2013-2014 SCHOOL IMPROVEMENT PLAN

Plantation Oaks Elementary School

4150 PLANTATION OAKS BLVD

Orange Park, FL 32065

904-214-7474

http://poe.oneclay.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	26%

Alternative/ESE Center	Charter School	Minority Rate
No	No	50%

School Grades History

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

Plantation Oaks Elementary School

Principal

Cheryl Oliver

School Advisory Council chair

Carol Doughty

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

Name	Title
Lee Oliver	Principal
Kimberly Marks	Assisstant Principal
Kimm Farwell	Coach
Vicki Lurie	ITF
Jenny Gamble	Psychologist
Cheri Johnson	Staffing Specialist
Erin Colon	Guidance Counselor

District-Level Information

District

Clay

Superintendent

Mr. Charles E Vanzant, 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

Plantation Oaks Elementary School's SAC includes the following:
Principal-Lee Oliver
Teacher SAC chair-Carol Doughty
Teacher, SAC co-chair-Amanda Wood
Support employee-Keisha Billups
Business partner-Chick-fil-a
5 parents

Involvement of the SAC in the development of the SIP

The SAC reviews surveys from the previous year and input from teacher committees. The SAC determines the goals for the Parental Involvement component of the SIP.

Activities of the SAC for the upcoming school year

At monthly meetings, the SAC will determine the Parental Involvement goals for the SIP, review the SIP, review teacher, student, parent and support climate surveys, and discuss topics and concerns through Open Forum.

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

We would like a .2 ISS aide. $4,395

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:

Cheryl Oliver		
Principal	Years as Administrator: 14	Years at Current School: 4

Credentials	BA- Education University of North Florida Masters Administration and Supervision K-6 Elementary Education, Principal K-12
Performance Record	Principal of Plantation Oaks Elementary School, 2012-2013 Grade B POE 2011-2012 Grade A POE 2010-2011 Grade A

Kimberly Marks		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	Masters in Education, Educational Leadership University of North Florida
Performance Record	Assistant Principal of Plantation Oaks Elementary School 2012-2013 Grade B POE 2011-2012 Grade A POE 2010-2011 Grade A

Instructional Coaches

of instructional coaches
1

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

Instructional Coach Information:

Kimm Farwell		
Part-time / District-based	Years as Coach: 5	Years at Current School: 3
Areas	RtI/MTSS	
Credentials	Elementary Ed 1-6 ESE K-12 Reading Endorsed Educational Leadership	

Performance Record

Classroom Teachers

of classroom teachers
64

receiving effective rating or higher
64, 100%

Highly Qualified Teachers
100%

certified in-field
63, 98%

ESOL endorsed
24, 38%

reading endorsed
4, 6%

 # with advanced degrees

20, 31%

 # National Board Certified

3, 5%

 # first-year teachers

11, 17%

 # with 1-5 years of experience

19, 30%

 # with 6-14 years of experience

24, 38%

 # with 15 or more years of experience

10, 16%

Education Paraprofessionals

# of paraprofessionals

14

 # Highly Qualified

14, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

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

Administrators and educational leaders within the school participate in the district job fair every May. Teachers are trained in CAS and host pre-intern and interns. Teachers participate in professional development to improve their teaching skills. POE continues to improve school moral.

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

All new teachers to the school as well as first year teachers and EIP-TIP teachers are assigned an experienced peer teacher and meet as needed or at a mutually agreed schedule.

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-5 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 on supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with al 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 EOC's. 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 3-5, 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.

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: 0

FCAT Tutoring, After school clubs and activities

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

FCAT scores, participation of students in clubs and activities

Who is responsible for monitoring implementation of this strategy?

Faculty

Literacy Leadership Team (LLT)

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

Name	Title
Lee Oliver	Principal
Kimberly Marks	Assistant Principal
Amy Anken	Teacher, K
Margo Blanton	Teacher, K
Jessica Hughes	Teacher, 1
Lorraine Smith	Teacher, 1
Melissa Hoppen	Teacher, 1
Jenifer Garcia	Teacher, 2
Carolyn Benavente	Teacher, 2
Jennifer Sharp	Teacher, 3
Bobbi Jo Bauman	Teacher, 3
Susan Morrell	Teacher, 4
Gina Knight	Teacher, 4

Name	Title
Amanda Wood	Teacher, 5
Amy Olsen	Teacher, 5
Marissa Hein	Teacher, ESE
Michael Robbins	Teacher, ESE
Jill Wallace	Teacher, Resource

How the school-based LLT functions

The team meets monthly in collaboration with the RTI team to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate professional development in the form of Professional Learning Communities and Lesson Study.

Major initiatives of the LLT

Assure that non fiction text is being used school wide.

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

Students participate in summer screening. FLKRS is administered within the first thirty days of school for all Kindergarten students.

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	75%	71%	No	78%
American Indian				
Asian	88%	74%	No	90%
Black/African American	63%	64%	Yes	66%
Hispanic	80%	65%	No	82%
White	80%	76%	No	82%
English language learners	47%	66%	Yes	52%
Students with disabilities	51%	35%	No	56%
Economically disadvantaged	60%	62%	Yes	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	112	26%	31%
Students scoring at or above Achievement Level 4	186	43%	48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	281	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	62	57%	62%

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)	41	72%	77%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	23	40%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	39%	44%

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	80	57%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

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	80%	74%	No	82%
American Indian				
Asian	84%	91%	Yes	86%
Black/African American	73%	64%	No	76%
Hispanic	78%	67%	No	81%
White	86%	78%	No	87%
English language learners	47%	72%	Yes	52%
Students with disabilities	60%	44%	No	64%
Economically disadvantaged	71%	60%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	117	27%	32%
Students scoring at or above Achievement Level 4	197	45%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	238	55%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	54	50%	55%

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	62	41%	46%
Students scoring at or above Achievement Level 4	50	33%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	4	0%	0%
Students who are not proficient in reading by third grade	1	0%	0%
Students who receive two or more behavior referrals	28	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	1%	0%

Goals Summary

G1.   Increase the engagement of students in the learning process.

G2.   Increase exposure to non-fiction complex text.

G3.   Increase student's writing skills by incorporating writing throughout every content area.

Goals Detail

G1. Increase the engagement of students in the learning process.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Pair share strategies, partner work, author's chair, classroom discussion, manipulatives, hands on labs, Kagan strategies, explain and defend positions or solutions

Targeted Barriers to Achieving the Goal
- Teacher knowledge of engagement strategies and classroom management.
- Students missing class due to behavior referrals.

Plan to Monitor Progress Toward the Goal

Completion of class work

Person or Persons Responsible
Classroom teacher

Target Dates or Schedule:
As assigned

Evidence of Completion:
Completed work

G2. Increase exposure to non-fiction complex text.

Targets Supported

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

- Writing

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

- Social Studies

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Focused instruction on text features, incorporate non-fiction into reading lessons, close reading strategies, provide non-fiction material in the classroom, National Geographic's/Time magazines, text evidence

Targeted Barriers to Achieving the Goal

- Availability of non-fiction materials

Plan to Monitor Progress Toward the Goal

Data Meetings

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Growth in student performance

G3. Increase student's writing skills by incorporating writing throughout every content area.

Targets Supported

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

- Writing

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

- Social Studies

- Science

- Science - Elementary School

Resources Available to Support the Goal

- "Being a Writer" Curriculum, "Being a Writer" Professional Training, Vertical Writing Committee, Common Core writing tips.

Targeted Barriers to Achieving the Goal

- Time for professional development

Plan to Monitor Progress Toward the Goal

Data meetings to review and disaggregate student data

Person or Persons Responsible
Administration, Faculty, RTI coach

Target Dates or Schedule:
monthly

Evidence of Completion:
data

Action Plan for Improvement

Problem Solving Key

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

G1. Increase the engagement of students in the learning process.

G1.B1 Teacher knowledge of engagement strategies and classroom management.

G1.B1.S1 Provide Tuesday professional development opportunities

Action Step 1

Training

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

To be determined

Evidence of Completion

Follow up form

Facilitator:

Assistant Principal

Participants:

Faculty

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

Walk throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Regularly

Evidence of Completion

Data meetings, PD 360

Plan to Monitor Effectiveness of G1.B1.S1

Data meetings

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Growth in student performance

G1.B4 Students missing class due to behavior referrals.

G1.B4.S1 To eliminate targeted behavior. Provide ISS aide so students won't miss academics while out of the classroom because of discipline.

Action Step 1

Provide .2% of ISS salary

Person or Persons Responsible

Principal and SAC committee

Target Dates or Schedule

Beginning of the school year

Evidence of Completion

Hiring an ISS aide

Plan to Monitor Fidelity of Implementation of G1.B4.S1

ISS aide in place

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of school year

Evidence of Completion

ISS aide in place

Plan to Monitor Effectiveness of G1.B4.S1

evaluations

Person or Persons Responsible

Administration

Target Dates or Schedule

As scheduled

Evidence of Completion

Successful evaluation

G2. Increase exposure to non-fiction complex text.

G2.B1 Availability of non-fiction materials

G2.B1.S2 Increase non-fiction titles in the school.

Action Step 1

Increase availability of non fiction titles

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of school year

Evidence of Completion

Additional non-fiction titles

Facilitator:

Assistant Principal

Participants:

TBD

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

Non-fiction titles

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of school year

Evidence of Completion

Non-fiction titles

Plan to Monitor Effectiveness of G2.B1.S2

Increased FCAT scores

Person or Persons Responsible

Administration

Target Dates or Schedule

End of school year

Evidence of Completion

Increased FCAT scores

G3. Increase student's writing skills by incorporating writing throughout every content area.

G3.B1 Time for professional development

G3.B1.S1 Flex our professional day.

Action Step 1

An hour provided weekly after school for professional development

Person or Persons Responsible

Faculty

Target Dates or Schedule

Tuesday professional days, flex on Friday afternoon

Evidence of Completion

Faculty time sheets

Facilitator:

Assistant Principal

Participants:

Faculty

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

Navigator Plus, sign in sheets, follow up forms, minutes from committee meetings, predetermined scheduled meeting time

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Navigator Plus, sign in sheets, follow up forms, minutes from committee meetings, predetermined scheduled meeting time

Plan to Monitor Effectiveness of G3.B1.S1

Data meetings to review and disaggregate student data

Person or Persons Responsible

Administration, Faculty, RTI coach

Target Dates or Schedule

monthly

Evidence of Completion

data

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 the engagement of students in the learning process.

G1.B1 Teacher knowledge of engagement strategies and classroom management.

G1.B1.S1 Provide Tuesday professional development opportunities

PD Opportunity 1

Training

Facilitator

Assistant Principal

Participants

Faculty

Target Dates or Schedule

To be determined

Evidence of Completion

Follow up form

G2. Increase exposure to non-fiction complex text.

G2.B1 Availability of non-fiction materials

G2.B1.S2 Increase non-fiction titles in the school.

PD Opportunity 1

Increase availability of non fiction titles

Facilitator

Assistant Principal

Participants

TBD

Target Dates or Schedule

Beginning of school year

Evidence of Completion

Additional non-fiction titles

G3. Increase student's writing skills by incorporating writing throughout every content area.

G3.B1 Time for professional development

G3.B1.S1 Flex our professional day.

PD Opportunity 1

An hour provided weekly after school for professional development

Facilitator

Assistant Principal

Participants

Faculty

Target Dates or Schedule

Tuesday professional days, flex on Friday afternoon

Evidence of Completion

Faculty time sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the engagement of students in the learning process.	$5,098
G2.	Increase exposure to non-fiction complex text.	$703
G3.	Increase student's writing skills by incorporating writing throughout every content area.	$703
	Total	$6,504

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Total
Professional Development	$2,109	$0	$2,109
School Improvement Funds	$0	$4,395	$4,395
Total	$2,109	$4,395	$6,504

Budget Details

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

G1. Increase the engagement of students in the learning process.

> **G1.B1** Teacher knowledge of engagement strategies and classroom management.

> > **G1.B1.S1** Provide Tuesday professional development opportunities

> > **Action Step 1**

> > Training

> > > **Resource Type**

> > > Professional Development

> > > **Resource**

> > > Professional books, substitute teachers

> > > **Funding Source**

> > > Professional Development

> > > **Amount Needed**

> > > $703

G1.B4 Students missing class due to behavior referrals.

G1.B4.S1 To eliminate targeted behavior. Provide ISS aide so students won't miss academics while out of the classroom because of discipline.

Action Step 1

Provide .2% of ISS salary

Resource Type

Personnel

Resource

.2 ISS Aide

Funding Source

School Improvement Funds

Amount Needed

$4,395

G2. Increase exposure to non-fiction complex text.

G2.B1 Availability of non-fiction materials

G2.B1.S2 Increase non-fiction titles in the school.

Action Step 1

Increase availability of non fiction titles

Resource Type

Professional Development

Resource

Non-fiction titles, training, substitute teachers

Funding Source

Professional Development

Amount Needed

$703

G3. Increase student's writing skills by incorporating writing throughout every content area.

G3.B1 Time for professional development

G3.B1.S1 Flex our professional day.

Action Step 1

An hour provided weekly after school for professional development

Resource Type

Professional Development

Resource

Books and Substitute teachers

Funding Source

Professional Development

Amount Needed

$703