



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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William S. Talbot Elem School

5701 NW 43RD ST

Gainesville, FL 32653

352-955-6716

<http://www.sbac.edu/pages/acps>

## School Demographics

**School Type**  
Elementary School

**Title I**  
No

**Free and Reduced Lunch Rate**  
32%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
46%

## School Grades History

**2013-14**  
B

**2012-13**  
B

**2011-12**  
A

**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.

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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

William S. Talbot Elem School

##### Principal

Lina Burklew

##### School Advisory Council chair

Shannon Zvoch

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

Name	Title
Deanna Feagin	Principal Intern/BRT
Mary Zinger	Curriculum Resource Teacher
Valerie Linn	Guidance Counselor

#### District-Level Information

##### District

Alachua

##### Superintendent

Dr. W. Daniel Boyd, Jr.

##### Date of school board approval of SIP

11/5/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

The SAC is comprised of parents, teachers, staff, and community members. The SAC Chair is Mrs. Shannon Zvoch and the Secretary is Ms. Jeannie Fiedler. Our business partner is Mr. Vance Crowder from Subway.

#### Involvement of the SAC in the development of the SIP

The School Advisory Council helps with the creation and evaluation of the School Improvement Plan. In addition, they work closely with the principal to approve the expenditure of funds and ensure they are tied to the School Improvement Plan.

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

The School Advisory Committee will meet several times this upcoming year to review the School Improvement Plan, discuss any expenditures, and serve in an advisory capacity to the principal.

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

Any school improvement funds will be used to advance the goals of each curricular area (Reading, Writing, Science, and Math).

**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

1

##### # receiving effective rating or higher

(not entered because basis is < 10)

##### Administrator Information:

##### Lina Burklew

Principal

Years as Administrator: 11

Years at Current School: 1

##### Credentials

Lina Burklew earned a Bachelor and Master of Education Degree from the University of Florida. Coursework has been completed towards a Ph.D in Curriculum Leadership. Degrees/Certification- Elementary Education, Special Education, Middle Grades English, Educational Leadership and Administration, Principal Endorsement.

##### Performance Record

As a principal, I served in a Pre-K through second grade school for five and a half years. Since I have been at Talbot, the school has received a grade of A one year and a B the next.

#### Instructional Coaches

##### # of instructional coaches

2

##### # receiving effective rating or higher

(not entered because basis is < 10)

##### Instructional Coach Information:

<b>Dagni Christian</b>		
Full-time / District-based	Years as Coach: 3	Years at Current School: 1
<b>Areas</b>	Other	
<b>Credentials</b>	Former classroom teacher, teacher of gifted education	
<b>Performance Record</b>	Mrs. Christian has an excellent record as a highly effective classroom teacher.	

  

<b>Melissa McCallister</b>		
Part-time / District-based	Years as Coach: 7	Years at Current School: 2
<b>Areas</b>	Other	
<b>Credentials</b>		
<b>Performance Record</b>	Mrs. McCallister has a degree in Elementary Education. In addition, her credentials include extensive coursework in Instructional Technology from the University of Florida.	

**Classroom Teachers****# of classroom teachers**

51

**# receiving effective rating or higher**

51, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

50, 98%

**# ESOL endorsed**

25, 49%

**# reading endorsed**

6, 12%

**# with advanced degrees**

31, 61%

**# National Board Certified**

0, 0%

**# first-year teachers**

3, 6%

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

18, 35%



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

9, 18%

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

21, 41%

**Education Paraprofessionals****# of paraprofessionals**

17

**# Highly Qualified**

17, 100%

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

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 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 district actively pursues qualified teacher applicants via job fairs and the use of our district website. In addition, we work to retain faculty by providing them with a variety of supports. Each beginning teacher is assigned a district mentor coach who works with them on a daily basis. In addition, the principal assigns an informal mentor coach to beginning and new teachers within the school. Our Leadership Team comprised of Principal, BRT/Principal Intern, CRT, and Guidance Counselor provide daily support as well.

**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**

Our county provides district mentors to support our beginning teachers on a regular basis. In addition to meeting with beginning teachers, they provide active support in the classroom to provide feedback and model lessons. Our school also provides teachers with the opportunity to observe other teachers who teach the same grade level so they can observe best practices in action. In addition to the support provided by the district, our leadership team including principal, BRT/Principal Intern, CRT, Guidance Counselor, and Team Leaders work to provide new teachers with the support they need on a regular basis.

**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**

As a school, we strive to use data to drive instruction. In an effort to provide support, our leadership team meets on a regular basis (once per week on Mondays) to discuss individual students and their progress. In addition, teachers have an opportunity to review data on an on-going basis to determine the level of support needed for every child. Meetings occur at grade levels and across grade levels to determine how to best meet the needs of our population of students.

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

Our leadership team meets on a regular basis. In addition, we have active school improvement committees who meet several times throughout the year to assess progress toward goal and to evaluate the best next step. These school improvement committee meetings are chaired by teachers who demonstrate highly effective skills in a particular content area and who demonstrate a commitment to advancing the mission of the school.

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

Both our Guidance and CRT offices maintain student data. Our Leadership Team collaborates to determine how we can best support classroom teachers and their students through the RTI Process with EPTs. Leadership Team members meet with individual teachers to determine interventions that can be used with students.

**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**

Our district uses a variety of data along with teacher observations to determine student success and needs. The following assessments are used: On Track, FAIR, Discovery Ed., Benchmark tests, FCAT Explorer and Focus. In addition to curricular assessments, we also track behavioral and attendance data via our Infinite Campus system.

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

Our School Counselor spearheads the RTI and EPT process on our campus. She disseminates information to teachers during faculty meetings, team meetings, and by coaching individual teachers through the RTI process. In addition, she provides teachers with handouts and strategies that can be used.

**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:** 2,400

Given that we are not a Title I school, but have approximately 32% of our students who are on free and reduced lunch, we have tried to provide at least one grade level with additional tutoring with a certified teacher two times per week for 20 weeks. While not all students who are served through this program (funded through Advance Placement or Internal Account) are on free and reduced lunch, we know there is a strong correlation between socio-economic status and student achievement. Given limited funds we will focus on third grade students.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Discovery Ed. will serve as our baseline data and we will track growth. The test is administered three times per year.

**Who is responsible for monitoring implementation of this strategy?**

The principal and Curriculum Resource Teacher are responsible for monitoring the implementation of this strategy.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Lina Burklew	Principal
Rebecca Howland	Chair
Kim Smoller	Pre-K Teacher
Kristen Brooks	Kindergarten Teacher
Danette Grueser	Kindergarten Teacher
Shannon Zvoch	1st Grade Teacher
Jessica Rutgerson	2nd Grade Teacher
Talia Cheron	3rd Grade Teacher
Gina Rivera	4th Grade Teacher
Kim Mathis	5th Grade Teacher
Kasia Malinowski	ESE Teacher
Megan Koppitch	Media Specialist
Jennifer Emery	Speech Therapist
Cassie Miles	Music Teacher
Mary Zinger	CRT

**How the school-based LLT functions**

The LLT will meet several times during the school year to review the School Improvement Plan, consider data, and discuss potential strategies for meeting our goals.

### **Major initiatives of the LLT**

Having adopted a new Reading curriculum and transitioning to Common Core, the committee has discussed professional development needs as well as best utilization of the resources within the curriculum. The committee also plans to focus on strengthening the home/school relationship. We will provide literacy opportunities beyond the school day that foster the parent/child relationship in regards to reading.

## **Every Teacher Contributes to Reading Instruction**

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

Attendance at scheduled workshops is required for all faculty. In addition, the reading committee is comprised of a cross-section of our faculty with at least one grade level representative from every team (Pre-K - 5th, ESE, Resource). Teachers also have regularly scheduled team meetings with uninterrupted time to focus on instruction and assessment. In addition, our leadership team continues to fine tune a systematic plan for on-going progress monitoring.

## **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**

In an effort to ensure a smooth transition from preschool to kindergarten, we will continue to provide a Kindergarten Round Up in the spring to disseminate information to parents and allow students to familiarize themselves with our building and setup. In addition, we will once again plan to offer a screening opportunity to aid in the placement of students. Our goal is to achieve balanced classes. We will also continue to offer tours to families who will have children entering our school.

## 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	85%	72%	No	87%
American Indian				
Asian				
Black/African American	51%	35%	No	56%
Hispanic	86%	48%	No	87%
White	90%	81%	No	91%
English language learners				
Students with disabilities	54%	30%	No	59%
Economically disadvantaged	71%	38%	No	74%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	19%	25%
Students scoring at or above Achievement Level 4	162	51%	55%

### 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>		17%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		83%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	127	64%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	23	48%	55%

**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	61	59%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**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	83%	70%	No	85%
American Indian				
Asian				
Black/African American	53%	25%	No	58%
Hispanic	91%	62%	No	92%
White	85%	80%	No	87%
English language learners				
Students with disabilities	63%	40%	No	67%
Economically disadvantaged	70%	39%	No	73%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	25%	30%
Students scoring at or above Achievement Level 4	137	43%	50%

**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>		33%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		67%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	120	60%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	27	55%	65%

**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	23	23%	30%
Students scoring at or above Achievement Level 4	52	51%	50%

**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>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

**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)	24		30
Participation in STEM-related experiences provided for students	700	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	52	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	6	1%	1%
Students who are not proficient in reading by third grade	38	5%	3%
Students who receive two or more behavior referrals	26	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	22	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**

Increases parent participation in all school activities and provide them with information and resources that can help their individual child.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Encourage all parents to volunteers at least twice per year.	535	75%	80%

**Area 10: Additional Targets****Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** By providing students with opportunities to engage in scientific inquiry, they will exceed grade level expectations.
- G2.** By utilizing high yield strategies and differentiating instruction, students will meet grade level expectations.
- G3.** By providing staff development for teachers and opportunities for dialogue, students will make increased gains.
- G4.** Through a focus on learner engagement, students will demonstrate increased student achievement.
- G5.** Through the use of a variety of resources and by establishing common math vocabulary school-wide, students will meet grade level expectations.

## Goals Detail

**G1.** By providing students with opportunities to engage in scientific inquiry, they will exceed grade level expectations.

### Targets Supported

- Science
- Science - Elementary School

### Resources Available to Support the Goal

- District-wide Cohort Meetings, Technology Resources(Discovery Ed, Study Jams, BrainPop, BBC), Media Specialist for Materials, Guest Speakers, National Geographic Text, AIMS/GEMS, Leveled Readers, Kagan/CRISS/Marzano Strategies

### Targeted Barriers to Achieving the Goal

- Lack of science materials and equipment (consumable and non-consumable and funds to replenish)
- Need for challenging and stretching the thinking of all students

### Plan to Monitor Progress Toward the Goal

Analyze data from On Track and Benchmark Assessments. Monitor students who are not meeting grade level expectations. Adjust or change strategies for those students.

#### Person or Persons Responsible

School Leadership Team and Classroom Teachers

#### Target Dates or Schedule:

Every 9 weeks

#### Evidence of Completion:

Data charts and notes from data chats

**G2.** By utilizing high yield strategies and differentiating instruction, students will meet grade level expectations.

#### Targets Supported

- Science
- Science - Elementary School

#### Resources Available to Support the Goal

- District-wide Cohort Meetings, Tech Resources (Discovery Ed, Study Jams, BrainPop, BBC), STEM Club, Common Planning Time, Guest Speakers, National Geographic Text, AIMS/GEMS, Leveled Readers, Kagan/CRISS/Marzano Strategies, Media Specialist for Materials

#### Targeted Barriers to Achieving the Goal

- Differing knowledge base and levels of reading comprehension makes it difficult for students to analyze and interpret scientific knowledge.

### Plan to Monitor Progress Toward the Goal

Data charts will be reviewed to determine which students are meeting grade level expectations, which are showing growth, and which need additional interventions to be successful.

#### Person or Persons Responsible

School Leadership Team and Classroom Teachers

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

Scores from all Assessments

**G3.** By providing staff development for teachers and opportunities for dialogue, students will make increased gains.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Scott Foresman grammar

**Targeted Barriers to Achieving the Goal**

- Curriculum

**Plan to Monitor Progress Toward the Goal**

Benchmark Assessments, FCAT results and County Assessments

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule:**

School year 2013-2014

**Evidence of Completion:**

Completed writing prompts from the year showing student growth in writing

**G4.** Through a focus on learner engagement, students will demonstrate increased student achievement.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

**Resources Available to Support the Goal**

- Great Leaps, after school tutoring for 3rd graders, student book club, Earobics, FCAT Explorer, Starfall, Literacy Stations, Accelerated Reader, Leap Pads, 90 minute reading block, leveled readers, content reading, FCRR activities, Teacher and Support Staff (ESE/Enrichment).

**Targeted Barriers to Achieving the Goal**

- more time needed for collaboration and training (RTI and cooperative learning strategies)
- time for articulation between and among grade levels
- reluctant readers

**Plan to Monitor Progress Toward the Goal**

Analyze data on a regular basis

**Person or Persons Responsible**

classroom teachers, admin team

**Target Dates or Schedule:**

monthly

**Evidence of Completion:**

Increased student achievement

**G5.** Through the use of a variety of resources and by establishing common math vocabulary school-wide, students will meet grade level expectations.

**Targets Supported**

- Reading ()
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

- Reflex Math, My Math Resources, ESE teachers, Sunshine Math, Go Math tutorials, parent involvement, creative teacher ideas

**Targeted Barriers to Achieving the Goal**

- Students lack grade level math vocabulary

**Plan to Monitor Progress Toward the Goal**

Review and analyze data collected from Benchmark Assessments and On Track to determine if students are meeting grade level expectations. Meet with teachers to discuss adjusting strategies for students who are not meeting grade level expectations.

**Person or Persons Responsible**

Leadership Team and Teachers

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Scores from On Track and Benchmark Assessments will be entered into Infinite Campus. Results of classroom observations and meetings will be documented.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** By providing students with opportunities to engage in scientific inquiry, they will exceed grade level expectations.

**G1.B1** Lack of science materials and equipment (consumable and non-consumable and funds to replenish)

**G1.B1.S1** Explore different options for funding such as: 1. PTA Support 2. Grants and donations for materials 3. Business partners and community resources

### Action Step 1

Teachers will inventory science materials to find needs; Principal, CRT, and Science Committee will explore funding options.

#### Person or Persons Responsible

Classroom Teacher, CRT, Science Committee

#### Target Dates or Schedule

Ongoing and as needed from teacher requests

#### Evidence of Completion

Response from funders

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

Monitor action plan

#### Person or Persons Responsible

School Leadership Team

#### Target Dates or Schedule

Throughout the school year 2013-2014

#### Evidence of Completion

Report of money received and expended

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

Collect data from On Track and Benchmark Assessments. Monitor students progress in science to see if grade level expectations are being met.

#### **Person or Persons Responsible**

Teachers, School Leadership Team

#### **Target Dates or Schedule**

Every 9 weeks

#### **Evidence of Completion**

Scores from assessments will be entered into Infinite Campus

### **G1.B2 Need for challenging and stretching the thinking of all students**

**G1.B2.S1** Include the use of higher order thinking questions and consistent use of inquiry in science lessons

#### **Action Step 1**

Use AIMS/GEMS and FCAT type practice questions and include a unit on science fair projects at every grade level

#### **Person or Persons Responsible**

Classroom Teachers

#### **Target Dates or Schedule**

Ongoing as determined by teams, science fair projects will be done once during the year

#### **Evidence of Completion**

Lesson plans and exhibition of Science Fair Projects

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

Monitor the action plan for completion

#### **Person or Persons Responsible**

School Leadership Team and Science Committee Members

#### **Target Dates or Schedule**

Ongoing throughout the 2013-2014 school year

#### **Evidence of Completion**

Lesson plans and science fair projects

## Plan to Monitor Effectiveness of G1.B2.S1

Review On Track and Benchmark Assessments, Principal informal observations

### Person or Persons Responsible

School Leadership Team and Classroom Teachers

### Target Dates or Schedule

Every 9 weeks

### Evidence of Completion

Scores from assessments entered into Infinite Campus, Principal observation notes

**G2.** By utilizing high yield strategies and differentiating instruction, students will meet grade level expectations.

**G2.B1** Differing knowledge base and levels of reading comprehension makes it difficult for students to analyze and interpret scientific knowledge.

**G2.B1.S1** Include the following as part of science curriculum: 1. hands-on learning and experiments to reinforce scientific process and inquiry 2. guest speakers and field trips 3. differentiated instruction 4. interactive scientific journals

### Action Step 1

Teachers will incorporate hands-on learning and scientific process skills in their lessons. Professional Development will be provided to help teachers implement inquiry. Teachers will attend science district-wide cohort meetings.

### Person or Persons Responsible

Classroom Teacher

### Target Dates or Schedule

ongoing as determined by teams

### Evidence of Completion

Lesson Plans

### Facilitator:

District Science Coordinator

### Participants:

Science Teachers

## **Action Step 2**

Schedule relevant science-based field trips and guest speakers

### **Person or Persons Responsible**

Classroom teacher, CRT

### **Target Dates or Schedule**

During the 2013-2014 school year as applicable based on the pacing calendar

### **Evidence of Completion**

School-wide calendar

## **Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Monitor action plan through principal observations, review of lesson plans, facilitation of meeting/ planning process

### **Person or Persons Responsible**

School Leadership Team, Classroom Teachers

### **Target Dates or Schedule**

Ongoing through the school year 2013-2014

### **Evidence of Completion**

Assessments (On Track, Benchmarks), science interactive journals, lesson plans, attendance sheets

## **Plan to Monitor Effectiveness of G2.B1.S1**

Review and analyze data from On Track and Benchmark Assessments.

### **Person or Persons Responsible**

School Leadership Team and Classroom Teachers

### **Target Dates or Schedule**

Every 6 weeks

### **Evidence of Completion**

Scores from On Track and Benchmark Assessments will be entered into Infinite Campus



**G3.** By providing staff development for teachers and opportunities for dialogue, students will make increased gains.

### **G3.B1 Curriculum**

#### **G3.B1.S1 Provide professional development opportunities and implement Lesson Study**

##### **Action Step 1**

Set up workshop on Common Core for grade level representatives to attend. Representatives will share information from training with their grade level team. Set up Lesson Study Teams. Provide them with paperwork to complete the lesson study. Teams set up meeting times to develop their lesson plan. Substitutes are provided to cover classes so teachers can observe team member teaching and reflect on lesson.

##### **Person or Persons Responsible**

School Leadership Team, Grade Level Representatives, All Faculty

##### **Target Dates or Schedule**

School year 2013-2014

##### **Evidence of Completion**

Sign in sheet from workshop and completed paperwork from the Lesson Study

##### **Facilitator:**

Principal and CRT

##### **Participants:**

Grade Level Representatives and All Faculty

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

monitor action plan

##### **Person or Persons Responsible**

School Leadership Team

##### **Target Dates or Schedule**

Ongoing

##### **Evidence of Completion**

Attendance sheets and worksheets from Lesson Study

### Plan to Monitor Effectiveness of G3.B1.S1

Check follow-up activity for Common Core training and the Lesson Study reflection paperwork

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

CREATE points awarded and required Lesson Study paperwork completed.

**G3.B1.S2** Conduct grade level and cross grade level articulation meetings with the purpose of creating grade level expectations for writing and reviewing data

**Action Step 1**

Set calendar for bi-monthly grade level meetings and cross articulation meetings once every nine weeks. The purpose of the meetings will be to review writing data and to develop grade level expectations for writing. Once a semester, a meeting will be scheduled with the School Leadership Team to present information.

**Person or Persons Responsible**

Team Leader will lead grade level meetings. Writing Committee Chair will conduct the cross articulation meetings and the meeting with the Leadership Team.

**Target Dates or Schedule**

For the school year 2013-2014, bi-monthly grade level meetings, once a nine weeks cross articulation meetings, and once a semester meeting with the Leadership Team.

**Evidence of Completion**

Meeting notes and a comprehensive school-wide writing plan

### Plan to Monitor Fidelity of Implementation of G3.B1.S2

Monitor action plan

**Person or Persons Responsible**

Team Leaders, Grade Level Representatives and School Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Review committee meeting notes and review completed grade level data

## Plan to Monitor Effectiveness of G3.B1.S2

Data will be gathered from the Benchmark Assessment Writing Prompts

### Person or Persons Responsible

Faculty

### Target Dates or Schedule

Every 6 weeks for the school year 2013-2014

### Evidence of Completion

Data charts showing student growth in writing

**G4.** Through a focus on learner engagement, students will demonstrate increased student achievement.

**G4.B1** more time needed for collaboration and training (RTI and cooperative learning strategies)

**G4.B1.S1** Set up site-based mini training sessions for teachers (ie. CRISS, Kagan) and set up a teachers' book club to read and discuss books about teaching.

### Action Step 1

Find experts on the faculty or district staff to lead small group trainings. Identify book to read for the book club. Set calendar for book club meetings and invite teachers to join.

### Person or Persons Responsible

Principal/CRT

### Target Dates or Schedule

Fall 2013

### Evidence of Completion

Classroom snapshots, lesson plans

### Facilitator:

CRT

### Participants:

All faculty

## **Action Step 2**

Find a time/date to provide RTI training.

### **Person or Persons Responsible**

School Counselor

### **Target Dates or Schedule**

Fall, 2013

### **Evidence of Completion**

Sign In Sheet, Review student data

### **Facilitator:**

School Counselor

### **Participants:**

All faculty K-5 (Reg. Ed, ESE and Gifted)

## **Action Step 3**

Secure subs to cover classrooms to allow teachers to observe colleague at Talbot and other schools.

### **Person or Persons Responsible**

Principal

### **Target Dates or Schedule**

2013-2014 school year

### **Evidence of Completion**

Sign Up Sheet, Follow Up Activity

### **Facilitator:**

Principal

### **Participants:**

Faculty (first come, first serve as budget allows)

#### **Action Step 4**

Establish consistent day of the month for each team to discuss reading curriculum and interventions. Invite ESE, Guidance, and Administration. Establish a set topic to guide discussion.

##### **Person or Persons Responsible**

Team Leader

##### **Target Dates or Schedule**

2013-2014 School Year

##### **Evidence of Completion**

Notes from Meeting, Principal Observation

##### **Facilitator:**

Team Leader

##### **Participants:**

Grade level teachers, ESE, Gifted, and Admin. Rep (s).

#### **Plan to Monitor Fidelity of Implementation of G4.B1.S1**

Monitor action plans

##### **Person or Persons Responsible**

Principal and CRT

##### **Target Dates or Schedule**

monthly

##### **Evidence of Completion**

grade level notes, sign ins, agendas

#### **Plan to Monitor Effectiveness of G4.B1.S1**

Monitor action plans

##### **Person or Persons Responsible**

Principal and CRT

##### **Target Dates or Schedule**

Monthly

##### **Evidence of Completion**

observations, snapshots, lesson plans

## **Plan to Monitor Fidelity of Implementation of G4.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## **Plan to Monitor Effectiveness of G4.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G4.B1.S3** Create opportunities for teachers to observe other teachers engaging in best practices.

### **Action Step 1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### **Plan to Monitor Fidelity of Implementation of G4.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### **Plan to Monitor Effectiveness of G4.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### **Plan to Monitor Fidelity of Implementation of G4.B1.S4**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G4.B1.S4

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## G4.B2 time for articulation between and among grade levels

### G4.B2.S1 Set up time for teachers to meet with another grade level

#### Action Step 1

Set dates for meetings on the school calendar, determine agenda topics for each meeting

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Attendance sign in sheets, notes from meetings

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

Attend joint grade level meetings and review notes from the meetings

**Person or Persons Responsible**

Administrative Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Notes from the meetings



### **Plan to Monitor Effectiveness of G4.B2.S1**

Teachers have a more complete understanding of other grade level expectations and are able to prepare students for subsequent grades.

#### **Person or Persons Responsible**

School Leadership Team, Teachers

#### **Target Dates or Schedule**

End of school year 2013-2014

#### **Evidence of Completion**

Increase in the percentage of students who score at or above a Level 3 as measured by FCAT 2.0

### **G4.B2.S3 Write a grant to look at/for gaps such as Quest Diagnostic Survey**

#### **Action Step 1**

Write a grant to fund a program that looks at/for gaps, then use the program to compile and review data

#### **Person or Persons Responsible**

Literacy Learning Team

#### **Target Dates or Schedule**

Fall 2013

#### **Evidence of Completion**

grant is funded and program is purchased, teachers use the data to differentiate instruction for students

### **Plan to Monitor Fidelity of Implementation of G4.B2.S3**

Meet with teachers to review data and their intervention strategies for students

#### **Person or Persons Responsible**

School Leadership Team

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Principal formal and informal observations

## Plan to Monitor Effectiveness of G4.B2.S3

Gaps identified by data are narrowing or are closed.

### Person or Persons Responsible

School Leadership Team and Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Percentage of students scoring at a Level 3 or above on FCAT 2.0 is increased.

## G4.B3 reluctant readers

**G4.B3.S1** Provide opportunities for students to enjoy reading through teacher read-aloud, participation in Accelerated Reader program, student after school book club, and the Public Library programs.

### Action Step 1

Teachers will select appropriate books for reading aloud to their class. In addition, teachers will encourage participation in the AR program through grade level and school-wide recognition programs. Schedule visits from the staff at the Public Library.

### Person or Persons Responsible

Media Specialist and Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Lesson plans and principal observation

## Plan to Monitor Fidelity of Implementation of G4.B3.S1

Monitor class data from Accelerated Reader program and review the circulation report from the Media Center

### Person or Persons Responsible

Media Specialist and Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Increase in the number of books checked out by students

### **Plan to Monitor Effectiveness of G4.B3.S1**

Providing additional opportunities for students to enjoy reading increases their reading scores.

#### **Person or Persons Responsible**

School Leadership Team, Media Specialist and Teachers

#### **Target Dates or Schedule**

School Year 2013-2014

#### **Evidence of Completion**

The percentage of students scoring at a Level 3 or higher on FCAT 2.0 has increased.

**G4.B3.S2** Increase students enjoyment of reading by improving their reading skills through an after school tutoring program.

#### **Action Step 1**

Using FAIR, Discovery Education Assessment, and class performance, teachers will identify struggling readers. Invite students selected to attend a twice a week reading after school tutoring program. Enlist three teachers to teach groups of students. Identify resources and materials to be used in the program.

#### **Person or Persons Responsible**

School Leadership Team and 3rd grade Teachers

#### **Target Dates or Schedule**

Begin in October 2013 and run through April 2014

#### **Evidence of Completion**

Students' attendance record

### **Plan to Monitor Fidelity of Implementation of G4.B3.S2**

Monitor the action plan, check the attendance of students, and dialogue with teacher tutors about students' progress

#### **Person or Persons Responsible**

CRT and Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

attendance sheets

**Plan to Monitor Effectiveness of G4.B3.S2**

Review and analyze students' scores on Benchmark Assessments, FAIR, and Discovery Education Assessment to see if students are showing growth. An adjustment to strategies will be necessary for those students who are not showing growth.

**Person or Persons Responsible**

CRT and Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Students' scores on assessments and graphs charting progress

**G5.** Through the use of a variety of resources and by establishing common math vocabulary school-wide, students will meet grade level expectations.

**G5.B1** Students lack grade level math vocabulary**G5.B1.S1** Classrooms will have a math word wall**Action Step 1**

Teachers will display math vocabulary words on a word wall. Explore options for purchasing math vocabulary word cards.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Principal informal observation

### **Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Math word walls will be displayed in every classroom.

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Informal observations

### **Plan to Monitor Effectiveness of G5.B1.S1**

Analyze data from math chapter tests

**Person or Persons Responsible**

Leadership Team and Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

End of Year Assessments

**G5.B1.S2** Provide professional development on how to effectively use the new math curriculum, strategies for teaching vocabulary and effective instructional games.

**Action Step 1**

Set up professional development training on the following topics: strategies to teach vocabulary, using instructional games to teach math concepts, and how to effectively use the newly adopted math curriculum

**Person or Persons Responsible**

District Math Coaches and District Technology Coaches

**Target Dates or Schedule**

Fall 2013

**Evidence of Completion**

Teachers will complete the survey on ACIIS and the follow-up activity after the training.

**Facilitator:**

Mary Zinger, CRT

**Participants:**

Teachers

**Plan to Monitor Fidelity of Implementation of G5.B1.S2**

CRT will work with the District Math and Technology Coaches to ensure that trainings occur.

**Person or Persons Responsible**

School Leadership Team and the Math Committee

**Target Dates or Schedule**

Fall 2013

**Evidence of Completion**

Sign in sheet at the trainings and a review of the follow-up activities that teachers submit.

### Plan to Monitor Effectiveness of G5.B1.S2

Review and analyze Benchmark Assessments and On Track Assessments to see if students are meeting grade level expectations.

**Person or Persons Responsible**

CRT, Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Scores from assessments will be entered into Infinite Campus.

**G5.B1.S3** Teachers will utilize all the different math resources to meet the individual needs of their students.

**Action Step 1**

Teachers will utilize available math resources to meet the individual needs of students. K-5 teachers will use resources from the My Math series while 3rd-5th will also use the tutorials from the Go Math series. Other resources teachers will use include Reflex Math, abcya.com, and Kagan strategies.

**Person or Persons Responsible**

School Leadership Team and Teachers

**Target Dates or Schedule**

School year 2013-2014

**Evidence of Completion**

Principal will conduct formal and informal observations and teachers will identify resources used in their lesson plans.

### **Plan to Monitor Fidelity of Implementation of G5.B1.S3**

Principal will monitor teachers use of math resources through formal and informal observations. Principal will also review lessons plans to see which resources or strategies teachers are using. Math Committee will meet to discuss resources teachers are using.

#### **Person or Persons Responsible**

Principal

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lesson plans and notes from Math Committee Meetings.

### **Plan to Monitor Effectiveness of G5.B1.S3**

Review and analyze data from Benchmark Assessments and On Track Assessments to monitor students' progress to see if they are meeting grade level expectations.

#### **Person or Persons Responsible**

CRT and Teachers

#### **Target Dates or Schedule**

Quarterly

#### **Evidence of Completion**

All scores from assessments will be entered in Infinite Campus.



## 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 II-Our district receives funds that enable us to support our educational programs through the purchase of technology. Technology helps increase learner engagement while exposing students to the technology they will need to be successful adults. In addition to technology, district coaches (tech coach and mentor coach) help support the instructional goals of our school.

Title III- Our district provides support through educational materials for our English Language Learners. In addition, given the number of ELL students we serve, we receive additional support for our students via afterschool tutoring.

Title X- Our district's Homeless Coordinator serves as a liaison to the school as we work together to provide our homeless students with the resources they need.

Supplemental Academic Instruction- It is with this funding that we are able to provide our third graders who need remediation with an extended school year opportunity.

Violence Prevention Programs-Our district has adopted a zero tolerance to bullying initiative. Our school promotes this stance on a daily basis.

## 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.*

**G2.** By utilizing high yield strategies and differentiating instruction, students will meet grade level expectations.

**G2.B1** Differing knowledge base and levels of reading comprehension makes it difficult for students to analyze and interpret scientific knowledge.

**G2.B1.S1** Include the following as part of science curriculum: 1. hands-on learning and experiments to reinforce scientific process and inquiry 2. guest speakers and field trips 3. differentiated instruction 4. interactive scientific journals

### PD Opportunity 1

Teachers will incorporate hands-on learning and scientific process skills in their lessons. Professional Development will be provided to help teachers implement inquiry. Teachers will attend science district-wide cohort meetings.

#### Facilitator

District Science Coordinator

#### Participants

Science Teachers

#### Target Dates or Schedule

ongoing as determined by teams

#### Evidence of Completion

Lesson Plans

**G3.** By providing staff development for teachers and opportunities for dialogue, students will make increased gains.

**G3.B1** Curriculum

**G3.B1.S1** Provide professional development opportunities and implement Lesson Study

**PD Opportunity 1**

Set up workshop on Common Core for grade level representatives to attend. Representatives will share information from training with their grade level team. Set up Lesson Study Teams. Provide them with paperwork to complete the lesson study. Teams set up meeting times to develop their lesson plan. Substitutes are provided to cover classes so teachers can observe team member teaching and reflect on lesson.

**Facilitator**

Principal and CRT

**Participants**

Grade Level Representatives and All Faculty

**Target Dates or Schedule**

School year 2013-2014

**Evidence of Completion**

Sign in sheet from workshop and completed paperwork from the Lesson Study

**G4.** Through a focus on learner engagement, students will demonstrate increased student achievement.

**G4.B1** more time needed for collaboration and training (RTI and cooperative learning strategies)

**G4.B1.S1** Set up site-based mini training sessions for teachers (ie. CRISS, Kagan) and set up a teachers' book club to read and discuss books about teaching.

### **PD Opportunity 1**

Find experts on the faculty or district staff to lead small group trainings. Identify book to read for the book club. Set calendar for book club meetings and invite teachers to join.

#### **Facilitator**

CRT

#### **Participants**

All faculty

#### **Target Dates or Schedule**

Fall 2013

#### **Evidence of Completion**

Classroom snapshots, lesson plans

### **PD Opportunity 2**

Find a time/date to provide RTI training.

#### **Facilitator**

School Counselor

#### **Participants**

All faculty K-5 (Reg. Ed, ESE and Gifted)

#### **Target Dates or Schedule**

Fall, 2013

#### **Evidence of Completion**

Sign In Sheet, Review student data

### **PD Opportunity 3**

Secure subs to cover classrooms to allow teachers to observe colleague at Talbot and other schools.

#### **Facilitator**

Principal

#### **Participants**

Faculty (first come, first serve as budget allows)

#### **Target Dates or Schedule**

2013-2014 school year

#### **Evidence of Completion**

Sign Up Sheet, Follow Up Activity

### **PD Opportunity 4**

Establish consistent day of the month for each team to discuss reading curriculum and interventions. Invite ESE, Guidance, and Administration. Establish a set topic to guide discussion.

#### **Facilitator**

Team Leader

#### **Participants**

Grade level teachers, ESE, Gifted, and Admin. Rep (s).

#### **Target Dates or Schedule**

2013-2014 School Year

#### **Evidence of Completion**

Notes from Meeting, Principal Observation

**G5.** Through the use of a variety of resources and by establishing common math vocabulary school-wide, students will meet grade level expectations.

**G5.B1** Students lack grade level math vocabulary

**G5.B1.S2** Provide professional development on how to effectively use the new math curriculum, strategies for teaching vocabulary and effective instructional games.

**PD Opportunity 1**

Set up professional development training on the following topics: strategies to teach vocabulary, using instructional games to teach math concepts, and how to effectively use the newly adopted math curriculum

**Facilitator**

Mary Zinger, CRT

**Participants**

Teachers

**Target Dates or Schedule**

Fall 2013

**Evidence of Completion**

Teachers will complete the survey on ACIIS and the follow-up activity after the training.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	By providing students with opportunities to engage in scientific inquiry, they will exceed grade level expectations.	\$2,000
G3.	By providing staff development for teachers and opportunities for dialogue, students will make increased gains.	\$2
G4.	Through a focus on learner engagement, students will demonstrate increased student achievement.	\$8,300
G5.	Through the use of a variety of resources and by establishing common math vocabulary school-wide, students will meet grade level expectations.	\$3
Total		\$10,305

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Personnel	Other	Total
Grant funded, SRP	\$900	\$0	\$0	\$0	\$900
Internal Account	\$0	\$0	\$0	\$0	\$0
District	\$0	\$3	\$0	\$0	\$3
ADV, Internal	\$0	\$0	\$5,200	\$0	\$5,200
internal account	\$2	\$0	\$0	\$0	\$2
School Funds (Equalization, ADV, SRP)	\$0	\$0	\$0	\$2,000	\$2,000
ADV	\$200	\$0	\$0	\$0	\$200
CREATE	\$2,000	\$0	\$0	\$0	\$2,000
Total	\$3,102	\$3	\$5,200	\$2,000	\$10,305

### Budget Details

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

**G1.** By providing students with opportunities to engage in scientific inquiry, they will exceed grade level expectations.

**G1.B1** Lack of science materials and equipment (consumable and non-consumable and funds to replenish)

**G1.B1.S1** Explore different options for funding such as: 1. PTA Support 2. Grants and donations for materials 3. Business partners and community resources

**Action Step 1**

Teachers will inventory science materials to find needs; Principal, CRT, and Science Committee will explore funding options.

**Resource Type**

Other

**Resource**

Science Equipments for Hand On Learning (ie. Graduated Cylinders and other nonconsumables)

**Funding Source**

School Funds (Equalization, ADV, SRP)

**Amount Needed**

\$2,000



**G3.** By providing staff development for teachers and opportunities for dialogue, students will make increased gains.

**G3.B1** Curriculum

**G3.B1.S1** Provide professional development opportunities and implement Lesson Study

**Action Step 1**

Set up workshop on Common Core for grade level representatives to attend. Representatives will share information from training with their grade level team. Set up Lesson Study Teams. Provide them with paperwork to complete the lesson study. Teams set up meeting times to develop their lesson plan. Substitutes are provided to cover classes so teachers can observe team member teaching and reflect on lesson.

**Resource Type**

Professional Development

**Resource**

Teachers will have an opportunity to participate in lesson study teams.

**Funding Source**

internal account

**Amount Needed**

\$2

**G4.** Through a focus on learner engagement, students will demonstrate increased student achievement.

**G4.B1** more time needed for collaboration and training (RTI and cooperative learning strategies)

**G4.B1.S1** Set up site-based mini training sessions for teachers (ie. CRISS, Kagan) and set up a teachers' book club to read and discuss books about teaching.

**Action Step 1**

Find experts on the faculty or district staff to lead small group trainings. Identify book to read for the book club. Set calendar for book club meetings and invite teachers to join.

**Resource Type**

Professional Development

**Resource**

Books will be provided for each teacher who participates in our Professional Learning Community. We will be focusing on the book Growth Mind Set. The book study will take place in the Spring of 2014.

**Funding Source**

Grant funded, SRP

**Amount Needed**

\$900

**Action Step 2**

Find a time/date to provide RTI training.

**Resource Type**

Professional Development

**Resource**

Stipend for presenter (and preparation time)

**Funding Source**

ADV

**Amount Needed**

\$200

**Action Step 3**

Secure subs to cover classrooms to allow teachers to observe colleague at Talbot and other schools.

**Resource Type**

Professional Development

**Resource**

Pay for subs for teachers to observe best practices at Talbot and within the district.

**Funding Source**

CREATE

**Amount Needed**

\$2,000

**G4.B3** reluctant readers

**G4.B3.S2** Increase students enjoyment of reading by improving their reading skills through an after school tutoring program.

**Action Step 1**

Using FAIR, Discovery Education Assessment, and class performance, teachers will identify struggling readers. Invite students selected to attend a twice a week reading after school tutoring program. Enlist three teachers to teach groups of students. Identify resources and materials to be used in the program.

**Resource Type**

Personnel

**Resource**

Three teachers will provide afterschool tutoring to struggling third grade students.

**Funding Source**

ADV, Internal

**Amount Needed**

\$5,200

**G5.** Through the use of a variety of resources and by establishing common math vocabulary school-wide, students will meet grade level expectations.

**G5.B1** Students lack grade level math vocabulary

**G5.B1.S1** Classrooms will have a math word wall

**Action Step 1**

Teachers will display math vocabulary words on a word wall. Explore options for purchasing math vocabulary word cards.

**Resource Type**

Evidence-Based Program

**Resource**

Math vocabulary cards connected to My Math series

**Funding Source**

Internal Account

**Amount Needed**

\$0

**G5.B1.S3** Teachers will utilize all the different math resources to meet the individual needs of their students.

**Action Step 1**

Teachers will utilize available math resources to meet the individual needs of students. K-5 teachers will use resources from the My Math series while 3rd-5th will also use the tutorials from the Go Math series. Other resources teachers will use include Reflex Math, abcya.com, and Kagan strategies.

**Resource Type**

Evidence-Based Program

**Resource**

Reflex Math- a computer based program that provides students with practice to increase automaticity and fluency with basic math facts.

**Funding Source**

District

**Amount Needed**

\$3