



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Three Oaks Elementary School

19600 CYPRESS VIEW DR

Fort Myers, FL 33967

239-267-8020

<http://oak.leeschools.net/>

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 38%
Alternative/ESE Center No	Charter School No	Minority Rate 31%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 A
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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

Three Oaks Elementary School

Principal

Vicki Parks

School Advisory Council chair

M. Luanne Sutton

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

Name	Title
Brian Geise	Assistant Principal
Carla Hammen	Teacher
Amanda Nagle	Teacher
Dana Rudzitis	Teacher
Rachael Jacobs	Teacher
Frances Ward	Teacher
Ivette Orama	Curriculum and ESOL Specialist
M. Luanne Sutton	Teacher
Bernadette Pearl	Reading Specialist
Dr. Vicki Parks	Principal
Kitty Twomey	Teacher

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

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

Dave Breitenstein - Parent
 Larry Byrnes - Business Partner
 Joy Cohen - Parent
 Blanca Edwards (DAC) - Parent

Brian Geise - Assistant Principal
Larry Byrnes - Business Partner
Nick Naples - Parent
Dave Nichols - Community Member
Ivette Orama - Parent
Vicki Parks - Principal
Shannon McMahon - Support Staff
Toni Rodriguez - Support Staff
Luanne Sutton - Teacher
Liz Vance-Miller - Parent

Involvement of the SAC in the development of the SIP

The SAC Committe will work in unison with school personnel to review and approve all School Improvement Plan Goals and targets as related to our 2012-2013 progress.

Activities of the SAC for the upcoming school year

The SAC Committee will meet in person and virtually throughout the school year to: review academic progress, develop the SIP, reflect on and revise the school's mission and vision, establish use of SIP funds, and determine the needs and requirements of the school as a complete system.

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

School Improvement funds will be used in the following areas to support Three Oaks Elementary School.

- *Extended Day Tutoring Program
- *Golden Bears Academic Tutoring Program
- *Academic Purchases

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:

Vicki Parks		
Principal	Years as Administrator: 22	Years at Current School: 8
Credentials	Doctorate: Educational Leadership Masters: Reading Supervision Bachelors: Elementary Education	
Performance Record	A 2012/2013 Met AYP A 2011/2012 Met AYP A 2010/2011 Met AYP A 2009/2010 A 2008/2009 A 2007/2008 A 2006/2007	

Mr. Brian Geise		
Asst Principal	Years as Administrator: 0	Years at Current School: 2
Credentials	Masters: Educational Leadership Bachelors: Special Education	
Performance Record	A 2012/2013 Met AYP A 2011/2012 Met AYP	

Instructional Coaches

of instructional coaches
1

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

Instructional Coach Information:

Bernadette Pearl		
Full-time / School-based	Years as Coach: 12	Years at Current School: 12
Areas	Reading/Literacy, RtI/MTSS	
Credentials	Bachelors: Elementary Education Reading and ESOL Endorsement	
Performance Record	A 2012/2032 Met AYP A 2011/2012 Met AYP A 2010/2011 Met AYP A 2009/2010 A 2008/2009 A 2007/2008 A 2006/2007	

Classroom Teachers

of classroom teachers

54

receiving effective rating or higher

51, 94%

Highly Qualified Teachers

100%

certified in-field

54, 100%

ESOL endorsed

46, 85%

reading endorsed

5, 9%

with advanced degrees

12, 22%

National Board Certified

3, 6%

first-year teachers

4, 7%

with 1-5 years of experience

6, 11%

with 6-14 years of experience

24, 44%

with 15 or more years of experience

20, 37%

Education Paraprofessionals

of paraprofessionals

9

Highly Qualified

9, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

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

Prospective Three Oaks teachers and staff members are hired after completing a Team Interview, in which experienced educators choose the person that best exhibits a high level of professionalism and is a good match for our school culture. All teachers at Three Oaks Elementary are Highly Qualified or are working on Highly Qualified status. New teachers meet regularly with the administration. Professional Development is aligned with school improvement goals. Professional Learning Community Meetings are held twice per month focused on staff development and student performance in the areas of reading, math, writing, science, and social studies. Faculty Meetings twice per month are focused on staff development in the areas of reading, math, writing, science, social studies, and Common Core instructional strategies. School Principal, Dr. Vicki Parks is responsible.

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

Veteran teachers certified in Clinical Education Training are paired with new teachers. They will share strategies and ideas to ensure continuous student improvement and teacher leadership. Our new teachers will also participate in the A.P.P.L.E.S Program.

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 Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

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

Dr. Vicki Parks, Principal - oversee decisions as related to the student
 Bernadette Pearl - Reading Coach/RtI school coordinator - run the meetings and document as appropriate
 Ivette Orama - Curriculum Support/ESOL contact - address curriculum concerns and options
 Classroom Teacher - share academic and behavior data and observations
 The following professionals will join the team on an "As Needed" basis.
 School Nurse - address any medical concerns
 Social Worker - address student attendance and home life concerns
 Speech and Language Pathologist - address articulation and language communication needs
 School Psychologist - address testing results and learning styles

Staffing Specialist - address appropriate school placement options and needs

Behavior Specialist - address behavioral concerns and strategies

ESOL Representative - address English as a Second Language and possibly translate

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

The MTSS and SIP are monitored consistently during the school year through many means. Schoolwide, Grade Level, Classroom, and Individual Student goals are set based on data. These are then monitored in many ways. These include the SAC Committee, Classroom Teachers, Grade Level PLC Meetings, School Based PLC Meetings, and Faculty 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

Three Oaks Elementary utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

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

The Lee County School District has developed a comprehensive training and support plan for schools. District teams have been established to support schools in the implementation of the Rtl process for all students. The teams provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs. The teams are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies. All team members are provided on-going staff development training regarding the Rtl process and research based practices to support the academic and behavioral needs of students.

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: 2,400

Extended Day Program

Third, Fourth, and Fifth grade students remain after school for an extra hour of instruction in reading, writing, and mathematics.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student attendance is tracked.

A pre and post test are given.

Scale Score points from previous grade are compared to current grade.

Who is responsible for monitoring implementation of this strategy?

Bernadette Pearl - Reading Specialist

Strategy: Before or After School Program

Minutes added to school year: 480

Fifth Grade Science Enrichment

This program is offered for any and all fifth grade students to attend after school Science enrichment lessons.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Pre and post Science Tests.

Results on Science FCAT.

Who is responsible for monitoring implementation of this strategy?

Fifth Grade Classroom Teachers.

Strategy: Before or After School Program**Minutes added to school year:** 1,800**Early Morning Tutoring**

Students that cannot receive homework help from home are able to come into the Computer Lab in the morning to receive support and guidance on homework and work on English in a Flash language development program.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Classroom teacher reports of completed homework.
Attendance from the Early Morning Tutoring program.
English in a Flash Program Reports

Who is responsible for monitoring implementation of this strategy?

Ivette Orama - Curriculum / ESOL Specialist

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Dr. Vicki Parks	Principal
Bernadette Pearl	Reading Specialist
Ivette Orama	Curriculum Specialist
Carla Hammen	Kindergarten Teacher
Luanne Sutton	First Grade Teacher
Amanda Nagle	Second Grade Teacher
Dana Rudzitis	Third Grade Teacher
Rachael Jacobs	Fourth Grade Teacher
Frances Ward	Fifth Grade Teacher
Brian Geise	Assistant Principal

How the school-based LLT functions

The LLT has established meeting norms and goals for the school year. These goals will be shared with the Grade Level PLC teams so that data can be gathered on student progression. Plans will be made for the school, grade levels, and classrooms upon discovery of the student data. Members of the LLT will report back to the team on grade level concerns and needs.

Major initiatives of the LLT

The LLT will ensure that proper data is kept and reviewed on Tier 2 and 3 students. The team will monitor whole school reading progress as compared to the district. The team will continue to monitor the

needs of our AYP groups. The LLT will plan and implement Common Core Lesson Studies and Data Review for the entire staff through PLC's.

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 meet with the Kindergarten teachers and are assessed in the areas of reading and math before school begins. The students and parents are then provided with a small group orientation meeting during the week before the school year begins with an opportunity to meet the classroom teacher and become familiar with the classroom environment. Parents are also made aware of the curriculum and expectations at this time. Pre-school Headstart students and Pre-K ESE students visit the classroom and interact with the kindergarten teachers and students during the spring before the kindergarten year begins. In addition, incoming kindergarten students are eligible to attend the school sponsored Summer Recreation Program or attend the Voluntary Pre-Kindergarten Program. These opportunities give the new students an opportunity to meet older students and work with several teachers and staff members before the school year begins.

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%	78%	Yes	78%
American Indian				
Asian		100%		
Black/African American	58%	50%	No	63%
Hispanic	66%	59%	No	69%
White	81%	85%	Yes	83%
English language learners		17%		
Students with disabilities	47%	31%	No	52%
Economically disadvantaged	63%	61%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	26%	28%
Students scoring at or above Achievement Level 4	182	52%	53%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	250	71%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	71	70%	72%

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)	21	53%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	38%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	28%	29%

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	85	77%	79%
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	85%	79%	No	87%
American Indian				
Asian		100%		
Black/African American	64%	43%	No	68%
Hispanic	81%	64%	No	83%
White	88%	86%	No	90%
English language learners		17%		
Students with disabilities	63%	46%	No	66%
Economically disadvantaged	76%	65%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	114	32%	35%
Students scoring at or above Achievement Level 4	165	47%	48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	239	68%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	75	66%	71%

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	26	23%	25%
Students scoring at or above Achievement Level 4	52	46%	48%

Florida Alternate Assessment (FAA)

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

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)	10		12
Participation in STEM-related experiences provided for students	781	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	23	3%	3%
Students retained, pursuant to s. 1008.25, F.S.	18	2%	2%
Students who are not proficient in reading by third grade	8	6%	4%
Students who receive two or more behavior referrals	31	3%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%

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

Three Oaks Elementary School is a Five Star School, with recognition for its Parental involvement. On average, each parent volunteers 12.4 hours per year. We would like to increase that number to 13 hours per parent. This will be in addition to the percentage of parents that attend our Parent Information nights.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The number of ESOL parents that attend the Parent Information night will increase. We will provide a more convenient location for the meeting and provide dinner.	1	2%	25%

Goals Summary

- G1.** Students will routinely engage in reading and comprehending grade level text and writing across curriculum.

Goals Detail

G1. Students will routinely engage in reading and comprehending grade level text and writing across curriculum.

Targets Supported

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

Resources Available to Support the Goal

- Accelerated Reader
- Core Knowledge Literature
- Mentor and Tutors
- Golden Bears
- Extended Day Programs
- FGCU Eagle Readers
- Small Group Instruction
- Differentiated Instruction
- Support Personnel - ESOL, Speech, and Reading Specialist
- Early Morning Tutoring
- Model Classrooms with Skilled Teachers
- District Curriculum Trainers
- Technology for teachers, students, and parents.
- Monthly professional development
- IPDP specific to individual teacher needs

Targeted Barriers to Achieving the Goal

- Limited opportunity for professional development
- Need for additional support in data-driven lesson planning during common planning

Plan to Monitor Progress Toward the Goal

Lesson Plans Common Assessments across the curriculum (Reading, Writing, Math, Science) STAR Early Literacy and Star Reading Scale Scores from Screening Reports A.R. Diagnostic Reports

Person or Persons Responsible

Administrator or SBLT

Target Dates or Schedule:

September -May PLC/CORE team meeting

Evidence of Completion:

IPDP Grade Level Data Team Meetings In-service reports and meeting minutes

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students will routinely engage in reading and comprehending grade level text and writing across curriculum.

G1.B2 Limited opportunity for professional development

G1.B2.S4 Use the PLC structure to provide guided data-driven lesson planning during common planning period.

Action Step 1

Teacher-weekly classroom review A.R. Diagnostic Report and make action plan for Accelerated Reader Grade Level Team-bi monthly to discuss common assessment results from Performance Matters reports, strategies and planning interventions for grade level students, use the protocol worksheet

Person or Persons Responsible

PLC Data Team Leaders Leadership Team

Target Dates or Schedule

Weekly starting August 28 Create meeting calendar and distribute

Evidence of Completion

A.R. Diagnostic Reports kept in IPDP section of Bear Binder PLC Agenda/Protocol Worksheet
Classroom Performance Matters Reports

Facilitator:

Lee County School District Elementary Math Coordinator

Participants:

PLC Data Team Leaders Leadership Team

Plan to Monitor Fidelity of Implementation of G1.B2.S4

STAR Early Literacy/STAR Screening Reports A.R. District Required Assessments Reading, Writing, Math, Science School-wide Fluency Probes

Person or Persons Responsible

PLC Data Team

Target Dates or Schedule

Monthly *dates for review will be published and shared with grade levels

Evidence of Completion

Reports and action plan documented in PLC Agenda, protocol worksheet, and in lesson plans.

Plan to Monitor Effectiveness of G1.B2.S4

Students will score 80% or greater on reading comprehension and writing assessments.

Person or Persons Responsible

PLC Data Team and Administration

Target Dates or Schedule

Interim report dates Report card dates

Evidence of Completion

Quarterly report cards Grade level and classroom data in Performance Matters

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

Title II funds will be used for In-Service trainings. The school district purchases materials with our Title III funds that benefit our E.S.O.L students. The Supplemental Academic Instruction funds will be used to pay the salary of our Reading Coach.

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 engage in reading and comprehending grade level text and writing across curriculum.

G1.B2 Limited opportunity for professional development

G1.B2.S4 Use the PLC structure to provide guided data-driven lesson planning during common planning period.

PD Opportunity 1

Teacher-weekly classroom review A.R. Diagnostic Report and make action plan for Accelerated Reader Grade Level Team-bi monthly to discuss common assessment results from Performance Matters reports, strategies and planning interventions for grade level students, use the protocol worksheet

Facilitator

Lee County School District Elementary Math Coordinator

Participants

PLC Data Team Leaders Leadership Team

Target Dates or Schedule

Weekly starting August 28 Create meeting calendar and distribute

Evidence of Completion

A.R. Diagnostic Reports kept in IPDP section of Bear Binder PLC Agenda/Protocol Worksheet
Classroom Performance Matters Reports

Appendix 2: Budget to Support School Improvement Goals