



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Woodlawn Elementary School

817 WOODLAWN DR

Sebring, FL 33870

863-471-5444

<http://www.highlands.k12.fl.us/~wes/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 79%
Alternative/ESE Center No	Charter School No	Minority Rate 51%

School Grades History

2013-14 C	2012-13 D	2011-12 C	2010-11 B	2009-10 B
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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

Woodlawn Elementary School

Principal

Melissa Blackman

School Advisory Council chair

Julie Fowler and Susan Bible

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

Name	Title
Melissa Blackman	Principal
Pam Lanier	Assistant Principal
Darlene Brod	1st Grade Teacher
Jayma Hitt	2nd Grade Teacher
Christine Gilbert	3rd Grade Teacher
Sue Tarter	4th Grade Teacher
Jennifer Reser	5th Grade Teacher
Cheryl Vermilye	LCRT
Kelly Griffin	Guidance Counselor
Jerry Wright	Math Specialist
Jessica Turner	Coordinator of School Wide PBIS System

District-Level Information

District

Highlands

Superintendent

Mr. Wallace P Cox

Date of school board approval of SIP

10/8/2013

School Advisory Council (SAC)

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

Membership of the SAC

Pam Lanier - AP
 Iris Dejongh - teacher
 Evelyn Condo - teacher
 Jaci Stocking - teacher

Jerry Wright - teacher
Kendra Fout -teacher
Jessica Turner - teacher
Elizabeth Ep - teacher
Kathy Shoemaker -teacher
Arnold Toney - paraprofessional
Julie Fowler - parent
Sariah Riles - parent
Frannie Gillilan - parent
Angel Nowling - parent
Joanne Cochlin - parent
Michelle Leidel - parent
Emilio Vega - parent
Katie Nolen - parent
Allison Lee - parent
Stacy Hooks - parent
Andrew Floresta - parent
Sebring Florest - business partner
Big Brothers & Big Sisters - community partner
United PC, Inc. - business partner

Involvement of the SAC in the development of the SIP

Team Leaders disaggregated 2012/2013 data and identified target areas for improvement. The SIP has will be reviewed and input will be sought regarding the SIP at the upcoming SAC meeting.

Activities of the SAC for the upcoming school year

The School Advisory Council will discuss academic, behavioral and attendance data. Parents will be provided the opportunity to review and provide input on the Parent Involvement Plan, School Compact, Title I and SAC Budget, and the School Improvement Plan. SAC attendees will provide input on the Baseline and MidYear reports. The SAC will be involved in the development and implementation of the A+ plan which determines the use of school recognition funds for which the school may be eligible based on improving and maintaining school grades.

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

Three instructional remediation teachers to provide remediation to Level 1 and Level 2 students in 3rd, 4th and 5th grade. The remediation tutoring will extend 1 hour after school. Remediation teachers are retired educators.

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:

Melissa Blackman

Principal

Years as Administrator: 5

Years at Current School: 5

Credentials

Masters/Education leadership; Bachelors/Elementary Ed; Certified School Principal K-12, Educational Leadership, Varying Exceptionalities K-12; Trained, Local Education Agent (LEA); Trained: Facilitative Leadership, Classroom Walk-Through, Cambridge Performance Appraisal; Meets monthly with School Advisory Council; Meets monthly with Parent Teacher Organization; Facilitates Curriculum Leadership Team Meetings; Member FASA; Member NAESP

Performance Record

Asst. Principal - Grade D 12-13
 Asst. Principal - Grade C 11-12
 Asst. Principal - Grade B 10-11 AYP 82%
 Asst. Principal - Grade B 09-10 AYP 85%
 Asst. Principal - Grade C 08-09 AYP 90%

Pam Lanier

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

Masters of Educational Leadership, Bachelor of Music Education, Associate of Arts; certified: Educational Leadership/ All levels, Elementary Education K-6, Music K-12, Exceptional Student Education K-12; Local Education Agent, Cambridge Performance Appraisal Trained, District Leadership PS/ RTI Trained, Facilitative Leadership

Performance Record

First year assistant principal

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Cheryl Vermilye		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Masters Ed Leadership K-12; ESOL, Reading, Gifted Elementary Ed K-6	
Performance Record	Grade D 12-13	

Classroom Teachers

# of classroom teachers	32
# receiving effective rating or higher	31, 97%
# Highly Qualified Teachers	97%
# certified in-field	25, 78%
# ESOL endorsed	23, 72%
# reading endorsed	1, 3%
# with advanced degrees	5, 16%
# National Board Certified	0, 0%
# first-year teachers	6, 19%
# with 1-5 years of experience	4, 13%
# with 6-14 years of experience	16, 50%
# with 15 or more years of experience	6, 19%

Education Paraprofessionals

# of paraprofessionals	8
# Highly Qualified	8, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

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

A focus of recruiting highly qualified teachers is to interview ESOL endorsed applicants and aim to hire highly qualified teachers with classroom experience. Administrators ensure that teachers enroll in coursework and participate in professional development specific to their needs. Multiple interview methods are used to include face to face, phone, and video conferencing. Teams meet weekly to lesson plan, analyze student, classroom and grade level data, and to deepen their understanding of the Common Core State Standards along with the blend of Next Generation State Standards for grades 3-5.

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 first year teachers (6) are paired with an experience mentor teacher that has been trained in clinical ed. In most cases the mentor and new teacher are both on the same grade level. Each first year teacher will also be assigned a peer evaluator. New teachers will meet with teams to deepen their understanding of the NGSSS and CCSS and apply knowledge through class, grade and school data analysis. A school based leadership team member has been identified to specifically provide support for new staff members to ensure a positive induction process.

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

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

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

The MTSS team will train all faculty and staff pre-school week on the MTSS process. The MTSS team meets quarterly to review student performance and make improvements to the core curriculum. They meet with team leaders from each grade level monthly to discuss changes in targeted students. Committee members meet monthly with each grade level team.

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

The role of the MTSS Leadership Team is to use data for decision making and assignment of resources in order to improve learning for all students. Goals and objectives are set based on assessment data. Data collected at each intervention level are used to measure the effectiveness of the intervention.

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

MTSS core team members will present a refresher overview during pre-school week. Each core MTSS member will be assigned to assist one specific grade level. Each member will meet with their assigned grade level team monthly to review data on Tier I and Tier II interventions. Students in need of Tier III interventions will be decided upon at weekly guidance problem-solving team meetings.

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

Pinnacle grade book, STAR reading, PMRN (Reading), Core reading and mathematics assessments, grade level indicators, Performance Matters (Math & Science), Rtl:B database (Behavior), AIMS web, FCAT, and Genesis student management system.

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

Each core MTSS member will be assigned to assist one specific grade level. Each member will meet with their assigned grade level team monthly to review data on Tier I and Tier II interventions. Students in need of Tier III interventions will be decided upon at weekly guidance problem solving team meetings. The MTSS process can be discussed at the annual curriculum nights for parents.

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:

After school academic tutoring 3 days a week focused on Reading and/or Math. Target students are 3rd, 4th & 5th students scoring Level 1 or 2 on 2013 FCAT.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Progress monitoring assessments will include FAIR, Benchmark Assessments (Performance Matters), proficiency on Grade Level Indicators, Classroom Assessments.

Who is responsible for monitoring implementation of this strategy?

We will employ three retired educators to provide the academic tutoring.

Literacy Leadership Team (LLT)

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

Name	Title
Melissa Blackman	Principal
Pam Lanier	Assistant Principal
Darlene Brod	1st Grade
Jayma Hitt	2nd Grade
Christine Gilbert	3rd Grade
Sue Tarter	4th Grade
Jennifer Reser	5th Grade
Cheryl Vermilye	LCRT
Kelly Griffin	Guidance Counselor

How the school-based LLT functions

The LLT is vital in researching data based strategies, setting literacy goals based upon this research, communicating those goals with stakeholders and supporting the implementation of goals of the team. The team meets before the start of the school year to set long and short term goals for the school. They work with the curriculum leadership team and cooperatively decide on avenues and logistics of implementing the plan. Throughout the school year, the team meets to progress monitor the plan and its success. They also conduct professional development to other teachers in order to reach the goals set by the team. After the school year, the team meets again to evaluate the effectiveness of the goals and implementation. They come to consensus about next steps and how to process for the following year.

Major initiatives of the LLT

1. Focus on Common Core and/or blended NGSSS assessed standards

Primary grades will focus on phonics; intermediate grades will focus on vocabulary and comprehension.

Literacy across the content areas

Authentic engagement of learners

Focus on implementation of new reading series

Mastery of MTSS Intervention

Implementation of Leader in Me Grant

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

Pre K migrant program provides services to 3-4 year old migrant children at our school. Home school liaisons will assist families in registering and obtaining information concerning entrance into the Kindergarten Learning Center within the Sebring area. Kindergarten students do not attend Woodlawn Elementary School. In the spring our first grade team leader and guidance counselor schedule an articulation meeting with staff at the Kindergarten Learning Center to share academic and behavior data about incoming first grade students. We also provide a Welcome to First Grade parent involvement event to help introduce families to our school.

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	61%	49%	No	65%
American Indian				
Asian				
Black/African American	44%	20%	No	50%
Hispanic	48%	29%	No	53%
White	72%	69%	No	75%
English language learners	22%	6%	No	30%
Students with disabilities	29%	6%	No	36%
Economically disadvantaged	54%	39%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	22%	26%
Students scoring at or above Achievement Level 4	82	28%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	167	57%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	161	55%	57%

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)		<i>[data excluded for privacy reasons]</i>	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		<i>[data excluded for privacy reasons]</i>	10%

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	60	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	62%	48%	No	66%
American Indian				
Asian				
Black/African American	41%	16%	No	47%
Hispanic	60%	41%	No	64%
White	70%	63%	No	73%
English language learners	48%	19%	No	54%
Students with disabilities	30%	20%	No	37%
Economically disadvantaged	55%	39%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	34%	37%
Students scoring at or above Achievement Level 4	67	23%	28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	144	49%	53%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	117	40%	50%

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	11	12%	17%
Students scoring at or above Achievement Level 4	19	21%	23%

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 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	540	95%	100%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	191	35%	30%
Students retained, pursuant to s. 1008.25, F.S.	24	4%	4%
Students who are not proficient in reading by third grade	48	47%	42%
Students who receive two or more behavior referrals	54	10%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	39	7%	5%

Area 9: Parent Involvement

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

Parental involvement targets for the school

75% of the parents will participate in at least one school activity.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Back to school orientation, Curriculum Night 1st & 2nd grade, Curriculum Night 3rd, 4th, & 5th grade, Report Card Conferences 1st nine wks, Report Card Conferences 3rd nine weeks, Science Fair Night			75%
			%
			%
			%
			%
			%

Goals Summary

- G1.** Students will routinely be authentically engaged in learning activities across content areas.

Goals Detail

G1. Students will routinely be authentically engaged in learning activities across content areas.

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)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Grade Level Common Planning Time, New Core Curriculum, Instructional Models, District Level Content Area Specialists, Reading Coach, Mentor Teachers, Teaching Channel, Educational Impact, Computer labs, OnCourse Lesson Planner, Leader In Me

Targeted Barriers to Achieving the Goal

- Varying levels of understanding: staff and students
- Discipline

Plan to Monitor Progress Toward the Goal

Progress monitoring team will review individual, classroom, grade level, and school wide data to monitor increases in academic achievement decrease in office discipline referral rates.

Person or Persons Responsible

Progress monitoring team and teachers

Target Dates or Schedule:

quarterly

Evidence of Completion:

lesson plans, classroom walk throughs, increase in student proficiency data, progress monitoring calendar and agenda, classroom discipline referrals

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students will routinely be authentically engaged in learning activities across content areas.

G1.B1 Varying levels of understanding: staff and students

G1.B1.S1 Establish a common understanding of what authentic engagement looks like across content areas.

Action Step 1

Provide New Teachers training in implementation of Kagan strategies

Person or Persons Responsible

New Instructional staff

Target Dates or Schedule

October 2013

Evidence of Completion

registration

Facilitator:

Kagan Trainers

Participants:

New instructional staff

Action Step 2

Look for authentic engagement occurrences in classrooms across content areas

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

classroom walk throughs

Facilitator:

Administrators

Participants:

Teachers

Action Step 3

Provide staff development on description and models of authentic engagement

Person or Persons Responsible

LLT

Target Dates or Schedule

Within the first semester

Evidence of Completion

sing in sheet

Facilitator:

LLT

Participants:

Teachers

Action Step 4

Survey staff on knowledge of authentic engagement

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

October 25

Evidence of Completion

analysis of results from survey

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

Observe students authentically engaged across content areas

Person or Persons Responsible

Teachers, Administrators, Reading Coach

Target Dates or Schedule

Weekly throughout the year

Evidence of Completion

Teacher observation, classroom walk throughs

Plan to Monitor Effectiveness of G1.B1.S1

Analysis of Informal Walk Throughs and Reading Walk Throughs

Person or Persons Responsible

Administrators and Reading Coach

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Walk Through tools, Reading Coach Agenda

G1.B2 Discipline

G1.B2.S1 Implement The Leader In Me initiative with fidelity

Action Step 1

Establish Lighthouse Team and participate in training

Person or Persons Responsible

Lighthouse team

Target Dates or Schedule

November 2013

Evidence of Completion

Implementation Plan

Facilitator:

Covey trainer

Participants:

Lighthouse team

Action Step 2

School Wide Implementation Day training

Person or Persons Responsible

All Staff

Target Dates or Schedule

November 2013

Evidence of Completion

Participant Roster

Facilitator:

Covey Trainer

Participants:

All Staff

Action Step 3

School Wide training in 7 Habits of Highly Effective People

Person or Persons Responsible

All Staff

Target Dates or Schedule

July 2013

Evidence of Completion

Participant Roster

Facilitator:

Covey Trainer

Participants:

All Staff

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

Monthly Lighthouse Team Meeting

Person or Persons Responsible

Lighthouse Team

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda, minutes

Plan to Monitor Effectiveness of G1.B2.S1

Observe implementation of The Leader In Me initiative

Person or Persons Responsible

Administrators and Lighthouse Team

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher and Student Language, Classroom Mission Statements, 7 Habits Posters, Lesson Plans

G1.B2.S2 Implement PBiS School Wide with fidelity

Action Step 1

Establish School Wide SOAR Store for positive reinforcement opportunities

Person or Persons Responsible

PBiS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Calendar

Action Step 2

Establish quarterly school wide celebrations for positive behavior

Person or Persons Responsible

PBiS team

Target Dates or Schedule

Quarterly

Evidence of Completion

Calendar, School Wide PBiS plan

Action Step 3

Training on implementation of School Wide PBiS for new teachers/staff

Person or Persons Responsible

PBiS coach

Target Dates or Schedule

August 2013 and September 2013

Evidence of Completion

participation roster

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

Monthly PBiS meeting

Person or Persons Responsible

PBiS team

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda, Minutes

Plan to Monitor Effectiveness of G1.B2.S2

Observe implementation of School Wide PBiS plan

Person or Persons Responsible

Administrators and PBiS team

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher and Student language, use of SOAR Bucks, Posters in classrooms

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

ELL - The ELL Parent Advisory Council is actively involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FCAT standards, graduation requirements and post secondary career opportunities.

Title I Part C, Migrant - Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title I Part A - Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB which have not been waived by the FLDOE's waiver.

Title II - Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III - Supports activities to assist students become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.

SAI - SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Nutrition Programs - LEA participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snack is also provided for afterschool care and afterschool tutoring programs.

Summer food programs are provided at various school sites and community locations. The USDA fruit and vegetable grant will also be provided at Fred Wild Elementary School.

Homeless - Students Services coordinates with Title 1 Part A to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education(FAPE).

Migrant Parent Advisory - The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs.

Exceptional Students Education - This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies.

IDEA - Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP.

District Parent Advisory for Advance Academics - This Parent Advisory Council is actively involved in the support and increasing the advanced academic program.

District School Advisory Council - This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Involvement Plans, and other items of concern.

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. Students will routinely be authentically engaged in learning activities across content areas.

G1.B1 Varying levels of understanding: staff and students

G1.B1.S1 Establish a common understanding of what authentic engagement looks like across content areas.

PD Opportunity 1

Provide New Teachers training in implementation of Kagan strategies

Facilitator

Kagan Trainers

Participants

New instructional staff

Target Dates or Schedule

October 2013

Evidence of Completion

registration

PD Opportunity 2

Look for authentic engagement occurrences in classrooms across content areas

Facilitator

Administrators

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

classroom walk throughs

PD Opportunity 3

Provide staff development on description and models of authentic engagement

Facilitator

LLT

Participants

Teachers

Target Dates or Schedule

Within the first semester

Evidence of Completion

sign in sheet

G1.B2 Discipline

G1.B2.S1 Implement The Leader In Me initiative with fidelity

PD Opportunity 1

Establish Lighthouse Team and participate in training

Facilitator

Covey trainer

Participants

Lighthouse team

Target Dates or Schedule

November 2013

Evidence of Completion

Implementation Plan

PD Opportunity 2

School Wide Implementation Day training

Facilitator

Covey Trainer

Participants

All Staff

Target Dates or Schedule

November 2013

Evidence of Completion

Participant Roster

PD Opportunity 3

School Wide training in 7 Habits of Highly Effective People

Facilitator

Covey Trainer

Participants

All Staff

Target Dates or Schedule

July 2013

Evidence of Completion

Participant Roster

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students will routinely be authentically engaged in learning activities across content areas.	\$7,460
Total		\$7,460

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Other	Evidence-Based Program	Total
Title 1	\$960	\$0	\$3,500	\$4,460
Internal Accounts	\$0	\$500	\$0	\$500
District PBiS funds, PTO, Internal Accounts	\$0	\$2,500	\$0	\$2,500
Total	\$960	\$3,000	\$3,500	\$7,460

Budget Details

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

G1. Students will routinely be authentically engaged in learning activities across content areas.

G1.B1 Varying levels of understanding: staff and students

G1.B1.S1 Establish a common understanding of what authentic engagement looks like across content areas.

Action Step 1

Provide New Teachers training in implementation of Kagan strategies

Resource Type

Evidence-Based Program

Resource

Registration, subs, travel

Funding Source

Title 1

Amount Needed

\$3,500

G1.B2 Discipline

G1.B2.S1 Implement The Leader In Me initiative with fidelity

Action Step 1

Establish Lighthouse Team and participate in training

Resource Type

Professional Development

Resource

inflatables, refreshments, tangible reinforcers

Funding Source

Title 1

Amount Needed

\$960

Action Step 3

School Wide training in 7 Habits of Highly Effective People

Resource Type

Professional Development

Resource

Substitues

Funding Source

Title 1

Amount Needed

G1.B2.S2 Implement PBiS School Wide with fidelity

Action Step 1

Establish School Wide SOAR Store for positive reinforcement opportunities

Resource Type

Other

Resource

Funding Source

Internal Accounts

Amount Needed

\$500

Action Step 2

Establish quarterly school wide celebrations for positive behavior

Resource Type

Other

Resource

Tangible reinforcers

Funding Source

District PBiS funds, PTO, Internal Accounts

Amount Needed

\$2,500