2013-2014 SCHOOL IMPROVEMENT PLAN

Orange Park Elementary School

1401 PLAINFIELD AVE

Orange Park, FL 32073

904-278-2040

http://ope.oneclay.net

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	No	20%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	22%

School Grades History

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Orange Park Elementary School

Principal
Carolyn McCullough

School Advisory Council chair
Amanda Pounds

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

Name	Title
Carole McCullough	Principal
Dawn Wolfe	Assistant Principal
Glenda Reed	Kindergarten Teacher
Wanda Woods	First Grade Teacher
Jennifer Allen	Second Grade Teacher
LeeAnne Dougherty	Third Grade Teacher
Teresa Wilcox	Fourth Grade Teacher
Linda Youngblood	Fifth Grade Teacher
Monica Green	Sixth Grade Teacher
Beth Wilkes	ESE Teacher
Mary Pat Callihan	Media Specialist
Mary Lanham	Guidance Counselor
Shelly Dick	RtI Coach
Jennifer Holtzapple	School Psychologist

District-Level Information

District
Clay

Superintendent
Mr. Charles E Van Zant, Jr

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

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

Membership of the SAC

The SAC team is made up of a SAC Chair (teacher), Principal, Assistant Principal, teacher representative, support personnel representative and parents.

Involvement of the SAC in the development of the SIP

The SAC team looked at data from 2012-2013 EOY assessments and prioritized what areas needed improvement. The group then developed strategies and/or goals that could be used in the current school improvement plan. The group also took into consideration what the school district's priorities were.

Activities of the SAC for the upcoming school year

During this school year the SAC team will analyze data from each assessment period, review the School Improvement Plan periodically and determine use of SIP funds.

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

Resources to support Being A Writer and writing across the curriculum- $630.00
Resources to strengthen PLC's - $1000.00
Increase Classroom Libraries - $1000.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

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

Administrators

# of administrators
2

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

Administrator Information:

Carolyn McCullough		
Principal	Years as Administrator: 8	Years at Current School: 2

Credentials	Bachelor's Degree in Psychology and Special Education/Regular Education. Master's Degree in Educational Leadership
Performance Record	The school grade the two years Mrs. McCullough has been Principal has been an "A". FCAT scores for 2012 are as follows: 84% of 3-6th graders score Level 3 or higher in Reading, 87% scored Level 3 or higher in Math, 98% of 4th graders scored Level 3 or higher on the writing assessment, 82% of 5th graders scored Level 3 or higher on the science assessment. 69% of the lowest 25% made gains in Reading and 53% of the lowest 25% made gains in Math. FCAT scores for 2013 are as follows: 84% of 3-6th graders scored Level 3 or above in Reading, 85% scored Level 3 or above in Math, 80% of 4th graders scored Level 3 or above on the writing assessment, 75% of 5th graders scored Level 3 or above on the science assessment. 77% of our lowest 25% made gains in Reading, 84% of our lowest 25% made learning gains in Math.

Dawn Wolfe		
Asst Principal	Years as Administrator: 5	Years at Current School: 5

Credentials	Bachelor's of Science in Exceptional Student Education Masters of Education - Educational Leadership
Performance Record	The school grade for all five years Ms. Wolfe has been assistant principal has been an "A". Data from the 2011 FCAT is as follows: 96% of students in grades 3-6th scored Level 3 or higher in Reading 95% scored Level 3 or higher in Math 97% of 4th graders scored Level 3 or higher on the writing assessment 78% of 5th graders scored Level 3 or higher on the science assessment. 80% of 3-6th graders made learning gains in Reading. 74% made learning gains in Math. 81% of the lowest 25% made learning gains in Reading and 79% of the lowest 25% made learning gains in Math. FCAT scores for 2012 are as follows: 84% of 3-6th graders score Level 3 or higher in Reading, 87% scored Level 3 or higher in Math, 98% of 4th graders scored Level 3 or higher on the writing assessment, 82% of 5th graders scored Level 3 or higher on the science assessment. 69% of the lowest 25% made gains in Reading and 53% of the lowest 25% made gains in Math. FCAT scores for 2013 are as follows: 84% of 3-6th graders scored Level 3 or above in Reading, 85% scored Level 3 or above in Math, 80% of 4th graders scored Level 3 or above on the writing assessment, 75% of 5th graders scored Level 3 or above on the science assessment. 77% of our lowest 25% made gains in Reading, 84% of our lowest 25% made learning gains in Math.

Classroom Teachers

# of classroom teachers
27

 # receiving effective rating or higher
27, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
27, 100%

 # ESOL endorsed
7, 26%

 # reading endorsed
0, 0%

 # with advanced degrees
10, 37%

 # National Board Certified
3, 11%

 # first-year teachers
0, 0%

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

 # with 6-14 years of experience
11, 41%

 # with 15 or more years of experience
16, 59%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
8

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

Teacher Recruitment and Retention Strategies

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

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

Principal and Assistant Principal attend county recruitment/ job fair every spring, House as many interns as possible in order to see them in action for a semester, Principal participates in UNF mock interview program.

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

Mentoring through Professional development, teaming, assign peer buddy for first year. We are a small enough staff that Principal and Assistant Principal spend a lot of time with new teachers their first year, including sitting in on conferences if need be. We go through OPE commitments with them, faculty/staff handbook, curriculum and so forth.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade
level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 FAIR, 3-12 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the
principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/ content area grouping

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

All students receiving Tier 2 or Tier 3 interventions are tracked with the Performance Matters MTSS tracking system. Training on this tracking system took place in August, 2013. To assist administrators in

identifying which students should be receiving interventions, administrators are able to pull a report from FOCUS that will indicate which students are receiving each tier of interventions, along with a date to reassess student

performance. Students listed on the FOCUS reports will be addressed at the monthly intervention meetings. At this time, the teachers and administrators – as an intervention team – will make the decision as to continue interventions at the current level, change or intensify interventions, or discontinue the intervention.

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

Core reading instruction is analyzed at the K-2 level using FAIR. Data is accessed through the PMRN and also within the Performance Matters data warehouse. In grades 3-10 (and level 1 & 2 11th and 12th grade), core reading and math instruction is analyzed using benchmark assessments within the Performance Matters system. Supplemental and intensive supports in reading, mathematics, science and writing are analyzed using

in-program assessments, progress monitoring assessments available through Performance Matters, District-supplied assessments, and through teacher-selected progress monitoring assessments. District specialists and reading/intervention coaches provided engagement strategy training during pre-planning of the 2013 school year and will continue to provide support in this area throughout the year.

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

Meetings have been scheduled with school administrators and district staff (October, January & May) to discuss MTSS implementation. Meetings with Intervention Team Facilitators will meet in August, January and May to discuss and clarify procedures for documenting MTSS plans for students. A brochure explaining MTSS has been updated and posted on the district website. Copies of this brochure are available to hand to parents
during conferences.

Literacy Leadership Team (LLT)

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

Name	Title
Carole McCullough	Principal
Dawn Wolfe	Assistant Principal
Mary Lanham	Guidance Counselor
Amanda Pounds	Kindergarten Teacher
Tami Williams	1st grade Teacher
Judy Lewis	2nd grade Teacher
Frank Pelletier	3rd grade teacher
Allison Lusk	4th grade teacher
Molly Geeser	5th grade teacher
Chris Harris	6th grade teacher
Linda Stapleton	Resource Teacher
Beth Williams	ES Teacher

How the school-based LLT functions

The team meets once a month to review reading data, identify strengths and weaknesses, suggest Tier 2 and 3 interventions in collaboration with the RtI team. The team will review progress monitoring data at the classroom level as well as the grade level. Based on this information the team will also identify professional development needs and resources.

Major initiatives of the LLT

The major initiatives of the LLT include continuing to implement the RtI process so that students who are most at risk in Reading will receive intensive and immediate intervention services. Also to ensure school wide (especially K-2) transition to Common Core Standards and the Being A Writer Program.

Every Teacher Contributes to Reading Instruction

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

Sixth grade is departmentalized with one teacher for math, one for science and one for Reading. Two of those teachers are responsible for the instruction of social studies. Through all content areas, teachers will review and implement reading strategies taught in Reading.

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 Orange Park Elementary all incoming kindergarten students are assessed prior to entering kindergarten in order to establish individual or group needs. All students are assessed in the areas of Basic Skills,School Readiness, Oral Language, Syntax, Print/Letter Knowledge, Phonological Awareness and Processing. The Florida Kindergarten Reading Screener is given within the first 30 days of school. ECHOS will serve as a screener for social/emotional development and overall school readiness. The Florida Assessment in Reading (FAIR) is administered one on one to all kindergarten students to determine their initial success probability in Reading. Screening data will be collected and analyzed during the month of Sept. Data will be used to plan daily academic and social/emotional instruction for all students and for those students who may need intervention beyond the core instruction.

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	88%	84%	No	90%
American Indian				
Asian				
Black/African American				
Hispanic	93%	81%	No	94%
White	88%	86%	No	90%
English language learners				
Students with disabilities	63%	62%	No	66%
Economically disadvantaged	90%	73%	No	91%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	27%	32%
Students scoring at or above Achievement Level 4	115	55%	58%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	90	43%	48%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		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	54	82%	85%
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	88%	85%	No	89%
American Indian				
Asian				
Black/African American				
Hispanic	88%	88%	Yes	89%
White	88%	86%	No	90%
English language learners				
Students with disabilities	65%	56%	No	69%
Economically disadvantaged	78%	70%	No	80%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	29%	34%
Students scoring at or above Achievement Level 4	109	52%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	94	45%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	*[data excluded for privacy reasons]*		50%

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			
Students retained, pursuant to s. 1008.25, F.S.	3	1%	0%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Goals Summary

G1.   Increase writing across all content areas

G2.   Strengthen Professional Learning Communities

G3.   Increase engagement of students in the learning process

Goals Detail

G1. Increase writing across all content areas

Targets Supported

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

- Writing

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

Resources Available to Support the Goal

- Use of new writing program "Being A Writer" across the grade levels

- Writing journals being used in the different content areas (Math, Science and Reading)

- Building more writing opportunities/ activities into the content areas

Targeted Barriers to Achieving the Goal

- Teacher buy in with using a new program

Plan to Monitor Progress Toward the Goal

Provide on -going support to teachers as the new program is implemented.

Person or Persons Responsible
Administrators

Target Dates or Schedule:
on-going through school year, scheduled meetings monthly

Evidence of Completion:
walkthroughs, feedback from teachers, student work samples

G2. Strengthen Professional Learning Communities

Targets Supported

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

- Writing

- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- New schedule that allows for more time for Professional Learning Communities

- Using different formats to deliver professional development

Targeted Barriers to Achieving the Goal

- teacher opinion on the importance of Professional Learning Communities.

Plan to Monitor Progress Toward the Goal

Provide meaningful Professional Learning Communities or restructuring of current PLC's

Person or Persons Responsible

Administrators/Facilitators

Target Dates or Schedule:

throughout school year

Evidence of Completion:

teacher participation, feedback and increase in positive student performance data

G3. Increase engagement of students in the learning process

Targets Supported

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

- Writing

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

Resources Available to Support the Goal

- training conducted at beginning of school year on engagement strategies

- videos through the Teaching channel and Pd360

- in house training provided by staff

Targeted Barriers to Achieving the Goal

- Finding ways to incorporate engagement strategies across all subject areas

Plan to Monitor Progress Toward the Goal

increased engagement strategies demonstrated in lessons

Person or Persons Responsible
Administrators

Target Dates or Schedule:
throughout school year

Evidence of Completion:
Administrator walkthroughs and observations, documentation in lesson plans

Plan to Monitor Progress Toward the Goal

Action Plan for Improvement

Problem Solving Key

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

G1. Increase writing across all content areas

G1.B2 Teacher buy in with using a new program

G1.B2.S1 In order to ensure teacher buy in with this program lots of support will be provided to the teachers during this school year. Monthly training sessions will be held to work through the program as a faculty.The facilitators of these trainings will be our two in- house trainers.

Action Step 1

Our two in house trainers will provide in depth training for "Being A Writer" to those teachers who are using this new program this year. During these trainings the program will discussed and teachers will share what is working and not working as they implement this new program.

Person or Persons Responsible

Trainers- Kelly Alfano and Robin Doty Administrators - Carole McCullough and Dawn Wolfe

Target Dates or Schedule

Monthly

Evidence of Completion

Follow up activity from trainings and student work samples

Facilitator:

Kelly Alfano and Robin Doty

Participants:

K-5 Teachers

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

Participation in trainings

Person or Persons Responsible

Teachers who teach writing

Target Dates or Schedule

Monthly, already planned out on master schedule

Evidence of Completion

Sign in sheets, teacher participation and feedback Follow up journals to be turned in

Plan to Monitor Effectiveness of G1.B2.S1

Administrators will attend trainings

Person or Persons Responsible

Administrators - Carole McCullough and Dawn Wolfe

Target Dates or Schedule

Monthly

Evidence of Completion

Administrators will attend the training sessions with the teachers and ask for feedback from those attending and trainers.

G2. Strengthen Professional Learning Communities

G2.B1 teacher opinion on the importance of Professional Learning Communities.

G2.B1.S1 Restructure current PLC's and develop a new format in how professional learning communities are conducted.

Action Step 1

Restructuring of Professional Learning Communities

Person or Persons Responsible

Administrators - Carole McCullough and Dawn Wolfe

Target Dates or Schedule

throughout school year

Evidence of Completion

Newly establish Professional Learning Communities that teachers want to be a part of.

Facilitator:

Various

Participants:

teachers

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

Reformatted Professional Learning Communities

Person or Persons Responsible

Facilitators of PLC's/Administrators

Target Dates or Schedule

throughout school year

Evidence of Completion

PLC documentation, teacher feedback

Plan to Monitor Effectiveness of G2.B1.S1

teacher participation in restructured PLC's

Person or Persons Responsible

Administrators/Facilitators

Target Dates or Schedule

throughout school year

Evidence of Completion

teacher feedback

G3. Increase engagement of students in the learning process

G3.B1 Finding ways to incorporate engagement strategies across all subject areas

G3.B1.S1 Provide opportunities throughout school year for teachers to participate in trainings and for them to collaborate with others.

Action Step 1

incorporate training time into the monthly schedule of meetings

Person or Persons Responsible

Carole McCullough - Principal

Target Dates or Schedule

throughout school year

Evidence of Completion

schedule of trainings

Facilitator:

Various

Participants:

teachers

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

scheduled trainings

Person or Persons Responsible

Administrators

Target Dates or Schedule

throughout school year

Evidence of Completion

teacher attendance, teacher feedback and schedule of trainings

Plan to Monitor Effectiveness of G3.B1.S1

collaboration opportunities to become more knowledgeable about engagement strategies

Person or Persons Responsible

Administrators

Target Dates or Schedule

throughout school year

Evidence of Completion

walkthroughs, observations and lesson plans

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. Increase writing across all content areas

G1.B2 Teacher buy in with using a new program

G1.B2.S1 In order to ensure teacher buy in with this program lots of support will be provided to the teachers during this school year. Monthly training sessions will be held to work through the program as a faculty.The facilitators of these trainings will be our two in- house trainers.

PD Opportunity 1

Our two in house trainers will provide in depth training for "Being A Writer" to those teachers who are using this new program this year. During these trainings the program will discussed and teachers will share what is working and not working as they implement this new program.

Facilitator

Kelly Alfano and Robin Doty

Participants

K-5 Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Follow up activity from trainings and student work samples

G2. Strengthen Professional Learning Communities

G2.B1 teacher opinion on the importance of Professional Learning Communities.

G2.B1.S1 Restructure current PLC's and develop a new format in how professional learning communities are conducted.

PD Opportunity 1

Restructuring of Professional Learning Communities

Facilitator

Various

Participants

teachers

Target Dates or Schedule

throughout school year

Evidence of Completion

Newly establish Professional Learning Communities that teachers want to be a part of.

G3. Increase engagement of students in the learning process

G3.B1 Finding ways to incorporate engagement strategies across all subject areas

G3.B1.S1 Provide opportunities throughout school year for teachers to participate in trainings and for them to collaborate with others.

PD Opportunity 1

incorporate training time into the monthly schedule of meetings

Facilitator

Various

Participants

teachers

Target Dates or Schedule

throughout school year

Evidence of Completion

schedule of trainings

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase writing across all content areas	$630
G2.	Strengthen Professional Learning Communities	$1,000
	Total	$1,630

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Total
0100.5100.0510.0201.1184	$630	$1,000	$1,630
Total	$630	$1,000	$1,630

Budget Details

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

G1. Increase writing across all content areas

G1.B2 Teacher buy in with using a new program

G1.B2.S1 In order to ensure teacher buy in with this program lots of support will be provided to the teachers during this school year. Monthly training sessions will be held to work through the program as a faculty.The facilitators of these trainings will be our two in- house trainers.

Action Step 1

Our two in house trainers will provide in depth training for "Being A Writer" to those teachers who are using this new program this year. During these trainings the program will discussed and teachers will share what is working and not working as they implement this new program.

Resource Type

Evidence-Based Materials

Resource

Writing journals will be purchased for students based on what subject areas teachers would like to use them in. Other materials teachers feel they need to implement this program successfully will be considered. Items already requested are flip charts and stickies.

Funding Source

0100.5100.0510.0201.1184

Amount Needed

$630

G2. Strengthen Professional Learning Communities

G2.B1 teacher opinion on the importance of Professional Learning Communities.

G2.B1.S1 Restructure current PLC's and develop a new format in how professional learning communities are conducted.

Action Step 1

Restructuring of Professional Learning Communities

Resource Type

Professional Development

Resource

As PLC's are restructured, teachers will share what resources they would like to use in their PLC's.

Funding Source

0100.5100.0510.0201.1184

Amount Needed

$1,000