2013-2014 SCHOOL IMPROVEMENT PLAN

Keystone Heights Elementary

335 SW PECAN ST
Keystone Heights, FL 32656
352-473-4844
http://khe.oneclay.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	56%

Alternative/ESE Center	Charter School	Minority Rate
No	No	12%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Keystone Heights Elementary

Principal
Mary Mimbs

School Advisory Council chair
Kenny Seneca

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

Name	Title
Mary Mimbs	Principal
Erin Uria	Assistant Principal
Jennifer Wilbur	RtI Coach
Kelly Miller	Guidance counselor
Jeanne Dingman	6th grade teacher
Teri Sapp	ESE teacher

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

Mary Mimbs, principal; Erin Uria, assistant principal (co-chair); Kenny Seneca, teacher (co-chair); Janice Goetzman (staff), Beth Friedlin (business rep); Cynthia Velasquez parent (LSEC); Ashley Berti (SE parent); Gary Resti (SE parent); Jennifer Forshee (SE parent); Merri Lee Hornick (parent)

Involvement of the SAC in the development of the SIP

The SAC team will participate in climate survey to determine needs of students, parents, paraprofessionals, and teachers. They will be Involved with building the school improvement budget. The members of SAC will be a voice for the school to the parents and community stakeholders. They will help relay information that is taking place at the school to the community.

Activities of the SAC for the upcoming school year

The SAC will help participate in the master schedule for the year. They will become familiar with the departmentalization that our teachers are using this year. They will help discuss safety concerns and how to solve those problems. Their main role will be to serve as a liaison to the community for the school.

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

School improvement funds will be allocated for substitutes so teachers can visit other schools to learn ways to implement Common Core. Funds will also be used to purchase school planners in order to help with parent communication.

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:

Mary Mimbs		
Principal	Years as Administrator: 28	Years at Current School: 14

Credentials	Master's degree in Reading- University of Florida Bachelor's degree in Elementary Education- University of Florida Certified K-12 Administration
Performance Record	2012-2013: School grade C Level 3 or higher Reading: 65% Level 3 or higher Math: 55% Level 3 or higher Science: 55% % meeting Writing standard: 60% Learning gains Reading: 67% Learning gains Math: 60% Lowest 25% quartile Reading: 67% Lowest 25% quartile Math: 62% 2011-2012: School grade B Level 3 or higher Reading:64 % Level 3 or higher Math: 64% Level 3 or higher Science: 55 % % meeting Writing standard: % Learning gains Reading: % Learning gains Math: % Lowest 25% quartile Reading: 65% Lowest 25% quartile Math: 51% 2010-2011: School grade A Level 3 or higher Reading: 84% Level 3 or higher Math: 78% Level 3 or higher Science: 47% % meeting Writing standard: 97% Learning gains Reading: 71% Learning gains Math: 51% Lowest 25% quartile Reading: 70% Lowest 25% quartile Math: 47%

Erin Uria		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Master's degree in Educational Leadership- University of North Florida Bachelor's degree in Elementary Education- Warner University K-12 Certified
Performance Record	Not applicable at this time.

Instructional Coaches

of instructional coaches
1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jennifer Wilbur

Part-time / District-based	Years as Coach: 3	Years at Current School: 3

Areas	Reading/Literacy, RtI/MTSS
Credentials	Bachelor's Degree- University of Florida Master's Degree in Educational Leadership- American College of Education Reading and ESOL endorsed

Performance Record

Classroom Teachers

# of classroom teachers

50

 # receiving effective rating or higher

50, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

50, 100%

 # ESOL endorsed

14, 28%

 # reading endorsed

7, 14%

 # with advanced degrees

13, 26%

 # National Board Certified

2, 4%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

9, 18%

 # with 6-14 years of experience

11, 22%

 # with 15 or more years of experience

29, 58%

Education Paraprofessionals

# of paraprofessionals

15

 # Highly Qualified

15, 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

We participate in the annual job fair to provide equal opportunity for recruitment of highly qualified teachers. We make sure to provide Veteran's preference to teachers. We provide in-service opportunities in professional development. We survey training needs of the teachers annually. The school board and CCEA collaborate to create a salary schedule conducive to retaining teachers.

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

If a teacher is in the Teacher Induction Program (TIP) they work to complete their portfolio. They can work with other individuals on their grade level team for guidance, grading, behavior concerns, or other areas of need. The administration checks on the new teachers to see if there are any needs they need help resolving.

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-6 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, 3-6 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0. Mary Mimbs, the principal is the leader of the meeting. Erin Uria, the assistant principal attends the meetings in a support role for the principal. Jennifer Wilbur, 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 3-6 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: Before or After School Program
Minutes added to school year: 0

KHE has a ukulele band that meets every Wednesday before school. This band provides enrichment for students who need something to look forward to participating in on a weekly basis. These students learn how to take responsibility for their equipment, time management, and how to interact with others. We also have a group called Striders that meets once a week. These students learn how to take care of their health by walking before school. The school offers third grade tutoring three days a week for at risk students starting in February until April. Fourth through sixth grade offers math enrichment once a week after school through our math team.

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?

The PE coach is outside with these students and she keeps track of how many laps they walk/run. Performance Matters data will be used to determine who needs FCAT tutoring in third grade. A math assessment and teacher observation is used to evaluate who would benefit from the enrichment program.

Who is responsible for monitoring implementation of this strategy?

The music teacher, Shannon Draney is responsible for the ukulele band practice.The PE coach, Dana Grantham is responsible for implementing the Striders walk/run program. Various third and fourth grade teachers provide FCAT tutoring. Fourth through sixth grade math teachers implement the math enrichment program.

Literacy Leadership Team (LLT)

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

Name	Title
Mary Mimbs	Principal
Erin Uria	Assistant Principal
Jennifer Wilbur	RtI coach
Carrie Morford	Librarian
Allison Shuford	Kindergarten teacher
Martha Alford	First grade teacher
Donna Hix	Second grade teacher
Tammy Addison	Third grade teacher
Dee Strassberger	Fourth grade teacher
Jodi Briscoe	Fifth grade teacher
Jeanee Dingman	Sixth grade teacher

How the school-based LLT functions

The LLT meets to make curriculum decisions that will help teachers implement Common Core Standards. They collect and analyze data in order to help teachers drive their classroom instruction.They provide opportunities for model lessons to take place so teachers can observe research-based teaching practices.

Major initiatives of the LLT

The LLT will focus on our school improvement plan's three initiatives this year. They will focus on how to integrate writing into all areas, how to engage students, and how to enhance our school's PLC's.

Every Teacher Contributes to Reading Instruction

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

With the transition to Common Core Standards, teachers are implementing classroom libraries into their rooms. Through the use of classroom libraries students will be able to select books that are on their own independent level. This will allow students to read books that are "just right." Teachers will work in small groups and conference with students to help show reading improvement. Also, they will use Response to Intervention to help provide interventions for the students who are not reading on grade level.

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

All incoming kindergarten students were accessed prior to or upon entering kindergarten in order to ascertain individual and group needs. The students were screened on July 30 and July 31 prior to the start of school. This helped to assist in the development of classes. We also held an Open House designated for kindergarten parents only on August 7. We were able to talk about what their children would be learning in kindergarten. The Florida Kindergarten Reading Screener (FLKRS) will be given in the first 30 days of school. ECHOS will serve as a screener for social/emotional development and overall school readiness. The FAIR will be administered one-on-one to all kindergarten students to determine their initial success probability in reading. PM math will also be administered to kindergarten classes to gain baseline data in math proficiency.

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%	65%	No	78%
American Indian				
Asian				
Black/African American				
Hispanic	73%	47%	No	75%
White	75%	67%	No	78%
English language learners				
Students with disabilities	56%	49%	No	60%
Economically disadvantaged	68%	58%	No	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	122	30%	35%
Students scoring at or above Achievement Level 4	133	33%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	271	67%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	68	67%	72%

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	55	60%	65%
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	67%	55%	No	70%
American Indian				
Asian				
Black/African American				
Hispanic	49%	47%	No	54%
White	67%	56%	No	70%
English language learners				
Students with disabilities	53%	50%	No	58%
Economically disadvantaged	58%	51%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	113	28%	33%
Students scoring at or above Achievement Level 4	116	29%	34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	243	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	66	62%	67%

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	34	34%	39%
Students scoring at or above Achievement Level 4	19	19%	24%

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			
Students retained, pursuant to s. 1008.25, F.S.	23	2%	1%
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.	12	1%	0%

Goals Summary

G1.   Increase student's writing skills through incorporating writing throughout every content area.

G2.   Strengthen the use of Professional Learning Communities

G3.   Structure and plan for engagement in the classroom

Goals Detail

G1. Increase student's writing skills through incorporating writing throughout every content area.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Social Studies
- Science
- Science - Elementary School

Resources Available to Support the Goal
- K-5 will use the new writing curriculum Being A Writer. Writing journals will be incorporated in math and science.

Targeted Barriers to Achieving the Goal
- Time for professional development

Plan to Monitor Progress Toward the Goal

Implementation of student journals in content areas

Person or Persons Responsible
Administrators

Target Dates or Schedule:
Monthly PLC's and walk through observations

Evidence of Completion:
Student journal entries and walk through observations

G2. Strengthen the use of Professional Learning Communities

Targets Supported

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

- 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

- Reading with Meaning by Debbie Miller Common Core Lesson Plan Book

Targeted Barriers to Achieving the Goal

- Time

Plan to Monitor Progress Toward the Goal

data collected during walk throughs

Person or Persons Responsible

administrators

Target Dates or Schedule:

monthly reviews

Evidence of Completion:

percentage of classroom teachers implementing common core strategies learned during the PLC's

G3. Structure and plan for engagement in the classroom

Targets Supported

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

- 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

- Curriculum specialists at the county office

Targeted Barriers to Achieving the Goal

- communication

- time

Plan to Monitor Progress Toward the Goal

Student engagement in classroom lessons

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Weekly

Evidence of Completion:

Kagan strategies, Author's chair, pair share, manipulatives, classroom discussion

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student's writing skills through incorporating writing throughout every content area.

G1.B1 Time for professional development

G1.B1.S1 We will provide training monthly during school hours on ways to incorporate writing journals in content areas

Action Step 1

Monthly trainings on integrating writing in content areas

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule

One Wednesday a month grade level PLC's will meet before school or during planning time

Evidence of Completion

Review of writing journals during monthly trainings

Facilitator:

Erin Uria

Participants:

Classroom teachers and administration

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

Observation of students writing in journals throughout the content areas

Person or Persons Responsible

Administrators

Target Dates or Schedule

Wednesday Professional Development Meetings

Evidence of Completion

sign in sheets

Plan to Monitor Effectiveness of G1.B1.S1

Samples of journal entries

Person or Persons Responsible

Administrators

Target Dates or Schedule

Classroom walk throughs and monthly PLC's

Evidence of Completion

Teachers will bring samples from students journals to PLC's

G2. Strengthen the use of Professional Learning Communities

G2.B1 Time

G2.B1.S1 Weekly meetings before school or during planning time as chosen by the teacher

Action Step 1

Weekly meetings to review common core implementation

Person or Persons Responsible

Classroom teachers and administrators

Target Dates or Schedule

every Wednesday

Evidence of Completion

sign in sheets

Facilitator:

Erin Uria

Participants:

classroom teachers and administration

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

Discussion at weekly meetings and implementation of strategies in the classroom

Person or Persons Responsible

Administrators

Target Dates or Schedule

Classroom walk throughs

Evidence of Completion

sign in sheets and follow up forms

Plan to Monitor Effectiveness of G2.B1.S1

classroom walk throughs to monitor implementation of strategies discussed during PLC's

Person or Persons Responsible

Administrators

Target Dates or Schedule

walk throughs

Evidence of Completion

data collected during classroom walk throughs

G2.B1.S2 Provide substitutes for teachers for professional development

Action Step 1

Visit other schools to observe common core strategies

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

periodically throughout the school year

Evidence of Completion

common core strategies observed in other schools being implemented in classrooms

Facilitator:

Mary Mimbs

Participants:

classroom teachers

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

Classroom observations at other elementary schools

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

During the school year

Evidence of Completion

TDE forms

Plan to Monitor Effectiveness of G2.B1.S2

Implementation of observed strategies being used

Person or Persons Responsible

Administrators

Target Dates or Schedule

Classroom walk throughs

Evidence of Completion

PD 360

G3. Structure and plan for engagement in the classroom

G3.B1 communication

G3.B1.S1 Using planners to communicate with parents

Action Step 1

Student planners for parent communication

Person or Persons Responsible

Students, teachers, and parents

Target Dates or Schedule

daily

Evidence of Completion

Student planners completed

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

Parent/teacher communication in student planners

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Parent signatures and notes

Plan to Monitor Effectiveness of G3.B1.S1

Parent-teacher communication

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Written communication in student planners

G3.B2 time

G3.B2.S1 Bring in experts to model engagement strategies in the classroom

Action Step 1

Science lessons taught with engagement strategies

Person or Persons Responsible

Nancy Watson

Target Dates or Schedule

periodically throughout the school year

Evidence of Completion

Teachers observed model lessons

Facilitator:

Participants:

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

Classroom walk throughs to monitor engagement strategies from model lessons

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly

Evidence of Completion

PD 360 Data collected on student engagement

Plan to Monitor Effectiveness of G3.B2.S1

Student engagement in lessons

Person or Persons Responsible

administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Student engagement observed during classroom walk throughs

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 student's writing skills through incorporating writing throughout every content area.

G1.B1 Time for professional development

G1.B1.S1 We will provide training monthly during school hours on ways to incorporate writing journals in content areas

PD Opportunity 1

Monthly trainings on integrating writing in content areas

Facilitator

Erin Uria

Participants

Classroom teachers and administration

Target Dates or Schedule

One Wednesday a month grade level PLC's will meet before school or during planning time

Evidence of Completion

Review of writing journals during monthly trainings

G2. Strengthen the use of Professional Learning Communities

G2.B1 Time

G2.B1.S1 Weekly meetings before school or during planning time as chosen by the teacher

PD Opportunity 1

Weekly meetings to review common core implementation

Facilitator

Erin Uria

Participants

classroom teachers and administration

Target Dates or Schedule

every Wednesday

Evidence of Completion

sign in sheets

G2.B1.S2 Provide substitutes for teachers for professional development

PD Opportunity 1

Visit other schools to observe common core strategies

Facilitator

Mary Mimbs

Participants

classroom teachers

Target Dates or Schedule

periodically throughout the school year

Evidence of Completion

common core strategies observed in other schools being implemented in classrooms

G3. Structure and plan for engagement in the classroom

G3.B2 time

G3.B2.S1 Bring in experts to model engagement strategies in the classroom

PD Opportunity 1

Science lessons taught with engagement strategies

Facilitator

Participants

Target Dates or Schedule

periodically throughout the school year

Evidence of Completion

Teachers observed model lessons

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student's writing skills through incorporating writing throughout every content area.	$1,261
G2.	Strengthen the use of Professional Learning Communities	$928
G3.	Structure and plan for engagement in the classroom	$1,121
	Total	$3,310

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
0100.5100.0510.0301.1184	$1,261	$0	$1,261
0100.5100.0330.0301.1184	$0	$928	$928
	$0	$0	$0
0100.5100.0391.0301.1184	$0	$1,121	$1,121
Total	$1,261	$2,049	$3,310

Budget Details

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

G1. Increase student's writing skills through incorporating writing throughout every content area.

G1.B1 Time for professional development

G1.B1.S1 We will provide training monthly during school hours on ways to incorporate writing journals in content areas

Action Step 1

Monthly trainings on integrating writing in content areas

Resource Type

Evidence-Based Materials

Resource

K-6 writing journals Anchor chart paper to model writing

Funding Source

0100.5100.0510.0301.1184

Amount Needed

$1,261

G2. Strengthen the use of Professional Learning Communities

G2.B1 Time

G2.B1.S2 Provide substitutes for teachers for professional development

Action Step 1

Visit other schools to observe common core strategies

Resource Type

Evidence-Based Program

Resource

Travel Substitutes

Funding Source

0100.5100.0330.0301.1184

Amount Needed

$928

G3. Structure and plan for engagement in the classroom

G3.B1 communication

G3.B1.S1 Using planners to communicate with parents

Action Step 1

Student planners for parent communication

Resource Type

Evidence-Based Program

Resource

Planners

Funding Source

0100.5100.0391.0301.1184

Amount Needed

$1,121

G3.B2 time

G3.B2.S1 Bring in experts to model engagement strategies in the classroom

Action Step 1

Science lessons taught with engagement strategies

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed