



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Dundee Elementary Academy

215 FREDERICK AVE

Dundee, FL 33838

863-421-3316

<http://schools.polk-fl.net/dundeeelementary>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 68%
Alternative/ESE Center No	Charter School No	Minority Rate 62%

School Grades History

2013-14 F	2012-13 F	2011-12 D	2010-11 C	2009-10 C
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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
Priority Year 1	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Dundee Elementary Academy

Principal

Kimberly Vanhook

School Advisory Council chair

Melissa Hamm

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

Name	Title
Kim VanHook	Principal
Pam Beasley	IST
Syreeta Jones	Physcologist
Jenna Barron	Media Specialist
Kalen Bumbalough	ESE Teacher - Speech
Autumn Steine	Network Manager
Dru Gainey	Math Coach
Lea Gomez	Reading Coach
Jennifer Dettling	Assistant Principal

District-Level Information

District

Polk

Superintendent

Dr. Kathryn Leroy

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

1. Melissa Hamm, Parent, Chairperson
2. Kim VanHook, Principal
3. Jennifer Dettling, Assistant Principal
4. Julie Noel, District Personnel
5. Mrs. Washington, Community Member
6. Martha Santiago, Community Member
7. Steve Glenn, Community Member

- 8. Pam Beasley, School Based IST
- 9. Donna Hayes, Parent
- 10. Aracely Piedra, Parent
- 11. Nancy Brown, School Based Paraprofessional

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school

Involvement of the SAC in the development of the SIP

SAC members will review and vote on the approval of the School Improvement Plan at the September 2013 meeting and will be so noted in those minutes. Additionally, throughout the school year SAC provides input and ideas to help develop the SIP.

Activities of the SAC for the upcoming school year

Our SAC will review school data and help guide the writing of the School Improvement Plan. SAC will also give input on what is best for the students at Dundee Elementary throughout the year.

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

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:

Kimberly Vanhook		
Principal	Years as Administrator: 10	Years at Current School: 1
Credentials	BA – Elementary Education, Warner University; Master of Science – Educational Leadership, University of South Florida: Principal Certification – State of Florida	
Performance Record	<p>During my tenure at Hillcrest Elementary School 2003 - 2006, where I served as Assistant Principal, we consistently made school grade of B and we also made AYP two of the three years. I then transferred to Spook Hill Elementary for ½ a year and that year Spook Hill also made a school grade of A and made AYP. I then accepted the principalship of Frostproof Elementary a K-2 school in January of 2007. That year the school scored an A followed the next two years by a C and the past two years (2010-2012) a B. Our school has never made AYP but consistently meets a high percentage of the criteria. I am currently assigned to Dundee Elementary School which received a D for the 2011-2012 school year. 2012-2013 Dundee Elementary received a school ranking of F which will be greatly different from the school grade this year!</p>	

Jennifer Dettling		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	B.A. English Education - Warner Southern University Elementary Certification - University of South Florida M.A. Ed Master of Arts in Education - Warner Southern University M. Ed Educational Leadership - University of South Florida	
Performance Record	08-09 Reading 3+ 66%, Math 3+ 56%, Writing 78%, Science 20%, Reading Gains 58%, Math Gains 55%, Lowest 25% Reading Gains 56%, Lowest 25% Math Gains 66% 09-10 Reading 3+ 70%, Math 3+ 68%, Writing 81%, Science 36%, Reading Gains 57%, Math Gains 55%, Lowest 25% Reading Gains 48%, Lowest 25% Math Gains 56% 10-11 Reading 3+ 72%, Math 3+ 64%, Writing 66%, Science 52%, Reading Gains 63%, Math Gains 38%, Lowest 25% Reading Gains 44%, Lowest 25% Math Gains 48% 11-12 Reading 3+ 75%, Math 3+ 66%, Writing 76%, Science 50%, Reading Gains 55%, Math Gains 73%, Lowest 25% Reading Gains 72%, Lowest 25% Math Gains 61% 12-13 Reading 3+ 59%, Math 3+ 54%, Writing 38%, Science 55%, Reading Gains 58%, Math Gains 61%, Lowest 25% Reading Gains 61%, Lowest 25% Math Gains 68%	

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Dru Gainey

Full-time / School-based

Years as Coach: 2

Years at Current School: 7

Areas

Mathematics

Credentials

B.A. in Elementary Education
Masters in Ed. Leadership

Performance Record

Dundee Elementary was a D in 2011-2-12. Prior to last year the school was a C for seven years.
 2003 – 93% AYP, Reading Mastery 57%, Math Mastery 53%, Writing Mastery 74%
 2004 – 90% AYP, Reading Mastery 61%, Math Mastery 55%, Writing Mastery 81%
 2005 – 87% AYP, Reading Mastery 62%, Math Mastery 54%, Writing Mastery 82%
 2006 – 92% AYP, Reading Mastery 51%, Math Mastery 59%, Writing Mastery 91%
 2007 – 97% AYP, Reading Mastery 58%, Math Mastery 64%, Writing Mastery 90%
 2008 – 77% AYP, Reading Mastery 56%, math Mastery 54%, Writing Mastery 96%
 2009 – 82% AYP, Reading Mastery 54%, Math Mastery 62%, Writing Mastery 87%
 2010 – 82% AYP, Reading Mastery 54%, Math Mastery 68%, Writing Mastery 76%
 2011- Reading Mastery 40%, Math Mastery 37%, Writing Mastery 85%, Reading Gains 58%, Lowest 25% gains 59%, Math gains 50%, Lowest 25% gains in math 51%.
 2012- Reading Mastery 40%, Math Mastery 38%, Writing Mastery 19%, Reading Gains 64%, Lowest 78% gains 59%, Math gains 42%, Lowest 25% gains in math 50%

Lea Gomez

Full-time / District-based

Years as Coach: 0

Years at Current School: 0

Areas

Reading/Literacy

Credentials

BSW in social work from Saint Joseph University
M.ED. in curriculum and instruction from National Louis University

Performance Record

Reading Math Writing Science
 2008 62 76 87 45
 2009 76 89 96 64
 2010 80 90 88 45
 2011 75 80 99 51
 2012 57 64 96 59

Classroom Teachers

of classroom teachers

39

receiving effective rating or higher

39, 100%

Highly Qualified Teachers

100%

certified in-field

39, 100%

ESOL endorsed

30, 77%

reading endorsed

5, 13%

with advanced degrees

8, 21%

National Board Certified

0, 0%

first-year teachers

3, 8%

with 1-5 years of experience

6, 15%

with 6-14 years of experience

16, 41%

with 15 or more years of experience

17, 44%

Education Paraprofessionals

of paraprofessionals

13

Highly Qualified

13, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

Teacher Recruitment and Retention Strategies

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

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Use of the district RHS hiring system - Administration
2. Multi-tiered systems of support for teachers - Administration and Coaches
3. Common planning time for grade levels - Administration
4. Support from Math and Reading Coaches - Coaches
5. Professional development - Administration, Coaches, and other Trainers.

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

Dundee Elementary provides teacher mentoring for new teachers by providing support and guidance from the curriculum coaches and administration. Additionally, new teachers participate in the Teacher Induction Program orientation provided by the 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 team is part of the Leadership team of the school. It will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem solving Model. The MTSS team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- Review school-wide grade level and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- Help teachers design feasible strategies and interventions for struggling students by collaborating regularly problem solving , sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and student improvement.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- Intervention teams also foster a sense of collegiality and mutual support among educator, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

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

Principal – the Principal provides a common vision for the use of data-based decision making, models the Problem solving process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS Implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are

assigned to those areas in most need and communicates with parents regarding school-based MTSS plans and activities.

Speech-Language Pathologist: Educates the team in the role language plays in curriculum assessment and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify as systematic patterns of student need with respect to language skills.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicate with child-serving community agencies to support the students' academic emotional, behavioral, and social success

Network Manager: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic design.

Assistant Principal: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

Selected General Education Teachers: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 intervention; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials/instruction in tiered intervention; collaborates with general education teachers.

Curriculum Coaches: develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk", assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based making activities.

MTSS Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

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

On-going progress monitoring is scheduled by the District and implemented school wide. FAIR and Discovery are used for Reading, Math and Science. The reports these programs generate is what will be reviewed by the leadership team and plans will be developed for progress. Writing will be monitored monthly when we implement "Writing Wednesday". Student writing samples will be evaluated by teacher/school developed writing rubrics. Writing folders with writing samples will be maintained and reviewed by the Leadership Team quarterly. District based Genesis Data system will be used to monitor behavior and attendance.

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

Tier 1 Academics: We will use FAIR for Reading, and Discovery for Math, and Science, School wide prompts for writing developed by teachers and the leadership team, Benchmark tests for Science grades 3 and 4 as well as end of the unit tests and STAR

Tier 2 Academics: We will use the results of Fountas and Pinnell Benchmark Assessment System for Reading and Discovery Broad Diagnostics for Math, in addition to all of the data sources for Tier 1. Monthly writing prompts will be done on "Writing Wednesday" the first Wednesday of each month. These will be evaluated by grade level made rubrics.

Tier 3 Academics: We will gather information from Tier 1 and 2 evaluations as well as include Leveled Literacy Intervention assessment data for reading and Discovery Targeted Diagnostics for math and science. IDEAs and Progress Reports will be used to retrieve data and Excel will be used for summary purposes as needed.

Tier 1 Behavior: The Leadership Team will use the reports from Genesis to watch for trends in behaviors and attendance of all our students.

Tier 2 Behavior: Check in-Check out program will be in place for students with frequent absence or tardies. Parents will be notified of concerns by letter. Behavior plans will be created for students struggling with high numbers of behavioral referrals. Both programs will be managed by members of the leadership team.

Tier 3 Behavior. Students with chronic attendance issues will be referred to the school social worker for investigation. Students who have not responded to their behavior plan will have a Behavior Intervention Plan developed and a Functional Behavior Plan will be developed by the Guidance Counselor with assistance of the school Psychologist.

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

Professional learning will be provided during the teachers' common planning time, during planning week in August 2013 and additional sessions will occur throughout the year. The MTSS Overview will be provided in mid-August by the school Psychologist. The MTSS Leadership Team will evaluate additional staff Professional development needs during the monthly MTSS Leadership Team meetings.

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: 40

We will begin the Extended Learning Program in January 2014. Students will be selected based on data from FAIR, I-Station, Discovery and I-Ready. Students will be organized into classes and will spend time working in small groups within those classes. Instruction will be provided both by the teacher and computer based.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Teachers will give the pre and post test and Dru Gainey, the program administrator, will collect the data. That data will then be turned into the Leadership Team for evaluation on a student by student basis to determine if strategies are effective and/or if we need to change our instructional strategy.

Who is responsible for monitoring implementation of this strategy?

Dru Gainey will be the program administrator he will report his data to the Leadership team who will be overseen by school administration.

Literacy Leadership Team (LLT)

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

Name	Title
Kim VanHook	Prinicpal
Jennifer Dettling	Assistant Principal
Jenna Barron	Media Specialist
Lea Gomez	Reading Coach
Kalen Bumbalough	ESE Teacher
Autumn Stiene	Network Manager

How the school-based LLT functions

The team meets weekly to review data, identify opportunities for enrichment, and intensive interventions for students based on FAIR, Fountas and Pinnell BAS, Reading Wonders assessments, and LLI. Additionally, the team will review the school wide literacy plan to assure implementation.

Major initiatives of the LLT

The major initiative for the LLT this year will be to reduce the number of level 1's and 2's in Reading as measured by the FCAT while at the same time increasing the number of Level 4's and 5'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

Dundee Elementary has both a regular and an ESE Pre-K program on campus.

Dundee Elementary will conduct a Kindergarten Round-up in April to register new students. During this Round-up incoming students will be provided with math manipulatives, reading workbooks, and other items to prepare students for school success.

FLKRS is administered within the first 30 days of school to analyze the various skill levels of each student.

Dundee Elementary invites the East Coast Migrant School students, staff and families to visit Dundee Elementary several times a year.

We articulate with community preschool programs in Dundee to help them better prepare their students

Kindergarten Readiness Workshops are held in the spring to assist parents in preparing their children for kindergarten.

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	52%	40%	No	57%
American Indian				
Asian				
Black/African American	36%	35%	Yes	42%
Hispanic	46%	33%	No	51%
White	58%	47%	No	63%
English language learners	36%	22%	No	42%
Students with disabilities	52%	26%	No	57%
Economically disadvantaged	48%	36%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	40%	46%
Students scoring at or above Achievement Level 4	33	30%	46%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	129	64%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	38	78%	80%

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)	13	87%	90%
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>		75%
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>		70%

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	<i>[data excluded for privacy reasons]</i>		27%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		27%

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	58%	38%	No	62%
American Indian				
Asian				
Black/African American	50%	35%	No	55%
Hispanic	52%	31%	No	57%
White	61%	45%	No	65%
English language learners	43%	29%	No	48%
Students with disabilities	52%	26%	No	57%
Economically disadvantaged	55%	35%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	38%	44%
Students scoring at or above Achievement Level 4	28	14%	44%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	80	42%	48%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	25	50%	55%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	38%	44%
Students scoring at or above Achievement Level 4	11	19%	44%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

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)	5		6
Participation in STEM-related experiences provided for students	360	85%	90%

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	58	14%	10%
Students retained, pursuant to s. 1008.25, F.S.	24	6%	1%
Students who are not proficient in reading by third grade	54	59%	25%
Students who receive two or more behavior referrals	8	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	22	5%	1%

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

Increase the percentages of all parent attendance and participation in school programs that build the capacity of our students to academically perform at a higher level as evidenced by sign-in sheets at those programs.

Specific Parental Involvement Targets

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

- G1.** Increase the effectiveness of standards based instruction and instructional delivery in all subjects.
- G2.** Increase student engagement during standards based instruction school-wide.
- G3.** Develop a school-wide culture of high expectations for student success.

Goals Detail

G1. Increase the effectiveness of standards based instruction and instructional delivery in all subjects.

Targets Supported

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

Resources Available to Support the Goal

- District/Regional/School Coaches will facilitate collaborative planning and the coaching cycle as necessary.
- Professional development and training
- Triple iii reading plan
- 4th Grade writing plan
- Guided reading library
- New reading and math curriculum and accompanying professional development
- Common planning time with content coach support
- Title One funding
- District/State support
- Technology
- CPALMS

Targeted Barriers to Achieving the Goal

- Effective Collaborative Lesson Planning Time
- Staff instructional capacity
- Deeper understanding of the Standards
- Lack of vertical articulation regarding expectations and rigor.
- Lack of writing instruction consistently and pervasively across all grades.

Plan to Monitor Progress Toward the Goal

Meeting with teachers during planning time.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Classroom walk-through data and student achievement data.

G2. Increase student engagement during standards based instruction school-wide.

Targets Supported

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

Resources Available to Support the Goal

- School-wide behavior plan
- Technology
- Coaches
- Community Eligibility Program assures all students will have access to breakfast and lunch.
- Winter Haven Mental Health partnership to support students needs.

Targeted Barriers to Achieving the Goal

- Knowledge of collaborative teaching strategies.
- Instructional pacing
- Differentiated instruction

Plan to Monitor Progress Toward the Goal

Increased student engagement

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Higher student achievement as evidence by increased performance on FCAT and reduced number of behavior referrals.

G3. Develop a school-wide culture of high expectations for student success.

Targets Supported

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

Resources Available to Support the Goal

- IST
- Community Involvement
- Volunteers
- Informational technology
- School Advisory Council and PTO

Targeted Barriers to Achieving the Goal

- Historical test data
- Parental Involvement
- School moral
- Understanding the learning needs of children in poverty.

Plan to Monitor Progress Toward the Goal

Data chats, sign in sheets and observation

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Teachers are better informed, participate more in school activities, and display an increased desire to increase student performance.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the effectiveness of standards based instruction and instructional delivery in all subjects.

G1.B1 Effective Collaborative Lesson Planning Time

G1.B1.S1 Provide professional development in September to facilitate collaborative planning with the teaching staff.

Action Step 1

Contact Jennifer Rouse

Person or Persons Responsible

Principal

Target Dates or Schedule

October 2013

Evidence of Completion

Agreement to provide PD

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

Collaborative Planning PD

Person or Persons Responsible

Jennifer Rouse

Target Dates or Schedule

October 2013

Evidence of Completion

Sign In Sheet

Plan to Monitor Effectiveness of G1.B1.S1

Observation of planning sessions.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

October 15 and ongoing classroom visits

Evidence of Completion

Collaborative Lesson Plans and walkthroughs

G1.B1.S2 Video PD of team planning

Action Step 1

Introduce the need for collaborative planning

Person or Persons Responsible

Principal

Target Dates or Schedule

September

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Observe and participate in grade level teams planning

Person or Persons Responsible

Leadership Teams

Target Dates or Schedule

Ongoing 2013/2014

Evidence of Completion

Coach logs, sign in sheets.

Plan to Monitor Effectiveness of G1.B1.S2

Lesson plan book

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans that have been planned by grade level.

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S4 Based on data we need to know how to differentiate instruction to meet student needs

Action Step 1

Include conversations of how to differentiate instruction for students.

Person or Persons Responsible

Administration

Target Dates or Schedule

Immediated

Evidence of Completion

Collaborative planning form

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Collaborative planning

Person or Persons Responsible

Coaches and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Collaborative Planning Form

Plan to Monitor Effectiveness of G1.B1.S4

Improvement and increase of differentiated instruction

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

Improvement and increase of differentiated instruction

G1.B1.S6 District/Regional/School Coaches will facilitate collaborative planning and the coaching cycle as necessary.

Action Step 1

Collaborative planning time responsibilities and roles

Person or Persons Responsible

Coaches, Administration, IST

Target Dates or Schedule

November 1, November 12, 13, 14, 2014

Evidence of Completion

Have in writing the new expectations of responsibilities and roles

Plan to Monitor Fidelity of Implementation of G1.B1.S6

Observing and participate in collaborative planning time to ensure teacher roles and responsibilities are fulfilled.

Person or Persons Responsible

Administration, Coaches, IST

Target Dates or Schedule

After November 1

Evidence of Completion

Teachers provide written responsibilities for common planning time. Unit planning framework and Unit Lesson Plans.

Plan to Monitor Effectiveness of G1.B1.S6

Increased effective standards based instruction and instructional delivery in all subjects.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing after planning in November

Evidence of Completion

Classroom walk-through data and student achievement data

G1.B2 Staff instructional capacity

G1.B2.S1 Coaching Cycle

Action Step 1

Work with teachers as needed implementing the coaching cycle

Person or Persons Responsible

Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches Log

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

Coaching logs turned into Administration

Person or Persons Responsible

Coaches and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Coaching Log

Plan to Monitor Effectiveness of G1.B2.S1

Increase in effective instructional strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Increase in effective instructional strategies as seen during walk throughs and observations.

G1.B4 Deeper understanding of the Standards

G1.B4.S1 During PLC's or Professional Development coaches and administration will work with teachers to unpack or better understand the Common Core Standards.

Action Step 1

Introduction to unpacking the standards

Person or Persons Responsible

Susan Jones

Target Dates or Schedule

September 2013

Evidence of Completion

Sign In Sheets

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

Participate in "Unpacking the Standards"

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013

Evidence of Completion

Sign In Sheets

Plan to Monitor Effectiveness of G1.B4.S1

Lesson plans based on Common Core Standards

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

G2. Increase student engagement during standards based instruction school-wide.

G2.B1 Knowledge of collaborative teaching strategies.

G2.B1.S1 Teachers will increase their knowledge and skill of collaborative teaching strategies during training provided in September 2013 and ongoing throughout the year.

Action Step 1

Training Collaborative Teaching Strategies.

Person or Persons Responsible

Jennifer Rouse

Target Dates or Schedule

September 2013

Evidence of Completion

Sing In Sheets

Facilitator:

Jennifer Rouse

Participants:

Jennifer Rouse

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

Collaborative Teaching Strategies training.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013

Evidence of Completion

Sign In Sheets

Plan to Monitor Effectiveness of G2.B1.S1

Collaborative Teaching strategies

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk through observations

G2.B2 Instructional pacing

G2.B2.S1 Implement random selection of students during instruction.

Action Step 1

Provide reasons to use random selection and offer various ideas of ways to select students randomly.

Person or Persons Responsible

Coaches

Target Dates or Schedule

September 2013 and ongoing

Evidence of Completion

PLC sign in sheets and agendas

Facilitator:

Reading and Math Coaches

Participants:

Coaches

Plan to Monitor Fidelity of Implementation of G2.B2.S1

sign in sheets and agenda from PLC

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013 and ongoing

Evidence of Completion

sign in sheets and agenda from PLC

Plan to Monitor Effectiveness of G2.B2.S1

use of random selection

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

walk-through observations

G2.B2.S2 Utilize Kagan structures to increase student engagement.

Action Step 1

Kagan Professional Development Cooperative Learning

Person or Persons Responsible

Teachers

Target Dates or Schedule

October 25, 2013

Evidence of Completion

Agenda

Action Step 2

Kagan Model School Open House

Person or Persons Responsible

Teachers

Target Dates or Schedule

February 28, 2014

Evidence of Completion

Training materials

Facilitator:

Kagan

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Have teachers sign up for various trainings

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013

Evidence of Completion

Completed applications and payment

Plan to Monitor Effectiveness of G2.B2.S2

Increased cooperative learning in classrooms

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk-through observations

G2.B4 Differentiated instruction

G2.B4.S1 Implement guided reading lessons on students reading levels.

Action Step 1

Provide strategies and stem questions to increase the frequency of HOT questions during instruction.

Person or Persons Responsible

Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC Sign In sheets and agendas.

Action Step 2

Use the Fountas and Pinnell Benchmark Assessment to determine student reading levels.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quarterly reports of student reading levles

Facilitator:

Pam Beasley

Participants:

Teachers

Action Step 3

Use of the Leveled Literacy Intervention system for Triple iii.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

LLI reports

Facilitator:

Julie Teal

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B4.S1

quarterly reading level reports and LLI reports

Person or Persons Responsible

Administration and guidance

Target Dates or Schedule

Ongoing

Evidence of Completion

Reports

Plan to Monitor Effectiveness of G2.B4.S1

Better differentiated instruction in reading groups

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk through observations.

G2.B4.S2 Increase the number of higher order thinking questions in lessons.

Action Step 1

Stems for HOT questions.

Person or Persons Responsible

Coaches

Target Dates or Schedule

September 2013

Evidence of Completion

PLC agenda

Plan to Monitor Fidelity of Implementation of G2.B4.S2

Agenda from PLC

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013

Evidence of Completion

Sign In Sheets

Plan to Monitor Effectiveness of G2.B4.S2

Increase in the usage of HOT question during instruction

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and walk-through observations.

G3. Develop a school-wide culture of high expectations for student success.

G3.B1 Historical test data

G3.B1.S1 Study historical testing data.

Action Step 1

Review historical testing data looking for trends and developing strategies for improvement.

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

9/16/2013

Evidence of Completion

Strategic improvement plan.

Facilitator:

Administration and coaches.

Participants:

Administration and Coaches

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

Historical review of testing data.

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Data Day 9/16/2013

Evidence of Completion

Sign In sheets

Plan to Monitor Effectiveness of G3.B1.S1

Staff data Chats

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

sign In sheets

G3.B4 School moral

G3.B4.S1 Teachers will come up with lists of what a school looks like when teachers believe that students can learn.

Action Step 1

What a school would look like activity done by DOE. Teachers make lists of what the school would look like.

Person or Persons Responsible

Administration

Target Dates or Schedule

Pre-Planning days

Evidence of Completion

The lists

Facilitator:

Kim VanHook

Participants:

Administration

Plan to Monitor Fidelity of Implementation of G3.B4.S1

lists of what a school looks like when teachers believe that students can learn.

Person or Persons Responsible

Administration

Target Dates or Schedule

Pre-Planning day

Evidence of Completion

Display lists at training.

Plan to Monitor Effectiveness of G3.B4.S1

Observing of the behaviors from the lists created by the teachers.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Observing of the behaviors.

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B6.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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 I, Part A

Title I, Part A, funds school-wide services to Dundee Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrant students enrolled in Dundee Elementary will be assisted by the school and by the district Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates assigned to school with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP> They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Dundee Elementary are used to pay for substitute teachers in order for our classroom teachers to received training and/or have planning time to develop core integrated lesson plans.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, part C.

Supplemental Academic Instruction (SAI)

Dundee Elementary currently does not have any SAI units for the 2013-2014 school year.

Violence Prevention Programs

Dundee Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

Dundee Elementary is participating in the CEO program providing free breakfast and lunch for all students.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

Head Start

Head Start is not located on our campus.

Adult Education

Students are provided with information related to adult education options upon request.

Career and Technical Education

N/A

Job Training

N/A

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.

G2. Increase student engagement during standards based instruction school-wide.

G2.B1 Knowledge of collaborative teaching strategies.

G2.B1.S1 Teachers will increase their knowledge and skill of collaborative teaching strategies during training provided in September 2013 and ongoing throughout the year.

PD Opportunity 1

Training Collaborative Teaching Strategies.

Facilitator

Jennifer Rouse

Participants

Jennifer Rouse

Target Dates or Schedule

September 2013

Evidence of Completion

Sing In Sheets

G2.B2 Instructional pacing

G2.B2.S1 Implement random selection of students during instruction.

PD Opportunity 1

Provide reasons to use random selection and offer various ideas of ways to select students randomly.

Facilitator

Reading and Math Coaches

Participants

Coaches

Target Dates or Schedule

September 2013 and ongoing

Evidence of Completion

PLC sign in sheets and agendas

G2.B2.S2 Utilize Kagan structures to increase student engagement.

PD Opportunity 1

Kagan Model School Open House

Facilitator

Kagan

Participants

Teachers

Target Dates or Schedule

February 28, 2014

Evidence of Completion

Training materials

G2.B4 Differentiated instruction

G2.B4.S1 Implement guided reading lessons on students reading levels.

PD Opportunity 1

Use the Fountas and Pinnell Benchmark Assessment to determine student reading levels.

Facilitator

Pam Beasley

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Quarterly reports of student reading levels

PD Opportunity 2

Use of the Leveled Literacy Intervention system for Triple iii.

Facilitator

Julie Teal

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

LLI reports

G3. Develop a school-wide culture of high expectations for student success.

G3.B1 Historical test data

G3.B1.S1 Study historical testing data.

PD Opportunity 1

Review historical testing data looking for trends and developing strategies for improvement.

Facilitator

Administration and coaches.

Participants

Administration and Coaches

Target Dates or Schedule

9/16/2013

Evidence of Completion

Strategic improvement plan.

G3.B4 School moral

G3.B4.S1 Teachers will come up with lists of what a school looks like when teachers believe that students can learn.

PD Opportunity 1

What a school would look like activity done by DOE. Teachers make lists of what the school would look like.

Facilitator

Kim VanHook

Participants

Administration

Target Dates or Schedule

Pre-Planning days

Evidence of Completion

The lists

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Increase student engagement during standards based instruction school-wide.	\$1,600
Total		\$1,600

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title 1 Grant	\$1,600	\$1,600
Total	\$1,600	\$1,600

Budget Details

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

G2. Increase student engagement during standards based instruction school-wide.

G2.B2 Instructional pacing

G2.B2.S2 Utilize Kagan structures to increase student engagement.

Action Step 2

Kagan Model School Open House

Resource Type

Professional Development

Resource

Instruction in Kagan Cooperative Learning professional development and opportunity to observe the Kagan Model School.

Funding Source

Title 1 Grant

Amount Needed

\$1,600