



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Partin Settlement Elementary School

2434 REMINGTON BLVD

Kissimmee, FL 34744

407-518-2000

www.osceola.k12.fl.us

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
62%

Alternative/ESE Center
No

Charter School
No

Minority Rate
74%

School Grades History

2013-14
B

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Partin Settlement Elem. School

Principal

Karen Corbett C

School Advisory Council chair

Kevin Milkovich

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

Name

Title

Kim Hollock

Riccinni Banham

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

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

Membership of the SAC

Kevin Milkovich: Chair

Megan Buchanan: Secretary

Heidi Soukup: Treasurer

Voting Members: Matt Taylor, Regina Koromhas, Robin Thompson, Michelle Rivera, Marcie Shendok, Elba Larrauri, Sonya Bryan Jenkins, Katie Adams, Caroline Perry, Marino Peguero, Emanuel Pineiro, Desiree Rodriguez

Involvement of the SAC in the development of the SIP

Provided a presentation to the SAC committee at the end of the 2012-2013 school year. Discussed areas of concern and possible target areas for improvement for the 2013-2014 school year.

Activities of the SAC for the upcoming school year

Monthly meetings. SAC cadre meetings.

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

Any funding received will be allocated to the improvement and support of media center resources.

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:**Karen Corbett C**

Principal

Years as Administrator: 5

Years at Current School: 5

Credentials

M. Ed. in Educational Leadership
B.A. in Business Administration

Performance Record

2012-2013 A
2011-2012 A
2010-2011 A
2009-2010 A
2008-2009 A
2007-2008 A
2006-2007 A
2005-2006 A
2004-2005 A

Amy Flowers

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

Ed. D. Educational Leadership
 M. Ed. in Reading
 B. S. in Elementary Education
 National Board Certification, Early Childhood Generalist

Performance Record

2012-2013 A
 2011-2012 A
 2010-2011 A
 2009-2010 A
 2008-2009 A
 2007-2008 A
 2006-2007 A
 2005-2006 A
 2004-2005 A

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Kim Hollock**

Full-time / School-based

Years as Coach: 5

Years at Current School: 5

Areas

Reading/Literacy

Credentials

M. Ed. in Reading
 B. A. in Elementary-ESOL

Performance Record

2012-2013 A
 2011-2012 A
 2010-2011 A
 2009-2010 A
 2008-2009 A
 2007-2008 A
 2006-2007 A
 2005-2006 A
 2004-2005 A

Classroom Teachers**# of classroom teachers**

62

receiving effective rating or higher

0%

Highly Qualified Teachers

98%

certified in-field

54, 87%

ESOL endorsed

48, 77%

reading endorsed

9, 15%

with advanced degrees

23, 37%

National Board Certified

2, 3%

first-year teachers

4, 6%

with 1-5 years of experience

12, 19%

with 6-14 years of experience

28, 45%

with 15 or more years of experience

18, 29%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above****# receiving effective rating or higher****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

Team Building: Corbett and Flowers

Positive Work Environment that Promotes Student Achievement: Corbett and Flowers

Partnering new staff with appropriate veteran staff: Leadership Team

Regular meetings of new teachers, (including experienced-but new to our school) with our administrative and preparing new educators team: Leadership Team
 Job Fair: Corbett, Flowers, and selected teachers

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

Mentoring program meets monthly to discuss new topics and provide support.
 Mentors meet biweekly with their assigned mentee to provide support.
 New teachers are paired with a veteran teacher in their grade level (buddy) -as well as an official mentor who teaches the same content area.

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

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

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our school, teachers, and students?

The team meets once a month to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Administration: Provides a common vision for the use of data based decision making, ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support, documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school based MTSS plans and activities.

General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff members to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2 and Tier 3 activities.

Exceptional Student Education: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.

MTSS Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance

to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans, provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem solving activities.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The MTSS team meets monthly with teachers and all instructional stakeholders of MTSS to ensure fidelity through examination of attendance records and frequency of instruction, etc.

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

Baseline data: Formative Assessments, STAR Enterprise Reading, STAR Early Literacy, STAR Enterprise Math, Florida Comprehensive Assessment Test

Progress Monitoring: AIMS Web, Curriculum Based Measurement, daily behavior charts, office referrals

Midyear: DRA, STAR

End of Year: FCAT, Formative Assessments, STAR

Frequency of Data: twice a month for data analysis

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

Information will be provided to parents through the School Advisory Council and Parent/Teacher Organization meetings. Professional development will be provided during teachers' common planning and small sessions will occur throughout the year. The MTSS will also evaluate additional staff/parent PD needs during monthly MTSS Leadership Team meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 3,000

Reading: Fountas and Pinnell leveled reading-specifically guided reading instruction

Mathematics: Everglades math program

Writing: Core Connections

Strategy Purpose(s)

- Instruction in core academic subjects

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

Reading: STAR Enterprise Literacy, DRA, Fluency Checks

Mathematics: STAR Enterprise Mathematics, Benchmark Assessments

Writing: District Benchmark Assessment, FCAT Writes

Who is responsible for monitoring implementation of this strategy?

School Leadership/MTSS Team

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

Name	Title
Kim Hollock	Literacy Coach
Jessica Terrell	Teacher of Gifted
Amy Christopher	V. E. Teacher (K-2)
Christina Utman	4th grade teacher
Jennifer Jablonski	V.E. Teacher (3-5)
Tiffany Livingston	1st grade teacher
Jennifer Moore	2nd grade teacher
Beth Barnard	Kindergarten teacher
Debra Davis	5th grade teacher

How the school-based LLT functions

The LLT meets monthly. The meetings consist of analyzing data and determining the needs of students and create a course of action to benefit Partin Settlement and students. Based on the data analyzed, the team will adjust the activities and professional development toward improving and refining reading instruction across all grade levels. The LLT will also be responsible for presenting data and information to grade levels and at PLC's.

Major initiatives of the LLT

To continue to move forward with best practices in guided reading and close reading.

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

Through Kindergarten Round-Up program -preschool children are able to register for school and meet teachers and participate in an open house.

During the summer-tours are provided to incoming students and families.

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	68%	59%	No	71%
American Indian				
Asian	67%	54%	No	70%
Black/African American	63%	71%	Yes	66%
Hispanic	63%	52%	No	66%
White	78%	71%	No	81%
English language learners	44%	31%	No	50%
Students with disabilities	37%	10%	No	43%
Economically disadvantaged	57%	50%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	26%	30%
Students scoring at or above Achievement Level 4	118	30%	34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	187	72%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	68	26%	30%

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)	27	23%	27%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	25	21%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	21	18%	22%

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	98	77%	81%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	54%	No	62%
American Indian				
Asian	78%	85%	Yes	80%
Black/African American	51%	50%	No	56%
Hispanic	53%	49%	No	57%
White	68%	61%	No	71%
English language learners	42%	36%	No	48%
Students with disabilities	37%	16%	No	43%
Economically disadvantaged	48%	47%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	115	29%	33%
Students scoring at or above Achievement Level 4	90	23%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	199	77%	81%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	60	23%	27%

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	39	28%	32%
Students scoring at or above Achievement Level 4	58	42%	46%

Florida Alternate Assessment (FAA)

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

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		47
Participation in STEM-related experiences provided for students	750	96%	98%

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	40	5%	3%
Students retained, pursuant to s. 1008.25, F.S.	37	4%	3%
Students who are not proficient in reading by third grade	52	39%	35%
Students who receive two or more behavior referrals	32	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	3%	2%

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

Parent Internet Viewer
Email
Newsletters
PTO

SAC

Open House-Family Nights

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Newsletter	775	100%	100%
Open House	580	75%	80%

Goals Summary

- G1.** To increase student engagement of all students at high levels; specifically align the focus to the ELL population.

Goals Detail

G1. To increase student engagement of all students at high levels; specifically align the focus to the ELL population.

Targets Supported

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

Resources Available to Support the Goal

- Media and Curriculum Texts and Materials
- Instructional Coaches and Literacy Leadership Team; School based Leadership Team

Targeted Barriers to Achieving the Goal

- Books and Materials that engage and appeal to boys; specifically the LY boy population.
- Finding common time to present information and materials to faculty that relate to engaging students at high levels: specifically with special attention to ELL students.

Plan to Monitor Progress Toward the Goal

Increase student engagement.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule:

ongoing

Evidence of Completion:

Walk throughs, destiny check-out reports, Leadership Team focus groups to monitor for engagement.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase student engagement of all students at high levels; specifically align the focus to the ELL population.

G1.B1 Books and Materials that engage and appeal to boys; specifically the LY boy population.

G1.B1.S1 Media Specialist and Literacy Leadership Team will research popular texts which engage boys; hold focus groups with boys to determine texts or topics of high interest.

Action Step 1

Increase availability of texts and materials of high interest to boys.

Person or Persons Responsible

LLT and Media Specialist

Target Dates or Schedule

Within the first 45 days, focus groups will have met with students to determine topics of high interest.

Evidence of Completion

Survey results and classroom walk-throughs.

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

Surveys and Focus Groups

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

First 45 days

Evidence of Completion

Survey results, walk through data.

Plan to Monitor Effectiveness of G1.B1.S1

Are texts focused to engagement of boys being checked out and utilized?

Person or Persons Responsible

Media Specialist

Target Dates or Schedule

Throughout the year.

Evidence of Completion

Destiny check-out data.

G1.B2 Finding common time to present information and materials to faculty that relate to engaging students at high levels: specifically with special attention to ELL students.

G1.B2.S1 Research Based Strategies and Support will be provided through: Modeling ELL strategies in the classroom, monthly PLC's, coordinated planning that focuses on LY students-which help these students access on grade level text and also engages boys, planning with purpose, create and share professional resource library addressing student engagement, gender focused instruction, and ELL Learners.

Action Step 1

Create professional library which addresses student engagement, gender focused instruction, and ELL Learners. Share information from this library at PLC's, grade levels, and faculty meetings.

Person or Persons Responsible

Administrative team, leadership team, and district resource personnel.

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Administrative walk throughs at PLC's and grade levels, agendas from various meetings.

Facilitator:

To be determined; based on particular strategy or information to be shared.

Participants:

All stakeholders.

Action Step 2

Present and discuss data that demonstrates the need for increased engagement.

Person or Persons Responsible

Administrative Team and Leadership Team

Target Dates or Schedule

Wednesday, October 2, 2013

Evidence of Completion

Agenda notes and minutes from presentation.

Facilitator:

Literacy Coach, PLC's facilitators, and district support personnel from Elementary Education and Multicultural Department

Participants:

All stakeholders

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

Implementation of strategies which yield high engagement of all students; but especially boys and ELL students.

Person or Persons Responsible

Administrative team

Target Dates or Schedule

classroom walk throughs, data chats

Evidence of Completion

Increased number of students engaged during walk throughs.

Plan to Monitor Effectiveness of G1.B2.S1

Increased achievement in identified student population.

Person or Persons Responsible

Classroom teachers, MTSS team

Target Dates or Schedule

Teachers: weekly MTSS team: monthly

Evidence of Completion

STAR Enterprise Reading Data DRA Levels Classroom based progress monitoring

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

Local funds-\$1750.00 were utilized to purchase the professional text for faculty called: Becoming a Reflective Teacher by: Marzano, Boogren, Heflebower, Kanold-McIntyre, Pickering.

Additional local funds will be utilized to purchase a professional library which addresses student engagement, gender focused instruction, and ELL Learners.

SAI funds-\$11, 970 will be utilized to provide before and afterschool learning opportunities to students in Reading, Mathematics, and Writing.

Title III funds are used to hire 2 paraprofessionals who provide push-in support to ELL students and also purchase approx. 10 licenses for Rosetta Stone.

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 engagement of all students at high levels; specifically align the focus to the ELL population.

G1.B2 Finding common time to present information and materials to faculty that relate to engaging students at high levels: specifically with special attention to ELL students.

G1.B2.S1 Research Based Strategies and Support will be provided through: Modeling ELL strategies in the classroom, monthly PLC's, coordinated planning that focuses on LY students-which help these students access on grade level text and also engages boys, planning with purpose, create and share professional resource library addressing student engagement, gender focused instruction, and ELL Learners.

PD Opportunity 1

Create professional library which addresses student engagement, gender focused instruction, and ELL Learners. Share information from this library at PLC's, grade levels, and faculty meetings.

Facilitator

To be determined; based on particular strategy or information to be shared.

Participants

All stakeholders.

Target Dates or Schedule

Ongoing throughout the year.

Evidence of Completion

Administrative walk throughs at PLC's and grade levels, agendas from various meetings.

PD Opportunity 2

Present and discuss data that demonstrates the need for increased engagement.

Facilitator

Literacy Coach, PLC's facilitators, and district support personnel from Elementary Education and Multicultural Department

Participants

All stakeholders

Target Dates or Schedule

Wednesday, October 2, 2013

Evidence of Completion

Agenda notes and minutes from presentation.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To increase student engagement of all students at high levels; specifically align the focus to the ELL population.	\$1,950
Total		\$1,950

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Personnel	Total
Local	\$1,950	\$0	\$1,950
na	\$0	\$0	\$0
Total	\$1,950	\$0	\$1,950

Budget Details

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

G1. To increase student engagement of all students at high levels; specifically align the focus to the ELL population.

G1.B2 Finding common time to present information and materials to faculty that relate to engaging students at high levels: specifically with special attention to ELL students.

G1.B2.S1 Research Based Strategies and Support will be provided through: Modeling ELL strategies in the classroom, monthly PLC's, coordinated planning that focuses on LY students-which help these students access on grade level text and also engages boys, planning with purpose, create and share professional resource library addressing student engagement, gender focused instruction, and ELL Learners.

Action Step 1

Create professional library which addresses student engagement, gender focused instruction, and ELL Learners. Share information from this library at PLC's, grade levels, and faculty meetings.

Resource Type

Evidence-Based Materials

Resource

Professional resource library, Personnel to facilitate sharing of information

Funding Source

Local

Amount Needed

\$1,950

Action Step 2

Present and discuss data that demonstrates the need for increased engagement.

Resource Type

Personnel

Resource

Administrative Team

Funding Source

na

Amount Needed

\$0