



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Fred Wild Elementary School

3550 YOUTH CARE LN

Sebring, FL 33870

863-471-5400

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 91%
Alternative/ESE Center No	Charter School No	Minority Rate 64%

School Grades History

2013-14 D	2012-13 D	2011-12 C	2010-11 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
Focus Year 1	4	Jim Browder

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

Current School Status

School Information

School-Level Information

School

Fred Wild Elementary School

Principal

Page D. Green

School Advisory Council chair

Kevin Tunning

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

Name	Title
Page D Green	Principal
Kevin Tunning	Assistant Principal
Stacy Stokes	1st grade teacher
Allisa Ibrahim	LCRT
Kelley Thompson	5th grade/Guidance
Sandra Goins	4th grade teacher
Micherlle Baxter	Specials
Carolyn Cooper	ESE
Donna Reed	2nd grade teacher

District-Level Information

District

Highlands

Superintendent

Mr. Wallace P Cox

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

FWE SAC is comprised of 42 individuals. 38% represent the white population. 315 represent the African-American population, 31% represent the Hispanic population. The SAC is represented by 83% parents. 78.6% of our representation comes from the low socio economic (free and reduce lunch) population. 4.8 % of our SAC composition is made up of community, and business stakeholders. We currently have a SAC chair that runs each and every meeting.

Involvement of the SAC in the development of the SIP

Information was shared about school wide data. SAC input on how we can better serve our students was taken. The SAC will be able to view the SIP in its entirety once it is completed.

Activities of the SAC for the upcoming school year

We have regularly scheduled meetings. Agenda for each meeting is followed. SAC will conduct needs assessments, analyze achievement and behavioral data and identify barriers and strengths. Assist in the development of the SIP. Reflect on progress at the generally scheduled meeting.

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

The following events, but not limited to are scheduled for the 2013-2014 school year

\$18000.00

LEADER In ME

Curriculum Mapping

Data Analysis

Vertical Alignment

Domain Specific Professional Learning Communities

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:

Page D. Green

Principal

Years as Administrator: 7

Years at Current School: 3

Credentials

Masters Educational Leadership, Nova South Eastern
BA Elementary Education , FAU

Performance Record

2012-2013 D
2011-2012 C
2010-2011 C

Kevin Tunning

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Masters Educational Leadership, USF
BA English, Malone University

Performance Record

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Allisa Ibrahim

Full-time / School-based

Years as Coach: 4

Years at Current School: 4

Areas

Reading/Literacy

Credentials

Performance Record

Classroom Teachers

of classroom teachers

38

receiving effective rating or higher

0%

Highly Qualified Teachers

82%

certified in-field

100, 263%

ESOL endorsed

31, 82%

reading endorsed

7, 18%

with advanced degrees

9, 24%

National Board Certified

0, 0%

first-year teachers

5, 13%

with 1-5 years of experience

10, 26%

with 6-14 years of experience

17, 45%

with 15 or more years of experience

9, 24%

Education Paraprofessionals**# of paraprofessionals****# Highly Qualified****Other Instructional Personnel****# of instructional personnel not captured in the sections above**

1

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

Screening for teachers that are highly qualified is completed at the district level. An interview committee compiled of administration, teachers and other stakeholders then hold Interviews at the school The hire process is then followed and recommendation for hire is made. Instructional staff that are not ELL endorsed are taking the necessary steps to adding the endorsement on their certificate.

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**TEACHERS ELIGIBLE FOR SUPPORT****Year One Support:**

- All Alternative Certification Training (ACT or EPI) Program teachers receive an assigned Mentor Teacher
- All Professional Educator Competency (PEC) Program teachers receive an assigned Mentor Teacher
- Administrators at schools with three (3) or more ACT/EPI or PEC teachers may identify a "Lead Mentor" to serve as liaison, program support and program contact for the school's mentor teachers (will be paid the mentor teacher supplement)
- All new teachers on Professional Educator Certificates with less than three years of teaching experience who are observed as needing development in a domain area may be assigned a mentor teacher (Principal recommendation via Positive Support Approach/PSA per HCEA contract – will receive the mentor supplement)
- Teachers new to the district on Professional Educator Certificates with more than three (3) years of

experience who are not in need of development, however request support, may receive support from a National Board Certified Teacher (NBCT) or school “buddy”

- All Educator Preparation Program Interns receive assigned trained Supervising Teachers

Year Two:

- ACT/EPI and PEC Program teachers may request or Principal may recommend continued support via assigned mentor (if needed development is observed), NBCT’s and/or school buddy
- Other new teachers in their second+ year in the district may request and/or Principal may recommend a “school buddy” to assist in acclimation to school or district

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 committee meets to discuss individual students that are below grade level. The committee reviews the students data to determine an intervention that can help with areas of need. Student are progress monitored weekly,biweekly, or monthly (depending on the criteria set by the MTSS committee. The students progress is then reviewed every four weeks to determine the next steps, whether to continue the intervention or change it. The reading coach provides training to the persons responsible for implementation of the intervention. The guidance counselor then monitors the fidelity of interventions that are in place. In addition, the entire core (Tier 1) is monitored three times a year.

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

Reading Coach is responsible for providing training on the interventions used with tier 2 and tier 3 students. The administration and guidance counselor monitor the fidelity of the programs. The teachers and or paraprofessionals are responsible for providing the interventions with fidelity. The assessment team is responsible for progress monitoring. Administration, Reading Coach, Guidance Counselor, School Psychologist and teachers are involved in the decision making process as students data is being collected.

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

The MTSS committee uses fidelity sheets that are signed by teachers daily to help ensure that the process recommended by the committee is being followed consistently. In addition, a MTSS committee member will complete walk throughs and observations to validate fidelity.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources that are used are Aimsweb, teacher informal observations, Genesis, Pinnacle and progress monitoring meetings.

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

The plan is to continue to provide professional development to teachers and para professionals in the MTSS process. Teachers meet weekly to discuss student's data and determine problem solving

solutions to issues that students may encounter with the curriculum. The MTSS committee and teachers communicate with parents on their child's progress in school.

Literacy Leadership Team (LLT)

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

Name	Title
Page D Green	Principal
Delilah Marquez	Reading Coach
Susan Ouverson	3rd Grade
Carla Rice	Media Specialist

How the school-based LLT functions

Diligently monitors common core implementation. Holds meetings and problem solving steps to make sure all students are accomplishing an 80% or higher achievement rate.

Major initiatives of the LLT

Monitor and provide resources for teachers to organize classroom libraries
 Monitor the results of classroom, and school wide implementation of Accelerated Reader
 Provide Reading PD on effective instructional strategies, i.e. close reading.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Special events such as open house nights for upcoming first graders is held every spring. This allows kindergarten parents the opportunity to meet first grade teachers. Parents and students are also able to see the academic expectations for first grade 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	57%	47%	No	61%
American Indian				
Asian				
Black/African American	48%	43%	No	53%
Hispanic	49%	43%	No	54%
White	69%	53%	No	72%
English language learners	35%	20%	No	42%
Students with disabilities	28%	8%	No	36%
Economically disadvantaged	53%	43%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	23%	25%
Students scoring at or above Achievement Level 4	69	24%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	197	59%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	50	58%	60%

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)	50	54%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	50	26%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	50	14%	16%

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	92	39%	41%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	54%	51%	No	59%
American Indian				
Asian				
Black/African American	38%	32%	No	44%
Hispanic	58%	51%	No	62%
White	62%	59%	No	66%
English language learners	42%	40%	No	48%
Students with disabilities	33%	21%	No	39%
Economically disadvantaged	52%	46%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	27%	29%
Students scoring at or above Achievement Level 4	65	22%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		42%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	197	65%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	50	66%	68%

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	103	25%	27%
Students scoring at or above Achievement Level 4	103	18%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		26%
Students scoring at or above Level 7	[data excluded for privacy reasons]		26%

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)	3		4
Participation in STEM-related experiences provided for students	6	80%	85%

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	292	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	292	4%	3%
Students who are not proficient in reading by third grade	97	56%	50%
Students who receive two or more behavior referrals	292	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	292	3%	2%

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

SEE Title 1 Parent Involvement plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Use effective instructional strategies to increase student academic performance.
- G2.** Students routinely engage in reading and writing across content areas.

Goals Detail

G1. Use effective instructional strategies to increase student academic performance.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Elementary School
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- School based Reading Coach District Reading (Literacy), Math, and Science Specialist Administration coaching model support
- School and District Level Professional Development on effective researched based instructional practices Professional Learning Communities: Vertical Alignment, Domain specific instructional strategies.... Core Curriculum

Targeted Barriers to Achieving the Goal

- First year of implementation of core adopted curriculum material.
- Discipline impacts academic progress
- Parent involvement and participation

Plan to Monitor Progress Toward the Goal

Effective classroom instructional strategies implemented

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule:

Weekly

Evidence of Completion:

results of core curriculum assessment

G2. Students routinely engage in reading and writing across content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Social Studies
- U.S. History EOC
- Civics EOC
- Science - Elementary School
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- Core curriculum materials Reading coach District Level specialist (math, reading, science) Professional Development Administration Teacher modeling in classrooms

Targeted Barriers to Achieving the Goal

- First year of implementation of a new core curriculum
- Discipline impacts academic progress.

Plan to Monitor Progress Toward the Goal

Student achievement outcomes

Person or Persons Responsible

Teachers, Reading Coach, and Administration, MTSS committee

Target Dates or Schedule:

Weekly/quarterly

Evidence of Completion:

student assessment performance, formative and summative

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Use effective instructional strategies to increase student academic performance.

G1.B1 First year of implementation of core adopted curriculum material.

G1.B1.S1 Common Planning

Action Step 1

Meeting weekly to reflect and plan effective instructional researched based strategies to improve student achievement. Instructional Strategy DOMAIN 3 groups will also meet monthly

Person or Persons Responsible

Grade Level 7 Domain PLC groups

Target Dates or Schedule

Daily and Weekly/ monthly

Evidence of Completion

documentation from daily and weekly meetings. i.e agenda ,minutes, notes, sign in sheets, email correspondence. Documentation of strategy from the Domain PLC meetings.

Facilitator:

Page D Green/Kevin Tunning

Participants:

Instructional staff

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

Raw Data collected and reviewed on core weekly and unit assessment

Person or Persons Responsible

Grade Level, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Administration reviews grade level norms and disaggregated data from meeting.

Plan to Monitor Effectiveness of G1.B1.S1

Instructional Strategies and assessment data

Person or Persons Responsible

Classroom teachers Administration

Target Dates or Schedule

weekly

Evidence of Completion

Administration Walk through, and informal observation of instructional strategies used.
Documentation in Lesson plan

G1.B2 Discipline impacts academic progress

G1.B2.S1 Implement Leader in Me program

Action Step 1

Teachers will model and use 7 Habits language in classrooms

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule

Daily

Evidence of Completion

The students will modify their behaviors to exhibit the 7 Habits and the qualities being taught in Leader in Me.

Facilitator:

Leader in Me coordinator

Participants:

Classroom teachers and administration

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

Evidence and the display of the 7 Habits being used Classroom behavior charts

Person or Persons Responsible

Classroom administration

Target Dates or Schedule

Daily

Evidence of Completion

Classroom walk throughs IPDPs

Plan to Monitor Effectiveness of G1.B2.S1

Classroom behavior charts

Person or Persons Responsible

Classroom teachers and administration

Target Dates or Schedule

Daily

Evidence of Completion

Discipline data Classroom walk throughs

G1.B3 Parent involvement and participation

G1.B3.S1 Implement the Title 1 involvement plan.

Action Step 1

Monitor attendance of Parent involvement participation

Person or Persons Responsible

Administration, Staff, PTO members

Target Dates or Schedule

Monthly planned parent involvement activities during and outside of the school day

Evidence of Completion

Parent sign in documentations

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. Students routinely engage in reading and writing across content areas.

G2.B1 First year of implementation of a new core curriculum

G2.B1.S1 Organize and plan professional development around core curriculum series with imbedded common core standard expectations

Action Step 1

Professional Development: Literacy in Content area, Close Reading strategies,

Person or Persons Responsible

Admin, Reading Coach, District Subject area specialists

Target Dates or Schedule

Scheduled professional Development days

Evidence of Completion

Sign in sheets, walk-throughs, student exemplar work posted in room with standard specific feedback

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

Walkthroughs(informal observations)

Person or Persons Responsible

Administration

Target Dates or Schedule

daily/weekly

Evidence of Completion

lesson plans, student work samples, 3a evidence in classroom

Plan to Monitor Effectiveness of G2.B1.S1

Observations in 3a

Person or Persons Responsible

Administration, Reading coach

Target Dates or Schedule

daily/weekly/quarterly

Evidence of Completion

walkthroughs, Reading coaches log, Teacher reflections

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

To help support our students and their families, we use the services and funds provided to us in an intentional manner to serve our student population. We provide our migrant families support through the use of a liaison during parent nights to welcome them to our school and provide a pathway of communication. These parent nights are for our whole student population and their families to promote the academic work of their students and to inform them of how they can impact their child's academic environment. To enhance our students academic achievements, a highly qualified certified retired teacher provides tutoring to those students who need the intervention. Also, our students partake in the fruits and vegetable program to help with their nourishment.

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. Use effective instructional strategies to increase student academic performance.

G1.B1 First year of implementation of core adopted curriculum material.

G1.B1.S1 Common Planning

PD Opportunity 1

Meeting weekly to reflect and plan effective instructional researched based strategies to improve student achievement. Instructional Strategy DOMAIN 3 groups will also meet monthly

Facilitator

Page D Green/Kevin Tunning

Participants

Instructional staff

Target Dates or Schedule

Daily and Weekly/ monthly

Evidence of Completion

documentation from daily and weekly meetings. i.e agenda ,minutes, notes, sign in sheets, email correspondence. Documentation of strategy from the Domain PLC meetings.

G1.B2 Discipline impacts academic progress

G1.B2.S1 Implement Leader in Me program

PD Opportunity 1

Teachers will model and use 7 Habits language in classrooms

Facilitator

Leader in Me coordinator

Participants

Classroom teachers and administration

Target Dates or Schedule

Daily

Evidence of Completion

The students will modify their behaviors to exhibit the 7 Habits and the qualities being taught in Leader in Me.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Use effective instructional strategies to increase student academic performance.	\$18,003
Total		\$18,003

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
School Improvement Funds	\$18,000	\$18,000
Title 1 Allocation, Parent Involvement	\$3	\$3
Total	\$18,003	\$18,003

Budget Details

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

G1. Use effective instructional strategies to increase student academic performance.

G1.B2 Discipline impacts academic progress

G1.B2.S1 Implement Leader in Me program

Action Step 1

Teachers will model and use 7 Habits language in classrooms

Resource Type

Evidence-Based Program

Resource

7 Habits of Happy Kids

Funding Source

School Improvement Funds

Amount Needed

\$18,000

G1.B3 Parent involvement and participation

G1.B3.S1 Implement the Title 1 involvement plan.

Action Step 1

Monitor attendance of Parent involvement participation

Resource Type

Evidence-Based Program

Resource

Parent Involvement Guide,

Funding Source

Title 1 Allocation, Parent Involvement

Amount Needed

\$3