

2013-2014 SCHOOL IMPROVEMENT PLAN

Potter Elementary School

3224 E CAYUGA ST
Tampa, FL 33610
813-276-5564

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 100%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

2013-14 F	2012-13 F	2011-12 D	2010-11 D
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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 3 or more	4	Jim Browder

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

Current School Status

School Information

School-Level Information

School

Potter Elementary School

Principal

Krystal Carson

School Advisory Council chair

Kelly McCluney

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

Name	Title
Krystal Carson	Principal
Wayne Valenti	Assistant Principal
Dannielle Stafford	Guidance Counselor
Karen Francis	Social Worker
Monica McPherson	Reading Coach
Argen Hurley	Reading Coach
Michelle Jacobs	Science Coach
Courtney Adcock	Math Coach
Marci Ferber	Writing Coach
Kelly McCluney	Administrative Resource Teacher

District-Level Information

District

Hillsborough

Superintendent

Mrs. Maryellen Elia

Date of school board approval of SIP

Pending

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).

Instructional Coaches

of instructional coaches

5

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Monica McPherson**

Full-time / School-based

Years as Coach: 4

Years at Current School: 4

Areas

Reading/Literacy

Credentials

BS- Elementary Education
 MS- Curriculum & Instruction
 ESOL Endorsement
 K-6 Teaching Certification

Performance Record

2012-2013- F
 2011-2012- D
 2010-2011-D

Argen Hurley

Full-time / School-based

Years as Coach: 7

Years at Current School: 7

Areas

Reading/Literacy

Credentials

BS-Elementary Education
 Pre-K-6 Professional Certification

Performance Record

2012-2013- F
 2011-2012- D
 2010-2011-D
 2009-2010-D
 2008-2009-C
 2007-2008-C
 2006-2007-F

Michelle Jacobs

Full-time / School-based

Years as Coach: 1

Years at Current School: 5

Areas

Science

Credentials

BS- Social Science Education
 K-6 Professional Certification
 Middle Integrated Curriculum
 6-12 Social Studies

Performance Record

2012-2013-F

Marci Ferber		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	BS-Elementary Education National Board Certification-Literacy ESOL Endorsement 1-6 Professional Certification	
Performance Record	2012-2013-F 2011-2012-D 2010-2011-D	

Courtney Adcock		
Full-time / School-based	Years as Coach:	Years at Current School:
Areas	Mathematics	
Credentials	BS-Elementary Education	
Performance Record		

Classroom Teachers

# of classroom teachers	57
# receiving effective rating or higher	0%
# Highly Qualified Teachers	0%
# certified in-field	, 0%
# ESOL endorsed	27, 47%
# reading endorsed	3, 5%
# with advanced degrees	13, 23%
# National Board Certified	1, 2%
# first-year teachers	3, 5%
# with 1-5 years of experience	28, 49%

with 6-14 years of experience

17, 30%

with 15 or more years of experience

9, 16%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

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

District provides a mentoring program for first and second year by assistance with observations, data meetings, training in academic and behavior areas. District guidelines for mentoring.

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

What: Responsibilities include continuous, data-driven problem solving at all tiers of support. the PSLT also monitors school-wide goals for highly effective core instruction, school-wide programs, and personnel support as documented in the School Improvement Plan (SIP). The data is also reviewed to determine if students are responding to school-wide and/or grade level supports.

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

The function of the school based leadership team is to review data and create a strategic plan that will ensure that each student makes at least a year's worth of growth.

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

Administrators along with the School Counselor use MTSS walk-thru forms daily to monitor and evaluate if rigorous instruction is being provided by teachers during Eagle Pride Time..

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

Electronic data walls are used to analyze and monitor the effectiveness of core, supplemental, and intensive support. SMART goals are set at each MTSS PLC to determine intervention groups. Through progress monitoring the Reading Leadership Team along with the teachers review the goals if the goals were met.

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

Area IV RtI facilitator and the School Counselor will work together to support the faculty through trainings and informal walk-throughs which would address areas of concern and areas of strength.

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: Extended Day for All Students

Minutes added to school year: 10,860

Words Their Way, Elements of Reading/Vocabulary, and Fontas & Pinnell are the research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

The data is collected and analyzed on a regular basis by teachers, administrators, and resource personnel. We determine the effectiveness of the implemented strategies by observed application of the strategies through administrative and academic coaches walkthroughs.

Who is responsible for monitoring implementation of this strategy?

Administrators
Academic Content Area Coaches
District Personnel

Literacy Leadership Team (LLT)

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

Name	Title
Principal Kimberly Thompson	Assistant Principal Wayne Valenti
Administrative Resource Teacher Deetra McAlmont	Reading Coaches Argen Hurley, Monica McPherson
Edventure Coordinator Kelly McCluney	Guidance Counselor Dannielle Sattford
Writing Coach Marci Ferber	

How the school-based LLT functions

The LLT provides leadership for the implementation of the reading strategies in the SIP. The principal and assistant principal attend the LLT meetings which are chaired by reading coaches. The reading coaches and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers. The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the problem solving leadership team's support. The LLT collaborates with and shares information with all stakeholders including administrators, teachers, staff, parents and students.

Major initiatives of the LLT

The major initiatives this year is strengthen the core instruction to increase literacy, planning rigorous lessons, and strengthening the problem solving process.

Every Teacher Contributes to Reading Instruction

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

The school ensures every teacher contributes to the reading improvement of every student by

- *Providing a common planning time where reading coaches are there to provide support planning lessons that meet the needs of all students.

- *Every grade level is provided time weekly to meet in grade level PLC'S to analyze, review, and discuss current trends found amongst the core reading instruction.

- *Time is given during the day from 3:00-3:30 p.m. to provide Tier 2 reading support.

- Providing Tier 3 support

- * Monthly faculty meetings with all staff members to review the trends found in schoolwide reading data.

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school..Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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	39%	32%	No	45%
American Indian				
Asian				
Black/African American	38%	33%	No	44%
Hispanic		33%		
White		25%		
English language learners	52%	43%	No	57%
Students with disabilities	33%	32%	No	40%
Economically disadvantaged	39%	33%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	26%	31%
Students scoring at or above Achievement Level 4	22	9%	14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	<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)	118	53%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	32	60%	70%

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)	31	90%	95%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	31	45%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	31	48%	53%

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	56	64%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

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	43%	33%	No	48%
American Indian				
Asian				
Black/African American	41%	33%	No	47%
Hispanic		33%		
White		50%		
English language learners	52%	50%	No	57%
Students with disabilities	31%	32%	Yes	38%
Economically disadvantaged	43%	34%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	21%	30%
Students scoring at or above Achievement Level 4	22	1%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	118	47%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	32	49%	78%

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	17	22%	27%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		17%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 7: Social Studies**U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Elementary School Indicators

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

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 Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

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

G1. Use current data to drive rigorous planning in all content areas to increase student achievement.

Goals Detail

G1. Use current data to drive rigorous planning in all content areas to increase student achievement.

Targets Supported

- All Areas
- 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)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Resource Team
- Common Planning
- HOST
- Teacher experience
- Professional Development
- District/School Coaches
- District Curriculum Maps

Targeted Barriers to Achieving the Goal

- Lack of time to purposefully plan.
- Lack of support to use strategies from professional development to enhance core.

Plan to Monitor Progress Toward the Goal

During the PLC's Tier 1 problem solving sheet will be used to document progress towards meeting the goal.

Person or Persons Responsible

Guidance Counselor and Academic Coaches District MTSS/RTI facilitator DA Team

Target Dates or Schedule:

By December 1st utilize on a weekly basis across all content areas.

Evidence of Completion:

Tier 1 problem solving sheet

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Use current data to drive rigorous planning in all content areas to increase student achievement.

G1.B1 Lack of time to purposefully plan.

G1.B1.S1 Use common planning time effectively by creating agendas, norms, bringing all needed materials, and utilizing academic resource coaches.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 2

All grade levels will meet weekly during a common facilitated planning time to plan for content area by using the following sources of data: Unit Assessments, Formal & Informal Assessments, District Formatives and Teacher Survey Results.

Person or Persons Responsible

Academic Coaches Teachers

Target Dates or Schedule

Beginning the week of September 9, all grade levels will meet weekly during a common facilitated planning time to plan for content areas.

Evidence of Completion

Walk-throughs by administration during planning time Grade level planning binders with minutes

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

District created walkthrough observation checklist Well developed lessons observed by administration, district personnel, and academic coaches through walk-through.

Person or Persons Responsible

Administration Academic Coaches District Personnel

Target Dates or Schedule

Monthly basis

Evidence of Completion

Well developed lessons observed by administration, district personnel, and academic coaches through walkthroughs. Walkthrough data

Plan to Monitor Effectiveness of G1.B1.S1

District created walkthrough observation checklist

Person or Persons Responsible

Administration Academic Coaches District Personnel

Target Dates or Schedule

Monthly basis

Evidence of Completion

Well developed lessons observed by administration, district personnel, and academic coaches through walkthroughs. Walkthrough data

G1.B2 Lack of support to use strategies from professional development to enhance core.

G1.B2.S1 Align faculty meetings and one early release day a month to provide professional development and planning opportunities for identified areas of concern.

Action Step 1

The Problem Solving Leadership Team (PSLT) calendar drives the identified topics of professional development during faculty meetings.

Person or Persons Responsible

PSLT DA Team

Target Dates or Schedule

Beginning November 18th

Evidence of Completion

Aligned professional development and planning calendar

Action Step 2

Based on the aligned professional development and planning calendar targeted professional development will be planned and presented as needed during faculty meetings.

Person or Persons Responsible

Academic Coaches Administration Faculty

Target Dates or Schedule

During Tuesday faculty meeting based on planning calendar

Evidence of Completion

Evidence of artifacts Administrative attendance at professional development workshops and faculty planning sessions Sign-in & out sheets Exit slip or survey for effectiveness of professional development

Facilitator:

Academic Coaches, district personnel, teacher leaders, administration.

Participants:

Faculty

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

Walk-throughs using an EET informal observation checklist and/or walk-through forms based on professional development.

Person or Persons Responsible

Administration Academic Coaches District Personnel

Target Dates or Schedule

Weekly rotational basis

Evidence of Completion

Completed EET informal observation checklist and/or walk-through forms based on professional development. Data chats with teachers

Plan to Monitor Effectiveness of G1.B2.S1

Data chats(current student work samples and on-going progress monitoring data) and results of administrative walk-throughs

Person or Persons Responsible

Administration Teachers

Target Dates or Schedule

Monthly Basis

Evidence of Completion

Collected current student work samples, teachers lesson plans, on-going progress monitoring data, and results of administrative walk-throughs.

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

Services are provided to ensure students who need additional remediation are provided support through: after-school, Saturday School and summer programs, quality teachers through professional development, content resource teachers, and mentors.

Title I, Part C- Migrant

Title I, Part D

Title II

The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance Schools.

Title III

Services are provided through the district for educational materials and ELL district supported services to improve the education of immigrant and English Language Learners

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with the Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.

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 current data to drive rigorous planning in all content areas to increase student achievement.

G1.B2 Lack of support to use strategies from professional development to enhance core.

G1.B2.S1 Align faculty meetings and one early release day a month to provide professional development and planning opportunities for identified areas of concern.

PD Opportunity 1

Based on the aligned professional development and planning calendar targeted professional development will be planned and presented as needed during faculty meetings.

Facilitator

Academic Coaches, district personnel, teacher leaders, administration.

Participants

Faculty

Target Dates or Schedule

During Tuesday faculty meeting based on planning calendar

Evidence of Completion

Evidence of artifacts Administrative attendance at professional development workshops and faculty planning sessions Sign-in & out sheets Exit slip or survey for effectiveness of professional development

Appendix 2: Budget to Support School Improvement Goals