



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Imagine School At Palmer Ranch

6220 MCINTOSH RD

Sarasota, FL 34238

941-257-1124

www.imagineschoolatpalmerranch.com

School Demographics

School Type
Combination School

Title I
No

Free and Reduced Lunch Rate
43%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
31%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
B

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

Imagine School At Palmer Ranch

Principal

Alisa Wright

School Advisory Council chair

Jason Hughes

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

Name	Title
Melissa Dill	Early Childhood Director
Tonya Quinn	Instructional Coach
Jill Marsh	Primary Teacher
Laurel Horst	Intermediate Teacher
Kim Cain	Middle School Teacher
Michelle Morris	ESE Teacher

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

As a charter school, the school's governing board serves as its SAC.

Involvement of the SAC in the development of the SIP

Governing Board reviews and approves SIP.

Activities of the SAC for the upcoming school year

The governing board will be holding quarterly meetings and two workshops this upcoming school year.

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

Instructional materials funds are being used to purchase reading and math curriculum for grades 1-5 that is aligned to the CCSS.

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:

Alisa Wright

Principal

Years as Administrator:

Years at Current School: 3

Credentials

Certification - Masters & Bachelors in Elem Ed K-6

Performance Record

Nine years total Admin Exp, three years of which is at Imagine School Palmer Ranch.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Tonya Quinn

Full-time / School-based

Years as Coach: 3

Years at Current School: 3

Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other

Credentials

Certification: Elementary Ed K-6, ESOL Endorsement

Performance Record

Coach is a highly effective teacher.

Classroom Teachers

of classroom teachers

33

receiving effective rating or higher

33, 100%

Highly Qualified Teachers

97%

certified in-field

32, 97%

ESOL endorsed

11, 33%

reading endorsed

3, 9%

with advanced degrees

9, 27%

National Board Certified

, 0%

first-year teachers

0, 0%

with 1-5 years of experience

13, 39%

with 6-14 years of experience

17, 52%

with 15 or more years of experience

3, 9%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

4

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

To recruit we utilize Teachers-Teachers.com

To retain highly qualified teachers we provide them with all the necessary tools, making them a highly effective educator.

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

New teachers are paired with veteran teachers to support their development as an educator as well as their understanding of our school's culture. Teachers are paired with educators who teach similar ages and subjects.

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

We use data such as FAIR data for reading, FOCUS, FCAT, and District Benchmark Assessments for reading and math in Middle School, SAT 10, regular writing prompt assessment with rubric, and ongoing progress monitoring through Fountas and Pinnell Benchmark Assessments, Unit Assessments in Reading and Math and daily conferring with readers and writers. The Instructional Coach observe Tier I Classroom instruction to ensure effectiveness of core instruction and provide support to teachers who need help with core instruction. To support teachers who have students in Tier II or Tier I, we have a SWST (Schoolwide Support Team) that meets twice a month throughout the whole school year to review teacher's ongoing data with students who are in Tier II or Tier III, and to continually ensure and provide support that the interventions are effective.

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

The SWST (School Wide Support Team) trains all teachers in the MTSS process, then meets twice a month throughout the rest of the school year with the classroom teachers to review teacher's ongoing data collected when working with the students who are in Tier II or Tier III, and to continually ensure and provide support that the interventions are effective. The SWST reviews all MTSS paperwork and data gathered from the teacher. This team also helps teachers develop effective interventions for Tier I and Tier II students and monitor the students' progress.

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

The SWST (School Wide Support Team) consists of some members of the Leadership Team, Instructional Coach, Principal, Guidance Counselor, School Psychologist, and Speech Therapist all members meet twice a month to review all MTSS data and progress.

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

We use data such as FAIR data for reading, FOCUS, FCAT, and District Benchmark Assessments for reading and math in Middle School, SAT 10, regular writing prompt assessment with rubric, and ongoing progress monitoring through Fountas and Pinnell Benchmark Assessments, Unit Assessments in Reading and Math and daily conferring with readers and writers. Attendance is tracked CrossPoint and behavior is tracked through TERMS.

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

The SWST (School Wide Support Team) trains all teachers in the MTSS process at the beginning of the year, providing them with all of the paperwork to complete for each Tier, and a list of their students who are currently in the MTSS process. The SWST then meets twice a month throughout the rest of the school year with the classroom teachers to review teacher's ongoing data with students who are in Tier II or Tier III, and to continually ensure and provide support that the interventions are effective. The SWST reviews all MTSS paperwork and data gathered from the teacher. This team also helps teachers develop effective interventions for Tier I and Tier II students and monitor the students' progress.

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: Extended Day for All Students

Minutes added to school year: 2,700

Extended school day to allow extra time for instruction, intervention, and enrichment activities.

Strategy Purpose(s)

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

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

FCAT data is tracked to determine if scores steadily increase over time.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

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

Name	Title
Tonya Quinn	Instructional Coach
Michelle Morris	ESE
Jill Marsh	Teacher - 2nd
Laurel Horst	Teacher - 3rd

Name	Title
Melissa Dill	Early Childhood Director
Alisa Wright	Principal
Kim Cain	Teacher 6th

How the school-based LLT functions

The LLT meets weekly to discuss literacy needs of the school based on review of school-wide data. The team uses school-wide data and seeks input from teachers on their needs to decide on continuing professional development for the school. This team is also responsible for the rollout of the Common Core Initiative to all grade levels

Major initiatives of the LLT

The major focus of the LLT this year is the rollout of the Common Core Standards to the faculty by focusing on the six ELA Shifts and eight mathematical practices. This team is attending leadership trainings on common core and brings that training back to the school to train the teachers on how to implement these shifts and practices in the classroom. Also, identify and assist teachers in moving the lowest quartile students.

Every Teacher Contributes to Reading Instruction

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

The school has adopted an online lesson plan template to ensure teachers are planning using the common core standards and implementing the ELA Shifts and Mathematical practices into their daily lessons. Leadership can view and make comments on teachers' lessons plans online. We have also put into place an Instructional Coach position to ensure effective classroom instruction and continued support for teachers to grow in their craft. Monthly professional development is given to all teachers, including specials teachers, to ensure that all teachers are literacy teachers.

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

We have a VPK program that feeds directly into our Kindergarten program. Our Early Childhood takes part in all professional development given to the school including Common Core Trainings.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The school schedule is designed so that grade level teams have the same planning period so that middle school teachers can plan units of study together. Teams have common planning so that they can insure that students can apply what they are learning in math can be applied to what they are learning in science. All teachers are literacy teachers so in Science students are reading informational texts and apply reading strategies to learn content area standards.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

School counselor meets with each grades level regarding course scheduling, advising students on the most suitable and appropriate match. All 8th graders participate in career planning program provided by the state. School counselor presents HS options to the 8th graders and is available to meet individually.

Strategies for improving student readiness for the public postsecondary level

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	73%	70%	No	76%
American Indian				
Asian				
Black/African American				
Hispanic	70%	56%	No	73%
White	74%	74%	Yes	77%
English language learners	58%		No	63%
Students with disabilities	52%	33%	No	57%
Economically disadvantaged	66%	61%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	27%	29%
Students scoring at or above Achievement Level 4	160	44%	46%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	280	76%	78%
Students in lowest 25% making learning gains (FCAT 2.0)	73	79%	83%

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)	[data excluded for privacy reasons]		79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		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	50	44%	48%
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	56%	67%	Yes	60%
American Indian				
Asian				
Black/African American				
Hispanic	57%	54%	No	61%
White	55%	72%	Yes	60%
English language learners	50%		No	55%
Students with disabilities	38%	39%	Yes	45%
Economically disadvantaged	51%	57%	Yes	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	30%	32%
Students scoring at or above Achievement Level 4	139	38%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	309	84%	86%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	88	95%	95%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	16	18%	25%
Middle school performance on high school EOC and industry certifications	16	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		6%
Students scoring at or above Achievement Level 4	15	94%	94%

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	12	28%	30%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		9%

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			

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	25%	24%
Students scoring at or above Achievement Level 4	29	36%	38%

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)	18		20
Participation in STEM-related experiences provided for students	18	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	
Students taking CTE industry certification exams	0	0%	
Passing rate (%) for students who take CTE industry certification exams		0%	
CTE program concentrators	0	0%	
CTE teachers holding appropriate industry certifications	0	0%	

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	14		
Students retained, pursuant to s. 1008.25, F.S.	9		
Students who are not proficient in reading by third grade	12	25%	
Students who receive two or more behavior referrals	3		
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14		

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	6	0%	
Students who fail a mathematics course	6		
Students who fail an English Language Arts course	0		
Students who fail two or more courses in any subject	3		
Students who receive two or more behavior referrals	23	4%	
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	37	7%	7%

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

Broaden the breadth of parent participation across the school community. Historically, a few parents have done a lot. Our parent involvement target is to have many parents do a little so everyone feels a greater investment in our school community and all students benefit from parent participation.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent participation.	288	47%	51%

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

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

- G1.** Implement an instructional focus calendar that supports faculty in effectively implementing CCSS.

Goals Detail

G1. Implement an instructional focus calendar that supports faculty in effectively implementing CCSS.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Instructional coach Adoption of ELA and Math Curriculum 1st-5th Grades

Targeted Barriers to Achieving the Goal

- Learning curve as faculty transitions to new curriculum

Plan to Monitor Progress Toward the Goal

Ongoing PD

Person or Persons Responsible

Alisa Wright and Tonya Quinn

Target Dates or Schedule:

Small and Whole Group: Early Release Days PLCs: bimonthly with coach Observations and coaching: bimonthly

Evidence of Completion:

Presentations from Early Release PDs PLC notes Observation feedback forms and coaching notes

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Implement an instructional focus calendar that supports faculty in effectively implementing CCSS.

G1.B1 Learning curve as faculty transitions to new curriculum

G1.B1.S1 Ongoing PD

Action Step 1

Ongoing PD

Person or Persons Responsible

Alisa Wright and Tonya Quinn

Target Dates or Schedule

Small and Whole Group: Early Release Days PLCs: bimonthly with coach Observations and coaching: bimonthly

Evidence of Completion

Presentations from Early Release PDs PLC notes Observation feedback forms and coaching notes

Facilitator:

Alisa Wright and Tonya Quinn

Participants:

Faculty

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

Ongoing PD

Person or Persons Responsible

Alisa Wright and Tonya Quinn

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Observations of skill implementation in classrooms.

Plan to Monitor Effectiveness of G1.B1.S1

Classroom observations

Person or Persons Responsible

Alisa Wright and Tonya Quinn

Target Dates or Schedule

bi-monthly

Evidence of Completion

observation feedback and coaching notes

Coordination and Integration

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

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

Title II: funds are used to provide professional development opportunities to the faculty which are aligned with our instructional focus calendar

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. Implement an instructional focus calendar that supports faculty in effectively implementing CCSS.

G1.B1 Learning curve as faculty transitions to new curriculum

G1.B1.S1 Ongoing PD

PD Opportunity 1

Ongoing PD

Facilitator

Alisa Wright and Tonya Quinn

Participants

Faculty

Target Dates or Schedule

Small and Whole Group: Early Release Days PLCs: bimonthly with coach Observations and coaching: bimonthly

Evidence of Completion

Presentations from Early Release PDs PLC notes Observation feedback forms and coaching notes

Appendix 2: Budget to Support School Improvement Goals