2013-2014 SCHOOL IMPROVEMENT PLAN

Altoona School
42630 STATE ROAD 19
Altoona, FL 32702
352-669-3444
http://altoonaschool.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	65%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	13%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	C	B	A

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
   - Year 1 – declined to D, or first-time graded schools receiving a D
   - Year 2 – second consecutive D, or F followed by a D
   - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
   - Year 1 – declined to F, or first-time graded schools receiving an F
   - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School
Altoona School

Principal
Walter Schmidt

School Advisory Council chair
Beth Nelson

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

Name	Title
Walter Schmidt	Principal
Jerry Hatfield	Assistant Principal
Beth Nelson	Charter Board President

District-Level Information

District
Lake

Superintendent
Dr. Susan Moxley

Date of school board approval of SIP
12/16/2013

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 of Altoona School is comprised of the school's charter board. The Altoona School, Inc. charter board consists of local community members, parents and grandparents of students, retired educators, retired law enforcement and local leaders. The board is headed by a president.
President: Beth Nelson
Vice President: Connie Gibson
Cecil Garrett
Alison Hinton
Sandra Green
The president conducts the meetings and oversees the items on the agenda. The vice president may lead in the president's absence.
Members are elected to the board/SAC by the existing members of the board. Prospective members submit a resume. Members must complete a training program developed by local and state agencies. None of the members are employed by Lake County schools.
The board consists of members from all economic backgrounds. Members include multi-ethnicity

families. Men and women serve on the board. The board adequately represents the demographics of Altoona School students.

Involvement of the SAC in the development of the SIP

The SAC/Charter Board is involved with the development of the SIP by being the governing entity that oversees the school performance as presented by the school staff. At presentation of the school's performance data, the SAC/Charter Board actively gives input on what actions need to take place and what information needs to be included on the SIP.

Activities of the SAC for the upcoming school year

The SAC/Charter Board will meet a minimum 4 times a year. Other meetings are conducted as needed. At these scheduled or unscheduled meetings, the SIP will be discussed, dissected, and reviewed as an ongoing process.

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

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:

Walter Schmidt		
Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	Certified History 6-12, Elementary Ed K-5 Masters in Educational Leadership
Performance Record	FCAT Scores: A, A, B, C AMO's: N, N, N AMO Target Reading 73% - Not met AMO Target Math 58% - Not Met Lowest 25% in Reading Making gains: Lowest 25% in Math Making gains:

Jerry Hatfield		
Asst Principal	Years as Administrator: 31	Years at Current School: 9

Credentials	FCAT Scores: A, A, B, C AMO's: N, N, N AMO Target Reading 73% - Not met AMO Target Math 58% - Not Met
Performance Record	

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jami Thompson		
Full-time / School-based	Years as Coach: 0	Years at Current School: 4

Areas	RtI/MTSS
Credentials	Elementary Ed Certificate ESE Certification
Performance Record	New position created for the 2013-2014 school.

Classroom Teachers

# of classroom teachers

15

 # receiving effective rating or higher

15, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

15, 100%

 # ESOL endorsed

11, 73%

 # reading endorsed

4, 27%

 # with advanced degrees

4, 27%

 # National Board Certified
1, 7%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
8, 53%

 # with 6-14 years of experience
5, 33%

 # with 15 or more years of experience
2, 13%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # 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

Administration, under the supervision of the charter board, recruits highly qualified, certified-in-field, effective teachers by offering competitive salaries, small school environment, professional atmosphere, raises and bonuses, and professional development opportunities.

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

Teachers with less experience are matched with teachers of more experience. In many cases, the teachers with less classroom experience are more familiar with newer educational practices as they are right out of school.

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

Testing, evaluation of that testing, observation, continual monitoring of student progress and FCAT results are all used to monitor students for MTSS and SIP purposes. As needs are presented, this influences funding and staffing. Example: Our RTI needs increased, therefore we hired a full time RTI teacher to facilitate more thorough RTI implementation. This was an increase of both personnel and funding towards a MTSS and SIP need.

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

Principal oversees team. RTI teacher heads discussion and is the "go to " person for RTI information and guidance during MTSS and SIP regarding methods, data and protocols. Team members include classroom teachers, whether dealing with individual RTI situations or wider, school based situations like SIP.

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

Walk through observations, official observations and meeting with MTSS and SIP team members are ways to monitor the fidelity of the MTSS and SIP.

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

Data sources include those provided by state and local agencies. On-site management of data is crucial as access to those management tools used by the district are not always at our disposal due to our charter status. MTSS STAR is accessible by the school.

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

Parent resource packets regarding MTSS and Open House includes a RTI portion for those students who are on the upper tiers of RTI.

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:

A Title I District Funded tutoring program is available and will be used by the school.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Pre and post tests.

Who is responsible for monitoring implementation of this strategy?

Principal and FSL

Literacy Leadership Team (LLT)

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

Name	Title
Walter Schmidt	Principal
Dawn Cerney	Classroom Teacher Kindergarten
Jessica Smith	Classroom Teacher 5th Grade
Jami Thompson	RTI Teacher
Robin Criner	Librarian

How the school-based LLT functions

Team meets weekly and on a needs basis beyond that. Principal oversees the meetings. Teachers share information, successes and failures, and ways of implementation.

Major initiatives of the LLT

Strengthening vocabulary as a school and special attention on phonemic awareness for grades K-2.

Every Teacher Contributes to Reading Instruction

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

Principal observation.
Data Logs.
Literacy team meetings.
Walk-throughs.
Proper scheduling.

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

Kindergarten Round-Up every April opens the school to prospective parents and students. K-Day the week before school starts allows the students to become acclimated to their classroom and the daily protocols.
Significant parental communication.
Open House September 12th.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

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	73%	52%	No	76%
American Indian				
Asian				
Black/African American				
Hispanic				
White	74%	54%	No	77%
English language learners				
Students with disabilities				
Economically disadvantaged	72%	44%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	25%	40%
Students scoring at or above Achievement Level 4	29	28%	35%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	30	29%	35%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	21	54%	65%
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%	44%	No	63%
American Indian				
Asian				
Black/African American				
Hispanic				
White	59%	45%	No	63%
English language learners				
Students with disabilities				
Economically disadvantaged	62%	37%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	28%	35%
Students scoring at or above Achievement Level 4	15	15%	25%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	36	35%	40%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		15%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	38%	40%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		15%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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)	30		30
Participation in STEM-related experiences provided for students	234	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	12	5%	3%
Students retained, pursuant to s. 1008.25, F.S.	11	4%	3%
Students who are not proficient in reading by third grade	16	46%	60%
Students who receive two or more behavior referrals	3	1%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	1%	2%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

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

Altoona School strives for the most parental involvement as possible. This is facilitated through flexible scheduling, parent contacts and the like.
The school invites local community members, such as the Altoona Kids and Altoona Bluegrass Jam Session to our events that may feature parent involvement.
There is an annual meeting and several other parental involvement targets.
Parents are involved with the RTI, IEP and MTSS process of their children, as defined by district protocols.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Computer Workshop	8	3%	10%
Mad Science	141	60%	75%
Annual Meeting	146	63%	75%
Bingo For Books	52	22%	35%
Stop Drop and Read	13	6%	15%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.

G2.   Make AMO and increase scores in both Reading and Math. Reading by 5% and Math by 15%.

Goals Detail

G1.

Targets Supported

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Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Make AMO and increase scores in both Reading and Math. Reading by 5% and Math by 15%.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- Title I funded tutoring.
- Full time RTI teacher.
- Increase in data driven assessment.

Targeted Barriers to Achieving the Goal
- Parents unwilling to pick up children from tutoring.

Plan to Monitor Progress Toward the Goal

Assessment systems that are scientifically based and data driven. Growth measurements will be used to address each result.

Person or Persons Responsible
Principal, teacher and FSL

Target Dates or Schedule:
Weekly.

Evidence of Completion:
Final assessment info indicating growth.

Action Plan for Improvement

Problem Solving Key

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

G2. Make AMO and increase scores in both Reading and Math. Reading by 5% and Math by 15%.

G2.B1 Parents unwilling to pick up children from tutoring.

G2.B1.S1 Flexible tutoring schedule.

Action Step 1

Varying times of scheduling and utilization of after school program to allow flexible pick up times.

Person or Persons Responsible

Principal and FSL

Target Dates or Schedule

October 15, 2013- April 15, 2014.

Evidence of Completion

The reporting system set up by Title I.

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

Evidence of completion, observing steps.

Person or Persons Responsible

Principal and FSL

Target Dates or Schedule

Weekly during the duration.

Evidence of Completion

Paperwork submitted to Title I office and teacher data.

Plan to Monitor Effectiveness of G2.B1.S1

Pre and post tests will be utilized. Success will be determined by quantifiable growth. Growth will be monitored after each tutoring session. Poor implementation and results will be evident in data. Principal will adjust personnel and material based upon results.

Person or Persons Responsible

Teacher, Principal, FSL.

Target Dates or Schedule

Data collected weekly, with end of program showing entire times growth.

Evidence of Completion

Post test and paperwork completed for Title I.

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 will be coordinated and integrated into the school by utilizing the majority (up to the amount allowed) on personnel. The personnel will include 100% of 1 teacher position, %100 of an aide position, and partial on a teacher and FSL.
Integration will include parental involvement. This parental involvement will be coordinated by the FSL and principal.
Title X Homeless does not directly fund the school. However, we can refer people to the Homeless Liaison.
A Title I District Migrant Services advocate is available.

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.

Appendix 2: Budget to Support School Improvement Goals