



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Garden Elementary School**

700 CENTER RD

Venice, FL 34285

941-486-2110

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

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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> 56%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 25%

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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> 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

Garden Elementary School

##### Principal

John McQueen

##### School Advisory Council chair

Melanie Buckalter

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

Name	Title
John McQueen	Principial
Camille Hilliard	Teacher on Special Assignment
Gabrielle O'Berry	School Counselor
Richard Mather	ESE Liaison

#### District-Level Information

##### District

Sarasota

##### Superintendent

Mrs. Lori White

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

11/19/2013

### 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

John McQueen Principal, Melanie Buckalter Chairperson, Michelle Longoria (parent) Vice Chairperson, Lisa Saul Secretary, Susan Hanks Community Member, John Dunbar Community Member, Kathy Rule Staff, Mischa Kirby Community member, Jackie Spielman parent, Drew Carney parent

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

Advise and consent

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

Limited due to the absence of funding. The roll over money will be utilized to support the K-5 academic program and Character Education program and the implementation of the technology component of the new Reading Wonders Reading series.

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

No funds provided

**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:**

**John McQueen**

Principal

Years as Administrator: 11

Years at Current School: 7

**Credentials**

School Principal K-12  
 Elementary Education 1-6  
 Gifted Endorsement  
 ESOL Endorsement  
 Master's Degree Administration and Supervision  
 Bachelor's Degree in Elementary Education

**Performance Record**

Effective

**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**

41

**# receiving effective rating or higher**

41, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

37, 90%

**# ESOL endorsed**

26, 63%

**# reading endorsed**

4, 10%

**# with advanced degrees**

32, 78%

**# National Board Certified**

2, 5%

**# first-year teachers**

6, 15%

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

13, 32%

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

7, 17%

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

21, 51%

**Education Paraprofessionals**

**# of paraprofessionals**

3

**# Highly Qualified**

2, 67%

**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**



Care is taken to select SCIP mentors that are a good match for our new teachers, ensuring success not only in the classroom but also to ensure professional and collegial integration with the entire 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**

SCIP mentors meet with their mentees weekly to cover the SCIP program and then as a group to discuss common challenges and share successes and strategies that are effective. Support team members progress monitor student achievement to ensure proper pacing and fidelity of instruction. Mentors and mentees are paired either by common grade level, compatible personalities, or common experiences.

### **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**

Each support team member is assigned one or more grade levels to progress monitor assessments, attend PLC meetings and facilitate discussion of Tier II students to determine if they should be brought up to SWST. The support team member assists the classroom teacher(s) during SWST meetings and monitor progress and facilitate the move to Tier III if warranted. Collection, disaggregation, and graphing of data is completed, presented and discussed during the SWST process.

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

The responsibility of each school based leadership member is described above. The SIP plan is primarily the responsibility of the Principal with input from the leadership team, SAC, and Curriculum Leaders.

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

Weekly Support Team meetings attended by the leadership team monitors the progress of the school's MTSS

system and its fidelity to the SIP. After each weekly PLC meeting the Curriculum Leader of each grade level submits to the Principal a spreadsheet of students discussed and/or monitored. The Principal provides a copy of the spreadsheet to the appropriate leadership member for review.

#### **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**

Multiple data points including SuccessMaker, Sarasota Instructional Improvement system, TeachScape, FAIR, and other standardized assessments including monthly school-wide writing assessments are used to progress monitor the core curriculum. TOSA monitors behavioral trends and School Counselor monitors attendance.

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

Previous book studies and on line resources have in-serviced staff on effective and successful implementations of MTSS models. Additionally monthly trainings have been scheduled this year utilizing district personnel to present relevant Common Core Standards presentations across the curriculum.

### Increased Learning Time/Extended Learning Opportunities

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,800

Using individualized instructional system (SuccessMaker Enterprise) students who are identified via progress monitoring will be invited to attend before school sessions from November through March and participate in Math and Reading individualized computer exercises geared to the areas data demonstrates as areas that the student is struggling in.

#### Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

SuccessMaker Enterprise reports are run and analyzed each week and assigned programs are adjusted accordingly. Program facilitators meet with individual or small groups of students to reinforce areas of difficulty identified by data analysis.

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

Teacher on Special Assignment and other instructional volunteers staff, analyze data, and provide remedial instruction. The TOSA reports to the Principal periodically during the program and disaggregates FCAT results of the students involved in the program each Spring.

### Literacy Leadership Team (LLT)

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

Name	Title
John McQueen	Principal
Camille Hilliard	Teacher on Special Assignment
Gabrielle O'Berry	School Counselor
Melissa Bradica	Kindergarten Curriculum Leader
Jennifer Kingsbury	First Grade Curriculum Leader
Diana Davis	Second Grade Curriculum Leader

Name	Title
Lori Kern	Third Grade Curriculum Leader
Susan Ionescu	Fourth Grade Curriculum Leader
Rachel Hallman	Fifth Grade Curriculum Leader
Carmen Serrano	ESE Curriculum Leader

### How the school-based LLT functions

The LLT meets bi-monthly and is charged with the dissemination, planning and implementation of the core curriculum at their specific grade level. They meet with their team weekly in a PLC setting to discuss and plan instructional initiatives, progress monitor and brainstorm alternative strategies for struggling students.

### Major initiatives of the LLT

1. Either fully implement the Common Core State Standards at the primary level or blend the Common Core State Standards with the Next Generation Sunshine State Standards at the intermediate level.
2. Successfully implement the new Reading Series "Reading Wonders"

### 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

FLKRS assessment is administered within the first 30 days of school and local assessment administered prior to school starting helps determine classroom placement and provides valuable information on readiness skills for incoming kindergarten students.

## 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	82%	72%	No	84%
American Indian				
Asian				
Black/African American				
Hispanic	90%	63%	No	91%
White	80%	72%	No	82%
English language learners				
Students with disabilities	62%	27%	No	66%
Economically disadvantaged	81%	70%	No	83%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	27%	31%
Students scoring at or above Achievement Level 4	145	45%	49%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	222	69%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	50	62%	66%

#### 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)	19	76%	78%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	42%	46%

**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	63	69%	73%
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	76%	61%	No	78%
American Indian				
Asian				
Black/African American				
Hispanic	79%	58%	No	81%
White	75%	61%	No	78%
English language learners				
Students with disabilities	53%		No	58%
Economically disadvantaged	73%	60%	No	75%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	32%	35%
Students scoring at or above Achievement Level 4	95	30%	33%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	184	57%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	32	40%	44%

**Area 4: Science****Elementary School Science**

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	30	27%	31%
Students scoring at or above Achievement Level 4	34	30%	34%

**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		10
Participation in STEM-related experiences provided for students	350	60%	65%

**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	105	22%	18%
Students retained, pursuant to s. 1008.25, F.S.	6	1%	0%
Students who are not proficient in reading by third grade	14	12%	8%
Students who receive two or more behavior referrals	4	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	3%	3%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

Parents are encouraged to participate in the PTSO, volunteer in classrooms and chaperone field trips, as well as perform non academic clerical assistance from home or in the school.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
PALS Volunteers	100	17%	25%

**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** READING GOALS - By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and when less than 75% are making a learning gain.
- G2.** MATH GOALS - By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and when less than 75% are making a learning gain.
- G3.** sCIENCE GOAL; There will be a minimum of a four percent increase for all student subgroups when less than 70% are currently demonstrating proficiency and when less than 75% are making a learning gain.
- G4.** WRITING GOALS By the year 2014, there will be a minimum of 4 percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

## Goals Detail

**G1.** READING GOALS - By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and when less than 75% are making a learning gain.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

### Resources Available to Support the Goal

- The newly adopted Reading series from McGraw Hill "Reading Wonders" will address ELA goals along with the plethora of on-line resources and assessments it provides.
- Faculty meetings have been replaced with optional in-service opportunities that relate to Common Core instruction. District resources like Dr. Patti Brustad, Melissa Barber, Bernadette Bennett, Elisha Jennings, Suzanne Naiman and others TBA.
- Intervention/enrichment blocks have been added to the Instructional day to allot targeted instruction on specific skills to identified students utilizing progress monitoring and assessment results.

### Targeted Barriers to Achieving the Goal

- Learning the proper pacing and sequencing is always challenging when learning a new adoption. The heavy dependency on technology could prevent issues if there are issues with the user friendliness of the programs. The district decision not to procure Teacher's Editions for the ESE population will prove to be expensive and problematic.



### Plan to Monitor Progress Toward the Goal

Monitor fidelity to CCSS/ or NGSSS standards, MTSS interventions, and IEP implementation across the grade levels.

#### Person or Persons Responsible

K-Carmen Serrano 1-Camille Hilliard 2- Camille Hilliard 3- Rich Mather 4- Gabrielle O'Berry 5- John McQueen

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Progress Monitoring Reports, graphs, charts, assessments, journals, PLC logs.

**G2. MATH GOALS** - By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and when less than 75% are making a learning gain.

#### Targets Supported

#### Resources Available to Support the Goal

- Primarily the Envision math series will provide the majority of the hands on and on-line resources to address our math goal.
- Faculty meetings have been replaced with optional in-service opportunities that relate to Common Core instruction. District resources like Dr. Patti Brustad, Melissa Barber, Bernadette Bennett, Elisha Jennings, Suzanne Naiman and others TBA.

#### Targeted Barriers to Achieving the Goal

### Plan to Monitor Progress Toward the Goal

Monitor fidelity to CCSS/ or NGSSS standards, MTSS interventions, and IEP implementation across the grade levels.

#### Person or Persons Responsible

K-Carmen Serrano 1-Camille Hilliard 2- Camille Hilliard 3- Rich Mather 4- Gabrielle O'Berry 5- John McQueen

#### Target Dates or Schedule:

Monthly

#### Evidence of Completion:

Progress Monitoring Reports, graphs, charts, assessments, journals, PLC logs

**G3. sSCIENCE GOAL;** There will be a minimum of a four percent increase for all student subgroups when less than 70% are currently demonstrating proficiency and when less than 75% are making a learning gain.

**Targets Supported**

- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

**Resources Available to Support the Goal**

- Science Lab is on the wheel and taught by a certified teacher that scaffolds instruction K-5

**Targeted Barriers to Achieving the Goal**

**Plan to Monitor Progress Toward the Goal**

Monitor progress in Science instruction student achievement, and application of skills

**Person or Persons Responsible**

classroom teachers and support team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

assessments

**G4. WRITING GOALS** By the year 2014, there will be a minimum of 4 percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Formation of a K-5 writing committee that will schedule CCSS and NGSSS school wide assessments, identify standards based prompts, provide opportunities ofr application of skills and recognition of success.

**Targeted Barriers to Achieving the Goal**

## Plan to Monitor Progress Toward the Goal

Monitor fidelity to CCSS/ or NGSSS standards, MTSS interventions, and IEP implementation across the grade levels.

### **Person or Persons Responsible**

Carmen Serrano 1-Camille Hilliard 2- Camille Hilliard 3- Rich Mather 4- Gabrielle O'Berry 5- John McQueen

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

monthly

### **Evidence of Completion:**

Progress Monitoring Reports, graphs, charts, assessments, journals, PLC logs.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** READING GOALS - By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and when less than 75% are making a learning gain.

**G1.B1** Learning the proper pacing and sequencing is always challenging when learning a new adoption. The heavy dependency on technology could prevent issues if there are issues with the user friendliness of the programs. The district decision not to procure Teacher's Editions for the ESE population will prove to be expensive and problematic.

**G1.B1.S1** Teacher's editions will be purchased for instructional staff members who do not have TE's. Professional Development will be arranged that is geared toward implementing the new CCSS and the Reading Wonders reading series. Support staff members will be assigned to specific grade levels to attend PLC's to monitor and assist with progress monitoring, implementation of MTSS interventions and documentation of progress.

### Action Step 1

1. TE's purchased using instructional material dollars 2. Professional Development planned and scheduled.3. Support staff assigned to specific grade levels for assistance during PLC's

#### Person or Persons Responsible

Principal and support staff

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

PD sign in rosters, PLC weekly documentation reports, and SWST notes

#### Facilitator:

September Patti Brustad October Melissa Barber November Suzanne Naiman December Elisha Jennings January Elisha Jennings February Bernadette Bennett March TBA April TBA

#### Participants:

Garden Instructional Staff

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

Monitor PD opportunities

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

In-service credit roster

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

Classroom observations and visits, PLC log reports

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

PRIDE observations and PLC spreadsheets on 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

Title II, and PTSO allocations will provide staff professional development and contracted services. Backpack program, Snackpack program, Food Pantry, and Cooking Matters Instruction all facilitated by the All Faiths Food Bank will address the hunger needs of over 55% of Garden students.

## 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. READING GOALS** - By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and when less than 75% are making a learning gain.

**G1.B1** Learning the proper pacing and sequencing is always challenging when learning a new adoption. The heavy dependency on technology could prevent issues if there are issues with the user friendliness of the programs. The district decision not to procure Teacher's Editions for the ESE population will prove to be expensive and problematic.

**G1.B1.S1** Teacher's editions will be purchased for instructional staff members who do not have TE's. Professional Development will be arranged that is geared toward implementing the new CCSS and the Reading Wonders reading series. Support staff members will be assigned to specific grade levels to attend PLC's to monitor and assist with progress monitoring, implementation of MTSS interventions and documentation of progress.

### PD Opportunity 1

1. TE's purchased using instructional material dollars 2. Professional Development planned and scheduled.3. Support staff assigned to specific grade levels for assistance during PLC's

#### Facilitator

September Patti Brustad October Melissa Barber November Suzanne Naiman December Elisha Jennings January Elisha Jennings February Bernadette Bennett March TBA April TBA

#### Participants

Garden Instructional Staff

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

PD sign in rosters, PLC weekly documentation reports, and SWST notes

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Program
Total	\$0	\$0
	\$0	\$0

### Budget Details

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

**G1. READING GOALS** - By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and when less than 75% are making a learning gain.

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#### Action Step 1

1. TE's purchased using instructional material dollars
2. Professional Development planned and scheduled.
3. Support staff assigned to specific grade levels for assistance during PLC's

#### Resource Type

Evidence-Based Program

#### Resource

#### Funding Source

#### Amount Needed