monthly professional development activities to properly induct and prepare our beginning teachers for challenges that they may incur during their first two years in the profession.

**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**

Both the administration and mentor teachers observe new teachers' instruction and provide quality coaching and feedback. Mentors and team members plan lessons with our beginning teachers. During this process they connect lesson activities to content standards, discuss student progress, and analyze student work. Mentors and administration model or co-teach lessons with the beginning teachers. In addition, high-quality job-embedded professional development is provided for and aligned with the individual needs of our beginning teachers.

**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 MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

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

The MTSS Problem-Solving team at Dr. Carrie D. Robinson Littleton Elementary meets on an as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

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

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

### **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**

Dr. Carrie D. Robinson Littleton utilizes the District's 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 state, district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

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

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system. In addition, school based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Furthermore, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

## Literacy Leadership Team (LLT)

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

Name	Title
Teresa Laurenti	Teacher
Lisa Gomes	Teacher
Kathy Callard	Teacher
Heather Crouse	Teacher
Bartolo Bermudez	Teacher
Jenna Giampi	Teacher
Tina Pavy	Teacher Leader
Elissa Cauceglia	Teacher Leader
Robert Cooper	Assistant Principal

### How the school-based LLT functions

The team will meet every month. Their purpose will be to analyze data, interpret results, and create a plan of action to aid teachers.

### Major initiatives of the LLT

The major initiative of the LLT will be to focus on data to make instructional decisions for students. The goal is for every child to make learning gains. Data will be monitored closely and interventions will be implemented as needed. Other initiatives of the LLT will be to share with staff researched based strategies to improve reading success and to assist in the planning & hosting of a parent involvement night with a sole emphasis on reading & also a Reading Celebration Day for all students.

## 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 to familiarize them with the school and expectations for the coming year. In addition, all students are assessed upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

## 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	59%	50%	No	63%
American Indian		0%		
Asian		0%		
Black/African American	41%	24%	No	47%
Hispanic	57%	46%	No	61%
White	63%	56%	No	67%
English language learners	36%	15%	No	42%
Students with disabilities	38%	13%	No	44%
Economically disadvantaged	58%	46%	No	62%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	20%	28%
Students scoring at or above Achievement Level 4	74	28%	36%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	175	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		77%

#### 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)	21	40%	46%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	32%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	33%	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	42	48%	54%
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	58%	49%	No	63%
American Indian		0%		
Asian		0%		
Black/African American	44%	29%	No	50%
Hispanic	60%	45%	No	64%
White	60%	55%	No	64%
English language learners	36%	35%	No	42%
Students with disabilities	42%	31%	No	48%
Economically disadvantaged	55%	44%	No	60%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	73	29%	37%
Students scoring at or above Achievement Level 4	48	20%	25%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	155	62%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	37	59%	64%

**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	26	30%	36%
Students scoring at or above Achievement Level 4	23	25%	30%

**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)	1		1
Participation in STEM-related experiences provided for students	1	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	70	13%	10%
Students retained, pursuant to s. 1008.25, F.S.	6	9%	7%
Students who are not proficient in reading by third grade	47	60%	50%
Students who receive two or more behavior referrals	52	10%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	16	3%	2%

**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**

Increase parent participation at academic events.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase average parent participation at Student Led Conferences.	365	61%	65%

## Goals Summary

**G1.** To increase student achievement gains school-wide by focusing on teaching and learning.

## Goals Detail

**G1.** To increase student achievement gains school-wide by focusing on teaching and learning.

### Targets Supported

- Writing
- Science - Elementary School
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

### Resources Available to Support the Goal

- Part-time resource teachers
- Curriculum resource materials
- PLC framework
- Computer Programs such as Accelerated Reader, FCAT Explorer, Compass Learning, STAR, Brain Pop & Brain Pop, Jr.

### Targeted Barriers to Achieving the Goal

- Instructional pacing does not allow for student mastery of skills

### Plan to Monitor Progress Toward the Goal

analysis of student data on mid year district assessments, in addition to formative assessments; teacher survey of PLC process

### Person or Persons Responsible

Teachers and Administration

### Target Dates or Schedule:

quarterly

### Evidence of Completion:

Survey responses; tracking of data wall; student results



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** To increase student achievement gains school-wide by focusing on teaching and learning.

**G1.B1** Instructional pacing does not allow for student mastery of skills

**G1.B1.S1** Focus on continuous improvement and make data based instructional decisions

### Action Step 1

Define essential skills that students will master at each grade level, develop plans for teaching to student mastery, assess student progress, reteach to fill in learning gaps, provide enrichment for students reaching mastery, and repeat the process.

#### Person or Persons Responsible

teachers; teacher leaders; administration

#### Target Dates or Schedule

each team will meet weekly (horizontally) and monthly (vertically)

#### Evidence of Completion

Creation of common assessments that demonstrate student mastery of the identified essential skills at a high level of rigor and quality, master schedule with "What I Need Now" time incorporated to facilitate reteaching time, and student assessment results.

#### Facilitator:

Teacher Leaders

#### Participants:

teachers; teacher leaders; administration

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

Participant product related to task for weekly meeting; analysis of student data and placement for WINN (intervention) time

**Person or Persons Responsible**

PLC Team Leaders; Administration

**Target Dates or Schedule**

at each meeting weekly/monthly

**Evidence of Completion**

PLC Task sheet documentation

### **Plan to Monitor Effectiveness of G1.B1.S1**

Student results from common assessments developed for guaranteed and viable curriculum

**Person or Persons Responsible**

grade level teachers

**Target Dates or Schedule**

weekly and monthly PLC meetings

**Evidence of Completion**

Student data analysis reports and assignments of students to WINN (intervention) groups

**G1.B1.S2** Ensure collaborative planning time for grade levels (vertical and horizontal)

**Action Step 1**

Administration has made it a priority to not interrupt established PLC time as much as possible.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

each grade level will determine weekly collaboration time; administration will provide for vertical collaboration time third Tuesday of each month

**Evidence of Completion**

Teacher survey

**Facilitator:**

Administration and Teacher Leaders

**Participants:**

All instructional staff

**Plan to Monitor Fidelity of Implementation of G1.B1.S2**

Teacher survey will allow for input on intrusions on established PLC times.

**Person or Persons Responsible**

Administration; Teacher Leaders; Teachers

**Target Dates or Schedule**

quarterly

**Evidence of Completion**

Analyze teacher survey responses.

## Plan to Monitor Effectiveness of G1.B1.S2

Student results from common assessments developed for guaranteed and viable curriculum

### **Person or Persons Responsible**

grade level teachers

### **Target Dates or Schedule**

weekly and monthly PLC meetings

### **Evidence of Completion**

Student data analysis reports and assignments of students to WINN (intervention) groups

## 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, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are 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 schools.

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.

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need 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 has 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 partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making AYP. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

## 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.** To increase student achievement gains school-wide by focusing on teaching and learning.

**G1.B1** Instructional pacing does not allow for student mastery of skills

**G1.B1.S1** Focus on continuous improvement and make data based instructional decisions

### PD Opportunity 1

Define essential skills that students will master at each grade level, develop plans for teaching to student mastery, assess student progress, reteach to fill in learning gaps, provide enrichment for students reaching mastery, and repeat the process.

#### Facilitator

Teacher Leaders

#### Participants

teachers; teacher leaders; administration

#### Target Dates or Schedule

each team will meet weekly (horizontally) and monthly (vertically)

#### Evidence of Completion

Creation of common assessments that demonstrate student mastery of the identified essential skills at a high level of rigor and quality, master schedule with "What I Need Now" time incorporated to facilitate reteaching time, and student assessment results.

**G1.B1.S2** Ensure collaborative planning time for grade levels (vertical and horizontal)

**PD Opportunity 1**

Administration has made it a priority to not interrupt established PLC time as much as possible.

**Facilitator**

Administration and Teacher Leaders

**Participants**

All instructional staff

**Target Dates or Schedule**

each grade level will determine weekly collaboration time; administration will provide for vertical collaboration time third Tuesday of each month

**Evidence of Completion**

Teacher survey

## Appendix 2: Budget to Support School Improvement Goals