



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

East Milton Elementary School

5156 WARD BASIN RD

Milton, FL 32583

850-983-5620

<http://www.santarosa.k12.fl.us/schools/eme/>

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	86%
Alternative/ESE Center	Charter School	Minority Rate
No	No	16%

School Grades History

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

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 1	1	Melissa Ramsey	
Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

East Milton Elementary School

Principal

Terry Paschall

School Advisory Council chair

Natasha Wigle

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

Name	Title
Amanda Young	Teacher
Kristen White	Teacher
Sally Baker	Teacher
Emily Craft	Teacher
Justin King	Teacher
Brenda Waters	Assistant Principal
Suzanne Pfeiffer	Reading Coach
Marsha Pugh	Guidance Counselor
Leslie Richards	Academic Intervention Specialist
Michael Phillips	Teacher
Tonya Richards	Teacher

District-Level Information

District

Santa Rosa

Superintendent

Mr. Tim Wyrosdick

Date of school board approval of SIP

12/10/2013

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

East Milton's School Advisory Council (SAC) is composed of the principal, 9 parents, 3 business members, 7 teachers, and 1 Non-Instructional person. SAC members are not employed by the school district. The council is comprised of 5% African American, 80% Caucasian, 5% Hispanic, 5% Native American, and 5% Multi-racial which is representation of the school's population. Natasha Wigle, a

parent is the current Chairperson, Kristy McGowin, a Non-Instructional Paraprofessional is the Vice-Chair, and Lisa Lowe, another parent is the Secretary.

Involvement of the SAC in the development of the SIP

East Milton's SAC committee reviews different areas of the current SIP plan throughout the school year, making suggestions or revisions. When this new school year began and scores had been released, the SAC committee met and reviewed the strengths and weaknesses of the school as displayed by student scores. Suggestions for revisions and additions to the upcoming SIP were taken. Yearly goals were also discussed and used within the SIP. Monthly updates are given at each SAC meeting throughout the school year keeping members informed about student progress and the progress of the school.

Activities of the SAC for the upcoming school year

The SAC Council assists with the development of the SIP and receives monthly updates throughout the year as to the progress the school is making towards its yearly goals. The Council will also approve required Title I documents and programs, evaluate the effectiveness of program offerings, help develop and implement parent involvement plans and strategies, support teacher training, provide financial support for reward programs, assist with development of school based, SAC, and Title I budgets, and support the Principal as she makes decisions in the best interest of students and teachers at East Milton Elementary School.

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

SAC funds will be requested to be used to increase student rewards through the PBS program, match funds for after school tutoring, pay for teachers to attend professional development activities that fall outside of the Title I budget window, and pay for refreshments that are needed at various parent involvement activities. Refreshments will also be purchased for after school Continuous Improvement Team (CIT) data meetings. We will also request that SAC provides funds for teachers who conduct kindergarten screening during the summer.

Food for Family Nights = \$100.00 x 4 events = \$400.00

Kindergarten Screening Teacher Stipends = \$500.00

Teacher Professional Development = \$100.00

Student Recognition/Rewards = \$200.00

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:

Terry Paschall		
Principal	Years as Administrator: 3	Years at Current School: 3
Credentials		
	BS Elementary Education Masters in Educational Leadership Reading Endorsed ESOL Certified	
Performance Record		
	2012-2013 Grade D Reading Mastery: 59% Math Mastery: 40% Writing Mastery: 32% Science Mastery: 41% 2011-2012 Grade C Reading Mastery: 56% Math Mastery: 47% Writing Mastery: 56% Science Mastery: 49% 2010-2011 Grade B Reading Mastery: 77% Math Mastery: 68% Writing Mastery: 65% Science Mastery: 63% 2009-2010 Grade B Reading Mastery: 79% Math Mastery: 71% Writing Mastery: 55% Science Mastery: 69%	

Brenda Waters		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials		
	BA Early Childhood/Elementary Ed. K-6 MA Elementary Ed. with emphasis on Reading and Literacy MA Educational Leadership ESOL certification Reading Endorsement	
Performance Record		
	2012-2013 Grade D Reading Mastery: 59% Math Mastery: 40% Writing Mastery: 32% Science Mastery: 41%	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Suzanne Pfeiffer**

Full-time / School-based

Years as Coach: 6

Years at Current School: 5

Areas

Reading/Literacy, Data, RtI/MTSS

BA Communication Arts

Credentials

M.Ed. Reading

ESOL Certification

Pre-K/Primary K12 Certification

2012-2013 District Grade: A

Reading Mastery: 70

Math Mastery: 69

Science Mastery: 68

Writing Mastery: 63

2011-2012 School Grade C

Reading Mastery: 56%

Math Mastery: 47%

Writing Mastery: 56%

Science Mastery: 49%

2010-2011 School Grade B

Reading Mastery: 77%

Math Mastery: 68%

Writing Mastery: 65%

Science Mastery: 63%

2009-2010 School Grade B

Reading Mastery: 79%

Math Mastery: 71%

Writing Mastery: 55%

Science Mastery: 69%

Performance Record**Classroom Teachers****# of classroom teachers**

50

receiving effective rating or higher

50, 100%

Highly Qualified Teachers

100%

certified in-field

50, 100%

ESOL endorsed

22, 44%

reading endorsed

12, 24%

with advanced degrees

12, 24%

National Board Certified

1, 2%

first-year teachers

3, 6%

with 1-5 years of experience

19, 38%

with 6-14 years of experience

9, 18%

with 15 or more years of experience

19, 38%

Education Paraprofessionals

of paraprofessionals

26

Highly Qualified

26, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

14

receiving effective rating or higher

14, 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

1. New teachers will have a support team to assist them with understanding school processes - 1 peer teacher, 1 mentor teacher, 1 administrator
2. New teachers will be allowed and encouraged to participate in professional development activities of their choosing to support student learning. They will also be included in school-wide professional development on a weekly basis - teacher and administration.
3. New teachers will be given feedback on their performance, and have opportunities to observe master teachers in their grade level - Administration and teacher
4. New teachers will have 30, 60, and 90 day conferences to meet with administration about concerns and questions+
5. Teachers will be given the opportunity to facilitate grade level meetings, professional developments, and book studies to build leadership skills and capacity within the school.

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

Each beginning teacher is part of a team whose purpose is to help him/her become the best teacher possible. The support staff for each beginning teacher consists of a minimum of three mentors: a building level administrator, a peer teacher, and another professional educator. These mentors will:

- participate in observation and evaluation procedures, including pre- and post- observation conferences
- will assist in the formulation of his/her professional development plan
- participate in individual and group inservice activities as needed
- participate in development of a portfolio and to demonstrate the Educator's Accomplished Practices.

Activities for teams:

- Orientation to the program
- Observation Instrument training
- consulting/conferencing
- Accomplished practices
- joint planning
- Marzano instruction

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

East Milton Elementary has an MTSS team that is comprised of the Principal, Assistant Principal, School Psychologist, Guidance Counselor, Classroom Teacher, Reading Coach, Academic Intervention Specialist, ESE teacher (if needed), and Parent. The team meets weekly to review students' progress or lack of progress based on the most current formative and summative assessment data. Classroom teachers refer a student for an RtI meeting when they have data to determine that a student is working significantly below grade level, have implemented some Tier II interventions within their classrooms, and talked with the parent. Teachers may use Discovery Education Assessment (DEA) results, FAIR results, observations, basal assessments, etc. to determine the effectiveness of the core instruction and the lack of progress of the student referred. The team reviews the student's hypothesis at the beginning of each meeting, then reviews the most current data and compares the student's progress with that of their peers with the additional strategies and support. If progress is not seen to be successful, additional strategies may be added in the form of additional time, individualized instruction, and/or a smaller group size. Time has been built into the master schedule for ESE and Intervention teachers to work with the identified students.

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

Some members of the School Leadership Team are also on the MTSS team that is comprised of the Principal, Assistant Principal, School Psychologist, Guidance Counselor, Classroom Teacher, Reading Coach, Academic Intervention Specialist, ESE teacher (if needed), and Parent. Each team member is charged with the responsibility to evaluate student strengths and weakness and identify and allocate the appropriate resources to meet the student's needs. The school-based MTSS Team coordinates the implementation of MTSS at East Milton Elementary School. Children are referred for MTSS through their individual teachers, the school based integrated services team (Kids First), Grade level data teams, and/

or parent referrals. The Assistant Principal schedules MTSS team meetings weekly and establishes the agenda for each meeting. The Administration works with staff in overseeing compliance with the district's Response to Intervention plan, which includes using appropriate interventions and tracking those interventions with approved data tools.

The School Based Leadership Team also coordinates data meetings among grade and/or subject areas and advises all staff on appropriate interventions using the core.

Principal - Facilitator

Assistant Principal – MTSS scheduling, completes individual data sheets, and determines Agenda for meeting

Guidance Counselor - provides attendance and discipline reports

Classroom Teacher - provides current data from classroom and observations

Reading Coach - provides certain assessment results (DEA and FAIR) and explanation of reports to parent

Academic Intervention Specialist - provides certain assessment results (Text Level and Assessment) and explanation of reports to parent

Parent - provides background of child, observations of child's abilities outside of school

School Psychologist - provides guidance on appropriate intellectual and process evaluations

ESE Teacher/Speech Pathologist - provides applicable data if enrolled in other programs

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

Fidelity of the MTSS program at East Milton is monitored by the number of successful exits of students from MTSS once they have reached the level of their peers, and comparing the number of Tier II students with those students in Tier III. It also monitors staff that has completed the District MTSS training and the number of MTSS meetings that are scheduled each week. Fidelity is also monitored by the timely completion of assessments and psychological reports.

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 and management systems used to monitor the effectiveness of curricula are available to all teachers. These include:

1. SMART2 - a program that tracks grades, behavior, attendance, and assessment results
2. Successmaker 5 computer program- an individualized computer program that can be used to track peers progress and compare to student's progress, has capability of creating custom course to target weak areas of student in reading, math and science. Will graph student's results in graph form for RtI, collects data and stores it electronically
3. Renaissance computer program - Renaissance Learning enables educators to deliver highly differentiated and timely instruction while driving personalized student practice in reading, writing and math every day.
4. FAIR -Florida Assessments for Instruction provides teachers screening, diagnostic, and progress monitoring information that is essential to guiding instruction. This assessment is given three times a year.
5. Discovery Education Assessment (DEA) offers a variety of interim, formative, and diagnostic assessments to meet a variety of teacher's instructional needs. DEA's RTI solution screens and lists students at risk, monitors progress, measures growth, and identifies students' response to instruction. The RTI Solution includes a universal screener and on-going progress monitoring. Periodic, predictive benchmarks screen for tiered intervention and measure student growth. Once students are identified for tiered interventions, teachers monitor student progress.
6. Discovery Education probes measures and tracks the students' response to instructional interventions.
7. The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of

each child for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System™ (ECHOS™) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills™ (DIBELS™) for kindergarten (Letter Naming Fluency and Initial Sound Fluency) to gather information on a child's development in emergent literacy.

8. Continuous Improvement Meetings are held quarterly and is where data is collected and presented to staff from all areas of the school.

9. Monthly grade level data meetings - Grade level teachers meet with administration to analyze student scores for barriers and strategies to identify and overcome students needs. At this time teachers are able to determine the success of the core curriculum across the grade level.

TIER I

READING-FAIR, SME reading, STAR reading, STAR early literacy, Discovery Education, Tyner levels MATH-Discovery Education, SME math, STAR math,

SCIENCE-Discovery Education, Science, SME Science, Science Discovery

WRITING- Grade level rubrics, school-wide writing prompts

BEHAVIOR-Positive Behavior Support system, referrals and attendance through SMART system.

TIER II – assessment results recorded every two weeks

READING-FAIR, SME reading, STAR reading, STAR Early Literacy, Rigby benchmark assessment, Discovery Education probes, SM% Custom Courses, and ERSI

MATH-Discovery Math probes, SME math, STAR math,

SCIENCE-Discovery Science, SME Science, Science Discovery probes

WRITING - Write Score, grade level writing rubrics, school-wide writing prompts

BEHAVIOR - Positive Behavior Support system -, referrals and attendance through SMART system.

Tier III - assessment results recorded weekly

READING-FAIR, SM5 reading, STAR reading, STAR Early Literacy, Read 180, My Reading Coach, Earobics, Discovery Reading probes, SM5 custom courses

MATH-Discovery Math probes, SME math, STAR math, SM5 custom courses

SCIENCE-SME Science, Science Discovery probes, SM5 custom courses

WRITING-Write Score, grade level writing rubrics, school-wide writing prompts

BEHAVIOR- Positive Behavior Support system, referrals and attendance through SMART system

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

1. Staff members are required to complete an on-line RtI course through the District's Professional Development Center.
2. Professional development is provided to all Instructional Personnel at the school during a release period. This PD allows teachers the opportunity to watch a mock RtI meeting listing needed documents, questions that may be asked, and possible strategies that may be suggested.
3. When parents are invited to their first RtI meeting a brochure is sent with the invitation explaining RtI. At the beginning of the meeting a short agenda is provided to the parent to help their understanding of the meeting.
4. Parent conference - teachers are required to discuss any possible RtI referrals with parents before the referral is made.
5. During a Parent Involvement activity, teachers and administration will explain the MTSS process to parents.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(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: 6,480

Students are offered after school tutoring with transportation provided. Additional instruction is offered in areas of weakness in grades 1 - 5. Students will utilize the SM5 program and custom courses, leveled readers, Accelerated Math individualized computer program, FasttMath computer program, Basal Intervention strategies, and Step up to Writing.

Strategy Purpose(s)

- Instruction in core academic subjects

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

- Teachers will use SM5, FasttMath, and Accelerated Math reports.
- Gains reports from SM5 .
- Successful completion of leveled readers will be graphed by student.
- Accelerated Reader tests will be used for those books available.
- Writing rubrics will be used to assess writing progress, progress of will be tracked by student using the rubric

Who is responsible for monitoring implementation of this strategy?

Teacher
Administration
Reading Coach
Tutoring Teacher

Strategy: Weekend Program

Minutes added to school year: 2,160

- small group
- intensive individualized instruction
- use of manipulatives

Strategy Purpose(s)

- Instruction in core academic subjects

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

- Teachers will use SM5, FasttMath, and Accelerated Math reports.
- Gains reports from SM5
- SM5 Areas of Difficulty reports
- Teacher observation

Who is responsible for monitoring implementation of this strategy?

Teacher
Administration

Strategy: Summer Program**Minutes added to school year:** 5,400

Students are offered after school tutoring with transportation provided. Additional instruction is offered in areas of weakness in grades 1 - 4. Students will utilize the SM5 program, leveled readers, Accelerated Math individualized computer program, FasttMath computer program, Basal Intervention strategies, and Step up to Writing

Strategy Purpose(s)

- Instruction in core academic subjects

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

- Teachers will use SM5, FasttMath, and Accelerated Math reports.
- Gains reports from SM5 .
- Successful completion of leveled readers will be graphed by student.
- Accelerated Reader tests will be used for those books available.
- Writing rubrics will be used to assess writing progress, progress of will be tracked by student using the rubric
- Accelerated Math reports

Who is responsible for monitoring implementation of this strategy?

Teachers

Administration

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

Name	Title
Terry Paschall	Principal
Brenda Waters	Assistant Principal
Suzanne Pfeiffer	Reading Coach
Leslie Richards	Academic Intervention Specialist
Becky Whitfield	Media Specialist
Myra Anderson	Teacher
E. Jones	Teacher
Lynn Jones	Teacher
Katrina Armenteros	Teacher
Geneva Holt	Teacher
Jeanne Barber-Morris	Teacher
Kristi Brecheisen	Teacher

How the school-based LLT functions

The school based LLT functions as a group of educators who meet regularly to study and evaluate reading data at EME. The LLT meets at least 6 times a year after school, as well as two half days during the school year. The goals of this team are to evaluate reading data and make suggestions to the Leadership Team regarding reading trends, best practices, and identify areas of need. This Team also coordinates two Parent Nights a year in the areas of Reading and Writing. The Reading Coach is the Chair person for this group and is in charge of the agenda and scheduling the meetings.

Major initiatives of the LLT

Major initiatives of the LLT this year will include assisting in providing professional development in the area of questioning and collaboration for the staff. They will also provide assistance and support for the continued and expanded implementation of the Tyner Early Intervention model which has moved to the fourth grade this year. The Literacy Team will also be involved in evaluating training needs for a shift to the Common Core Standards of instruction and Project Based Learning to expand deeper levels of questioning and problem solving throughout the school. Evaluating specific grade level reading data, making recommendations to leadership about reading needs, and facilitating Parent Training sessions will also be areas that the Literacy Leadership Team will be involved in this year.

Every Teacher Contributes to Reading Instruction

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

The administration of East Milton Elementary School employs several strategies to ensure that every teacher contributes to the reading improvement of every student on our campus. Areas of professional development need are identified through evaluation of student performance and staff surveys on targeted areas. This professional development is then provided in a timely manner. Accountability is key to the success of professional development. Each teacher is regularly visited by administration as well as the Academic Intervention Specialist and Literacy Coach to ensure that instruction is being delivered with fidelity and in accordance with both site-based and county goals. The analysis of data also plays a major role in reading improvement. Teachers monitor student performance not only on formal assessments but by daily, informal means that help to modify and guide instruction for the benefit of all students within a classroom. Students who do not respond to this tailored classroom instruction or respond in a delayed fashion are monitored more closely and many times found in need of MTSS services. The Continuous Improvement Team of East Milton Elementary monitors student performance on a larger, school-wide scale.

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

Each year preschool students, parents, and their teachers are invited to visit and tour East Milton Elementary School. This visit provides interaction between our teachers and prospective students and parents. East Milton Elementary School also sends a teacher to TR Jackson Pre-Kindergarten Center to work with teachers there on preparing children for the transition to Kindergarten. A VPK class is offered at East Milton every summer prior to the start of a new school year. The VPK opportunity to sign-up information is given out at kindergarten registration. Information on VPK is also sent home with each student at EME and a Connect-ed call is made to inform parents. The principal participates in the graduation ceremonies held annually for both ESE as well as Head Start students. In total, East Milton Elementary School hosts 4 pre-kindergarten classes during the normal school year, and one VPK class during the summer.

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	64%	59%	No	68%
American Indian				
Asian				
Black/African American	61%	44%	No	65%
Hispanic				
White	65%	41%	No	69%
English language learners				
Students with disabilities	44%	32%	No	50%
Economically disadvantaged	63%	56%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	106	56%	68%
Students scoring at or above Achievement Level 4	52	27%	37%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		15%
Students scoring at or above Level 7	[data excluded for privacy reasons]		40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	58	60%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	48	66%	75%

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]		0%
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]		0%
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]		0%

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	30	31%	41%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		45%

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%	40%	No	57%
American Indian				
Asian				
Black/African American	52%	44%	No	57%
Hispanic				
White	53%	41%	No	57%
English language learners				
Students with disabilities	38%	35%	No	45%
Economically disadvantaged	51%	45%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	46%	57%
Students scoring at or above Achievement Level 4	39	21%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]	25%	
Students scoring at or above Level 7	[data excluded for privacy reasons]	15%	

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	54	61%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	50	47%	55%

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	30	26%	35%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		20%
Students scoring at or above Level 7	[data excluded for privacy reasons]		45%

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)	3		5
Participation in STEM-related experiences provided for students	170	90%	95%

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	124	16%	10%
Students retained, pursuant to s. 1008.25, F.S.	2	1%	0%
Students who are not proficient in reading by third grade	42	54%	40%
Students who receive two or more behavior referrals	16	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	0%	0%

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

Described in Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

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

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

- G1.** To increase student comprehension through effective questioning.
- G2.** To increase student performance and student engagement through collaborative practices

Goals Detail

G1. To increase student comprehension through effective questioning.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Writing
- 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)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Reading Coach
- Common Core Depth of Knowledge charts
- Dr. Tyner's trainings and visits
- Professional Development offered through district
- Common Core Training by DOE during summer
- District Literacy Department facilitators

Targeted Barriers to Achieving the Goal

- Lack of Depth of Knowledge questioning

Plan to Monitor Progress Toward the Goal

1. Review increase/decrease of comprehension abilities in core subjects

Person or Persons Responsible

Administration, leadership team, teachers

Target Dates or Schedule:

monthly grade level meetings/ongoing throughout the year/Quarterly CIT data meetings

Evidence of Completion:

Assessment results/Student grades

G2. To increase student performance and student engagement through collaborative practices

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Writing
- 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)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Reading Coach
- Academic Intervention Specialist
- Teachers trained using the Kagan techniques
- Kagan books for each grade level
- District Level Professional Development Center

Targeted Barriers to Achieving the Goal

- Lack of communication skills
- Lack of problem solving skills
- Lack of trust to share
- Willingness to listen to other ideas

Plan to Monitor Progress Toward the Goal

1. Monthly results of formative and summative assessments will be collected
2. Results will be discussed with teachers at grade level data meetings
3. Problem solving will be used if progress is not being seen

Person or Persons Responsible

Administrations, Leadership Team, Teachers

Target Dates or Schedule:

Monthly data meetings/Quarterly Continuous Improvement Team meetings

Evidence of Completion:

Assessment charts/Students assessment scores

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase student comprehension through effective questioning.

G1.B1 Lack of Depth of Knowledge questioning

G1.B1.S1 Increase knowledge and use of Depth of Knowledge questioning for teachers and students in all core subjects

Action Step 1

1. Provide Depth of Knowledge (DOK) PD for teachers
2. Allow opportunities for teacher to collaborate and develop quality questions (including text dependent questions) utilizing DOK terms for all core content areas
3. Teachers model "unpacking" of questions for clear understanding of what information is needed to adequately answer a given question
4. Model the process of knowledge acquisition from resources and materials
5. Application of newly acquired knowledge by teachers within the classroom
6. Allow collaborative opportunities between students to apply newly acquired knowledge

Person or Persons Responsible

students, teachers, Academic Intervention Specialist, Reading Coach, Administration, PD facilitators

Target Dates or Schedule

Introduced by mid-October, then ongoing throughout the school year

Evidence of Completion

PD logs/lesson plans/Teacher participation/Student participation/DOK questions generated by teachers and students/Weekly ongoing progress monitoring graphed by student/teacher reflections/student reflections

Facilitator:

Reading Coach, AIS, Administration , outside facilitators

Participants:

teachers, students, administration leadership team

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

1. Monitor teacher application of DOK 2. Observe collaboration between teachers when developing questions
3. Observe collaboration between students when answering questions

Person or Persons Responsible

Administration/Leadership Team

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

PD logs/Lesson plans/DOK question

Plan to Monitor Effectiveness of G1.B1.S1

1. Review results of fidelity monitoring
2. Determine increase of comprehension skills through use of formative and summative assessments

Person or Persons Responsible

administration

Target Dates or Schedule

monthly grade level meetings Quarterly Continuous Improvement Team (CIT) meetings

Evidence of Completion

Grade level notes CIT data Assessment results

G2. To increase student performance and student engagement through collaborative practices

G2.B5 Lack of communication skills

G2.B5.S1 Team building activities using problem solving skills

Action Step 1

1. Establish group norms for collaboration
2. Participate in Trust Activity
3. Provide PD for teachers in communication skills
4. Provide PD for teachers in problem solving skills
5. Demonstrate capacity of communication and problem solving skills by facilitating grade level data meetings

Person or Persons Responsible

Teachers and Leadership Team

Target Dates or Schedule

Introduced by October, then ongoing throughout the school year

Evidence of Completion

PD logs/Lesson plans/participation in PD/written norms/meeting agendas/teacher reflections/PD videos/Reading Coach Log/Surveys

Facilitator:

Leadership Team, outside facilitators, Administration, Reading Coach, Academic Intervention Specialist

Participants:

Teachers, Leadership Team, Administration

Plan to Monitor Fidelity of Implementation of G2.B5.S1

1. Observation of peer lead PD
2. Observe the interaction of grade level meetings
3. Review Norms
4. Review Teacher Surveys

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Monthly, ongoing throughout the year

Evidence of Completion

Schedule of facilitators/Anecdotal notes/norms/survey results

Plan to Monitor Effectiveness of G2.B5.S1

1. Review results of Fidelity Monitoring
2. Determine percentage of growth through formative and summative assessments

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Quarterly Continuous Improvement Team (CIT) meetings/Monthly grade level meetings

Evidence of Completion

Grade Level notes/CIT data

G2.B6 Lack of problem solving skills

G2.B6.S2 Develop team building activities with students and teachers

Action Step 1

1. Set class norms
2. Application of newly acquired knowledge (PD from previous strategy) within classroom by teachers
3. Modeling of problem solving and communication skills by teachers for students
4. The cyclical process of student practice and teacher feedback to increase proficiency of problem solving and communication skills by students

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

Introduced by October 31st, then ongoing throughout the school year

Evidence of Completion

Lesson Plans/Teacher Reflections/Classroom videos/Observations/Student Reflections

Facilitator:

Administration, Leadership Team, outside facilitators

Participants:

teachers, administration, leadership team

Plan to Monitor Fidelity of Implementation of G2.B6.S2

1. Survey Students
2. Observation of classrooms
3. Review class norms
4. Interview students

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

student/class videos/Lesson plans/class norms/student survey results

Plan to Monitor Effectiveness of G2.B6.S2

1. Determine percentage of growth through formative and summative assessments
2. Review results of Fidelity Monitoring
3. Monitor attendance - track increase/decrease of student attendance
4. Monitor number of MTSS and disciplinary referrals
5. Monitor use of collaborative practices within the classroom

Person or Persons Responsible

Administration, Leadership Team, CIT committee

Target Dates or Schedule

Monthly grade level meetings/Quarterly Continuous Improvement Team (CIT) meetings

Evidence of Completion

Grade level notes/CIT data/Lesson Plans/attendance data/discipline referrals

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, Part A funds support supplemental activities to improve the academic achievement of the disadvantaged. Activities include the following primary activities: 1) The Early Intervention Program: a district initiative to support intervention (Grades K-3) in reading, 2) an Initiative to Improve School Safety, 3) provision of extended learning time, 4) a science initiative on Next Generation Sunshine State Standards and Common Core Standards, 5) Parent Involvement, 6) Professional Development, and 7) school-based initiatives based on student needs. Our school-based Title I Program works to provide additional programs, curriculum, parent training, personnel, parent involvement, and professional development to staff so that we may better serve the needs of all students at our school. Our Title I program includes a detailed Parent Involvement Plan as well as Parent Involvement Activities scheduled throughout the school year. Some of these activities include: Family Nights (Literacy, Writing, Science, and Writing), Book Fair, Science Night, Family fun nights, Community Agency awareness activities, as well as many other parent involvement activities. An extreme focus on poverty and the use of Ruby Payne strategies/programs is funded through our Title I program as well. Our Title I program also provides an opportunity for our students to participate in additional assessments to help us prepare for standardized testing. Some of these additional assessments are: Discovery Education and Renaissance.

Title I, Part C- Migrant

Santa Rosa County School District collaborates with the Panhandle Area Education Consortium (PAEC) to provide support services for students eligible for migrant services. The Migrant Liaison, stationed in Escambia County, provides services and support to students and parents. The Liaison coordinates with Title I and other programs to ensure student's needs are met.

Title I, Part D

The district receives funds to support the Santa Rosa Youth Academy. Services are coordinated with District Drop-out Prevention Programs. Services focus on core academic skills, transition, technology support , and careers

Title II

Teacher and Principal Training and Recruitment funds ensure activities aligned with state academic content standards, student academic achievement standards, and state assessments. The District receives funding to support the following activities: 1) provide staff development sessions in math, reading, writing, and science. 2) participate in state and national conferences, 3) support two curriculum coordinators in reading/ writing and math/science, 4)provide reading coaches at high needs schools 5)train coaches 6)training district data coaches and administrators 7)conduct new teacher orientation activities, 8)support mentor teachers, 9)improve minority recruitment, and 10) support professional development for school-based administrators in the area of the Florida Principal Leadership Standards

Title III

Title III services are provided through the district for education and materials and ESOL itinerant teachers to improve the education of immigrant and English Language Learners.

Title X- Homeless

The District receives McKinney Vento funds to immediately enroll, maintain enrollment, and promote academic achievement of children and youth identified as eligible for homeless education. The Communities of Learning/Homeless Education Program collaborates with approximately 75 local agencies and services to eliminate barriers to a free and appropriate education for homeless students.

Supplemental Academic Instruction (SAI)

Schools are given SAI funds based on student population to conduct before and after school tutoring programs and computer lab tutoring during the school year. SAI is also used to fund our Summer Reading Camp for Level 1 and 2 third grade students. Intensive remedial reading instruction is provided along with another opportunity to take the alternate Stanford 10 for Level 1 students as an opportunity for an

exemption from mandatory retention.

Violence Prevention Programs

The Second Step Program is provided by the district for all elementary classes.

The district also provides designated grade level presentations for abuse recognition and prevention. All teachers have yearly update training on recognizing and reporting of abuse.

Nutrition Programs

Santa Rosa County District Schools is participating in the USDA Healthier Schools program. East Milton is one of the schools participating, and was awarded GOLD status from the President of the United States. Our cafeteria staff works with teachers and students to encourage good nutrition. Lessons will be taught to all 1st, 3rd, and 5th grades by a grant through the University of Florida. Proper nutrition is also taught in PE classes. Parent classes will be held, along with tasting nights to educate them on proper nutrition. We also utilize local churches to offer a "backpack" program for children who we are afraid do not get proper meals over the weekends. We are presently working as a team to generate grants through the NFL/American Dairy Farmers Fuel Up to Play 60 program. Our cafeteria manager, along with our wellness committee will be working with a select group of students to encourage exercise and healthy eating through a volunteer mentoring program offered after school.

Housing Programs

The district will provide housing referral services through the Communities of Learning/Homeless Education Program.

Head Start

The Head Start program for Santa Rosa County District Schools is coordinated through TR Jackson. East Milton currently hosts a Head Start class. The majority of the students participating in this class live in the East Milton Elementary School zone.

Adult Education

The District provides Adult Education services through the Adult School. The Adult School is designed to meet the educational goals of adults and youth who have exited the formal school setting. It is the responsibility of the Adult School to provide an educational atmosphere designed to encourage personal and intellectual growth towards post-secondary education and/or employment. EME supports the adult learning program by advertising on campus, in newsletters, and by word of mouth. We provide information for the program in our Parent Resource Center.

Career and Technical Education

Career and Technical Education programs in Santa Rosa county School District are provided in secondary and post secondary schools. These programs are career-oriented with rigorous academic coursework utilizing industry standards. The school provides career education through science, math, and literacy day when community members are invited to share their expertise.

Job Training

Job Training in Santa Rosa District Schools is designed to meet the needs of students, business and industry. Through numerous secondary and postsecondary training programs, instruction is provided which leads to a highly skilled labor force. Title I schools frequently refer parents and guardians to services at Locklin Technical Center.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. To increase student comprehension through effective questioning.

G1.B1 Lack of Depth of Knowledge questioning

G1.B1.S1 Increase knowledge and use of Depth of Knowledge questioning for teachers and students in all core subjects

PD Opportunity 1

1. Provide Depth of Knowledge (DOK) PD for teachers
2. Allow opportunities for teacher to collaborate and develop quality questions (including text dependent questions) utilizing DOK terms for all core content areas
3. Teachers model "unpacking" of questions for clear understanding of what information is needed to adequately answer a given question
4. Model the process of knowledge acquisition from resources and materials
5. Application of newly acquired knowledge by teachers within the classroom
6. Allow collaborative opportunities between students to apply newly acquired knowledge

Facilitator

Reading Coach, AIS, Administration , outside facilitators

Participants

teachers, students, administration leadership team

Target Dates or Schedule

Introduced by mid-October, then ongoing throughout the school year

Evidence of Completion

PD logs/lesson plans/Teacher participation/Student participation/DOK questions generated by teachers and students/Weekly ongoing progress monitoring graphed by student/teacher reflections/student reflections

G2. To increase student performance and student engagement through collaborative practices

G2.B5 Lack of communication skills

G2.B5.S1 Team building activities using problem solving skills

PD Opportunity 1

1. Establish group norms for collaboration
2. Participate in Trust Activity
3. Provide PD for teachers in communication skills
4. Provide PD for teachers in problem solving skills
5. Demonstrate capacity of communication and problem solving skills by facilitating grade level data meetings

Facilitator

Leadership Team, outside facilitators, Administration, Reading Coach, Academic Intervention Specialist

Participants

Teachers, Leadership Team, Administration

Target Dates or Schedule

Introduced by October, then ongoing through the school year

Evidence of Completion

PD logs/Lesson plans/participation in PD/written norms/meeting agendas/teacher reflections/PD videos/Reading Coach Log/Surveys

G2.B6 Lack of problem solving skills

G2.B6.S2 Develop team building activities with students and teachers

PD Opportunity 1

1. Set class norms
2. Application of newly acquired knowledge (PD from previous strategy) within classroom by teachers
3. Modeling of problem solving and communication skills by teachers for students
4. The cyclical process of student practice and teacher feedback to increase proficiency of problem solving and communication skills by students

Facilitator

Administration, Leadership Team, outside facilitators

Participants

teachers, administration, leadership team

Target Dates or Schedule

Introduced by October 31st, then ongoing throughout the school year

Evidence of Completion

Lesson Plans/Teacher Reflections/Classroom videos/Observations/Student Reflections

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To increase student comprehension through effective questioning.	\$30,000
G2.	To increase student performance and student engagement through collaborative practices	\$65,000
Total		\$95,000

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
Title I	\$95,000	\$95,000
Total	\$95,000	\$95,000

Budget Details

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

G1. To increase student comprehension through effective questioning.

G1.B1 Lack of Depth of Knowledge questioning

G1.B1.S1 Increase knowledge and use of Depth of Knowledge questioning for teachers and students in all core subjects

Action Step 1

1. Provide Depth of Knowledge (DOK) PD for teachers
2. Allow opportunities for teacher to collaborate and develop quality questions (including text dependent questions) utilizing DOK terms for all core content areas
3. Teachers model "unpacking" of questions for clear understanding of what information is needed to adequately answer a given question
4. Model the process of knowledge acquisition from resources and materials
5. Application of newly acquired knowledge by teachers within the classroom
6. Allow collaborative opportunities between students to apply newly acquired knowledge

Resource Type

Other

Resource

Personnel to provide PD, materials to apply DOK questioning with, stipends for teachers to participate in trainings and meetings outside of school time, Temporary Duty to allow teachers to collaborate, substitutes, Book study, Moodle, Lesson Study, Training on SM5, Renaissance, Discovery Education

Funding Source

Title I

Amount Needed

\$30,000

G2. To increase student performance and student engagement through collaborative practices

G2.B5 Lack of communication skills

G2.B5.S1 Team building activities using problem solving skills

Action Step 1

1. Establish group norms for collaboration
2. Participate in Trust Activity
3. Provide PD for teachers in communication skills
4. Provide PD for teachers in problem solving skills
5. Demonstrate capacity of communication and problem solving skills by facilitating grade level data meetings

Resource Type

Other

Resource

personnel to provide PD , stipends for teachers to participate in trainings and meetings outside of school time, Temporary Duty to allow teachers to collaborate, substitutes, Book study, Moodle, Lesson Study, Training on SM5, Renaissance, Discovery Education, supplies to run reports to monitor effectiveness and fidelity of strategy

Funding Source

Title I

Amount Needed

\$30,000

G2.B6 Lack of problem solving skills

G2.B6.S2 Develop team building activities with students and teachers

Action Step 1

1. Set class norms 2. Application of newly acquired knowledge (PD from previous strategy) within classroom by teachers 3. Modeling of problem solving and communication skills by teachers for students 4. The cyclical process of student practice and teacher feedback to increase proficiency of problem solving and communication skills by students

Resource Type

Other

Resource

personnel to provide PD, stipends for teachers to participate in trainings and meetings outside of school time, Temporary Duty to allow teachers to collaborate, substitutes, Book study, Moodle, Lesson Study, Training on SM5, Renaissance, Discovery Education, supplies to run reports to monitor effectiveness and fidelity of strategy

Funding Source

Title I

Amount Needed

\$35,000