2013-2014 SCHOOL IMPROVEMENT PLAN

Gulf Gate Elementary School

6500 S LOCKWOOD RIDGE RD
Sarasota, FL 34231
941-361-6499
www.sarasotacountyschools.net/gulfgate

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	55%

Alternative/ESE Center	Charter School	Minority Rate
No	No	32%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	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
Gulf Gate Elementary School

Principal
Robin Magac

School Advisory Council chair
Patricia Harrell

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

Name	Title
Debbie Lacy	Teacher
Anne Shemky	Teacher
Marilyn Cafaro	Teacher
Judy Dafoulas	Teacher
Teresa Kreger	Teacher
Maryann Naumann	Teacher
Joe Martinez	Teacher
Jamie Hannon	ESE Liaison
Kent Miller	Assistant Principal Intern

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

The majority of SAC members are not employed by the School District. The SAC is composed of the principal and an appropriately balanced number of teachers, support employees, parents, and business/community members who are representative of the ethnic, racial,and economic community served by the school.

Involvement of the SAC in the development of the SIP

The draft of the SIP plan is carefully reviewed by all SAC members, edited, and then approved by all SAC members.

Activities of the SAC for the upcoming school year

SAC will: review SIP plan and monitor progress of goals throughout the year; review 2014 Climate Survey Results; review and approve school budget; discuss other school relevant topics.

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

All SAC funds are used for professional development activities.

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:

Robin Magac		
Principal	Years as Administrator: 14	Years at Current School: 10
Credentials	Masters of Educational Leadership, Nova Southeastern University Bachelor of Science, Elementary Education, University of Maryland Certified: Educational Leadership (Principal), ESOL Endorsement, Elementary Education	
Performance Record	2012-2013 Grade B 2003-2012 Grade A	

Instructional Coaches

# of instructional coaches
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
53

 # receiving effective rating or higher
53, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
53, 100%

 # ESOL endorsed
38, 72%

 # reading endorsed
3, 6%

 # with advanced degrees
45, 85%

 # National Board Certified
3, 6%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
2, 4%

 # with 6-14 years of experience
9, 17%

 # with 15 or more years of experience
36, 68%

Education Paraprofessionals

# of paraprofessionals
15

 # Highly Qualified
15, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

A trained SCIP mentor is paired with a teacher who is a first year teacher. The trained mentor provides modeling and coaching as well as visitiation to other model classrooms. The mentor also assists in developing classroom procedures and instructional materials. Time is given for feedback, coaching, and planning.

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

A trained SCIP mentor is paired with a teacher who is a first year teacher. The trained mentor provides modeling and coaching as well as visitiation to other model classrooms. The mentor also assists in developing classroom procedures and instructional materials. Time is given for feedback, coaching, and planning.

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

All students receive Tier 1 instruction. Based on student response to that instruction, Tier 2 instruction is given to those students in need. Small group instruction takes place 4 days a week during a 30 minute daily Intervention Block. Students whose data shows Tier 2 instruction is effective continue with support or move back to Tier 1 instruction without support. Those students whose data shows lack of response to Tier 2 instruction are then moved to Tier 3 instruction which involves individual interventions working one-on-one with a teacher.

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 faciliate PBS/RtI as a related but distinct service from the CARE eligibility determination process. The RtI Leadership team is comprised of:
The Principal-Provides a common vision for the use of data-based decision making; ensures that the school based team is implementing rti; ensures implementation of intervention support and documentation to make sure of adequate professional development to support RtI implementation; communicates with parents regarding school-based RtI plans and activities.
Primary and Intermediate General Educaiton Teachers-all provide information about core instruction, participate in student data collection by grade level, deliver Tier 1 instruction/intervention, collaborate with other staff members to implement Tier 2 interventions; integrate Tier 1 materials/instruction with Tier 2/3 activities; progress monitor all students by grade level.

ESE Teachers-participate in student data collection; integrate core materials/activities to Tier 3 instruction; collaborate with general education teachers.

School Psychologist/School Counselor/ESE Liaison/Administrative Intern-participate in student data collection; assists with the development of intervention plans when needed; provides assistance with problem solving; and facilitates data based decision making activities.

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

The GGES School Wide Support Teacm (SWST) meets each Thursday afternoon to review students who are not responding to either Tier 1 or Tier 2 instruction. Based on student data and discussion, the team makes recommendation to the classroom teacher for the type of continued support each child needs.

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

On-going data supports are: FAIR results, STAR reading testing (4 times a year), AR tests (weekly), Success Maker Reports (Math and Reading/Daily), classroom data, District Math Assessments.

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

The process for Tier 1, 2, and 3 instruction is reviewed with all staff at the beginning of the year. During weekly PLC meetings, teachers discuss students and their responses to Tier 1 instruction and make recommendation for Tier 2 or 3 instruction. The process is shared with parents during teacher/parent conferences and CARE meetings.

Literacy Leadership Team (LLT)

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

Name	Title
Robin Magac	Principal
Angel Ortiz-Rodriguez	Media Aide
Debbie Back	Teacher
Marilyn Cafaro	Teacher
Marilyn Schwartz	Teacher
Teresa Kreger	Teacher
Becky McKenzie	Teacher
Judy Ponchot	Teacher
Cathy Sprague	Teacher
Lil Moore	Teacher
Debbie Lacy	Teacher
Kent Miller	Administrative Intern

How the school-based LLT functions

The LLT meets throughout the year to analyze data to determine strategies so all students can be successful readers. The team also faciliates events on campus to encourage reading for all students.

Major initiatives of the LLT

One major initiative will be to assist classroom teachers with the implementation of the new district reading series, Wonders and to provide guidance as necessary.

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

All kindergarten teachers use the state FLKRS assessment during the first few weeks of school to assess the readiness of incoming students. Information that is provided to us from local VPK providers is also reviewed. The kindergarten teachers meet weekly to discuss readiness skills and provide extra support to those students who come to school without those readiness skills as measured by FLKRS.

Expected Improvements

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%	73%	No	84%
American Indian				
Asian				
Black/African American				
Hispanic	67%		No	70%
White	87%	78%	No	88%
English language learners	44%		No	50%
Students with disabilities	42%	24%	No	48%
Economically disadvantaged	75%	61%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		75%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		49%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	*[data excluded for privacy reasons]*		67%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		52%

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)	28	48%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	25%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	17	29%	63%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	*[data excluded for privacy reasons]*		68%
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	64%	65%	Yes	68%
American Indian				
Asian				
Black/African American				
Hispanic	48%	64%	Yes	54%
White	69%	68%	No	72%
English language learners	36%	58%	Yes	42%
Students with disabilities	36%		No	42%
Economically disadvantaged	53%	55%	Yes	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		68%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	*[data excluded for privacy reasons]*		71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		73%

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	*[data excluded for privacy reasons]*		
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		

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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	144	25%	23%
Students retained, pursuant to s. 1008.25, F.S.	10	0%	0%
Students who are not proficient in reading by third grade	17	14%	10%
Students who receive two or more behavior referrals	31	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	2%	2%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Open House, ELL Family Night, Bring Your Dad to School Week, PTA Meetings (monthly), IEP Meetings, Parent/Teacher Conferences, Parent Information Night, Backpack Program, Running Club, SAC Meetings (monthly), Evening Student Performances, Science Fair, and many PTA Family Events (Bingo Night, Movie Night, Fall Carnival, etc.), Connect Ed phone messages

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	n/a	n/a%	n/a%

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 students when less than 70% are at proficiency and are making an annual learning gain.

G3. SCIENCE GOAL: There will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency.

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
- Reading Wonders Professional Development provided by the school district, PLC meetings; Daily Intervention Block, SWST Assistance, Reading Volunteers

Targeted Barriers to Achieving the Goal
- The school district has adopted a new reading curriculum for grades K-5. Teachers must learn the new program as they are teaching with the materials. Common Core is now blended with NGSSS in grades 3-5.

Plan to Monitor Progress Toward the Goal

Review of students progress monitoring data during SWST meetings, CARE meetings, PLC meetings

Person or Persons Responsible
SWST/CARE team members, Classroom Teachers, Team Leaders, Administrative Intern, Principal

Target Dates or Schedule:
Weekly

Evidence of Completion:
Agendas from SWST, CARE, PLC Meetings

G2. MATH GOALS-By the year 2014, there will be a minimum of a four percentage point increase for all students when less than 70% are at proficiency and are making an annual learning gain.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal
- Daily 30 minute intervention block for students receiving Tier 2 and/or Tier 3 interventions, PLC meetings among teachers, District Elementary Math Specialist

Targeted Barriers to Achieving the Goal
- Current math curriculum does not cover all of the information needed for Common Core-- teachers in grades 3-5 are blending instruction between Common Core and NGSSS.

Plan to Monitor Progress Toward the Goal

Progress monitoring of students in math, data chats

Person or Persons Responsible
Classroom teachers, Administrative Intern, Principal

Target Dates or Schedule:
Throughout the school year; quarterly data chats

Evidence of Completion:
Data Chat sheets, cross point data

G3. SCIENCE GOAL: There will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency.

Targets Supported
- Science

- Science - Elementary School

Resources Available to Support the Goal
- Science teacher on the specials wheel, science curriculum

Targeted Barriers to Achieving the Goal
- The ELA and math block make up a large part of the classroom teacher's schedule.

Plan to Monitor Progress Toward the Goal

District Science Assessments, FCAT Explorer Usage, Cross point grades

Person or Persons Responsible
Principal/Administrative Intern

Target Dates or Schedule:
Throughout the school year

Evidence of Completion:
Grade book, on-line FCAT Explorer usage, assessment data

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

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

- Writing

Resources Available to Support the Goal

- Use of the Collins Writing Program school-wide;new district-wide reading series, Wonders; professional development both in Wonders and the Collins Program.

Targeted Barriers to Achieving the Goal

- Staff may have difficulty aligning the Collins Program with the Wonders Series and the Spring FCAT Writing test.

Plan to Monitor Progress Toward the Goal

Classroom visits, final products, lesson plans, PLC agendas

Person or Persons Responsible

Principal, Administrative Intern, Team Leaders

Target Dates or Schedule:

Throughout the school year

Evidence of Completion:

Classroom visits, final products, lesson plans, PLC agendas

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 The school district has adopted a new reading curriculum for grades K-5. Teachers must learn the new program as they are teaching with the materials. Common Core is now blended with NGSSS in grades 3-5.

G1.B1.S1 Provide classroom teachers with professional development opportunities throughout the school year to ensure they have the information needed to make sound instructional decisions while using the Wonders materials

Action Step 1

Share professional development opportunities with teachers as soon as these become available

Person or Persons Responsible

Professional Development Representative, Administration

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Emails/Flyers/Agendas

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

Review of evidence collected

Person or Persons Responsible

Administrative Intern, Principal, Team Leaders

Target Dates or Schedule

Monthly

Evidence of Completion

Professional Development Rosters, Emails, Agendas

Plan to Monitor Effectiveness of G1.B1.S1

Weekly Wonders Assessments, on-going progress monitor assessments (FAIR)

Person or Persons Responsible

Classroom teachers, Administrative Intern, Principal

Target Dates or Schedule

Monthly/Weekly/Daily

Evidence of Completion

Cross point grade book; FAIR assessment data

G2. MATH GOALS-By the year 2014, there will be a minimum of a four percentage point increase for all students when less than 70% are at proficiency and are making an annual learning gain.

G2.B1 Current math curriculum does not cover all of the information needed for Common Core--teachers in grades 3-5 are blending instruction between Common Core and NGSSS.

G2.B1.S1 Have the Elementary Math Curriculum Specialist to provide professional development to instructional staff especially in the area of blended curriculum.

Action Step 1

Select dates for professional development for classroom teachers

Person or Persons Responsible

Team Leaders, Administrative Intern, Principal

Target Dates or Schedule

Specific dates throughout the school year

Evidence of Completion

Agendas, PD rosters

Facilitator:

District Elementary Math Curriculum Specialist

Participants:

Classroom Teachers

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

Administration will ensure dates are set for the school's PD in math.

Person or Persons Responsible

Administrative Intern, Principal, PD Rep

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas

Plan to Monitor Effectiveness of G2.B1.S1

Classroom walk thrus, lesson plans, quarterly math benchmark assessments

Person or Persons Responsible

Administrative Intern, Principal

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Rosters/Agendas

G3. SCIENCE GOAL: There will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency.

G3.B1 The ELA and math block make up a large part of the classroom teacher's schedule.

G3.B1.S1 Provide teachers with information/strategies to allow for science instruction to take place during the ELA block (blended instruction).

Action Step 1

Share strategies with classroom teachers during PLC meetings/ team leader meetings/share professional development calendar

Person or Persons Responsible

Principal, Administrative Intern, PD Rep

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Agendas/PD Calendar

Facilitator:

Participants:

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

Agenda items; classroom teacher lesson plans

Person or Persons Responsible

Principal/Administrative Intern

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Agendas, lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

District Benchmark Science Assessments

Person or Persons Responsible

Principal/Administrative Intern

Target Dates or Schedule

Quarterly

Evidence of Completion

Reports/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.

G4.B1 Staff may have difficulty aligning the Collins Program with the Wonders Series and the Spring FCAT Writing test.

G4.B1.S1 A writing committee will develop an effective way to implement and provide professional development for the Collins Writing Program. During PLC team meetings, instructional staff will discuss and brainstorm ways the barrier can be broken down. Staff meetings to discuss the on-going implementation of both programs and to make adjustments as needed to the writing plan as needed throughout the school year.

Action Step 1

Professional Development by a representative of the Collins Writing company will train instructional staff. Collins Writing classroom resources will be purchsed for staff.

Person or Persons Responsible

Writing committee will develop the most effective way to implement and provide professional development in the Collins Writing program. Collaboration within teams and with other schools in the district.

Target Dates or Schedule

Throughout the 2013-2014 school year, as needed.

Evidence of Completion

Classroom visits, discussions during Data Chats, lesson plans, and collegial conversations.

Facilitator:

Collins Writing Program Personnel; Principal; Administrative Intern

Participants:

All instructional staff

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

Classroom visits, lesson plans, data chats, and collegial converations.

Person or Persons Responsible

Principal, team leaders

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Completed writing projects, lesson plans, PLC agenda items

Plan to Monitor Effectiveness of G4.B1.S1

Classroom visits, lesson plans, data chats, collegial conversations

Person or Persons Responsible

Principal, team leaders

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Final writing products, lesson plans, PLC agendas

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 Dollars to be used for professional development; All Faith's Food Bank and a local church to provide resources for the Backpack Program which provides weekend meals to targeted children. Neighborhood church provides mentors for students in need.

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.

G2. MATH GOALS-By the year 2014, there will be a minimum of a four percentage point increase for all students when less than 70% are at proficiency and are making an annual learning gain.

G2.B1 Current math curriculum does not cover all of the information needed for Common Core--teachers in grades 3-5 are blending instruction between Common Core and NGSSS.

G2.B1.S1 Have the Elementary Math Curriculum Specialist to provide professional development to instructional staff especially in the area of blended curriculum.

PD Opportunity 1

Select dates for professional development for classroom teachers

Facilitator

District Elementary Math Curriculum Specialist

Participants

Classroom Teachers

Target Dates or Schedule

Specific dates throughout the school year

Evidence of Completion

Agendas, PD rosters

G3. SCIENCE GOAL: There will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency.

G3.B1 The ELA and math block make up a large part of the classroom teacher's schedule.

G3.B1.S1 Provide teachers with information/strategies to allow for science instruction to take place during the ELA block (blended instruction).

PD Opportunity 1

Share strategies with classroom teachers during PLC meetings/ team leader meetings/share professional development calendar

Facilitator

Participants

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Agendas/PD Calendar

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.

G4.B1 Staff may have difficulty aligning the Collins Program with the Wonders Series and the Spring FCAT Writing test.

G4.B1.S1 A writing committee will develop an effective way to implement and provide professional development for the Collins Writing Program. During PLC team meetings, instructional staff will discuss and brainstorm ways the barrier can be broken down. Staff meetings to discuss the on-going implementation of both programs and to make adjustments as needed to the writing plan as needed throughout the school year.

PD Opportunity 1

Professional Development by a representative of the Collins Writing company will train instructional staff. Collins Writing classroom resources will be purchsed for staff.

Facilitator

Collins Writing Program Personnel; Principal; Administrative Intern

Participants

All instructional staff

Target Dates or Schedule

Throughout the 2013-2014 school year, as needed.

Evidence of Completion

Classroom visits, discussions during Data Chats, lesson plans, and collegial conversations.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
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.	$5,000
	Total	$5,000

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Professional Development
Total	$5,000	$5,000
Internal accounts/Title II funds	$5,000	$5,000

Budget Details

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

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.

G4.B1 Staff may have difficulty aligning the Collins Program with the Wonders Series and the Spring FCAT Writing test.

G4.B1.S1 A writing committee will develop an effective way to implement and provide professional development for the Collins Writing Program. During PLC team meetings, instructional staff will discuss and brainstorm ways the barrier can be broken down. Staff meetings to discuss the on-going implementation of both programs and to make adjustments as needed to the writing plan as needed throughout the school year.

Action Step 1

Professional Development by a representative of the Collins Writing company will train instructional staff. Collins Writing classroom resources will be purchsed for staff.

Resource Type

Professional Development

Resource

Additonal Collins training

Funding Source

Internal accounts/Title II funds

Amount Needed

$5,000