2013-2014 SCHOOL IMPROVEMENT PLAN

Tatum Ridge Elementary School

4100 TATUM RD
Sarasota, FL 34240
941-316-8188
www.sarasotacountyschools.net/tatumridge

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	24%

Alternative/ESE Center	Charter School	Minority Rate
No	No	21%

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.

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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

Tatum Ridge Elementary School

Principal

Eric Jackson

School Advisory Council chair

Lu Cox

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

Name	Title
Kristi Jarvis	Assistant Principal Intern
Holli Werbelow	Kindergarten Team Leader
Eileen Kaliher	First Grade Team Leader
Diana Howard	Second Grade Team Leader
Sherri Braunstein	Third Grade Team Leader
Debbie Merkley	Fourth Grade Team Leader
Holly Houghton-Brown	Fifth Grade Team Leader
Deb B-C	Eagle/STEM Team Leader
Mara DuBois	ESE Team Leader
Debi White	Specials Team Leader

District-Level Information

District

Sarasota

Superintendent

Mrs. Lori White

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

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

Membership of the SAC

Eric Jackson-Principal
Kristi Jarvis- Assistant Principal Intern
Lu Cox- Chair of SAC
Angela Escalante- Classified
Debbie Merkley- Teacher
Sheri Shelden-Teacher

Raymond Morris- Parent
Erin Whitlock- Parent
Sharon Ehrlich- Parent
Christine Zilleckis- Parent
Ryan Walker-Community Member
Stephanie Wyles- Parent
Heather Charles-Parent/PTO

Involvement of the SAC in the development of the SIP

The SAC Committee meets monthly. They are charged with routinely reviewing school-wide progress monitoring data and summative data (FCAT) of Florida's high stakes testing. Recommendations for improving programs through high impact strategies have come from these meetings. The SAC committee also reviews and renders final approval of the yearly School Improvement Plan, the annual Parent Involvement Plan, budgets and other needs to improve the overall program effectiveness and impact on student learning.

Activities of the SAC for the upcoming school year

Monitor student and school progress in attaining SIP goals and evaluate the appropriateness of the indicators of student progress and strategies and evaluation procedures which are selected to measure student performance. Make recommendations on the accumulation and reporting of data that is beneficial to parents. Encourage an active parent group and business partnerships. Assist the principal with staff development, implementation of instruction, staffing, and strategic planning.

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

There have been no school improvement funds allocated to date for the 2013-2014 school year.

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:

Eric Jackson		
Principal	Years as Administrator: 9	Years at Current School: 1
Credentials	Masters of Science in Educational Technology Certificate of Advanced Graduate Study in Educational Leadership	
Performance Record	School Grade= A Learning Gains= Reading 77% Math 68% Lowest 25%= Reading 71% Math 57%	

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
47

 # receiving effective rating or higher
47, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
47, 100%

 # ESOL endorsed
35, 74%

 # reading endorsed
1, 2%

 # with advanced degrees
36, 77%

 # National Board Certified
4, 9%

 # first-year teachers
2, 4%

 # with 1-5 years of experience
7, 15%

 # with 6-14 years of experience
12, 26%

 # with 15 or more years of experience
28, 60%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

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

The SCIP program orients new teachers to the county through mentorship. We use collegial support, coaching, conversations and professional growth activities to help our new hires. Mentorship is a reciprocal relationship; new teachers learn from experienced teachers, and experienced teachers learn from new teachers. We help new teachers weekly, in meetings, to discuss all sorts of topics, from professional development, parent conferences, PRIDE Evaluations, to daily routines and questions about students. Each school has a lead mentor whose job it is to be a mentor and/or be in charge of a group of mentors. It is up to the principal to determine who gets assigned to whom. These teachers are formally observed in accordance with District evaluation procedures. This includes a pre-observation and post-observation meeting, a mid year review, and end of year evaluation meeting.

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

The SCIP program orients new teachers to the county through mentorship. We use collegial support, coaching, conversations and professional growth activities to help our new hires. Mentorship is a reciprocal relationship; new teachers learn from experienced teachers, and experienced teachers learn from new teachers. We help new teachers weekly, in meetings, to discuss all sorts of topics,

from professional development, parent conferences, PRIDE Evaluations, to daily routines and questions about students. Each school has a lead mentor whose job it is to be a mentor and/or be in charge of a group of mentors. It is up to the principal to determine who gets assigned to whom. The mentoring program involves an in-depth study of our District's PRIDE evaluation tool. Our first year teachers meet with their assigned mentor regularly to ensure they are planning and delivering appropriate curriculum and instructional strategies.

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

The Response to Intervention (RtI) team also known as Multi-Tiered System of Supports (MTSS) collaborates once a week to discuss existing data and information, identify student needs, problem solve, and to make recommendations for future activities in regard to student's academic performance, behavior, attendance, and overall school-wide adjustment. The RtI/MTSS designates a member of the team to work with each grade level .Facilitators meet with teams and individual teachers to discuss individual students and progress monitor data.

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

Eric Jackson- Principal
Kristi Jarvis- Assistant Principal Intern, Administrative/Curricular Support
Katy Dove- Guidance Counselor- 504/SWST facilitator
Glenn Griffin- ESE/ESOL Liaison- CARE facilitator
Stephanie Burger- School Social Worker
Kresho Kurtin- School Psychologist
Mary Ellen Brown- Occupational Therapist
Mara DuBois- Speech and Language Pathologist
The role of the RtI/MTSS team at Tatum Ridge Elementary is to analyze relevant school data for the purpose of problem analysis, intervention development, and goal setting in order to develop and implement the SIP plan.

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

Ongoing review of data using the district's Instructional Improvement System at CPT meetings, MTSS, and SAC.

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

Tatum Ridge uses a variety of assessment data reported by the district office of Research, Assessment, and Evaluation and ThinkGate/IIS system on the academic achievement of all students. Disaggregated AYP subgroup data is examined for reading, mathematics, science, and writing. The school participates in FAIR, FOCUS (math and science), SuccessMaker, and the district Math and Writing Formative Benchmark Assessments to progress monitor students at Tier 1,2, and 3. The school has also created progress monitoring spreadsheets used to summarize and track data.

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

Each grade level is assigned a grade level facilitator which will work directly with each team at weekly/monthly CPT meetings to assist in understanding the MTSS process as well as help develop and implement appropriate interventions. Fall parent conferences are held to aide in communication between classroom teacher and families. Weekly MTSS meetings are held to improve processes and assist facilitators and classroom teachers. Updates from these meetings are immediately distributed to teachers to aide in understanding and communication.

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: 30,000

Our school maintains an advanced gifted and talented education program named the Eagle Academy. This programs provides for accelerated learning experiences. We offer several after school programs that support student learning in all core academic areas.These areas include: Mileage Club, Violin, Drama Kids, Bricks for Kids, Robotics, Spanish, Odyssey of the Mind, Art Club, Cheer leading, and Dance.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Performance based tasks from each enrichment opportunity are presented to demonstrate overall effectiveness of the programs. The academic based programs will use school wide progress monitoring data to determine how students are performing towards mastery of their goals.

Who is responsible for monitoring implementation of this strategy?

School Administration

Literacy Leadership Team (LLT)

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

Name	Title
Eric Jackson	Principal
Kristi Jarvis	AP Intern
Debbie BC	Teacher

Name	Title
Kim Richardson	Teacher
Rachel Chappell	Teacher

How the school-based LLT functions

The school's LLT meets monthly. They examine existing programs and practices to ensure they align with identified evidence-based practices; review literature and other forms of research that address teaching and learning aligned with the Common Core and other research-based strategies; explore and receive professional development; support great teaching and learning; and present promising practices to staff.

Major initiatives of the LLT

A focus on instructional shifts associated with the implementation of Common Core ELA and Math.

Every Teacher Contributes to Reading Instruction

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

In addition to every classroom teacher, our specials area teachers integrate reading and math instruction into their lesson plans and activities.

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

Every year we hold an annual Kindergarten Round-up that offers parents best practices, tips, and insight as to ways they can aide in effective transitions from Pre-K to K. In addition, our school implements a screening program to identify student readiness and allows teachers to instruct at appropriate instructional levels from day 1 of school.

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	83%	84%	Yes	84%
American Indian				
Asian	70%	92%	Yes	73%
Black/African American				
Hispanic	82%	82%	Yes	84%
White	83%	83%	Yes	85%
English language learners	61%		No	65%
Students with disabilities	72%	33%	No	75%
Economically disadvantaged	76%	68%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	26%	28%
Students scoring at or above Achievement Level 4	191	58%	60%

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	*[data excluded for privacy reasons]*		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	254	77%	79%
Students in lowest 25% making learning gains (FCAT 2.0)	59	71%	75%

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)	18	60%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	57%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	40%	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	83	81%	83%
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	88%	92%	Yes	90%
Black/African American				
Hispanic	58%	64%	Yes	62%
White	72%	72%	Yes	75%
English language learners	78%		No	81%
Students with disabilities	39%		No	45%
Economically disadvantaged	64%	58%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	29%	31%
Students scoring at or above Achievement Level 4	145	44%	46%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	224	68%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	47	57%	61%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	30	26%	28%
Students scoring at or above Achievement Level 4	52	45%	47%

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	*[data excluded for privacy reasons]*		

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)	5		6
Participation in STEM-related experiences provided for students	690	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	43	8%	6%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	6	5%	1%
Students who receive two or more behavior referrals	15	3%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	19	3%	3%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Tatum Ridge enjoys substantial parental involvement. Several are PALS registered and serve as volunteers in the classroom to support student learning.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
25% of our parents will attend at least 1 parent workshop or school sponsored event.	100	14%	25%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. By the year 2014, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency across Levels 3,4,5. There will be a minimum of a two percentage point increase for Level 3.

G2.

G3.

Goals Detail

G1. By the year 2014, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency across Levels 3,4,5. There will be a minimum of a two percentage point increase for Level 3.

Targets Supported

Resources Available to Support the Goal
- en Vision Math program, SuccessMaker, Intervention block

Targeted Barriers to Achieving the Goal
- Reduction in staff resources and supports to differentiate instruction based on student needs.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2.

Targets Supported
- Writing

Resources Available to Support the Goal
- Reading Wonders, FCAT TestMaker, Write Score, CPT, Writer's Workshops

Targeted Barriers to Achieving the Goal
- Transition of writing standards from FCAT 2.0 to Common Core

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3.

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

Resources Available to Support the Goal
- ELA (Reading Wonders), Wonders professional development, intervention time in master schedule

Targeted Barriers to Achieving the Goal
- Blended NGSSS/CCSS curriculum in grades 3-5, professional development in CCSS, Implementation of new ELA series Reading Wonders

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

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

G1. By the year 2014, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency across Levels 3,4,5. There will be a minimum of a two percentage point increase for Level 3.

G1.B1 Reduction in staff resources and supports to differentiate instruction based on student needs.

G1.B1.S1 We will increase progress monitoring among grade level teams in collaboration with MTSS and SWST team. CPT teams will meet to identify priority curriculum objectives and to develop strategic lessons following the district's Instructional Focus Calendar, also to include research based interventions for Tier 3 students.

Action Step 1

Collaborative planning on math instructional strategies and the implementation of CCSS

Person or Persons Responsible

CPT work with Curriculum Specialist Sue D'Angelo

Target Dates or Schedule

Ongoing

Evidence of Completion

CPT notes

Facilitator:

Sue D'Angelo

Participants:

All teachers

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

Student data and MTSS portfolio

Person or Persons Responsible

Administration and MTSS facilitators

Target Dates or Schedule

Ongoing

Evidence of Completion

MTSS notes, intervention graphs, portfolio

Plan to Monitor Effectiveness of G1.B1.S1

CPT discussions with facilitators and MTSS meetings

Person or Persons Responsible

Administration, MTSS facilitators, Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress Monitoring, data, student achivement

G2.

G2.B1 Transition of writing standards from FCAT 2.0 to Common Core

G2.B1.S1 Coordination of multi-grade level committee and the establishment of grade level writing rubrics.

Action Step 1

Coordination of multi-grade level committee

Person or Persons Responsible

Administration, Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Achievement Committee Meetings

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

Establishment of writing committee and grade level rubrics

Person or Persons Responsible

Administration, Writing Committee

Target Dates or Schedule

Ongoing

Evidence of Completion

Committee notes and outcome

Plan to Monitor Effectiveness of G2.B1.S1

Increased student performance on grade level rubrics or Write Score

Person or Persons Responsible

Classroom Teacher, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Achievement Data

G3.

G3.B1 Blended NGSSS/CCSS curriculum in grades 3-5, professional development in CCSS, Implementation of new ELA series Reading Wonders

G3.B1.S1 Provide ongoing training on CCSS standards, Professional Development and training in Reading Wonders

Action Step 1

Training on ELA series (Reading Wonders), collaboration on implementation of new ESL series and CCSS

Person or Persons Responsible

Rachel Powers webinars, CPT teams of professional development

Target Dates or Schedule

Onging throughout the year.

Evidence of Completion

CPT agendas and notes, Professional Development sign-in

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

Attend trainings and webinars, Review CPT notes

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher feedback, Progress Monitoring Data

Plan to Monitor Effectiveness of G3.B1.S1

Progress Monitoring Data

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Data discussions

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 2 funds will be used to support goals requiring professional development.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By the year 2014, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency across Levels 3,4,5. There will be a minimum of a two percentage point increase for Level 3.

G1.B1 Reduction in staff resources and supports to differentiate instruction based on student needs.

G1.B1.S1 We will increase progress monitoring among grade level teams in collaboration with MTSS and SWST team. CPT teams will meet to identify priority curriculum objectives and to develop strategic lessons following the district's Instructional Focus Calendar, also to include research based interventions for Tier 3 students.

PD Opportunity 1

Collaborative planning on math instructional strategies and the implementation of CCSS

Facilitator

Sue D'Angelo

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

CPT notes

Appendix 2: Budget to Support School Improvement Goals