



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Vernon Elementary School

3665 ROCHE AVE

Vernon, FL 32462

850-535-2486

<http://ves.paec.org>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 52%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 22%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> B	<b>2011-12</b> B	<b>2010-11</b> A	<b>2009-10</b> A
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## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Vernon Elementary School

##### Principal

Steve Griffin

##### School Advisory Council chair

Stacey Balkcom

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

Name	Title
Steve Griffin	Principal
Latina English	Assistant Principal
Alice Simmons	Guidance Counselor

#### District-Level Information

##### District

Washington

##### Superintendent

Mr. Joseph Taylor

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

10/14/2013

### 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

School Advisory Council members comprise: administration, parents, staff members, and community members.

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

The School Improvement Plan will be discussed by the SAC.

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

The SAC committee will continue to monitor the safety concerns brought to attention last year including: fencing the perimeter of the school especially around the primary and P.E. playgrounds. Radios were already purchased.

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

SAC funds will be used to make the school safer and be used for whatever SAC deems necessary this year.

**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:**

**Steve Griffin**

Principal

Years as Administrator: 16

Years at Current School: 1

**Credentials**

BS Degree in Physical Education  
MS Degree in Ed Leadership

**Performance Record**

2011-12- Chipley High School Principal- B school  
2010-11- Chipley High School Principal- B School  
2009-10- Chipley High School Principal- B school  
2002-04- Bonifay Elementary School Principal- A, B, A  
1999-01 Ponce de Leon High School, Middle School- C, C, D

**Latina English**

Asst Principal

Years as Administrator: 3

Years at Current School: 3

**Credentials**

B.S. in Social Science Education  
M.S. in Administration/Ed Leadership  
Social Science Ed Certification 6-12  
Reading Endorsement  
Educational Leadership (all levels)

**Performance Record**

2011-2012- B School grade  
2012-2013- B School grade

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Cindy Spence**

Full-time / School-based	Years as Coach: 6	Years at Current School: 8
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**Areas** Reading/Literacy

**Credentials** Bachelor's degree in Elementary Education, Elementary Education Certification 1-6; Reading Endorsement

**Performance Record**

- 2005-2006- A school
- 2006-2007- A school
- 2007-2008- A school
- 2008-2009 A school
- 2009-2010- A school
- 2010-2011- A school
- 2011-2012- B school
- 2012-2013- B school

**Debbie Bush**

Full-time / District-based	Years as Coach: 1	Years at Current School: 1
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**Areas** Mathematics, Science, Data

**Credentials** B.S. in Elementary Education  
 Certifications:  
 Elementary Education 1-6  
 Educational Leadership (All Levels)  
 Specific Learning Disabilities (K-12)  
 Mentally handicapped (K-12)  
 Middle Grades Integrated Curriculum (5-9)  
 Reading Endorsement  
 School Principal (All Levels)

**Performance Record** 2012-2013 RMS Principal- C School  
 2009-2012 RMS Assistant Principal

**Classroom Teachers**

**# of classroom teachers**

41

**# receiving effective rating or higher**

41, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

41, 100%



**# ESOL endorsed**

15, 37%

**# reading endorsed**

13, 32%

**# with advanced degrees**

8, 20%

**# National Board Certified**

1, 2%

**# first-year teachers**

2, 5%

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

9, 22%

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

18, 44%

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

16, 39%

**Education Paraprofessionals**

**# of paraprofessionals**

16

**# Highly Qualified**

16, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

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

The school district posts job positions on its website and has also visited college job fairs in order to bring the most qualified candidates to the district. The school principal uses a screening instrument to ensure that all job candidates are highly qualified, certified in-field, and effective.

**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 school's academic specialist observes and mentors new teachers fluently throughout the year. Some of the planned mentoring activities include modeling lessons, providing input, strategies, and techniques. She also co-teaches using the I do, we do, you do method.

### **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**

Classroom data is the most widely used piece of information when considering the implementation of MTSS and RTI. The leadership team must ask questions of itself and each area of the school to completely analyze the data even though that data is gathered in the classroom. What trends seem to be forming? Where do the greatest needs lie? The effectiveness of core instruction is addressed. Any changes that could better serve the entire student body should be set into motion. Funding and staffing allocations should be reviewed. Could teachers or paraprofessionals be used in a more efficient manner? Are skills being tapped to the fullest? Support systems for teachers may need to be revamped. What resources are available that are not being used? Issues outside the classroom must be considered in addition to going inside the classroom.

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

Each team member has a role related to the school's MTSS and SIP. Administration should have knowledge of resources, policies, and procedures in order to make good decisions. Teachers must be able to collect, analyze, and track data from various sources. Using this information, they will identify problems, design and implement interventions with fidelity. After valid intervention, teachers will help determine the effectiveness of the interventions. The Specialist/Analyst will assist teachers with data gathering and monitoring. In addition, they will provide training in intervention options available and help insure the validity of the implementation of the interventions. Guidance will check documentation for proper record-keeping as well as assist the other members/stakeholders as needed.

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

Fidelity is monitored by using only evidence-based programs. Clear guidelines and policies describing activities to take place at each level give consistency. At least two types of evaluation data are used as no single method determines a valid decision. Regular access to our Specialist/Analyst for coaching and problem-solving facilitation enhances professional development activities. These practices, along with constant data analysis, helps monitor the fidelity of MTSS and SIP.

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

Our school uses several data sources with our students depending upon the grade level - FAIR, DEA, FLKRS, OLSAT, FCAT. These are used in conjunction with daily classroom work/assessments to continuously monitor student achievement both academically and behaviorally. Teachers have access to data through our student records system, Focus as well as the PMRN for progress monitoring.

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

Each nine weeks the guidance counselor will review progress reports and report card grades with teachers, academic specialists and analysts to identify any red flags for students. Teams of teachers meet with guidance and identify strategies that are useful for the struggling areas for the students brought to the process. A form is sent home to parents requesting permission to do more specialized instruction. This information is gathered then reported to parents/ guardians in the form of teacher conferences or IEP meetings.

## Literacy Leadership Team (LLT)

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

Name	Title
Cindy Spence	Academic Specialist
Karen Ledet	Fourth Grade Teacher
Lindy Newcomb	Third Grade Teacher
Linda Smothers	Second Grade Teacher
Vicky Yates	First Grade Teacher
Laura Grantham	Kindergarten Teacher

### How the school-based LLT functions

The team meets once every nine weeks or more often as needed to discuss the literacy concerns of VES. The role of the LLT is to continuously strive to improve the learning environment on our campus. The team also plans activities for students that highlights Language Arts including vocabulary dress up days and literacy week activities.

### Major initiatives of the LLT

Assisting teachers and staff with the Tyner Reading Groups and the Wonders Reading Program Implementation. The LLT will also work closely with Administration and the District Office to increase student performance in reading applications.

## 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

There is a meeting with all stakeholders before the third birthday to assure services continue from before preschool to the school setting.

A kindergarten teacher meets with the local Headstart Center to share important information with the parents of the future students.

Kindergarten teachers, school administration, and guidance conduct screenings for all first time enrolling kindergarten students and have basic conversations with parents about how the child performed on the screening.

## 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	65%	52%	No	69%
American Indian				
Asian				
Black/African American	41%	38%	No	47%
Hispanic				
White	71%	54%	No	74%
English language learners				
Students with disabilities	43%	17%	No	49%
Economically disadvantaged	63%	50%	No	66%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	19%	50%
Students scoring at or above Achievement Level 4	65	33%	50%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	61	62%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	10	40%	50%

**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	37	38%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		50%

**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	63%	58%	No	66%
American Indian				
Asian				
Black/African American	41%	51%	Yes	47%
Hispanic				
White	68%	59%	No	72%
English language learners				
Students with disabilities	41%	28%	No	47%
Economically disadvantaged	58%	54%	No	62%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53	27%	30%
Students scoring at or above Achievement Level 4	60	31%	36%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	79	81%	85%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	13	52%	55%

## 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	93	17%	12%
Students retained, pursuant to s. 1008.25, F.S.	41	7%	2%
Students who are not proficient in reading by third grade	52	54%	25%
Students who receive two or more behavior referrals	89	16%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	30	5%	1%

## Goals Summary

- G1.** Third grade math students will increase their understanding of numbers: operations, problems, and statistics.
- G2.** Third grade students will increase their understanding of reading application.
- G3.** Fourth grade students will continue to increase their writing scores and remain above the state average.

## Goals Detail

**G1.** Third grade math students will increase their understanding of numbers: operations, problems, and statistics.

### Targets Supported

#### Resources Available to Support the Goal

- New Florida Go Math! including Common Core standards instruction
- ThinkCentral SOAR computer program (with Go Math!)
- Discovery Education probes
- Hands-on Manipulatives

#### Targeted Barriers to Achieving the Goal

- 1. Students' basic skills deficit when entering the school year

### Plan to Monitor Progress Toward the Goal

Look through data notebooks, reassess effectiveness of strategies used, and decide if RTI is applicable.

#### Person or Persons Responsible

Principal, Academic Analyst

#### Target Dates or Schedule:

Each nine weeks

#### Evidence of Completion:

Each nine weeks

**G2. Third grade students will increase their understanding of reading application.**

**Targets Supported**

- Reading (AMO's, FCAT2.0)

**Resources Available to Support the Goal**

- Wonders Reading Program
- McGraw-Hill Connect Ed computer program (with Wonders)
- FAIR probes
- Read Naturally and Great Leaps programs

**Targeted Barriers to Achieving the Goal**

- 1. Students' basic skills deficit when entering the school year

**Plan to Monitor Progress Toward the Goal**

Look through data notebooks, reassess effectiveness of strategies used, and decide if RTI is applicable,

**Person or Persons Responsible**

Principal, Academic Specialist

**Target Dates or Schedule:**

Each nine weeks

**Evidence of Completion:**

Each nine weeks

**G3. Fourth grade students will continue to increase their writing scores and remain above the state average.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Wonders Reading Program's Writing Component
- Six Traits of Writing Kit

**Targeted Barriers to Achieving the Goal**

- Students lack of skills in writing entering the grade level.



## Plan to Monitor Progress Toward the Goal

Evaluate writing scores based on the appropriate rubric

**Person or Persons Responsible**

Academic Specialist, District Reading Specialist, and Teachers

**Target Dates or Schedule:**

Five times per nine weeks

**Evidence of Completion:**

Scores of the essays and data notebook information.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Third grade math students will increase their understanding of numbers: operations, problems, and statistics.

**G1.B1** 1. Students' basic skills deficit when entering the school year

**G1.B1.S1** Immediately have intense, skill based small group instruction.

#### Action Step 1

Rigorous skill based daily small groups based on individual student needs.

#### Person or Persons Responsible

Teachers and paraprofessionals

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Grade level performance on progress monitoring and assessments

#### Facilitator:

Go MATH

#### Participants:

Kindergarten, first, second, third, and fourth grade teachers

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

Classroom walkthroughs, observation,

#### Person or Persons Responsible

Principal, Assistant Principal, Academic Specialists, Academic Analysts

#### Target Dates or Schedule

Weekly walkthroughs and observations, monthly data meetings with Academic Specialists and Analysts

#### Evidence of Completion

Data notebook checks, progress monitoring through DEA

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

Data notebooks containing DEA results will show student achievement on benchmarks, Go Math assessment results, and report card grades.

### Person or Persons Responsible

Teachers will collect data for the notebooks.

### Target Dates or Schedule

Teachers will update their data notebooks weekly with assessment information.

### Evidence of Completion

The data notebook itself.

**G2.** Third grade students will increase their understanding of reading application.

**G2.B1** 1. Students' basic skills deficit when entering the school year

**G2.B1.S1** Immediately have intense, skill based small group instruction.

### Action Step 1

Rigorous skill based daily small groups based on individual student needs.

### Person or Persons Responsible

Teachers and paraprofessionals

### Target Dates or Schedule

Daily

### Evidence of Completion

Progress Monitoring through FAIR, Wonders assessments

### Facilitator:

Cindy Spence, Wonders Facilitator (Ty)

### Participants:

Kindergarten, First, Second, Third, and Fourth Grade Teachers

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

Classroom walkthroughs, observation, and teacher observations

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

Principal, Assistant Principal, Academic Specialist, Academic Analyst

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

Daily

#### **Evidence of Completion**

Data notebook checks, progress monitoring through FAIR

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

Data notebooks containing FAIR results will show student achievement on benchmarks, Wonders assessment results, and report card grades.

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

Teachers will collect the data for the notebooks

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

Teachers will update their data notebooks weekly with assessment information

#### **Evidence of Completion**

The data notebook itself.

**G3.** Fourth grade students will continue to increase their writing scores and remain above the state average.

**G3.B1** Students lack of skills in writing entering the grade level.

**G3.B1.S1** School Wide Jackets Write Days with specific topics and focus in writing.

**Action Step 1**

School wide writing from all students based upon specific writing prompts focused on a specific area of study in which teachers have anchor papers to teach from.

**Person or Persons Responsible**

Academic Specialist and Teachers

**Target Dates or Schedule**

Five times in a nine weeks.

**Evidence of Completion**

Jackets Write Scoring

**Facilitator:**

Melissa Forney Writing Workshop

**Participants:**

Angie Robarge, Wendy Bailey

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

Jackets Write papers

**Person or Persons Responsible**

Academic Specialist, Teachers

**Target Dates or Schedule**

Five times per nine weeks

**Evidence of Completion**

Jackets Write papers and scores in the data notebooks

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

Jackets Write essays based upon specific prompts and types of essays.

### **Person or Persons Responsible**

Academic Specialist and Teachers

### **Target Dates or Schedule**

Five times per nine weeks

### **Evidence of Completion**

Five times per nine weeks, scores on the papers (essays) themselves.

## 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 Funds are used to provide the following:

- a) Para-professionals to assist students in intensive small group instruction as directed by teachers.
- b) In-service training for teachers
- c) Provides for SES services
- d) provides textbooks and classroom materials for students

Supplemental Academic Instruction

These funds are used to provide after school tutoring. We invite targeted students and encourage them to attend at VES.

## 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.** Third grade math students will increase their understanding of numbers: operations, problems, and statistics.

**G1.B1** 1. Students' basic skills deficit when entering the school year

**G1.B1.S1** Immediately have intense, skill based small group instruction.

### **PD Opportunity 1**

Rigorous skill based daily small groups based on individual student needs.

#### **Facilitator**

Go MATH

#### **Participants**

Kindergarten, first, second, third, and fourth grade teachers

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

Daily

#### **Evidence of Completion**

Grade level performance on progress monitoring and assessments



**G2. Third grade students will increase their understanding of reading application.**

**G2.B1 1. Students' basic skills deficit when entering the school year**

**G2.B1.S1** Immediately have intense, skill based small group instruction.

**PD Opportunity 1**

Rigorous skill based daily small groups based on individual student needs.

**Facilitator**

Cindy Spence, Wonders Facilitator (Ty)

**Participants**

Kindergarten, First, Second, Third, and Fourth Grade Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Progress Monitoring through FAIR, Wonders assessments

**G3. Fourth grade students will continue to increase their writing scores and remain above the state average.**

**G3.B1** Students lack of skills in writing entering the grade level.

**G3.B1.S1** School Wide Jackets Write Days with specific topics and focus in writing.

**PD Opportunity 1**

School wide writing from all students based upon specific writing prompts focused on a specific area of study in which teachers have anchor papers to teach from.

**Facilitator**

Melissa Forney Writing Workshop

**Participants**

Angie Robarge, Wendy Bailey

**Target Dates or Schedule**

Five times in a nine weeks.

**Evidence of Completion**

Jackets Write Scoring