2013-2014 SCHOOL IMPROVEMENT PLAN

Glen Springs Elementary School

2826 NW 31ST AVE

Gainesville, FL 32605

352-955-6708

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

School Demographics

School Type Elementary School	**Title I** Yes	**Free and Reduced Lunch Rate** 44%
Alternative/ESE Center No	**Charter School** No	**Minority Rate** 40%

School Grades History

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

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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
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
Glen Springs Elementary School

Principal
Nannette Dell

School Advisory Council chair
Patti Clendenin

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

Name	Title
Nannette Dell	Principal
Amanda Armstrong	School Counselor
Vicki McAlhany	Behavior Resource Teacher/Principal Intern
Marie Valero	Curriculum Resource Teacher/Principal Intern

District-Level Information

District
Alachua

Superintendent
Hershel Lyons

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 School Advisory Council at Glen Springs Elementary consists of members who represent the faculty, staff, parent and community groups. We have two teacher representatives, one career service representative, two parents and two community members. The chairperson is Patti Clendenin. Antonia Brewster, a teacher member, is the recording secretary. Ms. Brewster's responsibility is to take minutes at each meeting and send to the members to review.

Involvement of the SAC in the development of the SIP

The School Advisory Council assists with the review and implementation of the School Improvement Plan. SAC members are asked to provide input about potential goals and strategies to meet those goals. Members help create and distribute the school's climate survey to parents, faculty and staff. After the data is collected the SAC members analyze the data and make recommendations for strategies to address any concerns. Through regularly scheduled meetings, the SAC contributes to the decision-making process of the school, including use of school improvement funds.

Activities of the SAC for the upcoming school year

The School Advisory Council will assists with the review and implementation of the 2013-2014 School Improvement Plan. Members will create and distribute the school's climate survey to parents, teachers, and staff, and review the results. Through regularly scheduled meeting, the SAC will contribute to the decision-making process of the school.

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

The school improvement funds will be used to purchase materials to support the goals of the School Improvement Plan such as Kagan materials, writing journals, additional reading and math basal materials, manipualtives, and supplemental non-fiction text materials and leveled readers. School improvement funds will also be used to purchase document cameras and other technology to enhance instruction.

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:

Nannette Dell		
Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	Bachelor of Art in Education - University of Florida Master of Education - University of Florida Educational Leadership Certification - University of Florida ESOL Endorsement Reading Certification - K-12
Performance Record	2012-2013 - Glen Springs Elementary School - School Grade B 2011-2012 - Glen Springs Elementary School - School Grade B 2010-2011 - Glen Springs Elementary School - School Grade A

Instructional Coaches

of instructional coaches

receiving effective rating or higher

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
35

 # receiving effective rating or higher
35, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
35, 100%

 # ESOL endorsed
12, 34%

 # reading endorsed
3, 9%

 # with advanced degrees
15, 43%

 # National Board Certified
0, 0%

 # first-year teachers
5, 14%

 # with 1-5 years of experience
9, 26%

 # with 6-14 years of experience
9, 26%

 # with 15 or more years of experience
12, 34%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

3

 # 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

All teachers new to Glen Springs have an orientation at the beginning of the year to familairize them with the school and school resources. All teachers meet weekly for team planning and data analysis. The team leader shares information from team leaders' meetings. All new teachers are assigned a district mentor coach during their first year of teaching.

Teacher Mentoring Program/Plan

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

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

The district mentoring program pairs a district mentor with a beginning teacher based on the experience of the mentor. The teacher and mentor meet weekly. The mentor observes and provides feedback to the beginning teacher. The mentor also facilitates cohort meetings for a group of beginning teachers to share and discuss teaching strategies.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school problem-solving processes include regular grade level and school level data analysis meetings to review data and make changes in the instructional interventions groups provided by Title 1 teacher tutors and classroom teachers.

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

Nannette Dell - Principal
Amanda Armstrong - School Counselor
Colleen Croft - FCIM Coordinator and Title 1 Lead Teacher
Vicki McAlhany - Behavior Resource Teacher/Principal Intern
Marie Valero - Curriculum Resource Teacher/Principal Intern
Each member of of the school-based leadership team has the responsibility to monitor and review academic data from district assessments and on-going progress monitoring. Each member is assigned one or two grade levels to meet with monthly to review current data, discuss concerns and formulate a plan of actions to address the concerns. The leadership team members also meet monthly as a group to share information gathered during the team data meetings.

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

The leadership teams meets monthly with assigned grade levels to review and analyze grade level data. The leadership team then meets to discuss the findings. Student data information is entered into grade level Google documents and updated regularly. Decisions about small group interventions are discussed and changes are made to groups as needed to meet individual student needs.

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 is collected using FAIR (K-5), district On-Track math assessment (grades 3-5), district On-Track science assessment (grade 5), reading unit benchmark assessments. Data is entered into Infinite Campus, the district database. The data is analyzed by benchmark and sub-group. Additionally, Google document templates allow teachers to enter and share results of on-going progress monitoring data. Behavior and attendance data reports are regularly generated through Infinite Campus to analyze trends and address concerns.

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

The regular team and school level data meetings assist in providing opportunities to address problems and brainstorm solutions. Each year, Title 1 holds an annual parent meeting to share information about Title 1 services, answer questions, and ask for parent input. The Title 1 Lead Teacher also attends PTA and SAC meetings at least one time during the school year to share Title 1 information and the Title 1 budget. Parents provide input for addressing concerns and needs through participation in the school climate survey and the Title 1 Parent Involvement survey. Each year, the Title 1 school compact is shared with parents and faculty addressing each groups responsibilities in providing assistance to the students.

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: 1,320

Approximately 48 targeted students in grades three through five will receive small group, after school tutoring two days a week for one hour each day from October 2013 until April 2014. Students will be instructed using the Achieve 3000 program.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data from FAIR, District On Track, Discovery Education and grade level benchmark assessments will be used to determine the effectiveness of the tutoring program.

Who is responsible for monitoring implementation of this strategy?

The Principal, Curriculum Resource Teacher and the CIMS Facilitator will monitor the implementation of this strategy.

Strategy: Extended Day for All Students

Minutes added to school year: 6,480

Title 1 supplemental reading instruction will be provided to targeted students in grades one through five using the intervention series (Reading Street - My Sidewalks) during special area class time. Classroom teachers will meet with small intervention groups at least two time a week for 30 minutes during teacher directed PE time.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data from weekly reading assessments, unit benchmark assessments and district assessments will be reviewed monthly and updated groups will be formed if needed.

Who is responsible for monitoring implementation of this strategy?

The Principal and Title 1 Lead 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

Name	Title
Nannette Dell	Principal
Marie Valero	Curriculum Resource Teacher/Principal Intern

Name	Title
Colleen Croft	FCIM Facilitator/Title 1 Lead Teacher
Elaine Strong	Title 1 Teacher Tutor

How the school-based LLT functions

The school-based LLT serves as a resource for teachers. The LLT meets regularly with teachers to analyze and discuss data, and to review student progress toward mastery of benchmarks. The team also meets with teachers to discuss interventions for targeted students.

Major initiatives of the LLT

The major initiative for this year will be to analyze data, identify areas of need, and formulate a plan for the needed academic interventions.

Every Teacher Contributes to Reading Instruction

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

Classroom teachers are provided a 90 minute uninterrupted reading time to instruct students in the district core reading program. Reading unit test data is entered into class Google documents and shared with all teachers. Once a month, team data chats are conducted and information is shared. Input is requested from all teachers including classroom teachers, teacher tutors, ESE teachers, and special area teachers.
Once a week, special area teachers work with small groups of students on reading skills for 30 minutes at each grade level.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The district, through the Voluntary Pre-K (VPK) program, provides an opportunity for every four year old to participate in pre-kindergarten classes to become better prepared for kindergarten.
In April of each year, the school holds "Kindergarten Round-up". This is an informational session, where parents can complete necessary enrollment paperwork, ask questions, and take a tour of the kindergarten classrooms.
Parents may contact the Principal, Curriculum Resource Teacher, or the School Counselor for additional information and a tour of the 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	71%	64%	No	74%
American Indian				
Asian				
Black/African American	56%	50%	No	60%
Hispanic	54%	44%	No	59%
White	79%	71%	No	81%
English language learners				
Students with disabilities	46%	38%	No	51%
Economically disadvantaged	58%	47%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	24%	34%
Students scoring at or above Achievement Level 4	74	39%	49%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	78	67%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	30	72%	80%

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	39	61%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		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	68%	56%	No	72%
American Indian				
Asian				
Black/African American	53%	30%	No	57%
Hispanic	70%	56%	No	73%
White	78%	68%	No	80%
English language learners				
Students with disabilities	51%	46%	No	56%
Economically disadvantaged	58%	38%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53	28%	40%
Students scoring at or above Achievement Level 4	52	27%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	91	78%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	64	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	21	33%	43%
Students scoring at or above Achievement Level 4	21	33%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

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)	5		7
Participation in STEM-related experiences provided for students	220	50%	75%

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	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	3	4%	2%
Students who are not proficient in reading by third grade	26	41%	25%
Students who receive two or more behavior referrals	16	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	18	4%	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

Increase parent involvement through implementation of the district and school Parent Improvement Plan.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
See Glen Springs PIP for details			

Goals Summary

G1. The percent of students making a year's gain will increase by at least 10%.

G2. At least 50% of the lowest 25% will make a year's gain.

G3. The percent of students scoring at proficiency or above will increase by at least 10% or will meet 2014 target.

Goals Detail

G1. The percent of students making a year's gain will increase by at least 10%.

Targets Supported

Resources Available to Support the Goal
- District adopted series, including intervention materials.
- Title 1 Resources: Achieve 3000, My Sidewalks, Calendar Math, Building Vocabulary

Targeted Barriers to Achieving the Goal
- Lack of time in the instructional day.
- Varied ability of students in each class.

Plan to Monitor Progress Toward the Goal

As the data is reviewed, discussion will be held to evaluate the progress of the students involved.

Person or Persons Responsible
Principal, CRT/Principal Intern, BRT/Principal Intern,FCIM Facilitator/Title 1 Lead Teacher, Counselor and teachers.

Target Dates or Schedule:
August 2013 - June 2014

Evidence of Completion:
Meetings held to review data

G2. At least 50% of the lowest 25% will make a year's gain.

Targets Supported

Resources Available to Support the Goal
- District adopted reading and math series, including intervention series
- Title 1 Resources: Achieve 3000, My Sidewalks, Calendar Math

Targeted Barriers to Achieving the Goal
- Lack of pre-requisite skills needed for mastery of grade level content.

Plan to Monitor Progress Toward the Goal

The data from ongoing progress monitoring will be shared, reviewed and discussed during grade level data chats.

Person or Persons Responsible
Principal, CRT/Principal Intern, BRT/Principal Intern, FCIM Facilitator, Counselor, Title 1 teacher Tutors and classroom teachers

Target Dates or Schedule:
Monthly - August 2013-June 2014

Evidence of Completion:
Meetings held and data reviewed and shared.

G3. The percent of students scoring at proficiency or above will increase by at least 10% or will meet 2014 target.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Writing
- Science - Elementary School
- EWS - Elementary School

Resources Available to Support the Goal
- District adopted reading and math series, including intervention materials.
- Title 1 Resources: My Sidewalks, Achieve 3000, Calendar Math

Targeted Barriers to Achieving the Goal
- The transition to Common Core Standards, and the impact the transition has on the type and complexity of activities.
- Students have deficiencies that cannot be addressed during core block of instruction.

Plan to Monitor Progress Toward the Goal

As teachers submit data, the data will be reviewed and discussed with teachers at grade level data meetings.

Person or Persons Responsible
Principal, FCIM Facilitator, BRT/Principal Intern, CRT/Principal Intern, Counselor, and classroom teachers

Target Dates or Schedule:
August 2013 - June 2014

Evidence of Completion:
Scores submitted, meetings held.

Action Plan for Improvement

Problem Solving Key

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

G1. The percent of students making a year's gain will increase by at least 10%.

G1.B1 Lack of time in the instructional day.

G1.B1.S1 Provide after-school tutoring to targeted students.

Action Step 1

Analyze data, identify students

Person or Persons Responsible

Principal, FCIM Facilitator/Title 1 Lead Teacher

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Materials purchased, student lists with data and professional development completed.

Facilitator:

FCIM Facilitator

Participants:

After school teacher tutors

Action Step 2

Purchase materials, and provide training for teacher tutors.

Person or Persons Responsible

Teacher tutors, FCIM Facilitator

Target Dates or Schedule

Ongoing

Evidence of Completion

Materials purchased, professional develpoment attendance sheets

Facilitator:

FCIM Facilitator

Participants:

Teacher tutors

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

Walkthroughs and reviews of lesson plans will be conducted.

Person or Persons Responsible

Principal and FCIM Facilitator/Title 1 Lead Teacher

Target Dates or Schedule

October 2013-April 2014

Evidence of Completion

Completed walkthroughs and lesson plans.

Plan to Monitor Effectiveness of G1.B1.S1

Data from on-going progress monitoring, weekly assessments and district assessments will be submitted by the teachers and reviewed to monitor the effectiveness.

Person or Persons Responsible

Principal, FCIM Facilitator/Title 1 Lead Teacher, Teacher Tutors

Target Dates or Schedule

October 2013-April 2014

Evidence of Completion

Data submitted and reviewed

G1.B2 Varied ability of students in each class.

G1.B2.S1 Provide small group, differentiated instruction during core instructional time.

Action Step 1

Analyze data, create groups, schedule groups,

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily from August 2013-June 2014

Evidence of Completion

Data collected

Action Step 2

Provide professional development for teachers in high-yield strategies.

Person or Persons Responsible

Principal, CRT, FCIM Facilitator

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Use of strategies in classroom as observed through walkthroughs and observations.

Facilitator:

Principal, CRT, FCIM Facilitator

Participants:

All teachers

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

Walkthroughs and observations will be conducted.

Person or Persons Responsible

Principal, CRT/Principal Intern, BRT/Principal Intern

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Completed walkthroughs and observations

Plan to Monitor Effectiveness of G1.B2.S1

Data from weekly assessments, unit assessments and district assessments will be reviewed and discussed.

Person or Persons Responsible

Princpal, CRT/Principal Intern, BRT/Principal Intern, FCIM Facilitator, and Counselor

Target Dates or Schedule

August 2013 -June 2014

Evidence of Completion

Data reviewed and discussions held

G2. At least 50% of the lowest 25% will make a year's gain.

G2.B1 Lack of pre-requisite skills needed for mastery of grade level content.

G2.B1.S1 Provide supplemental instruction during the school day.

Action Step 1

Use data to identify students and provide needed materials and training.

Person or Persons Responsible

Principal, classroom teachers, Title 1 teacher tutors.

Target Dates or Schedule

August 2013 - June 2014 during teacher PE and specials area times.

Evidence of Completion

Students assessment data used to identify students targeted for intervention.

Facilitator:

Principal, CRT, FCIM Facilitator

Participants:

All teachers

Action Step 2

Provide materials for teachers for use during supplemental instruction.

Person or Persons Responsible

Principal, CRT,FCIM Facilitator,

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Materials purchased

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

Walkthroughs and observations will be conducted.

Person or Persons Responsible

Principal, CRT/Principal Intern, BRT/Principal Intern, FCIM Facilitator

Target Dates or Schedule

Weekly - August 2013-June 2014

Evidence of Completion

Completed walkthorughs and observations

Plan to Monitor Effectiveness of G2.B1.S1

Data from ongoing progress monitoring will be collected.

Person or Persons Responsible

Principal, CRT/Principal Intern, BRT/Principal Intern, FCIM Facilitator, Counselor, Title 1 teacher Tutors and classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Data submitted

G2.B1.S2 Provide extended learning opportunities.

Action Step 1

Indentify students through data analysis, purchase needed materials and provide teacher training.

Person or Persons Responsible

CRT, Title 1 teachers, classroom teachers, FCIM facilitator

Target Dates or Schedule

October 2013-April 2014

Evidence of Completion

Lesson plans and observations

Facilitator:

Principal, CRT, FCIM Facilitator

Participants:

Teacher tutors

Action Step 2

Conduct after school tutoring groups for targeted students.

Person or Persons Responsible

Teacher tutors, FCIM Facilitator

Target Dates or Schedule

October 2013 - June 2014

Evidence of Completion

Lesson plans, student attendance sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Lesson plans for tutoring sessions will be reviewed and observations conducted.

Person or Persons Responsible

Principal and FCIM Facilitator

Target Dates or Schedule

October 2013-April 2014

Evidence of Completion

Completed observations and lesson plan review

Plan to Monitor Effectiveness of G2.B1.S2

Students data from weekly assessments, unit assessments and district assessments will be collected.

Person or Persons Responsible

Principal, FCIM facilitator, CRT/Principal Intern, BRT/Principal Intern, Counselor, and teacher tutors.

Target Dates or Schedule

Monthly - October 2013-August 2014

Evidence of Completion

Data collected

G2.B1.S3 Explicit vocabulary instruction.

Action Step 1

Provide professional development in vocabulary instruction.

Person or Persons Responsible

Principal, CRT, FCIMS Facilitator, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance sheet for professional development.

Facilitator:

Principal, FCIM Facilitator

Participants:

All teachers

Action Step 2

Utilize Buidling Vocabulary materials and nonfiction leveled books.

Person or Persons Responsible

Principal, FCIM Facilitator Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, walkthroughs and observations

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Conduct walkthroughs and observations.

Person or Persons Responsible

Principal, CRT/Principal Intern, BRT/Principal Intern

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Completed walkthroughs and observations.

Plan to Monitor Effectiveness of G2.B1.S3

Collect and analyze on-going progress monitoring assessments

Person or Persons Responsible

Principal, CRT, BRT, Counselor, FCIM Facilitator, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student data collected

G3. The percent of students scoring at proficiency or above will increase by at least 10% or will meet 2014 target.

G3.B1 The transition to Common Core Standards, and the impact the transition has on the type and complexity of activities.

G3.B1.S1 Implement the state adopted, district approved curriculum that is aligned to Common Core Standards.

Action Step 1

Implement the district adopted curriculum with fidelity.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Agust 2013-June 2014

Evidence of Completion

Lesson plans, classroom walkthroughs and observations

Facilitator:

District staff, Principal, CRT and FCIM facilitator

Participants:

All teachers

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

Lesson plans will be reviewed and clasroom walkthroughs and observations will be conducted to monitor the fidelity of the implementation.

Person or Persons Responsible

Principal, CRT/Principal Intern, and BRT/Principal Intern

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

The monitoring tools (lesson plans, walkthroughs and observations) will show the fidelity of implementation.

Plan to Monitor Effectiveness of G3.B1.S1

Progress monitoring data will be submitted.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Data will be entered after each assessment is completed - August 2013-June 2014

Evidence of Completion

Scores are submitted

G3.B2 Students have deficiencies that cannot be addressed during core block of instruction.

G3.B2.S1 Provide supplemental instruction.

Action Step 1

After reviewing data and identifying students, teachers will pull small groups of students to provide supplemental instruction in targeted areas.

Person or Persons Responsible

Classroom teachers, Title 1 teacher tutors, and CRT.

Target Dates or Schedule

August 2013-June 2014.

Evidence of Completion

List of students being pulled for supplemental instruction.

Facilitator:

CRT, FCIMS Facilitator

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Walkthroughs and observations will be conducted during small group instruction.

Person or Persons Responsible

Princpal, CRT/Principal Intern, BRT/Principal Intern, FCIM Facilitator

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Completed walkthroughs and observations

Plan to Monitor Effectiveness of G3.B2.S1

Data from ongoing progress monitoring, weekly assessments, and district assessments will be submitted and reviewed to monitor student progress.

Person or Persons Responsible

Principal, CRT, FCIM Facilitator

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Data entered and reviewed

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 1, Part A:
Supplemental reading and math services are provided by Title 1 teachers to targeted students during the school day and in after-school tutoring programs if available. The FCIM coordinator assists teachers with data collection and analysis, and in the development of effective instructional strategies.
Title 1, Part C - Migrant:
A migrant liaison provides services and support to students and parents. The liaison coordinates with Title 1 and other school and district programs to meet the needs of the students and families.
Title 1, Part D:
A migrant liaison provides services and support to students and parents. The liaison coordinates with Title 1 and other school and district programs to meet the needs of the students and families.
Title II:
The district receives supplemental funds for improving basic educational programs through the purchase of technology. The school utilizes these funds through the purchase of technology such as new SmartBoards, Smart Response systems and document cameras. The school also utilizes the expertise of district technology coaches.
Title III:
The school works with the district ESOL representative to coordinate services to improve the education of immigrants and English-language learners. Services that are provided include educational materials such as dictionaries, home-school communication in native languages and instructional services (tutors).
Title X - Homeless:
The school works with the district Homeless Coordinator to provide needed services for student identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.
Supplemental Academic Instruction (SAI):
SAI funds will be combined with district funds to provide third grade teachers.
Violence Provention Programs:
The school offers non-violence and anti-drug programs, such as Steps to Respect, Peace Works, Too Good for Drugs to all students. In addition, the school participates in Red Ribbon Week in October with school-wide activities. The counselor also offers the Speak Up and Be Safe program and Safer, Smarter Kids.
Nutrition Programs:
The school follows the district's nutrition program. We also participate in the Food 4 Kids backpack program that provides food each weekend and during school breaks for children who exhibit signs of hunger.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The percent of students making a year's gain will increase by at least 10%.

G1.B1 Lack of time in the instructional day.

G1.B1.S1 Provide after-school tutoring to targeted students.

PD Opportunity 1

Analyze data, identify students

Facilitator

FCIM Facilitator

Participants

After school teacher tutors

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Materials purchased, student lists with data and professional development completed.

PD Opportunity 2

Purchase materials, and provide training for teacher tutors.

Facilitator

FCIM Facilitator

Participants

Teacher tutors

Target Dates or Schedule

Ongoing

Evidence of Completion

Materials purchased, professional develpoment attendance sheets

G1.B2 Varied ability of students in each class.

G1.B2.S1 Provide small group, differentiated instruction during core instructional time.

PD Opportunity 1

Provide professional development for teachers in high-yield strategies.

Facilitator

Principal, CRT, FCIM Facilitator

Participants

All teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Use of strategies in classroom as observed through walkthroughs and observations.

G2. At least 50% of the lowest 25% will make a year's gain.

G2.B1 Lack of pre-requisite skills needed for mastery of grade level content.

G2.B1.S1 Provide supplemental instruction during the school day.

PD Opportunity 1

Use data to identify students and provide needed materials and training.

Facilitator

Principal, CRT, FCIM Facilitator

Participants

All teachers

Target Dates or Schedule

August 2013 - June 2014 during teacher PE and specials area times.

Evidence of Completion

Students assessment data used to identify students targeted for intervention.

G2.B1.S2 Provide extended learning opportunities.

PD Opportunity 1

Indentify students through data analysis, purchase needed materials and provide teacher training.

Facilitator

Principal, CRT, FCIM Facilitator

Participants

Teacher tutors

Target Dates or Schedule

October 2013-April 2014

Evidence of Completion

Lesson plans and observations

G2.B1.S3 Explicit vocabulary instruction.

PD Opportunity 1

Provide professional development in vocabulary instruction.

Facilitator

Principal, FCIM Facilitator

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance sheet for professional development.

G3. The percent of students scoring at proficiency or above will increase by at least 10% or will meet 2014 target.

G3.B1 The transition to Common Core Standards, and the impact the transition has on the type and complexity of activities.

G3.B1.S1 Implement the state adopted, district approved curriculum that is aligned to Common Core Standards.

PD Opportunity 1

Implement the district adopted curriculum with fidelity.

Facilitator

District staff, Principal, CRT and FCIM facilitator

Participants

All teachers

Target Dates or Schedule

Agust 2013-June 2014

Evidence of Completion

Lesson plans, classroom walkthroughs and observations

G3.B2 Students have deficiencies that cannot be addressed during core block of instruction.

G3.B2.S1 Provide supplemental instruction.

PD Opportunity 1

After reviewing data and identifying students, teachers will pull small groups of students to provide supplemental instruction in targeted areas.

Facilitator

CRT, FCIMS Facilitator

Participants

All Teachers

Target Dates or Schedule

August 2013-June 2014.

Evidence of Completion

List of students being pulled for supplemental instruction.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The percent of students making a year's gain will increase by at least 10%.	$2,500
G2.	At least 50% of the lowest 25% will make a year's gain.	$15,000
G3.	The percent of students scoring at proficiency or above will increase by at least 10% or will meet 2014 target.	$86,000
	Total	$103,500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Personnel	Professional Development	Total
School Improvement funds	$2,000	$0	$0	$2,000
Title 1	$0	$94,000	$0	$94,000
School Improvement fund, Create funds	$0	$0	$2,000	$2,000
Title 1, School Improvement funds, Create funds	$3,000	$0	$0	$3,000
School Improvement, Title 1	$0	$0	$500	$500
School Improvent fund	$2,000	$0	$0	$2,000
Total	$7,000	$94,000	$2,500	$103,500

Budget Details

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

G1. The percent of students making a year's gain will increase by at least 10%.

G1.B1 Lack of time in the instructional day.

G1.B1.S1 Provide after-school tutoring to targeted students.

Action Step 2

Purchase materials, and provide training for teacher tutors.

Resource Type

Professional Development

Resource

Training in the use of after school tutoring materials

Funding Source

School Improvement, Title 1

Amount Needed

$500

G1.B2 Varied ability of students in each class.

G1.B2.S1 Provide small group, differentiated instruction during core instructional time.

Action Step 2

Provide professional development for teachers in high-yield strategies.

Resource Type

Professional Development

Resource

Materials and training for teachers

Funding Source

School Improvement fund, Create funds

Amount Needed

$2,000

G2. At least 50% of the lowest 25% will make a year's gain.

G2.B1 Lack of pre-requisite skills needed for mastery of grade level content.

G2.B1.S1 Provide supplemental instruction during the school day.

Action Step 2

Provide materials for teachers for use during supplemental instruction.

Resource Type

Evidence-Based Materials

Resource

Supplemental basal reading materials, level readers, Calendar math, Building Vocabulary, Great Leaps

Funding Source

Title 1, School Improvement funds, Create funds

Amount Needed

$3,000

G2.B1.S2 Provide extended learning opportunities.

Action Step 2

Conduct after school tutoring groups for targeted students.

Resource Type

Personnel

Resource

Teacher stipends

Funding Source

Title 1

Amount Needed

$10,000

G2.B1.S3 Explicit vocabulary instruction.

Action Step 2

Utilize Buidling Vocabulary materials and nonfiction leveled books.

Resource Type

Evidence-Based Materials

Resource

Buiding Vocabulary, level book sets

Funding Source

School Improvent fund

Amount Needed

$2,000

G3. The percent of students scoring at proficiency or above will increase by at least 10% or will meet 2014 target.

G3.B1 The transition to Common Core Standards, and the impact the transition has on the type and complexity of activities.

G3.B1.S1 Implement the state adopted, district approved curriculum that is aligned to Common Core Standards.

Action Step 1

Implement the district adopted curriculum with fidelity.

Resource Type

Evidence-Based Materials

Resource

Supplemental core reading materials, including intervention materials and manipulatives.

Funding Source

School Improvement funds

Amount Needed

$2,000

G3.B2 Students have deficiencies that cannot be addressed during core block of instruction.

G3.B2.S1 Provide supplemental instruction.

Action Step 1

After reviewing data and identifying students, teachers will pull small groups of students to provide supplemental instruction in targeted areas.

Resource Type

Personnel

Resource

Money to pay for instructors

Funding Source

Title 1

Amount Needed

$84,000