



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Englewood Elementary School

150 N MCCALL RD

Englewood, FL 34223

941-474-3247

[www.sarasotacountyschools.net/englewood](http://www.sarasotacountyschools.net/englewood)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 55%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 21%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> B
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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

Englewood Elementary School

##### Principal

Mark Grossenbacher

##### School Advisory Council chair

Lori Emery

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

Name	Title
Elizabeth Cole	Kindergarten Teacher
Sherri Cicchella	1st Grade Teacher
Joan LaBadie	2nd Grade Teacher
Lisa Cole	3rd Grade Teacher
Summer Sciandra	4th Grade Teacher
Anne ,Smith	5th Grade Teacher
Pam Lugar	ESE Liaison
Ginny White	PE Teacher
Dawn Hinck	Art Teacher
Donna Catanzarite	Science Lab Teacher/Testing Coordinator

#### District-Level Information

##### District

Sarasota

##### Superintendent

Mrs. Lori White

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

Pending

### School Advisory Council (SAC)

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

#### Membership of the SAC

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

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

SAC members review, make suggestions and approve the SIP.

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

Activities include but not limited to:

Oversee and coordinate the function of school events,

Oversee and assist with the function of school family night events,

Assist with organizational opportunities to increase parent involvement,

Review fund allocations, schedules and professional development activities to ensure alignment with SIP focus area goals.

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

Our goal would have been to use dollars to pay for substitutes to assist with professional development, testing, student and teacher support/training. Unfortunately, 0.00 dollars have been allocated to support SAC.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Mark Grossenbacher**

Principal

Years as Administrator: 8

Years at Current School: 3

**Credentials**

M.ED Educational Leadership; University of South Florida  
BA English, Wabash College

**Performance Record**

2010: B  
2011: A  
2012: A

**Instructional Coaches**

**# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

**Areas**

[none selected]

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

34

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

100%

**# certified in-field**

34, 100%

**# ESOL endorsed**

34, 100%

**# reading endorsed**

5, 15%

**# with advanced degrees**

31, 91%

**# National Board Certified**

1, 3%

**# first-year teachers**

0, 0%

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

3, 9%

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

21, 62%

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

10, 29%

**Education Paraprofessionals****# of paraprofessionals**

3

**# Highly Qualified**

3, 100%

**Other Instructional Personnel**



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

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

SCIP Mentor/Mentee program. Regular meetings with new staff. Partnering new staff with highly-qualified veteran staff

**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**

Follow Portfolio process led by SCIP Mentor program.

**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 team meets once a week to engage in the following activities: The team will review summative and formative data to identify school, grade, class and individual academic/behavioral needs. Student information will be reviewed. Based on data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be graphed and monitored. Individual cases reviewed periodically to determine progress and reassess further instructional interventions. Team members then work with grade level PLCs to support individual and group needs for students.

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

The school-based RtI Leadership Team is comprised of general education personnel that facilitate PS/ RtI as a related but distinct process from the CARE (Children At-Risk in Education) eligibility determination process. At Englewood Elementary the principal provides support in instructional resources, strategies and overall data demographics.

Select General Education Teachers: Provides information about classroom instructional strategies, daily monitoring and progress.

Exceptional Student Education (ESE) Liaison: Provides information about current IEP, related strategies and on-going review.

School Guidance Counselor: Provides information about related services, groups and basic strategies.

School Social Worker & Psychologist: Provides information related to social services, strategies and topics related.

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

The team meets once a week to engage in the following activities: The team will review summative and formative data to identify school, grade, class and individual academic/behavioral needs. Student information will be reviewed. Based on data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be graphed and monitored. Individual cases reviewed periodically to determine progress and reassess further instructional interventions. The committee reviews SIP and monitors on a regular basis. The school-based RtI Leadership Team will employ a continuous improvement process to create the SIP as outlined in this document. Input will be gathered from the grade level teams, the SAC and district teams composed of specialists in the areas of instructional/behavioral need. The district-based leadership team in collaboration with the school-based leadership team will oversee the implementation of the SIP Plan.

## **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**

Englewood Elementary School uses a variety of reports produced by the district office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, math, science and writing is utilized. Further, EES participates in FAIR reading assessments as well as district Math Benchmark Assessments, Writing assessments and Science assessments to summarize data for students at Tier 1, 2, and 3.

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

The school administrative and Data/Assessment team participate in MTSS-Multi-Tiered System of Student Support (PSRtI) in each summer. . Also, school-based PSRtI specialist/s have provided training to Englewood Elementary teachers and to date 100% have participated. Information is then shared with parents at ESOL PLC and PTA 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:** 25,500

Englewood Elementary School offers Eagle Enrichment as well as Y-Read. These are before/after school educational programs for our students. We currently have approx. 100 students participate on a regular basis.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data is collected based upon regular attendance and progress monitored using FAIR, SM6, Star Literacy/Star Early Literacy and FCAT

**Who is responsible for monitoring implementation of this strategy?**

Katie Manning, Y-Read Coordinator monitors Y-Reads participants and our grade level data/assessment reps as well as program director, Jane Bengtson, monitors all participants.

**Literacy Leadership Team (LLT)**

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

Name	Title
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**How the school-based LLT functions**

The school does not have an identified LLT. We utilize our MTSS/SWST to review and discuss all areas of tiered curriculum support, scaffolded instruction, and assessment.

**Major initiatives of the LLT**

N/A

**Every Teacher Contributes to Reading Instruction**

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

Every teacher at EES teaches and assesses the Common Core/Blended Common Core Curriculum. Therefore, every teacher teaches, monitors and assesses the ELA standards related to their content area.

**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**

Parent orientation/s are held each year to instruct, inform and provide support for all new families. PTA also hosts a BooHoo/Yahoo new parent breakfast and information session.

## 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	79%	76%	No	81%
American Indian				
Asian				
Black/African American				
Hispanic	83%	74%	No	85%
White	80%	78%	No	82%
English language learners				
Students with disabilities	68%		No	71%
Economically disadvantaged	73%	66%	No	75%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	28%	32%
Students scoring at or above Achievement Level 4	106	48%	50%

#### 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			

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	160	72%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	40	72%	76%

**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)	14	50%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	36%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	39%	63%

**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	60	72%	76%
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	72%	68%	No	75%
American Indian				
Asian				
Black/African American				
Hispanic	67%	61%	No	70%
White	73%	72%	No	76%
English language learners				
Students with disabilities	53%		No	57%
Economically disadvantaged	63%	59%	No	67%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	31%	35%
Students scoring at or above Achievement Level 4	82	37%	39%

**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			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	164	74%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	36	64%	68%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	33%	35%
Students scoring at or above Achievement Level 4	25	39%	41%

**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)	5		10
Participation in STEM-related experiences provided for students	350	75%	85%

**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	43	12%	8%
Students retained, pursuant to s. 1008.25, F.S.	12	3%	3%
Students who are not proficient in reading by third grade	8	11%	5%
Students who receive two or more behavior referrals	24	6%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	29	8%	6%

**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**

On average 85% of EES parents participate in school activities, volunteer and/or provide input throughout the year.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Maintain or Increase parent participation at 85%	395	85%	85%

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

5 Star School Goal:

Our school-wide theme this year is "Englewood Elementary-A Good Place to Grow". Therefore, our school-wide goal is that all students and staff participate in the EES Community Garden to support their curriculum.

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
100% Students and Staff Participate in EES Community Garden	na	na%	100%



## Goals Summary

- G1.** Students will continue to show gains in their high stakes achievement tests involving Reading, Math, Writing and Science.

## Goals Detail

**G1.** Students will continue to show gains in their high stakes achievement tests involving Reading, Math, Writing and Science.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Elementary School

### Resources Available to Support the Goal

- Resources are limited, but PD will be offered to staff by Principal each Friday morning throughout the year.

### Targeted Barriers to Achieving the Goal

- Finances, lack of support staff, familiarity with the depth and complexity of newer curriculum

### Plan to Monitor Progress Toward the Goal

Students will continue to show gains in their high stakes achievement tests

### Person or Persons Responsible

Principal

### Target Dates or Schedule:

on going

### Evidence of Completion:

printouts of assessment and tracking program reports and focused classroom walk-through reports

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Students will continue to show gains in their high stakes achievement tests involving Reading, Math, Writing and Science.

**G1.B1** Finances, lack of support staff, familiarity with the depth and complexity of newer curriculum

**G1.B1.S1** Training and implementation of FAIR and other assessments/tracking programs to monitor student progress.

### Action Step 1

Review FAIR data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Reports of FAIR testing as well as other tracking programs

#### Facilitator:

Mark Grossenbacher, Principal & Donna Catanzarite, Testing Coordinator

#### Participants:

All Staff

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

Students will continue to show gains in their high stakes achievement tests

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

On going

**Evidence of Completion**

Printout of progress monitoring assessments and tracking programs and focused classroom walk-throughs

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

Students will continue to show gains in their high stakes achievement tests

**Person or Persons Responsible**

Prinicpal

**Target Dates or Schedule**

On going

**Evidence of Completion**

Printouts of assessment and tracking reports and focused classroom walkthroughs

### Plan to Monitor Fidelity of Implementation of G1.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G1.B1.S2**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**Plan to Monitor Effectiveness of G1.B1.S3**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Coordination and Integration

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

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II funds will be used to support goals requiring professional development.

## 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.** Students will continue to show gains in their high stakes achievement tests involving Reading, Math, Writing and Science.

**G1.B1** Finances, lack of support staff, familiarity with the depth and complexity of newer curriculum

**G1.B1.S1** Training and implementation of FAIR and other assessments/tracking programs to monitor student progress.

### PD Opportunity 1

Review FAIR data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

#### Facilitator

Mark Grossenbacher, Principal & Donna Catanzarite, Testing Coordinator

#### Participants

All Staff

#### Target Dates or Schedule

ongoing

#### Evidence of Completion

Reports of FAIR testing as well as other tracking programs

**Appendix 2: Budget to Support School Improvement Goals**