2013-2014 SCHOOL IMPROVEMENT PLAN

Lakeview Elementary School

7299 PROCTOR RD
Sarasota, FL 34241
941-361-6571
www.sarasotacountyschools.net/lakeview

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	40%

Alternative/ESE Center	Charter School	Minority Rate
No	No	20%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	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.

Table of Contents

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
Lakeview Elementary School

Principal
Joan Bower

School Advisory Council chair
Linda Knight

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

Name	Title
Joan Bower	Principal
Leslie Silver	Teacher on Special Assignment (TOSA)
Sally Hritz	Guidance Counselor
Kristine Brown	.5 ESE/ELL Liaison

District-Level Information

District
Sarasota

Superintendent
Mrs. Lori White

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

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

Membership of the SAC

• Membership reflects Lakeview's racial, ethnic, and socioeconomic community.
• 45% of members are school-based (principal, K – 5, classified, ESE, specials)
• 55% of members are non-school-based (parents, community, business)
• Chair is school-based; vice chair and recording secretary are non-school-based.

Involvement of the SAC in the development of the SIP

• Review previous year's data.
• Evaluate appropriateness of measures of progress, professional development activities, timelines, and evaluation procedures.

Activities of the SAC for the upcoming school year

• Monitor 2013 - 2014 School Improvement Plan.
• Review 2014 climate survey results.

- Provide input on use of school improvement funds.
- Approve use of Florida School Recognition dollars.
- Discuss other relevant topics.

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

Possible contracted services to allow for small group remedial instruction (approximately $3005.00).

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:

Joan Bower		
Principal	Years as Administrator: 16	Years at Current School: 9

Credentials	B.A Elementary Education (PK-8), University of Michigan M.S Administration/Supervision (K-12), Nova University
Performance Record	2012-2013 Grade A FCAT Data - TBD AYP: N/A

Classroom Teachers

# of classroom teachers
41

 # receiving effective rating or higher
40, 98%

 # Highly Qualified Teachers
100%

 # certified in-field
41, 100%

 # ESOL endorsed
37, 90%

 # reading endorsed
2, 5%

 # with advanced degrees
39, 95%

 # National Board Certified
7, 17%

 # first-year teachers
0, 0%

 # with 1-5 years of experience
0, 0%

 # with 6-14 years of experience
12, 29%

 # with 15 or more years of experience
29, 71%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
0, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # 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

• Principal seeks instructional staff input to develop timely and relevant professional development.
• Lakeview continues to be an "A" school.
• Lakeview has been a Five-Star school for 17 years.
• Climate surveys reflect a high level of parent involvement.
• Climate surveys reflect Lakeview being perceived as safe and orderly.

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

N/A

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

• Analyze relevant school profile data for the purpose of problem analysis.
• Review and revise established infrastructure.
• Analyze data in order to identify trends and groups in need of further intervention.
• Set resulting goals.

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

• Principal:
provides a common vision for the use of data-based decision making.
ensures that the school-based team is implementing MTSS.
ensures implementation of intervention support, and documentation
of adequate professional development, to support MTSS and SIP implementation.
communicates with school and non-school-based shareholders regarding MTSS and SIP.
• TOSA:
provides information about core instruction.
participates in schoolwide student data collection / analysis.
assists with schoolwide progress monitoring.
collaborates with instructional staff to implement MTSS tier interventions.
communicates with school and non-school-based shareholders regarding MTSS and SIP.
• Counselor / ESE/ELL Liaison:
participate in schoolwide student data collection / analysis.
assist with schoolwide progress monitoring.
collaborate with instructional staff to implement MTSS tier interventions.
communicate with school and non-school-based shareholders regarding MTSS and SIP.

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

At least weekly, the leadership team:
• reviews summative and formative data to identify school, team, and class level academic / professional growth needs.
• reviews individual student information.
• identifies instructional strategies.
• constructs a timeline of implementation.
• monitors student progress.
• systematically reviews individual cases to determine progress and to reassess further instructional interventions.

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

• Lakeview uses a variety of reports produced by the district Office of Research, Assessment, and Evaluation for students at all MTSS tiers.
• Disaggregated subgroup and individual data in reading, mathematics, science, writing, behavior, and attendance are utilized.

• School-level assessments from the adopted reading, math, and science series are analyzed.
• Schoolwide writing assessments are uniformly administered.
• Progress monitoring at each grade level is done individually and by collaborative teams.

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

Our staff, our School Advisory Council, and our PTO receive MTSS orientations / trainings at: team leader meetings, PBS meetings, CPT meetings, staff meetings, PTO meetings, and / or SAC meetings.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year:

• Pre-FCAT: after school FCAT Explorer Club (facilitated by instructional staff) for at-risk third, fourth, and
fifth graders.
• Pre-FCAT: after school Writing Club (facilitated by instructional staff) for fourth graders.
• Pre-FCAT: before school computer lab time (facilitated by instructional staff) for third, fourth, and fifth graders.
• Self-contained advanced work homerooms (taught by gifted-endorsed teachers) in grades 1 – 5.
• 120-minute ELA blocks daily.
• Daily computer lab, facilitated by homeroom teachers.
Buddy teaching allows for remediation/enrichment instruction.

Strategy Purpose(s)

• Instruction in core academic subjects

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

Ongoing progress reports analyzed.

Who is responsible for monitoring implementation of this strategy?

Instructional staff.

Literacy Leadership Team (LLT)

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

Name	Title
Joan Bower	Principal
Leslie Silver	TOSA/LLT Chair
Sally Hritz	Guidance Counselor/Specials Team Leader

Name	Title
Kristine Brown	.5 ESE/ELL Liaison/ESE Team Leader
Kristin Anderson	Kindergarten Team Leader
Terri Warth	First Grade Team Leader
Beverly LeChien	Second Grade Team Leader
Karen Harmon	Third Grade Team Leader
Mary Powell	Fourth Grade Team Leader
Khizran Usman	Fifth Grade Team Leader

How the school-based LLT functions

• The LLT meets throughout the year to analyze data to determine strategies for students to be successful
readers.
• The LTT also collaborates with PTO to facilitate activities on campus to encourage reading for all
students.

Major initiatives of the LLT

Our major initiative this year will be to promote schoolwide reading incentive programs in Accelerated
Reader and Sunshine State Young Readers, with incentives from PTO and local business partners.

Every Teacher Contributes to Reading Instruction

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

Every Teacher:
participates in schoolwide student data collection, analysis, and progress monitoring of reading data.
sets expectations for Accelerated Reader participation.
monitors fidelity to, and frequency of, media book circulation.
collaborates with instructional staff to implement MTSS tier interventions for reading.
follows ELA standards.
shows fidelity to reading series.
implements Collins writing strategies to strengthen the connection between writing and text
comprehension.

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	80%	78%	No	82%
American Indian				
Asian				
Black/African American				
Hispanic	54%	65%	Yes	59%
White	84%	81%	No	86%
English language learners				
Students with disabilities	46%		No	51%
Economically disadvantaged	69%	69%	Yes	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	70	22%	24%
Students scoring at or above Achievement Level 4	175	56%	58%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	207	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	43	54%	58%

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)	11	73%	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	71	77%	79%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		

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	71%	72%	Yes	74%
American Indian				
Asian				
Black/African American				
Hispanic	49%	65%	Yes	54%
White	75%	74%	No	78%
English language learners				
Students with disabilities	38%		No	44%
Economically disadvantaged	56%	63%	Yes	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	24%	26%
Students scoring at or above Achievement Level 4	149	48%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	217	69%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	48	61%	65%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	18%	22%
Students scoring at or above Achievement Level 4	55	47%	51%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
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	41	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	3	0%	0%
Students who are not proficient in reading by third grade	2	0%	0%
Students who receive two or more behavior referrals	37	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	3%	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

• Welcome calls / outreach breakfast (kindergarten families and / or families new to Lakeview)
• ESOL Nights
• Parent volunteers to mentor students at risk academically and / or emotionally
• Parent Information Night (ESE and regular education presentations)
• School Advisory Council (membership reflects Lakeview's diverse population)
• Backpack program (weekly food provided to target families)
• Parent Teacher Organization (membership reflects Lakeview's diverse population)
• PALS volunteers (at-school and at-home opportunities)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
	553	92%	94%

Area 10: Additional Targets

Additional targets for the school

Five Star School Goal = Career Day (see specifics in IIJ2)

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
In keeping with the Common Course focus of ensuring our students are college and / or career ready by the time they are graduated from high school, Lakeview will hold a schoolwide Career Day. The event will be facilitated by our guidance counselor with assistance from a committee of staff members, business partners, community members, parents, and former students. Common Core standards will be infused into the activities, as appropriate.	n/a	n/a%	n/a%

Goals Summary

G1. • The Common Core standards' emphasis on the craft of writing supports pursuing professional development in writing across grade levels and content areas. • The connection between writing and text comprehension is clear.

Goals Detail

G1. • The Common Core standards' emphasis on the craft of writing supports pursuing professional development in writing across grade levels and content areas. • The connection between writing and text comprehension is clear.

Targets Supported

- Writing

Resources Available to Support the Goal

- As Lakeview continues to implement Common Core, and prepares for PARCC assessments, instructional staff will adapt and implement the Collins Writing Program to fit the needs of our school population.

Targeted Barriers to Achieving the Goal

- An anticipated barrier is the alignment of the Collins practices with the writing practices cited in our new reading series, as well as with the 2014 FCAT Writing.

Plan to Monitor Progress Toward the Goal

Classroom visits, lesson plans, progress monitoring data, and collegial conversations.

Person or Persons Responsible

Progress monitoring by Principal through classroom visits, lesson plans, and collegial conversations.

Target Dates or Schedule:

Throughout the year, writing instruction will be monitored by the principal through classroom visits, lesson plans, and collegial conversations.

Evidence of Completion:

Writing instruction and completed product will be monitored by the principal through classroom visits, lesson plans, and collegial conversations.

Action Plan for Improvement

Problem Solving Key

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

G1. • The Common Core standards' emphasis on the craft of writing supports pursuing professional development in writing across grade levels and content areas. • The connection between writing and text comprehension is clear.

G1.B1 An anticipated barrier is the alignment of the Collins practices with the writing practices cited in our new reading series, as well as with the 2014 FCAT Writing.

G1.B1.S1 Grade four instructional staff will blend its ELA curriculum to encompass strategies for both FCAT Writing and the anticipated PARCC.

Action Step 1

• Collins writing resources will be selected by the writing committee and purchased for all instructional staff.

Person or Persons Responsible

• A representative writing committee will develop the most effective ways to implement, and to provide professional development for, the Collins Writing Program. • Collaboration will occur with colleagues in our school district who are also using the Collins Writing Program. • Contracted instructional services may be utilized to allow facilitation of small group remedial instruction.

Target Dates or Schedule

Pre-planning week and quarterly professional days are likely dates. • Weekly Collaborative Planning Team meetings will include planning / decision-making conversations regarding the implementation of the schoolwide Collins Writing Program. • Vertical cross-grade conversations will occur during pre-planning week and throughout the school year as needed.

Evidence of Completion

• Writing instruction will be monitored by the principal through classroom visits, lesson plans, and collegial conversations.

Facilitator:

Writing Committee

Participants:

All Instructional Staff

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

Classroom visits, lesson plans, and collegial conversations.

Person or Persons Responsible

• Writing instruction will be monitored by the principal through classroom visits, lesson plans, and collegial conversations.

Target Dates or Schedule

Throughout year, writing instruction will be monitored by the principal through classroom visits, lesson plans, and collegial conversations.

Evidence of Completion

Writing instruction and completed products will be monitored by the principal through classroom visits, lesson plans, and collegial conversations.

Plan to Monitor Effectiveness of G1.B1.S1

Classroom visits, lesson plans, and collegial conversations.

Person or Persons Responsible

Writing instruction will be monitored by the principal through classroom visits, lesson plans, and collegial conversations.

Target Dates or Schedule

Throughout the year, writing instruction will be monitored by the principal through classroom visits, lesson plans, and collegial conversations.

Evidence of Completion

Writing instruction and completed products will be monitored by the principal through classroom visits, lesson plans, and collegial conversations.

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

In partnership with the All Faiths Food Bank:
weekly backpack program will provide food to target families.
nutrition-awareness classes (Cooking Matters) will be offered on-site to target students.
Our neighborhood church will provide volunteers to assist our students and staff.
Title II funds will purchase instructional materials to support the Collins schoolwide writing initiative.
School Recognition dollars may be used for contracted services to allow facilitaiton of small group remedial instruction.

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. • The Common Core standards' emphasis on the craft of writing supports pursuing professional development in writing across grade levels and content areas. • The connection between writing and text comprehension is clear.

G1.B1 An anticipated barrier is the alignment of the Collins practices with the writing practices cited in our new reading series, as well as with the 2014 FCAT Writing.

G1.B1.S1 Grade four instructional staff will blend its ELA curriculum to encompass strategies for both FCAT Writing and the anticipated PARCC.

PD Opportunity 1

• Collins writing resources will be selected by the writing committee and purchased for all instructional staff.

Facilitator

Writing Committee

Participants

All Instructional Staff

Target Dates or Schedule

Pre-planning week and quarterly professional days are likely dates. • Weekly Collaborative Planning Team meetings will include planning / decision-making conversations regarding the implementation of the schoolwide Collins Writing Program. • Vertical cross-grade conversations will occur during pre-planning week and throughout the school year as needed.

Evidence of Completion

• Writing instruction will be monitored by the principal through classroom visits, lesson plans, and collegial conversations.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	• The Common Core standards' emphasis on the craft of writing supports pursuing professional development in writing across grade levels and content areas. • The connection between writing and text comprehension is clear.	$1,437
	Total	$1,437

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
Title II Dollars		$1,437	$1,437
Total		$1,437	$1,437

Budget Details

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

G1. • The Common Core standards' emphasis on the craft of writing supports pursuing professional development in writing across grade levels and content areas. • The connection between writing and text comprehension is clear.

G1.B1 An anticipated barrier is the alignment of the Collins practices with the writing practices cited in our new reading series, as well as with the 2014 FCAT Writing.

G1.B1.S1 Grade four instructional staff will blend its ELA curriculum to encompass strategies for both FCAT Writing and the anticipated PARCC.

Action Step 1

• Collins writing resources will be selected by the writing committee and purchased for all instructional staff.

Resource Type

Evidence-Based Program

Resource

• In response to the problem-solving process cited in Section IIK, Title II dollars will be used to purchase Collins writing resources for all instructional staff ($1437.20).

Funding Source

Title II Dollars

Amount Needed

$1,437