2013-2014 SCHOOL IMPROVEMENT PLAN

Barton Elementary School

1700 BARTON RD
Lake Worth, FL 33460
561-540-9100
www.edline.net/pages/barton_es

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	98%

Alternative/ESE Center	Charter School	Minority Rate
No	No	94%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	C	D	D

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
Barton Elementary School

Principal
Denise Sanon

School Advisory Council chair
Jennifer Scott & Coi Lazier

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

Name	Title
Shannon Stockman	3-5 Language Arts Coach
Andrea Morgan	K-2 Language Arts Coach
Tina Edwards	K-5 Math Coach
Alice Goodman	ELL Coordinator
Denise Sanon	Principal
Scott McNichols	Assistant Principal
Vikki Byrd	LTF
Aliceia Lyles	Guidance Counselor

District-Level Information

District
Palm Beach

Superintendent
Mr. E. Wayne Gent

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

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

Membership of the SAC

The membership of the School Advisory Council is represented by the student body, faculty, staff and community served by the school. The SAC has an appropriately balanced number of teachers, parents, support employees, students, business and community members. The majority of the members of the SAC are non-school employees. The following positions are held within the School Advisory Council: a chairperson, or co-chairperson, a secretary, and a historian.

Involvement of the SAC in the development of the SIP

SAC chairs and committee members were present while creating the school improvement plan. The team discussed specific targets and goals for all areas throughout the school.

Activities of the SAC for the upcoming school year

SAC meetings, coffee with the principal, curriculum night, discussions about school initiatives, strengths and weaknesses, and interventions to address all needs of the school. SAC corresponds with the school's business partners and discusses any and all contributions they may be able to assist use with in accomplishing our goals.

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

We are not expected to received funds this 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
2

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

Administrator Information:

Denise Sanon		
Principal	Years as Administrator: 8	Years at Current School: 2
Credentials	Mrs. Sanon earned a bachelor's degree from Nova Southeastern Universty in elementary education. She has a masters in Reading from Nova as well, with a specialist in leadership. Mrs. Sanon was an elemetary school teacher for 7 years prior to becoming and assistant principal at Odyssey Middle School. She then moved on to be an AP at Lake Worth High School. Currently, Mrs. Sanon is the prinicpal of Barton Elementary School.	
Performance Record	Lake Worth High School 2010 school grade D Lake Worth High School 2011 school Grade A Lake Worth High School 2012 school grade B Barton Elementary School 2013 School Grade D	

Asst Principal	Years as Administrator:	Years at Current School:
Credentials		
Performance Record		

Scott McNichols		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Mr. McNichols earned a bachelor's degree in Elementary Education from Clarion University of Pennsylavania. Shortly after he received a masters in Multicultural Education from Florida Atlantic University, asw well as an MA in Educational Leadership from Lynn Universtiy. Mr. Mcnichols was an elementary school teacher for 13 years prior to becoming an assistant principal at Barton Elementary.
Performance Record	Hidden Oaks 2010 school grade Hidden Oaks 2011 school grade Hidden Oaks 2012 school grade Barton Elementary 2013 school grade C

Instructional Coaches

# of instructional coaches
3

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

Instructional Coach Information:

Shannon Stockman		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	

Credentials	Ms. Stockman earned a bachelor's degree from Florida Atlantic University in Elementary Education. As well, she has a masters in Reading, and is pursuing a doctotate in Instructional/Educational Leadership. Ms. Stockman has taught elementary grades as well as high school ESOL students. Currently, she is the 3-5 Language Arts Coach at Barton Elementary School.
Performance Record	Lake Worth High School grade 2010 D Lake Worth High School grade 2011 A LAke Worth High School grade 2012 B Barton Elementary School Grade 2013 D

Andrea Morgan		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Ms. Morgan earned a bachelor's degree in Communication Science and Disorders from University of Pittsburgh. She then received a masters degree in teaching from Chatham College. She is National Board certified. Ms. Morgan taught elementary school for 9 years prior to becoming the K-2 Language Arts coach at Barton Elementary School.
Performance Record	Westgate Elementary School grade A Westgate Elementary School grade B Westgate Elementary school grade C Westgate Elementary School grade C

Classroom Teachers

# of classroom teachers
56

 # receiving effective rating or higher
56, 100%

 # Highly Qualified Teachers
88%

 # certified in-field
29, 52%

 # ESOL endorsed
26, 46%

 # reading endorsed
4, 7%

 # with advanced degrees
20, 36%

 # National Board Certified
2, 4%

 # first-year teachers
2, 4%

 # with 1-5 years of experience
25, 45%

 # with 6-14 years of experience
16, 29%

 # with 15 or more years of experience
7, 13%

Education Paraprofessionals

# of paraprofessionals
3

 # Highly Qualified
3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
12

 # receiving effective rating or higher
12, 100%

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

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

Administration receives and reviews potential candidates resumes. Selected candidates take part in the STAR interview. This interview is a personality based interview for high needs schools. Staff members are chosen based on the interview and openess to continue learning how to become an effective teacher.

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

This program is created to provide new educators with support in order to build effective leaders, New teachers are paired up with mentors who are clinical educator trained. They are paired by content area, perosnailty, and ability. Mentors meet with their mentee on a continuous basis to discuss lessons, concerns, and any questions they may have that need to be addressed. These pairs work collaborativey in order to build confidence and success.

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

Barton implements multiple measures of data school wide and the RTI process. Students are assessed by FAIR, Diagnostics, Palm Beach Writes, FCAT, and Multiple Benchmark Assessments (MBA) and Individual Benchmark Assessments (IBA), as well as Reading Running Records. Kindergarten and first grade students participate in the Pre-LAS test for entrance, 2nd-5th grade students are assessed with the LAS Links, and the annual test given for ELL students is the CELLA. Teachers are trained by instructional coaches to assess data, modify, and implement instruction based on the results of data. As well, teachers discuss data in LTMs with the LTF.

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

Literacy Coaches - monitor FAIR, Core K 12, Palm Beach Writes, Barton Writes, Diagnostics, FCAT, RRR
Math Coaches - monitor diagnostics and mini assessments
Science Coach - monitors diagnostics, Science Lab
School Based Team
LTF - monitors LTMs
Administration - school wide behavior, classroom environment, parent communication, student achievement
ELL - monitor ELL students in the process of going from sheltered status to mainstream

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

Administration conducts walk throughs, data chats. LTF conducts LTMs to discuss data and progress of students. Instructional Coaches monitor classroom instruction and model for teachers and students with fidelity

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

Reading - FAIR, FCAT, Diagnostics, Reading Plus, SRI, MBAs, IBAs, RRR, RTI, Imagine, small groups and cofnerences
Math - Diagnostics,RTI, FCAT, mini-assessments through Think Central, small groups and conferences, chapter and unit tests
Writing - Palm Beach Writes, Barton Writes, small groups and conferences, FCAT Writes
Science - FCAT, Diagnostics, small groups and conferences, STEM
ELL - CELLA, Pre-Las, Las Links

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

Administration will provide opportunities for parents and staff to attend trainings in order to familiarize themselves and build capacity. Parents may attend Coffee with the Principal, SAC meetings, Open House, Curriculum Night, and Parent University. There is also a parent resource room that parents may utilize at any time. Teachers will be trained on this as well through LTMs, faculty meetings, and common planning 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: Extended Day for All Students
Minutes added to school year: 60

K-2 teachers will implement a 20-20-20 framework during the extended hour day block. During this time, teachers will teach shared reading for 20 minutes, small group instruction for 20 minutes, and oral language for 20 minutes, All K-2 teachers are trained on this model.
3-5 teachers will implement a 30-30 framework during the extended hour. The first 30 minutes teachers will be monitoring Words Their Way Word Work. This involves differentiated small groups engaging in word work activities based on their spelling challenges. The last 30 minutes, teachers will implement a shared close reading. This involves selecting a science based text that correlates with the science skills taught that week. The teacher will use this text throughout the week, teaching a different skill each day and assessing them on Fridays.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teachers will assess their students weekly based on the differentiated small groups. Teachers will keep records and analyze data at LTMs, common planning, and with the instructional coaches.

Who is responsible for monitoring implementation of this strategy?

All teachers, including fine arts and coaches, administration

Literacy Leadership Team (LLT)

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

Name	Title
Shannon Stockman	Language 3-5
Andrea Morgan	Language Arts K-2
Denise Sanon	Principal
Scott McNichols	Assistant Princpal

How the school-based LLT functions

The LLT sets monhtly dates to meet and disucss events, issues, etc with other team memebrs. Witihin the months, the team leaders are constantly in contact discussing what has been observed and what practices and next steps to take. LLT members review and analyze data. The leaders work together to ensure that all classes are aligned and single school culture is occurring throughout the school.

Major initiatives of the LLT

Books n' Breakfast (Grandparents and Grandmuffins, moms and muffins, dads and donuts)
Literacy Night
Resource Room
SAL-P-Q
Writing Conferences
Curriculum Night with Make and Takes

Every Teacher Contributes to Reading Instruction

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

Administration, teachers, and coaches conduct progress monitoring. Data is reviewed and analyzed and if goals are not being met, PD is provided. Administration conducts data chats. Coaches facilitate common planning meetings, while the LTF facilitates Learning Team Meetings.

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

At the end of the school year, the school holds a kindergarten round up event. At this event parents are informed of what they need to do in order to get their child ready for Kindergarten. They also get a look at the school. Kindergarten is a staggered start at the beginning of the year. As well, many kids have been in VPK at Barton Elementary.

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

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

Strategies for improving student readiness for the public postsecondary level

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	41%	38%	No	47%
American Indian	30%	0%	No	37%
Asian		0%		
Black/African American	43%	38%	No	49%
Hispanic	41%	29%	No	47%
White	37%	50%	Yes	43%
English language learners	37%	23%	No	43%
Students with disabilities	26%	26%	Yes	33%
Economically disadvantaged	41%	35%	No	47%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	17%	30%
Students scoring at or above Achievement Level 4	41	11%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	248	73%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	58	76%	80%

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)	158	37%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	88	21%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	88	21%	50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	32	36%	82%
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	41%	41%	Yes	47%
American Indian	48%	54%	Yes	53%
Asian		0%		
Black/African American	39%	40%	Yes	45%
Hispanic	41%	4%	No	47%
White	46%	0%	No	51%
English language learners	37%	42%	Yes	43%
Students with disabilities	32%	21%	No	39%
Economically disadvantaged	40%	42%	Yes	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	26%	60%
Students scoring at or above Achievement Level 4	53	15%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	207	61%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	52	68%	80%

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	28	25%	30%
Students scoring at or above Achievement Level 4	23	21%	30%

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)	0		6
Participation in STEM-related experiences provided for students	0	0%	100%

Area 6: Career and Technical Education (CTE)

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

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	33	3%	0%
Students retained, pursuant to s. 1008.25, F.S.	49	5%	0%
Students who are not proficient in reading by third grade	128	78%	40%
Students who receive two or more behavior referrals	25	2%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	30	3%	0%

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

1. Increase parent participation through Parent University, Coffee With the Principal, and SAC meetings
2. Increase parent use of resources

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Participation	400	67%	80%
Parent use of Resources	400	67%	80%

Area 10: Additional Targets

Additional targets for the school

Barton Elementary School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
•History of Holocaust

•History of Africans and African Americans
•Hispanic Contributions
•Women's Contributions
•Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Barton teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)	56	100%	100%

Goals Summary

G1.   Academic needs of all students will be met

G2.   Improve student achievement

G3.   Increase teacher content knowledge

G4.   Teachers will utilize resource room for effective small group instruction

G5.   Effective Common Planning

G6.   Increase student stamina on math step/word problem

G7.   Increase data driven instruction

G8.   Teachers will increase their content kniowledge

G9.   Teachers will implement hands on inquiry based instruction

G10. Teachers will gain knowledge and understanding of science skills

Goals Detail

G1. Academic needs of all students will be met

Targets Supported
- Writing

Resources Available to Support the Goal
- FAIR reports
- Reading Plus
- Words Their Way
- Think Central
- Palm Beach Writes
- Diagnostics Results
- RRR
- Imagine Learning
- Core K 12

Targeted Barriers to Achieving the Goal
- Using resources with fidelity
- low student expectations
- Implementation of instructional blocks

Plan to Monitor Progress Toward the Goal

all academic needs are being met

Person or Persons Responsible
Administration, teachers, coaches

Target Dates or Schedule:
on going

Evidence of Completion:
benchmark assessments FAIR diagnostics mini assessments data chats

G2. Improve student achievement

Targets Supported
- Writing
- Parental Involvement

Resources Available to Support the Goal
- FAIR reports
- Reading Plus
- Diagnostics
- Think central
- Palm Beach Writes

Targeted Barriers to Achieving the Goal
- Teacher Capacity
- Low Student Expectations

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible
administration teachers coaches

Target Dates or Schedule:
on going

Evidence of Completion:
diagnostics FAIR mini assessments benchmark assessments FCAT

G3. Increase teacher content knowledge

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Common Planning Binder
- Science A to Z
- Comprehension Tool Kit
- Content Area Text Sets
- Sciencesaurus

Targeted Barriers to Achieving the Goal
- Teacher capacity
- vocabulary

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible
Coaches Administration Teachers

Target Dates or Schedule:
On going

Evidence of Completion:
Observations and walkthroughs Data chats

G4. Teachers will utilize resource room for effective small group instruction

Targets Supported

Resources Available to Support the Goal
- Resource room
- Big Books
- Scanner

Targeted Barriers to Achieving the Goal
- Lack of organization

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible
Reading coaches

Target Dates or Schedule:
on going

Evidence of Completion:
Common Planning Binder Daily Lesson Plans Common Planning Meetings

G5. Effective Common Planning

Targets Supported
- Writing
- Science - Elementary School

Resources Available to Support the Goal
- Common Planning Binders
- Common Core Standards
- Scope and Sequence
- Units of Study
- Focus Calendars
- Multiple Measures of Data

Targeted Barriers to Achieving the Goal
- Time constraints
- Teacher capacity

Plan to Monitor Progress Toward the Goal

Teachers will utilize common planning time effectively

Person or Persons Responsible
Coaches Administration

Target Dates or Schedule:
on going

Evidence of Completion:
common planning binder lesson plans common planing meetings

G6. Increase student stamina on math step/word problem

Targets Supported

Resources Available to Support the Goal
- Math Binders
- Math notebooks
- Math Lab

Targeted Barriers to Achieving the Goal
- lack of problem solving strategies

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible
math coach teachers administration

Target Dates or Schedule:
on going

Evidence of Completion:
diagnostics multiple benchmark assessments mini assessments FCAT data chats

G7. Increase data driven instruction

Targets Supported
- Writing
- Science - Elementary School

Resources Available to Support the Goal
- Math and Science notebooks
- Math lab
- STEM Lab
- FAIR
- Diagnostics
- Reading Plus
- FCAT
- Multiple Benchmark Assessments

Targeted Barriers to Achieving the Goal
- lack of student stamina
- vocabulary and language
- lack of student organization
- Teacher resistence

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible
teachers coaches administration

Target Dates or Schedule:
on going

Evidence of Completion:
small group lesson plans observations and walk throughs

G8. Teachers will increase their content kniowledge

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Focus on K-4 science implementation

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible
teachers coaches

Target Dates or Schedule:
on going

Evidence of Completion:
observations and walkthroughs student data

G9. Teachers will implement hands on inquiry based instruction

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- STEM Lab

- Science notebooks

Targeted Barriers to Achieving the Goal

- time constraints

- teacher capacity

- organization

- vocabulary

- low teacher expectations

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible
coaches administration

Target Dates or Schedule:
on going

Evidence of Completion:

G10. Teachers will gain knowledge and understanding of science skills

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- word wall
- STEM
- Science lab
- coaching cycle

Targeted Barriers to Achieving the Goal
- teacher capacity
- lack of resources
- language

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible
science coach STEM teachers administration

Target Dates or Schedule:
on going

Evidence of Completion:
diagnostics science lab observations and walk throughs mini assessments

Action Plan for Improvement

Problem Solving Key

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

G1. Academic needs of all students will be met

G1.B1 Using resources with fidelity

G1.B1.S1 Coaches will provide professional development on strategies and resources

Action Step 1

Create times for PD Creating and providing PD materials

Person or Persons Responsible

Vikki Byrd - PDC

Target Dates or Schedule

PDD Common Planning LTMs

Evidence of Completion

Sign in sheets and agendas

Facilitator:

Instructional Coaches LTF

Participants:

Vikki Byrd - PDC

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

Coaches will create PD on instructional strategies and resources

Person or Persons Responsible

Coaches Administration LTF

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk throughs observations daily lesson plans Common planning binder

Plan to Monitor Effectiveness of G1.B1.S1

Coaches and administration will monitor that instructional strategies and resources are being used effectively

Person or Persons Responsible

Coaches Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

walk throughs observations lesson plans

G1.B1.S2 Coaches will implement the full coaching cycle

Action Step 1

Observe, plan, model, plan, co-teach, observe, conference

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

October-ongoing

Evidence of Completion

Walk throughs Observations Common Planning Binder

Plan to Monitor Fidelity of Implementation of G1.B1.S2

observe, plan, model, plan, co teach, observe, conference

Person or Persons Responsible

coaches administration

Target Dates or Schedule

October-ongoing

Evidence of Completion

walk throughs observations common planning binder daily lesson plans

Plan to Monitor Effectiveness of G1.B1.S2

observe, plan, model, plan, co teach, observe, conference

Person or Persons Responsible

administration coaches

Target Dates or Schedule

October-ongoing

Evidence of Completion

observations walk throughs common planning binders daily lesson plans

G1.B1.S3 Coaches will monitor instruction

Action Step 1

Observe lessons Review daily lesson plans Co Plan with teams

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

ongoing

Evidence of Completion

Common Planning Binder Daily lesson plans Walk throughs Data Binder

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Coaches will monitor instruction

Person or Persons Responsible

coaches administration

Target Dates or Schedule

ongoing

Evidence of Completion

observations walk throughs common planning binder daily lesson plan

Plan to Monitor Effectiveness of G1.B1.S3

Coaches will monitor instruction

Person or Persons Responsible

coaches administration

Target Dates or Schedule

ongoing

Evidence of Completion

observations walk throughs common planning binder daily lesson plans

G1.B2 low student expectations

G1.B2.S1 Coaches will implement coaching cycle

Action Step 1

observe, plan, model, plan, co-teach,observe, conference

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

October-Ongoing

Evidence of Completion

Walk throughs Observations Common Planning

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Coaches will implement coaching cycle

Person or Persons Responsible

coaches administration

Target Dates or Schedule

October-ongoing

Evidence of Completion

observations walk throughs common planning binders daily lesson plans

Plan to Monitor Effectiveness of G1.B2.S1

observe, plan, model, plan, co teach, plan, observe, conference

Person or Persons Responsible

coaches administration

Target Dates or Schedule

October-ongoing

Evidence of Completion

common planning binders daily lesson plans observations walk throughs

G1.B2.S2 Teachers will create and utilize interactive learning goal scales

Action Step 1

Use common core standards and scope and sequence to create scales Students will be responsible for deciding where they belong on the scale

Person or Persons Responsible

Teachers Academic Coaches

Target Dates or Schedule

On going

Evidence of Completion

Learning Goal Scales

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Coaches and administration will monitor the use of interactive learning goal scales

Person or Persons Responsible

Coaches Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk throughs Observations

Plan to Monitor Effectiveness of G1.B2.S2

Teachers will create and utilize interactive learning goal scales

Person or Persons Responsible

Coaches Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Learning Goal scales observations walk throughs

G1.B2.S3 Teachers will attend LTM

Action Step 1

LTF and coaches will analyze data with teachers LTF and teachers will identify student needs Teacher will modify instruction and increase rigor LTF and coaches will provide a PD on how to increase rigor in the classroom

Person or Persons Responsible

Vikki Byrd - LTF Instructional Coaches

Target Dates or Schedule

Every 2 weeks

Evidence of Completion

Walk throughs Data Binders Common Planning Binders

Facilitator:

LTF Instructional Coaches

Participants:

Vikki Byrd - LTF Instructional Coaches

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Teachers will attend LTM

Person or Persons Responsible

coaches administration LTF

Target Dates or Schedule

every 2 weeks

Evidence of Completion

data binders common planning binders daily lesson plans

Plan to Monitor Effectiveness of G1.B2.S3

Teachers will attend LTM

Person or Persons Responsible

administration coaches LTF

Target Dates or Schedule

every 2 weeks

Evidence of Completion

data binders common planning binders daily lesson plans

G1.B2.S4 Teachers will implement small group differentiated instruction

Action Step 1

LTF will model to analyze data in order to drive small group instruction Coaches will assist in identifying student groups based on needs

Person or Persons Responsible

Instructional coaches LTF

Target Dates or Schedule

Ongoing

Evidence of Completion

LTMs Daily lesson plans Data Binders Small group focus sheets Small group rotation chats

Facilitator:

Instructional Coaches LTF

Participants:

Instructional coaches LTF

Action Step 2

LTF will model to analyze data in order to drive small group instruction Coaches will assist in identifying student groups based on needs

Person or Persons Responsible

Instructional coaches LTF

Target Dates or Schedule

Ongoing

Evidence of Completion

Daily lesson plans Data Binders Small group focus sheets Small group rotation chats

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Teachers will implement small group differentiated instruction

Person or Persons Responsible

coaches administration

Target Dates or Schedule

ongoing

Evidence of Completion

small group focus sheets daily lesson plans common planning binders observations walk throughs

Plan to Monitor Effectiveness of G1.B2.S4

Teachers will implement small group differentiated instruction

Person or Persons Responsible

coaches administration

Target Dates or Schedule

ongoing

Evidence of Completion

daily lesson plans common planning binders small group focus sheets

G1.B3 Implementation of instructional blocks

G1.B3.S1 Teachers will be provided with a structured instructional block within the bell to bell schedule and monitored for fidelity

Action Step 1

Administration will create schedules

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Walk throughs Observations Common Planning Binders

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Teachers will be provided with a structured instructional block within the bell to bell schedule and monitored for fidelity

Person or Persons Responsible

Administration Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

daily lesson plans common planning binder walk throughs observations

Plan to Monitor Effectiveness of G1.B3.S1

Teachers will be provided with a structured instructional block within the bell to bell schedule and monitored for fidelity

Person or Persons Responsible

coaches administration

Target Dates or Schedule

ongoing

Evidence of Completion

walk throughs observations common planning binders lesson plans

G1.B3.S2 Coaches will provide professional development on differentiating lessons based on data

Action Step 1

Coaches will assist teachers in analyzing data Coaches will create and facilitate a PD and materials to use a variety of resources to meet student needs

Person or Persons Responsible

Vikky Byrd - LTF

Target Dates or Schedule

PDD Common Planning LTMs

Evidence of Completion

Walk throughs small group focus sheets daily lesson plans common planning binders data binders

Facilitator:

LTF Instructional Coaches

Participants:

Vikky Byrd - LTF

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Coaches will provide professional development on differentiating lessons based on data

Person or Persons Responsible

LTF Coaches Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Common Planning Binder Small group focus sheet observations walk throughs

Plan to Monitor Effectiveness of G1.B3.S2

Coaches will provide professional development on differentiating lessons based on data

Person or Persons Responsible

coaches LTF administration

Target Dates or Schedule

ongoing

Evidence of Completion

common planning binder small group focus sheets observations walk throughs

G1.B3.S3 Science A to Z will be incorporated into Small Group Instruction

Action Step 1

Coaches will instruct and model how to implement science A to Z Coaches and teachers will pull stories according to guided levels to differentiate instruction

Person or Persons Responsible

Reading Coaches

Target Dates or Schedule

Common Planning LTMs

Evidence of Completion

Small group focus sheets Common planning binder Daily lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Science A to Z will be incorporated into Small Group Instruction

Person or Persons Responsible

coaches administration

Target Dates or Schedule

ongoing

Evidence of Completion

small group focus sheets daily lesson plans common planning binder observations walk throughs

Plan to Monitor Effectiveness of G1.B3.S3

Science A to Z will be incorporated into Small Group Instruction

Person or Persons Responsible

coaches administration

Target Dates or Schedule

ongoing

Evidence of Completion

small group focus sheet common planning binder daily lesson plan observations walk throughs

G1.B3.S4 Words Their Way Will be used to differentiate groups during the extended hour block

Action Step 1

Coaches will assist teachers in creating differentiated small groups for word work. Coaches will assist teachers in creating word work notebooks, and determining word sorts to use

Person or Persons Responsible

Reading Coaches

Target Dates or Schedule

Common Planning

Evidence of Completion

Extended Hour Lesson Plan Walk throughs Data Binder

Plan to Monitor Fidelity of Implementation of G1.B3.S4

Words Their Way Will be used to differentiate groups during the extended hour block

Person or Persons Responsible

administration reading coaches

Target Dates or Schedule

ongoign

Evidence of Completion

word work notebooks observations walk throughs extended hour lesson plans

Plan to Monitor Effectiveness of G1.B3.S4

Words Their Way Will be used to differentiate groups during the extended hour block

Person or Persons Responsible

reading coaches walk throughs

Target Dates or Schedule

ongoing

Evidence of Completion

word work notebooks extended hour lesson plans observations walk throughs

G1.B3.S5 Coaches will facilitate bi weekly interdisciplinary unit common planning meetings, as well as weekly department common planning meetings

Action Step 1

Coaches will facilitate common planning

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule

Every other Wednesday Common Planning Time

Evidence of Completion

Common Planning Binders Daily lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B3.S5

Coaches will facilitate bi weekly interdisciplinary unit common planning meetings, as well as weekly department common planning meetings

Person or Persons Responsible

administration coaches

Target Dates or Schedule

every other Wednesday Common Planning Time

Evidence of Completion

common planning binder daily lesson plans walk throughs observations

Plan to Monitor Effectiveness of G1.B3.S5

Coaches will facilitate bi weekly interdisciplinary unit common planning meetings, as well as weekly department common planning meetings

Person or Persons Responsible

coaches administration

Target Dates or Schedule

every other Wednesday Common Planning time

Evidence of Completion

common planning binders small group focus sheets daily lesson plans observations walk throughs

G2. Improve student achievement

G2.B1 Teacher Capacity

G2.B1.S1 Coaches will facilitate interdisciplinary common planning meetings bi weekly, as well as weekly department common planning meetings

Action Step 1

Coaches will facilitate common planning

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule

Every other Wednesday Common Planning Time

Evidence of Completion

Common Planning Binders Daily Lesson Plans

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

Coaches will facilitate interdisciplinary common planning meetings bi weekly, as well as weekly department common planning meetings

Person or Persons Responsible

Coaches adminsitration

Target Dates or Schedule

every other Wednesday Common planning time

Evidence of Completion

common planning binders daily lesson plans observations walk throughs data binders

Plan to Monitor Effectiveness of G2.B1.S1

Coaches will facilitate interdisciplinary common planning meetings bi weekly, as well as weekly department common planning meetings

Person or Persons Responsible

coaches administration

Target Dates or Schedule

every other Wednesday Common planning time

Evidence of Completion

common planning binders daily lesson plans observations walk throughs data binder

G2.B1.S2 Coaches will implement the full coaching cycle

Action Step 1

observe, plan, model, plan, co teach, observe, conference

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

October - ongoing

Evidence of Completion

Walk throughs observations Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S2

observe, plan, model, plan, co teach, plan, observe, conference

Person or Persons Responsible

coaches administration

Target Dates or Schedule

October-ongoing

Evidence of Completion

observations walk throughs

Plan to Monitor Effectiveness of G2.B1.S2

observe, plan, model, plan, co teach, plan, observe, conference

Person or Persons Responsible

administration coaches

Target Dates or Schedule

October-ongoing

Evidence of Completion

observations walk throughs

G2.B2 Low Student Expectations

G2.B2.S2 Coaches will implement coaching cycle

Action Step 1

observe, plan, model, plan, co-teach, observe, conference

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

October-ongoing

Evidence of Completion

Walk throughs Observations Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B2.S2

observe, plan, model, plan, co teach, plan, observe, conference

Person or Persons Responsible

coaches adminsitration

Target Dates or Schedule

October-ongoing

Evidence of Completion

observations walk throughs

Plan to Monitor Effectiveness of G2.B2.S2

observe, plan, model, plan, co teach, plan, observe, conference

Person or Persons Responsible

coaches administration

Target Dates or Schedule

October - ongoing

Evidence of Completion

observations walk throughs

G2.B2.S3 Teachers will create and utilize interactive learning goal scales

Action Step 1

Create learning goal scales based on scope and sequence and standards

Person or Persons Responsible

Instructional Coaches Teachers

Target Dates or Schedule

Common Planning LTMs

Evidence of Completion

Learning goal scales Walk throughs Data Binders

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Teachers will create and utilize interactive learning goal scales

Person or Persons Responsible

coaches administration

Target Dates or Schedule

ongoing

Evidence of Completion

observations walk throughs

Plan to Monitor Effectiveness of G2.B2.S3

Teachers will create and utilize interactive learning goal scales

Person or Persons Responsible

coaches administration teachers

Target Dates or Schedule

ongoing

Evidence of Completion

walk throughs observations

G2.B2.S4 Teachers will implement Reading Plus program.

Action Step 1

Teachers will implement Reading Plus program.

Person or Persons Responsible

Reading teachers Reading coaches

Target Dates or Schedule

Ongoing daily

Evidence of Completion

Reading Plus Reports

Facilitator:

LTF Reading Coaches

Participants:

Reading teachers Reading coaches

Plan to Monitor Fidelity of Implementation of G2.B2.S4

Teachers will implement Reading Plus program.

Person or Persons Responsible

administration coaches teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Reading Plus Reports walk throughs observations daily lesson plans common planning binders

Plan to Monitor Effectiveness of G2.B2.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Increase teacher content knowledge

G3.B1 Teacher capacity

G3.B1.S1 Coach will provide professional development on extended hour reading instruction using science and social studies based texts

Action Step 1

Coaches will create and facilitate PD on extended hour reading instruction

Person or Persons Responsible

LTF Vikki Byrd

Target Dates or Schedule

Common Planning PDD

Evidence of Completion

Extended hour lesson plans Walk throughs Observations

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

Coach will provide professional development on extended hour reading instruction using science and social studies based texts

Person or Persons Responsible

coaches administration

Target Dates or Schedule

ongoing

Evidence of Completion

extended hour lesson plans observations walk though

Plan to Monitor Effectiveness of G3.B1.S1

Coach will provide professional development on extended hour reading instruction using science and social studies based texts

Person or Persons Responsible

administration coaches

Target Dates or Schedule

ongoing

Evidence of Completion

extended hour lesson plans observations walk throughs

G3.B1.S2 Coach will provide professional development on how to utilize Science A to Z during the reading block

Action Step 1

Coaches will create PD on how to use Science A to Z

Person or Persons Responsible

LTF Vikki Byrd

Target Dates or Schedule

PDD LTM Common planning

Evidence of Completion

Small group focus sheet Daily Lesson Plans

Facilitator:

LTF Reading Coaches

Participants:

LTF Vikki Byrd

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Coach will provide professional development on how to utilize Science A to Z during the reading block

Person or Persons Responsible

coaches administration

Target Dates or Schedule

ongoing

Evidence of Completion

small group focus sheets daily lesson plans common planning binder observations walk throughs

Plan to Monitor Effectiveness of G3.B1.S2

Coach will provide professional development on how to utilize Science A to Z during the reading block

Person or Persons Responsible

administration coaches

Target Dates or Schedule

ongoing

Evidence of Completion

small group focus sheets daily lesson plans common planning binders observations walk through

G3.B1.S3 Coach will facilitate interdisciplinary unit biweekly common planning and weekly department common planning meetings

Action Step 1

Coaches will facilitate Common Planning

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule

Every other Wednesday Common Planning Time

Evidence of Completion

Common Planning Binder Daily Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Coach will facilitate interdisciplinary unit biweekly common planning and weekly department common planning meetings

Person or Persons Responsible

coaches administration

Target Dates or Schedule

every other Wednesday common planning time

Evidence of Completion

common planning binder daily lesson plans small group focus sheets

Plan to Monitor Effectiveness of G3.B1.S3

Coach will facilitate interdisciplinary unit biweekly common planning and weekly department common planning meetings

Person or Persons Responsible

coaches administration

Target Dates or Schedule

every other Wednesday common planning time

Evidence of Completion

common planning binders daily lesson plans small group focus sheets

G3.B1.S4 All K-5 teachers will focus on science based reading instruction

Action Step 1

Science and Reading Coach will assist teachers in implementing science based texts

Person or Persons Responsible

Science Coach Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

science notebooks daily lesson plans small group focus sheets common planning binders

Plan to Monitor Fidelity of Implementation of G3.B1.S4

All K-5 teachers will focus on science based reading instruction

Person or Persons Responsible

coaches STEM coach administration

Target Dates or Schedule

ongoing

Evidence of Completion

common planning binders daily lesson plans observations walk throughs

Plan to Monitor Effectiveness of G3.B1.S4

All K-5 teachers will focus on science based reading instruction

Person or Persons Responsible

coaches STEM coach administration

Target Dates or Schedule

ongoing

Evidence of Completion

common planning binders daily lesson plans observations walk throughs

G3.B2 vocabulary

G3.B2.S1 Teachers will utilize content area word walls in all classes, as well as personal word walls for each student

Action Step 1

Teachers will create and utilize word walls for instructions

Person or Persons Responsible

Coaches Teachers

Target Dates or Schedule

Common Planning

Evidence of Completion

Word walls Common Planning Binders Daily Lesson plans

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Teachers will utilize content area word walls in all classes, as well as personal word walls for each student

Person or Persons Responsible

coaches administration teachers

Target Dates or Schedule

ongoing

Evidence of Completion

observations walk throughs

Plan to Monitor Effectiveness of G3.B2.S1

Teachers will utilize content area word walls in all classes, as well as personal word walls for each student

Person or Persons Responsible

coaches administration teachers

Target Dates or Schedule

ongoing

Evidence of Completion

observations walk throughs

G4. Teachers will utilize resource room for effective small group instruction

G4.B1 Lack of organization

G4.B1.S1 Coaches will implement a check out system for the resource room in order for teachers to check out materials

Action Step 1

Teachers will check out resources to guide small group instruction

Person or Persons Responsible

Reading Coaches

Target Dates or Schedule

Mornings Afternoons

Evidence of Completion

small group focus sheets Check Out system

Facilitator:

Reading coaches LTF

Participants:

Reading Coaches

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

Coaches will implement a check out system for the resource room in order for teachers to check out materials

Person or Persons Responsible

reading coaches

Target Dates or Schedule

ongoing

Evidence of Completion

check out system

Plan to Monitor Effectiveness of G4.B1.S1

Coaches will implement a check out system for the resource room in order for teachers to check out materials

Person or Persons Responsible

reading coaches

Target Dates or Schedule

ongoing

Evidence of Completion

check out system

G5. Effective Common Planning

G5.B1 Time constraints

G5.B1.S1 Coaches will implement and facilitate a structured bi weekly interdisciplinary unit common planning schedule

Action Step 1

Coaches will facilitate common planning meetings

Person or Persons Responsible

Instructional Coaches Administration

Target Dates or Schedule

every other Wednesday Common planning time

Evidence of Completion

common planning binders daily lesson plans

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

Coaches will implement and facilitate a structured bi weekly interdisciplinary unit common planning schedule

Person or Persons Responsible

coaches administration

Target Dates or Schedule

every other Wednesday common planning time

Evidence of Completion

common planning binders daily lesson plans observations walk throughs

Plan to Monitor Effectiveness of G5.B1.S1

Coaches will implement and facilitate a structured bi weekly interdisciplinary unit common planning schedule

Person or Persons Responsible

coaches administration

Target Dates or Schedule

every other Wednesday

Evidence of Completion

common planning binders daily lesson plans observations walk throughs

G5.B2 Teacher capacity

G5.B2.S1 Coaches will provide professional development on instructional strategies and resources to implement

Action Step 1

Coaches will create and facilitate PD and materials for teachers to utilize

Person or Persons Responsible

LTF Vikki Byrd Instructional Coaches

Target Dates or Schedule

PDD Common Planning LTMs

Evidence of Completion

Daily lesson plans Common planning binders Walk throughs

Facilitator:

LTF Coaches

Participants:

LTF Vikki Byrd Instructional Coaches

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Coaches will provide professional development on instructional strategies and resources to implement

Person or Persons Responsible

Vikki Byrd PDC Coaches

Target Dates or Schedule

ongoing

Evidence of Completion

common planning binders daily lesson plans observations walk throughs

Plan to Monitor Effectiveness of G5.B2.S1

Coaches will provide professional development on instructional strategies and resources to implement

Person or Persons Responsible

Vikki Byrd PDC coaches

Target Dates or Schedule

ongoing

Evidence of Completion

common planning binders daily lesson plans observations walk throughs

G5.B2.S2 Coaches will video tape teachers for model lessons

Action Step 1

Coaches will video tape teachers implementing model lessons

Person or Persons Responsible

Teachers Coaches

Target Dates or Schedule

instructional blocks

Evidence of Completion

Observations Walk throughs Daily lesson plans

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Coaches will video tape teachers for model lessons to build teacher capacity

Person or Persons Responsible

coaches administration

Target Dates or Schedule

ongoing

Evidence of Completion

observations walk throughs

Plan to Monitor Effectiveness of G5.B2.S2

Coaches will video tape teachers for model lessons to build teacher capacity

Person or Persons Responsible

coaches administration

Target Dates or Schedule

ongoing

Evidence of Completion

walk throughs observations

G5.B2.S3 Coaches will create a daily common planning template that teachers will utilize

Action Step 1

Teachers will utilize a daily common planning template

Person or Persons Responsible

Instructional coaches Administration

Target Dates or Schedule

Common Planning

Evidence of Completion

Daily lesson plans Common Planning binders

Plan to Monitor Fidelity of Implementation of G5.B2.S3

Coaches will create a daily common planning template that teachers will utilize

Person or Persons Responsible

coaches administrtaion

Target Dates or Schedule

ongoing daily

Evidence of Completion

daily lesson plans

Plan to Monitor Effectiveness of G5.B2.S3

Coaches will create a daily common planning template that teachers will utilize

Person or Persons Responsible

coaches administration

Target Dates or Schedule

ongoing

Evidence of Completion

daily lesson plans

G6. Increase student stamina on math step/word problem

G6.B1 lack of problem solving strategies

G6.B1.S1 Coach will provide professional development on problem solving strategies

Action Step 1

Coach will create and facilitate PD on problem solving strategies

Person or Persons Responsible

Math coach LTF Vikki Byrd

Target Dates or Schedule

PDD LTMs Common Planning

Evidence of Completion

daily lesson plans small group focus sheet

Facilitator:

LTF Math Coach

Participants:

Math coach LTF Vikki Byrd

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

Coach will provide professional development on problem solving strategies

Person or Persons Responsible

coaches administration teachers

Target Dates or Schedule

ongoing

Evidence of Completion

math notebooks observations walk throughs data binders

Plan to Monitor Effectiveness of G6.B1.S1

Coach will provide professional development on problem solving strategies

Person or Persons Responsible

math coach administration

Target Dates or Schedule

ongoing

Evidence of Completion

math notebooks observations walk throughs data binders

G6.B1.S2 Math Lab rotations

Action Step 1

Math Lab rotations

Person or Persons Responsible

math lab teacher math coach administration

Target Dates or Schedule

5 day rotation per 8 week cycle

Evidence of Completion

observations walk throughs

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Math Lab rotations

Person or Persons Responsible

math lab teacher math coach administration

Target Dates or Schedule

5 day rotation per 8 week cycle

Evidence of Completion

observations walk throughs

Plan to Monitor Effectiveness of G6.B1.S2

Math Lab rotations

Person or Persons Responsible

math lab teacher math coach administration

Target Dates or Schedule

5 day rotations per 8 week cycle

Evidence of Completion

observations walk throughs

G6.B1.S3 Mad Math Competitions

Action Step 1

Mad Math Competitions

Person or Persons Responsible

math coach teachers administration

Target Dates or Schedule

Evidence of Completion

observations walk throughs

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Mad Math Competitions

Person or Persons Responsible

math coach administration teachers

Target Dates or Schedule

Evidence of Completion

observations walk throughs

Plan to Monitor Effectiveness of G6.B1.S3

Mad Math Competitions

Person or Persons Responsible

math coach teachers administration

Target Dates or Schedule

Evidence of Completion

observations walk throughs

G7. Increase data driven instruction

G7.B1 lack of student stamina

G7.B1.S1 Teachers will gradually increase the amount of questions and degree of rigor over a period of time

Action Step 1

Coaches will assist teachers in increasing questions and rigor

Person or Persons Responsible

Coaches Teachers

Target Dates or Schedule

Daily Ongoing

Evidence of Completion

Lesson Plans

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

Teachers will gradually increase the amount of questions and degree of rigor over a period of time

Person or Persons Responsible

coaches administration teachers

Target Dates or Schedule

ongoing

Evidence of Completion

data binder common planning binders daily lesson plans observations walk throughs

Plan to Monitor Effectiveness of G7.B1.S1

Teachers will gradually increase the amount of questions and degree of rigor over a period of time

Person or Persons Responsible

coaches administration teachers

Target Dates or Schedule

ongoing

Evidence of Completion

common planning binders data binders daily lesson plans observations walk throughs

G7.B1.S2 Teachers will use text dependent reading question stems. Teachers will utilize questions to incorporate the Mathematical Practices in lessons

Action Step 1

Coaches will provide text dependent reading question stems Coach will provide Mathematical Practices questions

Person or Persons Responsible

Instructional Coaches Teachers

Target Dates or Schedule

Daily Ongoing

Evidence of Completion

Daily lesson plans Small group focus sheets Observations Walk throughs

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Teachers will use text dependent reading question stems. Teachers will utilize questions to incorporate the Mathematical Practices in lessons

Person or Persons Responsible

coaches administration

Target Dates or Schedule

ongoing

Evidence of Completion

common planning binders daily lesson plans observations walk throughs

Plan to Monitor Effectiveness of G7.B1.S2

Teachers will use text dependent reading question stems. Teachers will utilize questions to incorporate the Mathematical Practices in lessons

Person or Persons Responsible

coaches administration

Target Dates or Schedule

ongoing

Evidence of Completion

common planning binders daily lesson plans observations walk throughs

G7.B2 vocabulary and language

G7.B2.S2 Teachers will implement instruction in a print rich enviornment

Action Step 1

Teachers will provide a print rich environment

Person or Persons Responsible

Coaches Teachers

Target Dates or Schedule

Daily ongoing

Evidence of Completion

Walk throughs Observations

Plan to Monitor Fidelity of Implementation of G7.B2.S2

Teachers will implement instruction in a print rich enviornment

Person or Persons Responsible

teachers coaches administration

Target Dates or Schedule

ongoing

Evidence of Completion

observations walkthroughs

Plan to Monitor Effectiveness of G7.B2.S2

Teachers will implement instruction in a print rich enviornment

Person or Persons Responsible

coaches teachers administration

Target Dates or Schedule

ongoing

Evidence of Completion

observations walkthroughs

G7.B2.S3 Teachers will implement Getting to the Root of it weekly

Action Step 1

Teachers will teach root words provided school wide by coaches

Person or Persons Responsible

Coaches Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Root Word Charts Daily Lesson Plans Common Planning Binders

Facilitator:

LTF Coaches

Participants:

Coaches Teachers

Plan to Monitor Fidelity of Implementation of G7.B2.S3

Teachers will implement Getting to the Root of it weekly

Person or Persons Responsible

coaches teachers administration

Target Dates or Schedule

weekly ongoing

Evidence of Completion

observations walk throughs daily lesson plans common planning binders

Plan to Monitor Effectiveness of G7.B2.S3

Teachers will implement Getting to the Root of it weekly

Person or Persons Responsible

coaches teachers administration

Target Dates or Schedule

weekly ongoing

Evidence of Completion

observations walk throughs daily lesson plans common planning binders

G7.B3 lack of student organization

G7.B3.S1 Teachers will utilize and monitor student math and science notebooks.

Action Step 1

Teachers will utilize math and science notebooks. Teacher will monitor for content and organization.

Person or Persons Responsible

Coaches Teachers Admininstration

Target Dates or Schedule

Ongoing Daily

Evidence of Completion

Math and science notebooks.

Facilitator:

LTF Math coach

Participants:

Coaches Teachers Admininstration

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Teachers will utilize and monitor student math and science notebooks.

Person or Persons Responsible

coaches teachers administratuion

Target Dates or Schedule

ongoing

Evidence of Completion

Math and science notebooks.

Plan to Monitor Effectiveness of G7.B3.S1

Teachers will utilize and monitor student math and science notebooks.

Person or Persons Responsible

coaches teachers administration

Target Dates or Schedule

ongoing

Evidence of Completion

Math and science notebooks.

G7.B3.S2 Teachers will implement and monitor student word work notebooks, literacy notebooks.

Action Step 1

Teachers will utilize notebooks in the reading block and extended hour block for content and organization.

Person or Persons Responsible

Teachers Coaches

Target Dates or Schedule

ongoing daily

Evidence of Completion

notebooks

Facilitator:

LTF Reading Coaches

Participants:

Teachers Coaches

Plan to Monitor Fidelity of Implementation of G7.B3.S2

Teachers will implement and monitor student word work notebooks, literacy notebooks.

Person or Persons Responsible

Teachers Coaches

Target Dates or Schedule

ongoing

Evidence of Completion

notebooks

Plan to Monitor Effectiveness of G7.B3.S2

Teachers will implement and monitor student word work notebooks, literacy notebooks.

Person or Persons Responsible

Teachers Coaches

Target Dates or Schedule

ongoing

Evidence of Completion

notebooks

G7.B4 Teacher resistence

G7.B4.S1 LTF, coaches, and admin will monitor and analyze weekly data to ensure effective data-based instruction is occurring.

Action Step 1

LTF, coaches, and admin will monitor and analyze weekly data to ensure effective data-based instruction is occurring.

Person or Persons Responsible

Coaches LTF Admin

Target Dates or Schedule

ongoing weekly

Evidence of Completion

data binder small group focus sheets small group rotation charts

Action Step 2

LTF, coaches, and admin will monitor and analyze weekly data to ensure effective data-based instruction is occurring.

Person or Persons Responsible

Coaches LTF Admin

Target Dates or Schedule

ongoing weekly

Evidence of Completion

data binder small group focus sheets small group rotation charts

Plan to Monitor Fidelity of Implementation of G7.B4.S1

LTF, coaches, and admin will monitor and analyze weekly data to ensure effective data-based instruction is occurring.

Person or Persons Responsible

LTF coaches administration

Target Dates or Schedule

ongoing weekly

Evidence of Completion

data binders common planning binders daily lesson plans LTMs

Plan to Monitor Effectiveness of G7.B4.S1

LTF, coaches, and admin will monitor and analyze weekly data to ensure effective data-based instruction is occurring.

Person or Persons Responsible

coaches LTF administration

Target Dates or Schedule

ongoing weekly

Evidence of Completion

LTMs common planning binders daily lesson plans data binders

G9. Teachers will implement hands on inquiry based instruction

G9.B1 time constraints

G9.B1.S1 Teachers will utilize a structured instructional block within the bell-to-bell schedule.

Action Step 1

Coaches and admin will provide a structured instructional block within the bell-to-bell schedule.

Person or Persons Responsible

Teachers Coaches Admin

Target Dates or Schedule

ongoing daily

Evidence of Completion

daily lesson plans walk throughs observations

Action Step 2

Coaches and admin will provide a structured instructional block within the bell-to-bell schedule.

Person or Persons Responsible

Teachers Coaches Admin

Target Dates or Schedule

ongoing daily

Evidence of Completion

daily lesson plans walk throughs observations

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

Teachers will utilize a structured instructional block within the bell-to-bell schedule.

Person or Persons Responsible

coaches administration

Target Dates or Schedule

ongoing

Evidence of Completion

walk throughs observations common planning binders daily lesson plans small group focus sheet

Plan to Monitor Effectiveness of G9.B1.S1

Teachers will utilize a structured instructional block within the bell-to-bell schedule.

Person or Persons Responsible

coaches administration

Target Dates or Schedule

ongoing

Evidence of Completion

walk throughs observations common planning binders daily lesson plans small group focus sheet

G9.B3 teacher capacity

G9.B3.S1 Science coach and STEM coach will provide PD for science teachers.

Action Step 1

Science coach and STEM coach will provide PD for science teachers.

Person or Persons Responsible

Science coach teachers admin

Target Dates or Schedule

ongoing

Evidence of Completion

daily lesson plans walk throughs observations common planning binders

Facilitator:

science coach LTF

Participants:

Science coach teachers admin

Action Step 2

Science coach and STEM coach will provide PD for science teachers.

Person or Persons Responsible

Science coach teachers admin

Target Dates or Schedule

ongoing

Evidence of Completion

daily lesson plans walk throughs observations common planning binders

Facilitator:

science coach LTF

Participants:

Science coach teachers admin

Plan to Monitor Fidelity of Implementation of G9.B3.S1

Science coach and STEM coach will provide PD for science teachers.

Person or Persons Responsible

Science and STEM coach administration

Target Dates or Schedule

ongoing

Evidence of Completion

science notebooks walk throughs observations common planning binders daily lesson plans

Plan to Monitor Effectiveness of G9.B3.S1

Science coach and STEM coach will provide PD for science teachers.

Person or Persons Responsible

Science and STEM coaches adminsitration

Target Dates or Schedule

ongoing

Evidence of Completion

science notebooks walk throughs observations common planning binders daily lesson plans

G9.B3.S2 Science lab

Action Step 1

Science coach, STEM coach and teachers will implement hands on inquiry based instruction in science lab and classrooms.

Person or Persons Responsible

science coach STEM coach

Target Dates or Schedule

5-day daily rotation per 8-week cycle ongoing

Evidence of Completion

Science notebooks daily lesson plans common planning binder walk throughs observations

Facilitator:

Science coach STEM coach

Participants:

science coach STEM coach

Plan to Monitor Fidelity of Implementation of G9.B3.S2

Science lab

Person or Persons Responsible

science and STEM coach administration

Target Dates or Schedule

5 day rotations per 8 day cycle

Evidence of Completion

observations walk throughs

Plan to Monitor Effectiveness of G9.B3.S2

Science lab

Person or Persons Responsible

science and STEM coaches adminsitration

Target Dates or Schedule

5 day rotation per 8 day cycle

Evidence of Completion

observations walk throughs

G9.B4 organization

G9.B4.S1 Teachers will implement, model, and monitor student science notebooks for content and organization.

Action Step 1

Teachers will implement, model, and monitor student science notebooks for content and organization.

Person or Persons Responsible

science coach administration

Target Dates or Schedule

ongoing

Evidence of Completion

science notebooks walk through observations

Plan to Monitor Fidelity of Implementation of G9.B4.S1

Teachers will implement, model, and monitor student science notebooks for content and organization.

Person or Persons Responsible

science coach adminsitration

Target Dates or Schedule

ongoing

Evidence of Completion

science notebooks walk through observations

Plan to Monitor Effectiveness of G9.B4.S1

Teachers will implement, model, and monitor student science notebooks for content and organization.

Person or Persons Responsible

science coaches administration

Target Dates or Schedule

ongoing

Evidence of Completion

science notebooks walk throughs observations

G9.B5 vocabulary

G9.B5.S1 Teachers will implement and utilize content-area word walls during daily instruction.

Action Step 1

Teachers will implement and utilize content-area interactive word walls throughout daily instruction.

Person or Persons Responsible

Teachers STEM coach Science coach

Target Dates or Schedule

daily ongoing

Evidence of Completion

common planning binders walk throughs observations daily lesson plans

Facilitator:

Reading Coaches LTF

Participants:

Teachers STEM coach Science coach

Plan to Monitor Fidelity of Implementation of G9.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G9.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G9.B6 low teacher expectations

G9.B6.S1 Teachers will implement hands- on inquiry based instruction within increased rigor.

Action Step 1

Teachers will implement hands- on inquiry based instruction within increased rigor.

Person or Persons Responsible

teachers science coach STEM coach

Target Dates or Schedule

daily ongoing

Evidence of Completion

science notebooks walk throughs observations daily lesson plans

Plan to Monitor Fidelity of Implementation of G9.B6.S1

Teachers, STEM coach, and science coach will implement hands- on inquiry based instruction within increased rigor.

Person or Persons Responsible

Teachers STEM Coach Science Coach

Target Dates or Schedule

daily ongoing

Evidence of Completion

Science notebooks daily lesson plans walk throughs observations

Plan to Monitor Effectiveness of G9.B6.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10. Teachers will gain knowledge and understanding of science skills

G10.B1 teacher capacity

G10.B1.S1 Coach will provide professional development to science teachers

Action Step 1

Coach will provide professional development to science teachers.

Person or Persons Responsible

STEM coach Science coach Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

daily lesson plans walk throughs observations common planning binder

Action Step 2

Coach will provide professional development to science teachers.

Person or Persons Responsible

STEM coach Science coach Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

daily lesson plans walk throughs observations common planning binder

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10.B3 language

G10.B3.S1 Teachers will implement ELL strategies during class

Action Step 1

Teachers will implement ELL strategies during class

Person or Persons Responsible

Science and STEM coaches Teachers ELL teachers

Target Dates or Schedule

Ongoing Daily

Evidence of Completion

Daily lesson Plans Common Planning Binders Walk throughs Observations

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10.B3.S2 Teachers will create a print rich environment

Action Step 1

Teachers will create a print rich environment through implementation of content-based interactive word wall.

Person or Persons Responsible

Teachers Coaches

Target Dates or Schedule

ongoing daily

Evidence of Completion

walk throughs observations daily lesson plans common planning binders

Action Step 2

Teachers will create a print rich environment through implementation of content-based interactive word wall.

Person or Persons Responsible

Teachers Coaches

Target Dates or Schedule

ongoing daily

Evidence of Completion

walk throughs observations daily lesson plans common planning binders

Plan to Monitor Fidelity of Implementation of G10.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10.B3.S3 Teachers will implement science notebooks and hands on experiments

Action Step 1

Teachers will implement science notebooks and hands on experiments

Person or Persons Responsible

teachers science coach STEM coach

Target Dates or Schedule

ongoing daily

Evidence of Completion

science notebooks daily lesson plans common planning binders walk throughs observations

Plan to Monitor Fidelity of Implementation of G10.B3.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B3.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Single school culture
Academics:
Learning Team Meetings are taking place every two weeks per grade level. Each teacher in the grade meets with the Learning Team Facilitator and the academic coaches and administration to discuss and analyze data, modify instruction, and create learning goal scales. In addition, student work and best practices are shared.
Common Planning meetings are held and facilitated by the academic coaches every other Wednesday. At this time, the grade levels come together to dicuss common themes they will focus on for the next few weeks. They create goals and plans based on standards, benchmarks, and big ideas, and determine how they can incoporate all subject areas into the subject they teach.
Behavior: Champs
Barton is implementing a School-wide Positive Behavior System. Champs is being implemented in each classroom as well as the entire school. Fine arts teachers are using it, the cafeteria staff is using it, and it is being monitored throughout the day.
Climate: Universal Behavioral Matrix
Title I
Barton has implemented a tutorial program for students on Saturday mornings from 8:00-11:00. Students in 3rd, 4th, and 5th grade attend tutorial for reading, writing, math, and science.

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. Academic needs of all students will be met

G1.B1 Using resources with fidelity

G1.B1.S1 Coaches will provide professional development on strategies and resources

PD Opportunity 1

Create times for PD Creating and providing PD materials

Facilitator

Instructional Coaches LTF

Participants

Vikki Byrd - PDC

Target Dates or Schedule

PDD Common Planning LTMs

Evidence of Completion

Sign in sheets and agendas

G1.B2 low student expectations

G1.B2.S3 Teachers will attend LTM

PD Opportunity 1

LTF and coaches will analyze data with teachers LTF and teachers will identify student needs Teacher will modify instruction and increase rigor LTF and coaches will provide a PD on how to increase rigor in the classroom

Facilitator

LTF Instructional Coaches

Participants

Vikki Byrd - LTF Instructional Coaches

Target Dates or Schedule

Every 2 weeks

Evidence of Completion

Walk throughs Data Binders Common Planning Binders

G1.B2.S4 Teachers will implement small group differentiated instruction

PD Opportunity 1

LTF will model to analyze data in order to drive small group instruction Coaches will assist in identifying student groups based on needs

Facilitator

Instructional Coaches LTF

Participants

Instructional coaches LTF

Target Dates or Schedule

Ongoing

Evidence of Completion

LTMs Daily lesson plans Data Binders Small group focus sheets Small group rotation chats

G1.B3 Implementation of instructional blocks

G1.B3.S2 Coaches will provide professional development on differentiating lessons based on data

PD Opportunity 1

Coaches will assist teachers in analyzing data Coaches will create and facilitate a PD and materials to use a variety of resources to meet student needs

Facilitator

LTF Instructional Coaches

Participants

Vikky Byrd - LTF

Target Dates or Schedule

PDD Common Planning LTMs

Evidence of Completion

Walk throughs small group focus sheets daily lesson plans common planning binders data binders

G2. Improve student achievement

G2.B2 Low Student Expectations

G2.B2.S4 Teachers will implement Reading Plus program.

PD Opportunity 1

Teachers will implement Reading Plus program.

Facilitator

LTF Reading Coaches

Participants

Reading teachers Reading coaches

Target Dates or Schedule

Ongoing daily

Evidence of Completion

Reading Plus Reports

G3. Increase teacher content knowledge

G3.B1 Teacher capacity

G3.B1.S2 Coach will provide professional development on how to utilize Science A to Z during the reading block

PD Opportunity 1

Coaches will create PD on how to use Science A to Z

Facilitator

LTF Reading Coaches

Participants

LTF Vikki Byrd

Target Dates or Schedule

PDD LTM Common planning

Evidence of Completion

Small group focus sheet Daily Lesson Plans

G4. Teachers will utilize resource room for effective small group instruction

G4.B1 Lack of organization

G4.B1.S1 Coaches will implement a check out system for the resource room in order for teachers to check out materials

PD Opportunity 1

Teachers will check out resources to guide small group instruction

Facilitator

Reading coaches LTF

Participants

Reading Coaches

Target Dates or Schedule

Mornings Afternoons

Evidence of Completion

small group focus sheets Check Out system

G5. Effective Common Planning

G5.B2 Teacher capacity

G5.B2.S1 Coaches will provide professional development on instructional strategies and resources to implement

PD Opportunity 1

Coaches will create and facilitate PD and materials for teachers to utilize

Facilitator

LTF Coaches

Participants

LTF Vikki Byrd Instructional Coaches

Target Dates or Schedule

PDD Common Planning LTMs

Evidence of Completion

Daily lesson plans Common planning binders Walk throughs

G6. Increase student stamina on math step/word problem

G6.B1 lack of problem solving strategies

G6.B1.S1 Coach will provide professional development on problem solving strategies

PD Opportunity 1

Coach will create and facilitate PD on problem solving strategies

Facilitator

LTF Math Coach

Participants

Math coach LTF Vikki Byrd

Target Dates or Schedule

PDD LTMs Common Planning

Evidence of Completion

daily lesson plans small group focus sheet

G7. Increase data driven instruction

G7.B2 vocabulary and language

G7.B2.S3 Teachers will implement Getting to the Root of it weekly

PD Opportunity 1

Teachers will teach root words provided school wide by coaches

Facilitator

LTF Coaches

Participants

Coaches Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Root Word Charts Daily Lesson Plans Common Planning Binders

G7.B3 lack of student organization

G7.B3.S1 Teachers will utilize and monitor student math and science notebooks.

PD Opportunity 1

Teachers will utilize math and science notebooks. Teacher will monitor for content and organization.

Facilitator

LTF Math coach

Participants

Coaches Teachers Admininstration

Target Dates or Schedule

Ongoing Daily

Evidence of Completion

Math and science notebooks.

G7.B3.S2 Teachers will implement and monitor student word work notebooks, literacy notebooks.

PD Opportunity 1

Teachers will utilize notebooks in the reading block and extended hour block for content and organization.

Facilitator

LTF Reading Coaches

Participants

Teachers Coaches

Target Dates or Schedule

ongoing daily

Evidence of Completion

notebooks

G9. Teachers will implement hands on inquiry based instruction

G9.B3 teacher capacity

G9.B3.S1 Science coach and STEM coach will provide PD for science teachers.

PD Opportunity 1

Science coach and STEM coach will provide PD for science teachers.

Facilitator

science coach LTF

Participants

Science coach teachers admin

Target Dates or Schedule

ongoing

Evidence of Completion

daily lesson plans walk throughs observations common planning binders

PD Opportunity 2

Science coach and STEM coach will provide PD for science teachers.

Facilitator

science coach LTF

Participants

Science coach teachers admin

Target Dates or Schedule

ongoing

Evidence of Completion

daily lesson plans walk throughs observations common planning binders

G9.B3.S2 Science lab

PD Opportunity 1

Science coach, STEM coach and teachers will implement hands on inquiry based instruction in science lab and classrooms.

Facilitator

Science coach STEM coach

Participants

science coach STEM coach

Target Dates or Schedule

5-day daily rotation per 8-week cycle ongoing

Evidence of Completion

Science notebooks daily lesson plans common planning binder walk throughs observations

G9.B5 vocabulary

G9.B5.S1 Teachers will implement and utilize content-area word walls during daily instruction.

PD Opportunity 1

Teachers will implement and utilize content-area interactive word walls throughout daily instruction.

Facilitator

Reading Coaches LTF

Participants

Teachers STEM coach Science coach

Target Dates or Schedule

daily ongoing

Evidence of Completion

common planning binders walk throughs observations daily lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Academic needs of all students will be met	$100
G2.	Improve student achievement	$7,200
G7.	Increase data driven instruction	$2,038
	Total	$9,338

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
Title 1		$7,301	$7,301
Title 1 classroom supplies		$2,037	$2,037
21st century grant		$0	$0
Title 1- classroom supplies		$0	$0
		$0	$0
Total		$9,338	$9,338

Budget Details

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

G1. Academic needs of all students will be met

G1.B3 Implementation of instructional blocks

G1.B3.S3 Science A to Z will be incorporated into Small Group Instruction

Action Step 1

Coaches will instruct and model how to implement science A to Z Coaches and teachers will pull stories according to guided levels to differentiate instruction

Resource Type

Evidence-Based Program

Resource

Science A-Z- a web-based, science-centered reading program. Teachers will have access to this site in order to pull materials for differentiated instruction and extended block.

Funding Source

Title 1

Amount Needed

$100

G1.B3.S4 Words Their Way Will be used to differentiate groups during the extended hour block

Action Step 1

Coaches will assist teachers in creating differentiated small groups for word work. Coaches will assist teachers in creating word work notebooks, and determining word sorts to use

Resource Type

Evidence-Based Program

Resource

Words Their Way will guide the extended hour instruction with differentiated small groups. Teachers and students will utilize notebooks for Words sorts.

Funding Source

Title 1

Amount Needed

$0

G2. Improve student achievement

G2.B2 Low Student Expectations

G2.B2.S4 Teachers will implement Reading Plus program.

Action Step 1

Teachers will implement Reading Plus program.

Resource Type

Evidence-Based Program

Resource

Web-based reading program

Funding Source

Title 1

Amount Needed

$7,200

G7. Increase data driven instruction

G7.B3 lack of student organization

G7.B3.S1 Teachers will utilize and monitor student math and science notebooks.

Action Step 1

Teachers will utilize math and science notebooks. Teacher will monitor for content and organization.

Resource Type

Evidence-Based Program

Resource

Students will utilize science and math notebooks for organization of content.

Funding Source

Title 1

Amount Needed

$1

G7.B3.S2 Teachers will implement and monitor student word work notebooks, literacy notebooks.

Action Step 1

Teachers will utilize notebooks in the reading block and extended hour block for content and organization.

Resource Type

Evidence-Based Program

Resource

STEM coach provided by a grant.

Funding Source

Title 1 classroom supplies

Amount Needed

$2,037

G9. Teachers will implement hands on inquiry based instruction

G9.B3 teacher capacity

G9.B3.S1 Science coach and STEM coach will provide PD for science teachers.

Action Step 2

Science coach and STEM coach will provide PD for science teachers.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

$0

G9.B3.S2 Science lab

Action Step 1

Science coach, STEM coach and teachers will implement hands on inquiry based instruction in science lab and classrooms.

Resource Type

Evidence-Based Program

Resource

Funding Source

21st century grant

Amount Needed

$0

G10. Teachers will gain knowledge and understanding of science skills

G10.B3 language

G10.B3.S3 Teachers will implement science notebooks and hands on experiments

Action Step 1

Teachers will implement science notebooks and hands on experiments

Resource Type

Evidence-Based Program

Resource

Students will utilize science notebooks in class to record information and content, as well as hands on experiments.

Funding Source

Title 1- classroom supplies

Amount Needed

$0