2013-2014 SCHOOL IMPROVEMENT PLAN

Glenallen Elementary School

7050 GLENALLEN BLVD

North Port, FL 34287

941-426-9517

www.sarasotacountyschools.net/glenallen

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	77%

Alternative/ESE Center	Charter School	Minority Rate
No	No	39%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	A	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
Glenallen Elementary School

Principal
Amy Archer

School Advisory Council chair
Dorie Cleere

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

Name	Title
Kim Weber	Kindergarten Team Leader
Cathy Francini	First Grade Team Leader
Linda Blomquist	Second Grade Team Leader
Nicole Miccio	Third Grade Team Leader
Rebecca Shipley	Fourth Grade Team Leader
Sean Cheeseman	Fifth Grade Team Leader
Ellen Ziarnicki	Support Team Leader
Stacey Cheeseman	ESE Team Leader
Lori Robinson	Specials Team Leader

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

Amy Archer, Principal
Melba Baez-Officer, Classified Employee
Sean Cheeseman, Teacher
Dorie Cleere, Chairperson & Classified Employee
Micaela Cleere, Community Member
Robyn DiNardi, Parent
Christine Doujar, Parent

Eric Eastes, Parent
Amanda Hagemann, Teacher
Dale Hintz, Community Member-Business
Eduardo Maron, Teacher
Myrette Rodney, Community Member
Susan Steinfath, Community Member-Business
Ellen Ziarnicki, Teacher

Involvement of the SAC in the development of the SIP

The School Advisory Committee works collaboratively to review the School Improvement Plan presented by administration. All school data and improvement goals are reviewed with the committee for input. Revisions are made based on feedback provided from SAC before being submitted for final approval.

Activities of the SAC for the upcoming school year

The School Advisory Committee plans to meet monthly as per SAC guidelines. SAC will also work to review and approve the school budget. The yearly project selected by SAC is Glenallen's Positive Behavior Support Program. This program is being expanded to include four quarterly awards events to recognize and reward appropriate student behavior.

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

Additional funds were eliminated from the School Advisory Committee's budget for the 2013-2014 school year. The end of year balance from 2012-2013 was $1,993.58. The SAC members voted to allocate $1,000 of this remaining balance to support an expanded Positive Behavior Support Plan for 2013-2014.

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:

Amy Archer		
Principal	Years as Administrator: 10	Years at Current School: 10

Credentials	Amy Archer earned her Masters Degree from the University of South Florida in Educational Leadership. She is certified in Elementary Educacation and Administration /Supervision.
Performance Record	2012-13: Grade: B, Reading Mastery: 77%, Math Mastery:69%, Writing Mastery:53%, Science Mastery:67%, Reading Gains: 62%, Math Gains: 53%, Lowest Quartile Learning Gains - Reading:59% Math:55% (adjusted scores) 2011-12: Grade: A, Reading Mastery: 73%, Math Mastery:65%, Writing Mastery:83%, Science Mastery:58%, Reading Gains: 70%, Math Gains: 73%, Lowest Quartile Learing Gains - Reading:75% Math:60%

Rebecca Drum		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Rebecca Drum earned her Masters Degree from Walden University in EducationalLeadership. She is ESOL Endorsed and is certified in Elementary Education and Administration/Supervision.
Performance Record	2012-13: Grade: B, Reading Mastery: 77%, Math Mastery:69%, Writing Mastery:53%, Science Mastery:67%, Reading Gains: 62%, Math Gains: 53%, Lowest Quartile Learning Gains - Reading:59% Math:55% (adjusted scores) 2011-12: Grade: A, Reading Mastery: 73%, Math Mastery:65%, Writing Mastery:83%, Science Mastery:58%, Reading Gains: 70%, Math Gains: 73%, Lowest Quartile Learing Gains - Reading:75% Math:60%

Classroom Teachers

# of classroom teachers
55

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
0%

 # certified in-field
49, 89%

 # ESOL endorsed

40, 73%

 # reading endorsed

6, 11%

 # with advanced degrees

40, 73%

 # National Board Certified

2, 4%

 # first-year teachers

8, 15%

 # with 1-5 years of experience

17, 31%

 # with 6-14 years of experience

24, 44%

 # with 15 or more years of experience

14, 25%

Education Paraprofessionals

# of paraprofessionals

12

 # Highly Qualified

12, 100%

Teacher Recruitment and Retention Strategies

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

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

School administration is responsible for hiring highly qualified staff members. Hiring is based on prior performance, knowledge of instructional and behavioral practices, current instructional trends, and the use of best practices.

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

Glenallen Elementary uses the SCIP mentoring program to support new teachers. All SCIP mentoring activities will be completed by new staff members with the support of his/her mentor. Documentation will be presented to administration as evidence of completion of this program. Currently, we have three new staff members that are paired with mentors. We have assigned mentors based on level alike programs in order to provide a high level of support for our new staff members.

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

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, team, and class level academic needs. Individual student information will be reviewed. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions.

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

The school-based MTSS leadership team is comprised of general education personnel that facilitate PBS/MTSS as a related but distinct process from the CARE (Children At-Risk in Education) eligibility determination process. At Glenallen Elementary School the MTSS Leadership Team is composed of:
The Principal and Assistant Principal: Participate in collaborative, data-based decision making at weekly team meetings.
Select General Education Teachers: Participate in collaborative, data-based decision making at weekly team meetings.
Exceptional Student Education (ESE) Teachers: Participate in collaborative, data-based decision making at weekly team meetings.
Pupil Support Staff: Participate in collaborative, data-based decision making at weekly team meetings.

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

Our leadership team participates weekly in SWST meetings and continually reviews the school's implementation of the MTSS process. School administration also meets with teachers on an ongoing basis to review student progress monitoring data to be sure that we are using the MTSS problem-solving process to identify the students in need of support. Teacher meetings also focus on the effectiveness of core instruction as well as the effectiveness of intervention strategies/instruction.

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

The 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 subgroup data by reading, mathematics, science and writing are utilized. Further, the school will participate in the FAIR Reading assessments and utilize the LEARN Science assessments and District- Created Math assessments to summarize data for students at Tier 1, 2, and 3. Successmaker and common assessment data will also be used to summarize student performance in reading, mathematics, science, and writing on an ongoing basis. Data is managed at all grade levels on progress monitoring spreadsheets. Behavior and attendance data is also tracked school-wide on spreadsheets.

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

Weekly collaborative planning sessions will focus on the effective implementation of MTSS. 100% of the instructional staff members attend weekly Collaborative Planning Time(CPT) meetings. Leadership Team Meetings will continue to focus on effective implementation of MTSS. Ongoing collaborative data

discussions will be conducted to help guide and support all staff members with implementation of best practices as related to responding to student performance data. Additional updates will occur throughout the school year at weekly SWST meetings as information is shared with school administrators or team members.

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: 1,500

Students invited to participate in the Extended Learning Program will be identified through the MTSS process. Research-based strategies and materials will be used to provide individualized instruction and intervention.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Data on student progress will be collected from instructional staff. Student performance data will also be monitored on progress monitoring spreadsheets.

Who is responsible for monitoring implementation of this strategy?

Administration
Title I Teacher
Instructional Staff

Literacy Leadership Team (LLT)

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

Name	Title
Amy Archer	Principal
Rebecca Drum	Assistant Principal
Kim Weber	Kindergarten Team Leader
Cathy Francini	First Grade Team Leader
Linda Blomquist	Second Grade Team Leader
Nicole Miccio	Third Grade Team Leader
Rebecca Shipley	Fourth Grade Team Leader
Sean Cheeseman	Fifth Grade Team Leader
Stacey Cheeseman	ESE Team Leader
Ellen Ziarnicki	Support Team Leader

Name	Title
Lori Robinson	Specials Team Leader
Lisa Fisher	Support Team Member

How the school-based LLT functions

The team collaboratively discusses best practices and appropriate research-based supplemental materials in the area of reading instruction. The information that is gathered and discussed is then shared out to the SDMT committee, team leaders and grade level team meetings.

Major initiatives of the LLT

The primary initiative of the LLT will be monitoring the implementation of Common Core State Standards in grades K-2 and the blended model of CCSS/NGSSS in grade 3-5. The team will also monitor effective implementation of the new reading/language arts curriculum, Reading Wonders, monitor the implementation and pacing of the ELA Instructional Focus Calendar and review school-wide reading progress monitoring data.

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

Our school plans a Kindergarten Orientation in the spring of each year. We send information to local daycare and preschool facilities to invite families to attend this event. During this orientation, we provide an overview of what a day in kindergarten will look like at Glenallen Elementary School. Materials are provided to help parents and incoming kindergarten students practice school readiness skills in the all academic areas, fine/gross motor skills and adaptive skills. We also provide tours of our facility to better prepare families for the transition.

At Glenallen Elementary School all incoming Kindergarten students are assessed with the Florida Kindergarten Readiness Screener (FLKRS) prior to or upon entering. The FLKRS includes an observational instrument which provides detailed information about the child in 19 social and academic areas. Kindergarten students also take the Florida Assessment of Instruction in Reading (FAIR) as part of the screening to ascertain individual student academic needs as early as possible. Based on the screening results and on-going progress monitoring students participate in a challenging differentiated learning environment. The FAIR assessment will be administered three times during Kindergarten to further monitor student performance and transition.

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	78%	67%	No	80%
American Indian				
Asian				
Black/African American	61%	44%	No	65%
Hispanic	80%	69%	No	82%
White	79%	73%	No	81%
English language learners	60%		No	64%
Students with disabilities	37%	26%	No	43%
Economically disadvantaged	74%	66%	No	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	28%	40%
Students scoring at or above Achievement Level 4	123	38%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	198	62%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	47	59%	70%

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)	41	59%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	22	31%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	32%	50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	46	43%	70%
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	68%	59%	No	72%
American Indian				
Asian				
Black/African American	44%	44%	Yes	50%
Hispanic	68%	61%	No	71%
White	72%	65%	No	75%
English language learners	60%		No	64%
Students with disabilities	35%	29%	No	42%
Economically disadvantaged	66%	62%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	119	37%	45%
Students scoring at or above Achievement Level 4	70	22%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	170	53%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	44	55%	70%

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	30%	45%
Students scoring at or above Achievement Level 4	34	34%	35%

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)	24		25
Participation in STEM-related experiences provided for students	754	100%	100%

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	84	16%	10%
Students retained, pursuant to s. 1008.25, F.S.	32	4%	3%
Students who are not proficient in reading by third grade	12	11%	8%
Students who receive two or more behavior referrals	40	7%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	44	8%	8%

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

See Title I Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
For the 2013-14 school year more than 96% of our parents will participate in a parent-teacher conference.	724	96%	97%

Goals Summary

G1. 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 (across Levels 3 &4). There will be a minimum of a two percentage point increase for all

G2. 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 an annual learning gain. There will be a minimum of a two percentage point increase for all student gr

G3. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G4. 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 (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all

G5. 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 an annual learning gain. There will be a minimum of a two percentage point increase for all student gr

G6. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G7. 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 (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all

G8. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75%

G9. By the year 2014, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school wi

Goals Detail

G1. 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 (across Levels 3 &4). There will be a minimum of a two percentage point increase for all

Targets Supported

Resources Available to Support the Goal

- Reading Wonders Professional Development Intervention Block in Master Schedule

Targeted Barriers to Achieving the Goal

- Blended NGSSS/CCSS in grades 3-5, Lack of training in CCSS, Implementation of a new reading program

Plan to Monitor Progress Toward the Goal

Review of progress monitoring data

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing throughout the year

Evidence of Completion:
Data Discussion Notes

G2. 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 an annual learning gain. There will be a minimum of a two percentage point increase for all student gr

Targets Supported

Resources Available to Support the Goal

- Intervention Block in Master Schedule Reading Wonders Training

Targeted Barriers to Achieving the Goal

- New Reading Series, Lack of resources (time and materials) to differentiate instruction for on and above level students

Plan to Monitor Progress Toward the Goal

Review of progress monitoring data

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing throughout the year

Evidence of Completion:
Data Discussion Notes, Student Achievement Data

G3. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

Targets Supported

Resources Available to Support the Goal
- Reading Wonders Series Extended Learning Program Title I Supplemental Support

Targeted Barriers to Achieving the Goal
- Lack of training to identify specific skill deficits to create individualized interventions for students with significant achievement gaps

Plan to Monitor Progress Toward the Goal

Progress Monitoring Data Review and Intervention Data Review

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing throughout the year

Evidence of Completion:
Learning Gains Data, Student Achievement Data

G4. 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 (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all

Targets Supported

Resources Available to Support the Goal
- enVision Math Program, Intervention Block in Master Schedule

Targeted Barriers to Achieving the Goal
- Lack of training with FCAT 2.0 in regards to increased text complexity, Blended NGSSS/CCSS in grades 3-5

Plan to Monitor Progress Toward the Goal

Review Progress Monitoring Spreadsheets

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing throughout the year

Evidence of Completion:
Data Discussion Notes, Progress Monitoring Data, Student Achievement Results

G5. 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 an annual learning gain. There will be a minimum of a two percentage point increase for all student gr

Targets Supported

Resources Available to Support the Goal
- enVision Math Program Intervention Block in Master Schedule

Targeted Barriers to Achieving the Goal
- Lack of resources (time, instructional strategies, materials) to differentiate instruction for on/above level students

Plan to Monitor Progress Toward the Goal

Review of progress monitoring data

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing throughout the year

Evidence of Completion:
Data Discussion Notes, Student Achievement Data

G6. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

Targets Supported

Resources Available to Support the Goal
- enVision Math Series Extended Learning Program Title I Supplemental Support

Targeted Barriers to Achieving the Goal
- Lack of training to identify specific skill deficits to create individualized interventions for students with significant achievement gaps

Plan to Monitor Progress Toward the Goal

Progress Monitoring Dada Review and Intervention Data Review

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing throughout the year

Evidence of Completion:
Learning Gains Data, Student Achievement Data

G7. 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 (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Science Lab Teacher, Mad Science, Science Fair, Departmentalization for Grades 4 and 5

Targeted Barriers to Achieving the Goal
- Lack of training in inquiry based instructional strategies

Plan to Monitor Progress Toward the Goal

Review Progress Monitoring Data

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing throughout the year

Evidence of Completion:
Student Achievement Data

G8. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75%

Targets Supported
- Writing

Resources Available to Support the Goal
- Collaborative Planning Times, Collaborative Planning Days, Writing on the specials rotation (4th grade only)

Targeted Barriers to Achieving the Goal
- Varying Levels of student performance, Time available for teacher/student conferencing, Transition from NGSS to CCSS

Plan to Monitor Progress Toward the Goal

Progress Monitoring Spreadsheet

Person or Persons Responsible
Administration

Target Dates or Schedule:
Ongoing throughout the year

Evidence of Completion:
Student Achievement Data, Data Discussion Notes

G9. By the year 2014, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school wi

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Behavior Specialist Board Certified Behavior Analyst PBS Plan CHAMPS Program

Targeted Barriers to Achieving the Goal

- Effective implementation of PBS by all staff, Appropriate implementation of tier II & III behavior interventions, Accurate data tracking, Family situations, Learned behaviors

Plan to Monitor Progress Toward the Goal

Administration will review discipline data to look for trends and patterns. Discussions will be held with teachers based on the data. Ongoing review of recognition events.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing throughout the year

Evidence of Completion:

Data Discussion notes, PBS recognition schedule and participation data

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. 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 (across Levels 3 &4). There will be a minimum of a two percentage point increase for all

G1.B1 Blended NGSSS/CCSS in grades 3-5, Lack of training in CCSS, Implementation of a new reading program

G1.B1.S1 Provide ongoing training on CCSS. Provide ongoing training and support with the implementation of Reading Wonders

Action Step 1

Provide training on CCSS and Reading Wonders and provide time to collaborate about the implementation of the new reading series

Person or Persons Responsible

Administration Team Leaders Title I Teacher

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Presentation Slides

Facilitator:

Administration Title I Teacher District Curriculum Specialists Reading Wonders Consultant

Participants:

Instructional Staff

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

Review and participate in Reading Wonders and CCSS trainings

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

CPD Agendas, CPT Action Logs, PD Training Presentations, Data Discussion Notes

Plan to Monitor Effectiveness of G1.B1.S1

Teacher feedback, Progress Monitoring Data

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Progress Monitoring Data, CPT Action Logs

G2. 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 an annual learning gain. There will be a minimum of a two percentage point increase for all student gr

G2.B1 New Reading Series, Lack of resources (time and materials) to differentiate instruction for on and above level students

G2.B1.S1 Provide ongoing professional development on the Reading Wonders program including the use of all program components

Action Step 1

CPTs/CPDs with a focus on Reading Wonders

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

CPT Action Logs, CPD Agendas

Facilitator:

Title I Teacher District Curriculum Specialists

Participants:

Instructional Staff

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

Attend professional development training sessions

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Professional Development Agendas, Data Discussion Notes, PRIDE Observations

Plan to Monitor Effectiveness of G2.B1.S1

Feedback from teachers and leadership team

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Data Discussion Notes, CPT Action Logs

G3. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G3.B1 Lack of training to identify specific skill deficits to create individualized interventions for students with significant achievement gaps

G3.B1.S1 Provide resources and training to support teachers with identification of specific skill deficits and provide support with designing and implementing interventions to close the achievement gap.

Action Step 1

Provide coaching and feedback for teachers when designing and implementing interventions

Person or Persons Responsible

SWST Team Administration Leadership Team

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

SWST notes

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

MTSS Portfolio Reviews

Person or Persons Responsible

Administration SWST Team

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Data Discussion Notes, SWST Notes, Intervention paperwrork

Plan to Monitor Effectiveness of G3.B1.S1

Observations during the intervention block, SWST discussions and intervention paperwork

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

SWST Notes

G4. 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 (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all

G4.B1 Lack of training with FCAT 2.0 in regards to increased text complexity, Blended NGSSS/CCSS in grades 3-5

G4.B1.S1 Provide training to promote a deeper understanding of instructional strategies required to address increased text complexity levels on FCAT 2.0 and provide training on CCSS to ensure students meet proficiency levels with the blended NGSSS/CCSS model in grades 3-5

Action Step 1

Collaborative Planning focused on math instructional strategies and the implementation of CCSS

Person or Persons Responsible

Administration Title I Teacher Team Leaders District Curriculum Specialists

Target Dates or Schedule

Three times per year (CPDs), Ongoing throughout the year (CPTs)

Evidence of Completion

CPD Agendas, CPT Action Logs

Facilitator:

Title I Teacher Team Leaders District Curriculum Specialists

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Participate in professional development and attend collaborative planning sessions

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

CPT Action Logs, CPD Agendas, PD Training Presentations

Plan to Monitor Effectiveness of G4.B1.S1

Progress Monitoring Data Teacher Feedback

Person or Persons Responsible

Administration Team Leaders

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Data Discussion Notes, CPT Action Logs

G5. 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 an annual learning gain. There will be a minimum of a two percentage point increase for all student gr

G5.B1 Lack of resources (time, instructional strategies, materials) to differentiate instruction for on/above level students

G5.B1.S1 Provide ongoing professional development in the area of math and on enVision resources; Provide resources to supplement instruction for students at or above grade level

Action Step 1

CPT/CPD focus on researched-based instructional strategies and enVision and other supplemental materials and resources

Person or Persons Responsible

Administration Team Leaders PAWS Teacher Title I Teacher District Curriculum Specialist

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

CPT Action Logs, CPD Agendas

Facilitator:

Title I Teacher District Curriculum Specialist

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Attend professional development training sessions

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Professional Development Presentations, CPT Action Logs, CPD Agendas

Plan to Monitor Effectiveness of G5.B1.S1

Feedback from teachers and leadership team

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Data Discussion Notes, CPT Action Logs, PRIDE Observations

G6. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G6.B1 Lack of training to identify specific skill deficits to create individualized interventions for students with significant achievement gaps

G6.B1.S1 Provide resources and training to support teachers with identification of specific skill deficits. Provide support with designing and implementing interventions to close achievement gaps.

Action Step 1

Provide coaching and feedback when designing and implementing interventions

Person or Persons Responsible

SWST Team Administration Leadership Team

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

SWST Notes

Plan to Monitor Fidelity of Implementation of G6.B1.S1

MTSS Portfolio Reviews

Person or Persons Responsible

Administration SWST Team

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Data Discussion Notes, Intervention Paperwork

Plan to Monitor Effectiveness of G6.B1.S1

Observations during the intervention block, SWST discussions and intervention paperwork

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

SWST Notes

G7. 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 (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all

G7.B1 Lack of training in inquiry based instructional strategies

G7.B1.S1 Provide training on inquiry based delivery of instruction; Provide time for collaboration among science teachers to share best practices

Action Step 1

Collaborative Planning Days and professional development in the area of science

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

CPD Agendas, CPT Action Logs, Professional Development Presentations

Facilitator:

Title I Teacher District Curriculum Specialist

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Monitor and participate in training, Review/plan content of CPDs, Feedback from teachers

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

CPD Agenda, CPT Action Logs, Classroom observations

Plan to Monitor Effectiveness of G7.B1.S1

Progress Monitoring Data

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Data discussion notes, Student Achievement Data

G8. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75%

G8.B1 Varying Levels of student performance, Time available for teacher/student conferencing, Transition from NGSS to CCSS

G8.B1.S1 Provide teachers with opportunities to collaborate on instructional strategies in the area of writing, Provide teachers with on-site modeling and coaching support; Complete mock writing simulations and practice scoring papers to check for scoring alignment among team members

Action Step 1

Administration will provide coverage for classroom teachers so they can complete individual conferences with students.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Data Discussions, Lesson Plans

Action Step 2

Collaborative Planning Days will be planned for fourth grade teachers four times throughout the school year.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

CPD Agendas and Follow Up Notes, Progress Monitoring Data

Facilitator:

Title I Teacher

Participants:

Fourth Grade ELA Teachers Intermediate Self-Contained ESE Teachers

Action Step 3

Writing will be added to the fourth grade specials rotation from September through February.

Person or Persons Responsible

Administration Title I Teacher

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Lesson plans, teacher observations, Data Discussions

Action Step 4

Teachers will give common assessments. Papers will be shared among team for grading to check for alignment and instructional needs.

Person or Persons Responsible

Administration Fourth Grade Teachers Title I Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

CPT Action Logs, Progress Monitoring Data

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Progress Monitoring Data, Teacher Feedback

Person or Persons Responsible

Administration Title I Teacher

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

CPT Action Logs, CPD Agendas, Data Discussions

Plan to Monitor Effectiveness of G8.B1.S1

Teacher Feedback, Participate in collaborative planning sessions

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Discussions Notes, Student Achievement Data, CPD Agendas, CPT Action Logs

G9. By the year 2014, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school wi

G9.B1 Effective implementation of PBS by all staff, Appropriate implementation of tier II & III behavior interventions, Accurate data tracking, Family situations, Learned behaviors

G9.B1.S1 Review of MTSS process related to behavior deficits, Provide training and support to staff members on behavior interventions and data tracking, provide CHAMPS training and review PBS plan with all staff, PBS Recognition Program

Action Step 1

Behavior Specialist and support team will provide a CHAMPS/PBS/CPI training for all staff members. Follow up sessions will occur during CPTs and as needed individually. Data collection will be reviewed at data discussions and SWST meetings. Support will be provided as needed based on teacher observation and feedback. A school-wide recognition program for positive behavior will be implemented.

Person or Persons Responsible

Administration Behavior Specialist Support Team PBS Team Recognition Committee

Target Dates or Schedule

Training- Beginning of school year Support- Ongoing throughout the year

Evidence of Completion

Preplanning week schedule, CPT meeting notes, data discussion logs, MTSS Behavior intervention data, organized recognition events

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Discipline data will be analyzed quarterly

Person or Persons Responsible

Administration PBS Team Recognition Committee

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Meeting notes, Discipline Data

Plan to Monitor Effectiveness of G9.B1.S1

Administration will meet with Behavior Specialist and Behavior Analyst to review behavioral responding, implementation of behavior interventions, data collection methods, and the school-wide implementation of PBS and CHAMPS. Referral reduction, staff, student, and parent feedback

Person or Persons Responsible

Administration PBS Team Recognition Committee

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Meeting notes, discipline data

Coordination and Integration

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

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

Title I, Part A
Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The district coordinates with Title II in ensuring staff development needs are provided to staff members.
Title I, Part C- Migrant
The district supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The ID& R person coordinates with the Title I and other programs to ensure student and family needs are met.
Title I, Part D
The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.
Title II
Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. Training is provided to make all teachers highly qualified.
Title III
Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.
Title X Homeless
Homeless education case managers provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Program provides on-going outreach, training and tutoring.
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students.
Violence Prevention Programs
The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided.
Nutrition Programs
Students attending extended learning programs participate in the Supper Club program. An additional meal consisting of a protein, grain, vegetable, fruit and milk is provided daily.

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. 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 (across Levels 3 &4). There will be a minimum of a two percentage point increase for all

G1.B1 Blended NGSSS/CCSS in grades 3-5, Lack of training in CCSS, Implementation of a new reading program

G1.B1.S1 Provide ongoing training on CCSS. Provide ongoing training and support with the implementation of Reading Wonders

PD Opportunity 1

Provide training on CCSS and Reading Wonders and provide time to collaborate about the implementation of the new reading series

Facilitator

Administration Title I Teacher District Curriculum Specialists Reading Wonders Consultant

Participants

Instructional Staff

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Presentation Slides

G2. 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 an annual learning gain. There will be a minimum of a two percentage point increase for all student gr

G2.B1 New Reading Series, Lack of resources (time and materials) to differentiate instruction for on and above level students

G2.B1.S1 Provide ongoing professional development on the Reading Wonders program including the use of all program components

PD Opportunity 1

CPTs/CPDs with a focus on Reading Wonders

Facilitator

Title I Teacher District Curriculum Specialists

Participants

Instructional Staff

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

CPT Action Logs, CPD Agendas

G4. 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 (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all

G4.B1 Lack of training with FCAT 2.0 in regards to increased text complexity, Blended NGSSS/CCSS in grades 3-5

G4.B1.S1 Provide training to promote a deeper understanding of instructional strategies required to address increased text complexity levels on FCAT 2.0 and provide training on CCSS to ensure students meet proficiency levels with the blended NGSSS/CCSS model in grades 3-5

PD Opportunity 1

Collaborative Planning focused on math instructional strategies and the implementation of CCSS

Facilitator

Title I Teacher Team Leaders District Curriculum Specialists

Participants

Instructional Staff

Target Dates or Schedule

Three times per year (CPDs), Ongoing throughout the year (CPTs)

Evidence of Completion

CPD Agendas, CPT Action Logs

G5. 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 an annual learning gain. There will be a minimum of a two percentage point increase for all student gr

G5.B1 Lack of resources (time, instructional strategies, materials) to differentiate instruction for on/above level students

G5.B1.S1 Provide ongoing professional development in the area of math and on enVision resources; Provide resources to supplement instruction for students at or above grade level

PD Opportunity 1

CPT/CPD focus on researched-based instructional strategies and enVision and other supplemental materials and resources

Facilitator

Title I Teacher District Curriculum Specialist

Participants

Instructional Staff

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

CPT Action Logs, CPD Agendas

G7. 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 (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all

G7.B1 Lack of training in inquiry based instructional strategies

G7.B1.S1 Provide training on inquiry based delivery of instruction; Provide time for collaboration among science teachers to share best practices

PD Opportunity 1

Collaborative Planning Days and professional development in the area of science

Facilitator

Title I Teacher District Curriculum Specialist

Participants

Instructional Staff

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

CPD Agendas, CPT Action Logs, Professional Development Presentations

G8. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75%

G8.B1 Varying Levels of student performance, Time available for teacher/student conferencing, Transition from NGSS to CCSS

G8.B1.S1 Provide teachers with opportunities to collaborate on instructional strategies in the area of writing, Provide teachers with on-site modeling and coaching support; Complete mock writing simulations and practice scoring papers to check for scoring alignment among team members

PD Opportunity 1

Collaborative Planning Days will be planned for fourth grade teachers four times throughout the school year.

Facilitator

Title I Teacher

Participants

Fourth Grade ELA Teachers Intermediate Self-Contained ESE Teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

CPD Agendas and Follow Up Notes, Progress Monitoring Data

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	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 an annual learning gain. There will be a minimum of a two percentage point increase for all student gr	$6,000
G5.	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 an annual learning gain. There will be a minimum of a two percentage point increase for all student gr	$6,000
G7.	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 (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all	$6,000
G8.	By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75%	$6,000
	Total	$24,000

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Professional Development	Evidence-Based Program
Total	$24,000	$6,000	$18,000
Title I	$6,000	$24,000	$18,000

Budget Details

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

G2. 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 an annual learning gain. There will be a minimum of a two percentage point increase for all student gr

G2.B1 New Reading Series, Lack of resources (time and materials) to differentiate instruction for on and above level students

G2.B1.S1 Provide ongoing professional development on the Reading Wonders program including the use of all program components

Action Step 1

CPTs/CPDs with a focus on Reading Wonders

Resource Type

Professional Development

Resource

Title I Professional Development Funds

Funding Source

Title I

Amount Needed

$6,000

G5. 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 an annual learning gain. There will be a minimum of a two percentage point increase for all student gr

G5.B1 Lack of resources (time, instructional strategies, materials) to differentiate instruction for on/above level students

G5.B1.S1 Provide ongoing professional development in the area of math and on enVision resources; Provide resources to supplement instruction for students at or above grade level

Action Step 1

CPT/CPD focus on researched-based instructional strategies and enVision and other supplemental materials and resources

Resource Type

Evidence-Based Program

Resource

Title I Professional Development

Funding Source

Title I

Amount Needed

$6,000

G7. 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 (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all

G7.B1 Lack of training in inquiry based instructional strategies

G7.B1.S1 Provide training on inquiry based delivery of instruction; Provide time for collaboration among science teachers to share best practices

Action Step 1

Collaborative Planning Days and professional development in the area of science

Resource Type

Evidence-Based Program

Resource

Title I Professional Development

Funding Source

Title I

Amount Needed

$6,000

G8. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75%

G8.B1 Varying Levels of student performance, Time available for teacher/student conferencing, Transition from NGSS to CCSS

G8.B1.S1 Provide teachers with opportunities to collaborate on instructional strategies in the area of writing, Provide teachers with on-site modeling and coaching support; Complete mock writing simulations and practice scoring papers to check for scoring alignment among team members

Action Step 2

Collaborative Planning Days will be planned for fourth grade teachers four times throughout the school year.

Resource Type

Evidence-Based Program

Resource

Title I Professional Development

Funding Source

Title I

Amount Needed

$6,000