



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Fox Hollow Elementary School

8309 FOX HOLLOW DR

Port Richey, FL 34668

727-774-7600

www.pasco.k12.fl.us

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 83%
Alternative/ESE Center No	Charter School No	Minority Rate 33%

School Grades History

2013-14 F	2012-13 D	2011-12 C	2010-11 C
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	4	Jim Browder

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

Current School Status

School Information

School-Level Information

School

Fox Hollow Elementary School

Principal

Dawn Scilex

School Advisory Council chair

Joe Sylvester

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

Name	Title
Maureen Leach	PE Coach
Jeanine Mouret	Teacher
Barbara Gray	IRT
Nicole Hague	Teacher
Andrea Storck	Teacher
Noreen Kraebel	Gifted Teacher
Amy Bennett	Teacher
Iveta Maska	Assistant Principal
Dawn Scilex	Principal

District-Level Information

District

Pasco

Superintendent

Mr. Kurt S Browning

Date of school board approval of SIP

Pending

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 majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The SAC plays a vital role in the development and implementation of the School Improvement Plan. The SAC council meets every month or at least eight months per school year. Initial meetings are used to formulate the School Improvement Plan and then later meetings deal with analyzing school data, monitoring the SIP, and looking at both school and community needs as they develop.

Activities of the SAC for the upcoming school year

The activities of the SAC include analyzing school data, monitoring the SIP, and looking at both school and community needs. Utilization of lottery funds (when available) are approved by the SAC. Additionally, SAC is involved in providing input for the school discipline plan, parent involvement activities, curriculum, and reviewing the school budget. SAC members attend meetings with other school councils in our feeder pattern to discuss community issues.

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

School improvement funds will be used to support our school wide Positive Behavior Support system amounts to be determined by committee.

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:

Dawn Scilex

Principal

Years as Administrator: 6

Years at Current School: 0

Credentials

Masters in Educational Leadership
 ESOL Certification
 Elementary Certification 1-6

Performance Record

2012-2013 Mary Giella Assistant Principal-D
 2011-2012 Mary Giella Assistant Principal-C
 2010-2011 Gulf Highlands Elementary F
 2009-2010 Gulf Highlands Elementary B
 2008-2009 Gulf Highlands Elementary C

Iveta Maska		
Asst Principal	Years as Administrator: 7	Years at Current School: 3
Credentials	Educational Leadership K-12 Elementary Education 1-6 ESOL K-12 Reading K-12	
Performance Record	2012/2013 - D 2011/2012 - C 2010/2011 - C, 74% of AYP met 2009/2010; B, 82% of AYP met 2008/2009: A. 87% of AYP met 2007/2008: B, 85% of AYP met 2006/2007: A, 97% of AYP met	

Instructional Coaches

of instructional coaches
0

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

Instructional Coach Information:

Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials		
Performance Record		

Classroom Teachers

of classroom teachers
28

receiving effective rating or higher
39, 139%

Highly Qualified Teachers
357%

certified in-field
100, 357%

ESOL endorsed
26, 93%

reading endorsed
2, 7%

with advanced degrees

12, 43%

National Board Certified

0, 0%

first-year teachers

4, 14%

with 1-5 years of experience

9, 32%

with 6-14 years of experience

18, 64%

with 15 or more years of experience

3, 11%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

Teacher Recruitment and Retention Strategies

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

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

Administration and Teacher Leader, Geri Spear provide a New Teacher Training Program that will meet once a month to ensure newly hired staff have the training needed to be successful.

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 new teachers have all been assigned an official mentor. The mentors have been established based on common curriculum, grade level standards and matching specific needs of newly hired staff. September 11, 2013 was our first new teacher meeting. School Based Staff Development/New Teacher Committee – trainings, workshops, and information sessions provided each month, school wide trainings, Professional Learning Communities and New Teacher Committee participation.

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

Through PLC's each grade level will go through the problem solving cycle with data every 4-6 weeks. This will allow teachers to look at live data, determine the need based on data, identify the problem and create instructional changes needed to better suite the learners in front of them.

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

The school-based MTSS School-Based Leadership Team's (MTSS-SBLT) goal is to continue to build capacity and sustainability for MTSS practices across grade levels and roles. The MTSS-SBLT PLC Facilitators will be responsible for facilitating and monitoring school-wide implementation for MTSS academic and behavior. The Pasco-School Assessment of Problem-Solving Implementation (P-SAPSI) will be used to help identify school wide needs and to monitor effectiveness of MTSS implementation in consensus, infrastructure, and implementation domains. Identified PLC leaders will facilitate weekly PLC meetings which begin with school wide goals and assist the team with staying focused on goals and action plans created by team.

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

Scales have been made for each of the three school wide goals. Baseline data was collected on individual as well as team ratings in August. These rubrics will be revisited quarterly to monitor growth in areas.

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

Summative and formative standardized student assessment data is readily available to all instructional staff members through our district data warehouse, Pasco Star. Data may be viewed through this system for whole school, grade, class, and individual students. The Discover Learning Assessment website will also be useful for disaggregating data. In addition, formative classroom data will be collected for each academic area periodically throughout the year. In the curriculum areas of Math and Science, for grades K-5, monitoring will be done through Discovery Education. This data will be shared and analyzed during Professional Learning Communities (PLCs).

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

MTSS is supported in the following way:

1. Time allocated to meet.
2. Clearly communicated Tier system with a process embedded for moving students between levels of support.
3. T-BIT and S-BIT procedure in place.
4. Teachers have access to various data points for use in the problem solving process.
5. Parent Conferences and SBIT meetings will follow MTSS procedures.

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: 3,600

The Extended Day Program in reading/writing is designed to meet the needs of students who are pursuing a standard diploma and who are experiencing difficulty meeting district minimum standards in reading/writing. Students' with a Progress Monitoring Plan will be given priority to participate in this program. The Extended School Day Program follows a organizational framework for learning, which includes a combination of grouping structures for supporting student application of target skills and concepts. Focused instruction provides students with more explicit instruction aligned with key concepts taught during the school day through previewing, extending, and supporting lessons in order for students to receive more academic engaged time to learn the essential literacy skills they are struggling with in the classroom. The instructional cycle for student learning will include both instruction and practice. Students will be reading and writing at least 50% of each intervention lesson. The Extended Day Program in math is designed to meet the needs of students who are pursuing a standard diploma and who are experiencing difficulty meeting district minimum standards in mathematics. Students' with a Progress Monitoring Plan will be given priority to participate in this program. The Extended Day Program in math instruction will be student-focused, including hands-on activities, and encouraging school-home connections. Ongoing assessment will ensure that students are working at levels that are challenging and achievable based on their unique needs.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student progress over time in reading/writing will be evaluated using a pre, post, and ongoing progress monitoring assessments. Ongoing assessment through conferencing will ensure that students are working at levels that are challenging and achievable and that students are receiving just in time feedback for progressing towards meeting standards.

Student progress on unit tests will be used to measure growth and provide diagnostic information. The regular education teacher will administer the assessments and that information will be provided to the extended day teacher. Additional assessments may include HMH Go Math! and Discovery Education Benchmark Tests.

Who is responsible for monitoring implementation of this strategy?

Extended Day teachers and Administrative Team

Literacy Leadership Team (LLT)

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

Name	Title
Dawn Scilex	Principal
Iveta Maska	Assistant Principal
TBA	ICT
Noreen Kraebel	Gifted Teacher
Leigh Smith	Intermediate Teacher

How the school-based LLT functions

This curriculum based team will meet on a monthly basis to assess reading/ writing across curriculum using our scale. Data collected will be shared with entire staff on a monthly basis.

Major initiatives of the LLT

One major initiative this year is to improve reading and writing across curriculum. Scales have been provided to monitor evidence of writing across curriculum. School wide rubrics will be used to measure success and achievement of individual, grade level and school wide achievement.

Another initiative of this work group will be to establish instructional routines in regards to guided reading groups. Professional Development will be attended by staff, time for observation, modeling of best practices during guided reading groups and coaching cycle for continuous feedback is available for staff members.

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

Every teacher will conduct a whole group lesson, guided reading groups and learning centers that will create stronger readers. Teachers will use high effect strategies to increase student engagement and learning achievement. Grade level PLC groups will monitor data and adhere to team created action plans that will focus on implementation of best practices with specific instructional routines . IRT's and Instructional assistants will push into PLC teams and support tier one efforts.

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

At Fox Hollow Elementary School, early assessment is completed soon upon their arrival to assist with differentiate instruction. Students coming in from kindergarten have a wide array of skills and educational backgrounds. All students are in the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter knowledge, and Phonological Awareness/Processing. Screening data will be collected and aggregated by the middle of September 2013. Data will be used to plan daily academic and social/emotional instruction for all students and for groups or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	52%	No	63%
American Indian				
Asian				
Black/African American				
Hispanic	54%	46%	No	59%
White	60%	55%	No	64%
English language learners	31%	18%	No	38%
Students with disabilities	31%	26%	No	38%
Economically disadvantaged	56%	50%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	26%	58%
Students scoring at or above Achievement Level 4	71	26%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	97	62%	85%
Students in lowest 25% making learning gains (FCAT 2.0)	26	67%	85%

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]		75%
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]		66%
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]		60%

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	28	34%	80%
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	53%	48%	No	57%
American Indian				
Asian				
Black/African American				
Hispanic	45%	48%	Yes	51%
White	54%	48%	No	59%
English language learners	31%	18%	No	38%
Students with disabilities	35%	38%	Yes	42%
Economically disadvantaged	49%	43%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	24%	55%
Students scoring at or above Achievement Level 4	73	27%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	84	54%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	19	49%	67%

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	18	20%	55%
Students scoring at or above Achievement Level 4	21	23%	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			

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)	14		20
Participation in STEM-related experiences provided for students		75%	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	89	18%	5%
Students retained, pursuant to s. 1008.25, F.S.	24	5%	3%
Students who are not proficient in reading by third grade	45	56%	45%
Students who receive two or more behavior referrals	24	5%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	34	7%	3%

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

Our goal at Fox Hollow is make parent part of our team.

We will hold two events during the month. One of those events will be a social evening and the other event will be tied to curriculum and standards. Families will become familiar with CCSS and how they can assist in creating learners that are preparing to be successful life, college and careers.

We have incorporated a new program called Watch Dogs. This program allows our fathers to become involved at a level they have not been before. We have a committed dad to be present on campus EVERY day of the school year. Dad's are helping with morning arrival, visiting classrooms, observing in the cafeteria and assisting with learners.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Monthly Family Nights			50%
Watch Dogs -Dad Program			60%
Camp Read A Lot-Literacy evening			60%
FCAT Academy Night Grades 3-5			60%

Goals Summary

- G1.** All students will track their progress in one subject area, determined by PLC group. Teachers will hold conferences with individual learners to assist in monitoring progress and ensure that instruction is being given based on individual need of learner.
- G2.** Teachers will create and adhere to sound instructional routines and procedures. Differentiated small group instruction will occur in Reading and Math blocks. Staff will discuss results and implementation at weekly PLC meetings.
- G3.** Evidence of reading and writing connections will be collected via an interactive notebook. This notebook will be used to document writing connections and evidence of learning in all content areas.
- G4.** By adopting the Watch D.O.G.S. program we will create positive connections that support student achievement while maintaining school wide safety through parental presence on campus.

Goals Detail

G1. All students will track their progress in one subject area, determined by PLC group. Teachers will hold conferences with individual learners to assist in monitoring progress and ensure that instruction is being given based on individual need of learner.

Targets Supported

- Writing
- Parental Involvement

Resources Available to Support the Goal

- Scales created by work group
- Professional Development on goal setting
- Marzano High effect Strategy-reading reference

Targeted Barriers to Achieving the Goal

- Time to hold one on one conferences with learners

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Teachers will create and adhere to sound instructional routines and procedures. Differentiated small group instruction will occur in Reading and Math blocks. Staff will discuss results and implementation at weekly PLC meetings.

Targets Supported

- Writing
- STEM - All Levels

Resources Available to Support the Goal

- PLC PD on Marzano's Growth Model Framework
- Use of observation videos to observe instructional practices
- The Art and Science of Teaching

Targeted Barriers to Achieving the Goal

- Lack of exposure to Marzano's framework
- Lack of time to share best practices and how to implement at a different level

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. Evidence of reading and writing connections will be collected via an interactive notebook. This notebook will be used to document writing connections and evidence of learning in all content areas.

Targets Supported

- Writing

Resources Available to Support the Goal

- Interactive Notebook Support for teachers
- Evidence of writing training

Targeted Barriers to Achieving the Goal

- Not using writing as evidence of learning in subject areas

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. By adopting the Watch D.O.G.S. program we will create positive connections that support student achievement while maintaining school wide safety through parental presence on campus.

Targets Supported

Resources Available to Support the Goal

- Watch D.O.G.S. program

Targeted Barriers to Achieving the Goal

- Lack of male figure participation in school. Not enough parent engagement during the school day.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G2. Teachers will create and adhere to sound instructional routines and procedures. Differentiated small group instruction will occur in Reading and Math blocks. Staff will discuss results and implementation at weekly PLC meetings.

G2.B1 Lack of exposure to Marzano's framework

G2.B1.S1 Build PD to be delivered at PLC times.

Action Step 1

Marzano review

Person or Persons Responsible

All PLC Teams

Target Dates or Schedule

Second quarter

Evidence of Completion

Facilitator:

ADMIN

Participants:

All Instructional

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 Lack of time to share best practices and how to implement at a different level

G2.B2.S1 Allow for discussion and observation time within the grade level and vertical teams

Action Step 1

Build learn and share time into PLC agenda. Provide coverage time to observe in grade level or vertical grade level teams

Person or Persons Responsible

Admin and PLC facilitators

Target Dates or Schedule

Monthly at PLC meetings

Evidence of Completion

Discussion notes, observation forms, video clips, agenda notes

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Review of monthly notes, monitor coverage log for observation hours

Person or Persons Responsible

Admin

Target Dates or Schedule

At the end of each month

Evidence of Completion

Discussion elements, video review, observation logs

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Evidence of reading and writing connections will be collected via an interactive notebook. This notebook will be used to document writing connections and evidence of learning in all content areas.

G3.B1 Not using writing as evidence of learning in subject areas

G3.B1.S1 Provide writing training for staf

Action Step 1

Melissa Forney Writing Consultant Training Day

Person or Persons Responsible

admin

Target Dates or Schedule

October 21, 2013

Evidence of Completion

Training will be attended noted by attendance sheet

Facilitator:

Participants:

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

Scale

Person or Persons Responsible

PLC facilitation Team

Target Dates or Schedule

Quarterly

Evidence of Completion

movement on scale

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. By adopting the Watch D.O.G.S. program we will create positive connections that support student achievement while maintaining school wide safety through parental presence on campus.

G4.B1 Lack of male figure participation in school. Not enough parent engagement during the school day.

G4.B1.S1 Train Lead Dog for his new role. Get teachers on board to support the program. Hold KICK OFF night to explain the WHY behind the program.

Action Step 1

Kick Off Event Parent Sign Up Car Loop Sign up Connect Ed Call Order Pizza Activity Request

Person or Persons Responsible

Admin, Joe Sylvester

Target Dates or Schedule

September 16, 2013

Evidence of Completion

119 fathers attended event Sign up calendars 137 Registration forms attended

Action Step 2

Training meeting with main Watch Dog

Person or Persons Responsible

Admin and Top Dog

Target Dates or Schedule

September 4, 2013

Evidence of Completion

Meeting Held Creation of date for kick off and follow up

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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 and Title II funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of the school. Title I and Title II funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of the school.

Title III funds will be coordinated with Title I funds to provide extra support to English Language Learners (ELLs) by offering before school tutoring in academic language acquisition, to assist ELLs meet the academic content and English proficiency standards.

SAI funds are used to provide students extended day academic services. These students are identified based on need reflecting the analysis of academic data.

Guidance Programs such as Bullying Prevention, Peer Mediation, Counseling, etc...

Cafeteria Programs and events, Business Partnerships, and Human Growth and Development Curriculum.

Free breakfast is provided daily to all students at Fox Hollow Elementary. This breakfast is funded by the Food and Nutrition Department in the district.

Our school provides head start services for approximately sixty students. These students are between the ages of 3 and 5.

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. Teachers will create and adhere to sound instructional routines and procedures. Differentiated small group instruction will occur in Reading and Math blocks. Staff will discuss results and implementation at weekly PLC meetings.

G2.B1 Lack of exposure to Marzano's framework

G2.B1.S1 Build PD to be delivered at PLC times.

PD Opportunity 1

Marzano review

Facilitator

ADMIN

Participants

All Instructional

Target Dates or Schedule

Second quarter

Evidence of Completion

G2.B2 Lack of time to share best practices and how to implement at a different level

G2.B2.S1 Allow for discussion and observation time within the grade level and vertical teams

PD Opportunity 1

Build learn and share time into PLC agenda. Provide coverage time to observe in grade level or vertical grade level teams

Facilitator

Participants

Target Dates or Schedule

Monthly at PLC meetings

Evidence of Completion

Discussion notes, observation forms, video clips, agenda notes

G3. Evidence of reading and writing connections will be collected via an interactive notebook. This notebook will be used to document writing connections and evidence of learning in all content areas.

G3.B1 Not using writing as evidence of learning in subject areas

G3.B1.S1 Provide writing training for staf

PD Opportunity 1

Melissa Forney Writing Consultant Training Day

Facilitator

Participants

Target Dates or Schedule

October 21, 2013

Evidence of Completion

Training will be attended noted by attendance sheet

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Teachers will create and adhere to sound instructional routines and procedures. Differentiated small group instruction will occur in Reading and Math blocks. Staff will discuss results and implementation at weekly PLC meetings.	\$113,000
G4.	By adopting the Watch D.O.G.S. program we will create positive connections that support student achievement while maintaining school wide safety through parental presence on campus.	\$800
Total		\$113,800

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
Title One Parent Involvement	\$113,000	\$800	\$113,800
	\$0	\$0	\$0
Total	\$113,000	\$800	\$113,800

Budget Details

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

G2. Teachers will create and adhere to sound instructional routines and procedures. Differentiated small group instruction will occur in Reading and Math blocks. Staff will discuss results and implementation at weekly PLC meetings.

G2.B2 Lack of time to share best practices and how to implement at a different level

G2.B2.S1 Allow for discussion and observation time within the grade level and vertical teams

Action Step 1

Build learn and share time into PLC agenda. Provide coverage time to observe in grade level or vertical grade level teams

Resource Type

Personnel

Resource

ICT team members

Funding Source

Title One Parent Involvement

Amount Needed

\$113,000

G3. Evidence of reading and writing connections will be collected via an interactive notebook. This notebook will be used to document writing connections and evidence of learning in all content areas.

G3.B1 Not using writing as evidence of learning in subject areas

G3.B1.S1 Provide writing training for staf

Action Step 1

Melissa Forney Writing Consultant Training Day

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. By adopting the Watch D.O.G.S. program we will create positive connections that support student achievement while maintaining school wide safety through parental presence on campus.

G4.B1 Lack of male figure participation in school. Not enough parent engagement during the school day.

G4.B1.S1 Train Lead Dog for his new role. Get teachers on board to support the program. Hold KICK OFF night to explain the WHY behind the program.

Action Step 2

Training meeting with main Watch Dog

Resource Type

Evidence-Based Program

Resource

Funding Source

Title One Parent Involvement

Amount Needed

\$800