



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Carlton Palmore Elementary School

3725 CLEVELND HTS BLVD

Lakeland, FL 33803

863-648-3510

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

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 65%
Alternative/ESE Center No	Charter School No	Minority Rate 47%

School Grades History

2013-14 D	2012-13 D	2011-12 C	2010-11 B
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Carlton Palmore Elem. School

Principal

Lori Morrison

School Advisory Council chair

Kris Wells

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

Name	Title
Lori C. Morrison	Principal
Jennafer Rogers	Assistant Principal
Edie Roden	ESE Facilitator
Sommer Showers-Coy	Guidance Counselor

District-Level Information

District

Polk

Superintendent

Dr. Kathryn Leroy

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

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

Membership of the SAC

Our SAC includes the Principal, Assistant Principal, six staff members: ESE facilitator, Media Specialist, Guidance Counselor, ESE Para, Network Manager, and a Student Specific Para. We also have 10 parents and 3 community members.

Involvement of the SAC in the development of the SIP

Our SAC is involved in the development of our School Improvement Plan in many ways. Select members of our SAC Committee work with the school leadership team to identify barriers and develop strategies to increase student achievement.

Activities of the SAC for the upcoming school year

Our SAC will meet six times throughout the school year to discuss school data and the schools progress of increasing student achievement.

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

Due to the new curriculum, there will be professional development for teachers to increase their knowledge in the content areas.

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

N/A

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:

Lori Morrison

Principal

Years as Administrator: 23

Years at Current School: 23

Credentials

Specific Learning Disabilities, Elementary Ed K-6, Early Childhood, ESOL and Educational Leadership.

Performance Record

Jennafer Rogers

Asst Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

Specific Learning Disabilities, Elementary Ed K-6, Early Childhood, ESOL and Educational Leadership

Performance Record

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

N/A		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	45
# receiving effective rating or higher	0%
# Highly Qualified Teachers	91%
# certified in-field	, 0%
# ESOL endorsed	54, 120%
# reading endorsed	5, 11%
# with advanced degrees	33, 73%
# National Board Certified	3, 7%
# first-year teachers	2, 4%
# with 1-5 years of experience	23, 51%
# with 6-14 years of experience	32, 71%
# with 15 or more years of experience	38, 84%

Education Paraprofessionals

# of paraprofessionals	15
# Highly Qualified	15, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

15

receiving effective rating or higher

0%

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

Some of the strategies that we do at Carlton Palmore to retain highly qualified staff is horizontal and vertical teaming, common planning time, professional development for growth and mentoring and support as needed. The staff that are responsible for these strategies are the administration, teachers and leadership team.

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

We follow the district guidelines for beginning teachers and pair them with an experienced peer on the same grade level that they are teaching. Depending on their needs, the new teacher may shadow the peer to learn teaching styles or classroom management. Our grade chairs work very closely with their team members to provide support when necessary.

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/RtI Leadership Team will have focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS/RtI Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- o 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.
- o Help referring 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, student improvement.
- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- o Meet with District level personnel quarterly to discuss MTSS/RtI updates.

Intervention teams also foster a sense of collegiality and mutual support among educators, 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

The MTSS/Rtl Leadership Team met with the School Advisory Council (SAC) and principal to help evaluate the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. The MTSS/Leadership team and the SIP do the same Problem Solving Process.

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

Our MTSS team meets monthly to discuss progress of students identified in the MTSS tiers.

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

Baseline data is gathered through August and September. Discovery Education Assessment data is gathered 3 times a year. The first DEA is taken as a baseline data in September. First and Second Grade instructional data is gathered from the previous year's SAT 10. Third through Fifth Grade instructional data is gathered from the previous year's FCAT scores.

Progress Monitoring data is gathered mid-year and toward the end of the year. Discovery Education Assessment data is taken 3 times a year; September, December and February. Other Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained by probes, Quick Reads, Fluency checks, etc.

Diagnostic Assessment data is gathered through the FAIR, ERDA, and DAR.

End of Year data is gathered through DEA, FAIR, SAT 10, FCAT, and SBAR. Data is discussed and analyzed at least monthly at the MTSS/Rtl Leadership Team Meetings

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 and sessions will occur throughout the year. The MTSS/Rtl Overview will be provided in mid-August/September. The MTSS/Rtl Leadership Team will evaluate additional staff Professional Learning needs during the monthly MTSS/Rtl Leadership Team meetings. The Guidance Counselor, ESE facilitator and School Psychologist will provide the research based strategies and interventions throughout the school year to teachers.

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:

Strategy Purpose(s)

""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Barbara Skaer	Kindergarten teacher
Jill Rafferty	First grade teacher
Nikki Pittman	Second grade teacher
Ann Carter	Third grade teacher
Lindsey Meyer	Fourth grade teacher
Susan Williams	Fifth grade teacher
Melanie King	ESE 3-5 teacher
Jim Tanner	Alpha teacher
Kris Wells	Media Specialist

How the school-based LLT functions

The LLT will meet a minimum of once every nine weeks. Topics for discussion include: Accelerated Reader Program and its implementation, ongoing analysis of assessments using technology, technology needs of students and teachers, encouraging literacy outside of the school day.

Major initiatives of the LLT

We will implement Daily Read Aloud's using vocabulary in context focus and summarizing in all grade levels.

Every Teacher Contributes to Reading Instruction

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

Teachers are observed through weekly walk throughs, Informal and Formal observations to ensure the rigor of the reading curriculum is evident.

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

- Kindergarten Round-up is held in April every year. This is a time for parents to come and enroll their children for Kindergarten.
- We host a Patriot Preview in April for all parents of incoming Kindergarten students. At our preview our Administration introduces each Kindergarten teacher. The Kindergarten teachers narrate a slide show that provides parents with a great overview of our curriculum, school, and a day in the life of a kindergarten student. Parents are provided with brochures and other information about resources available in Polk County. Kindergarten expectations are explained and parents are given sample activities to work with their children ensuring a smooth transition from early childhood programs to elementary school programs.
- Two PRE-K programs – 1 School readiness/ESE and 1 ESE
- Within the first thirty days of school, the Florida Kindergarten Readiness Screening (FKLRS) is administered by Kindergarten Teachers. Students will also be assessed using the Florida Assessments for Instruction in Reading (FAIR). The results from FKLRS and FAIR are analyzed to group students according to specific skills in order to meet the individual needs of students. Students, who are identified by Child Find with special needs, participate in the ESE Pre-K program in order to provide service to students with low readiness rates.
- Standards Based Assessment Report Card is utilized in Kindergarten, first and second grade.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	56%	51%	No	60%
American Indian				
Asian				
Black/African American	38%	29%	No	44%
Hispanic	57%	52%	No	61%
White	66%	61%	No	69%
English language learners	34%	29%	No	41%
Students with disabilities	37%	20%	No	43%
Economically disadvantaged	48%	44%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	28%	38%
Students scoring at or above Achievement Level 4	80	31%	41%

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>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	138	53%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	153	59%	69%

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)	19	43%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	34%	44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	36%	46%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	39	44%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	17	19%	25%

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%	51%	No	63%
American Indian				
Asian				
Black/African American	43%	30%	No	48%
Hispanic	53%	51%	No	58%
White	68%	62%	No	72%
English language learners	34%	23%	No	41%
Students with disabilities	42%	14%	No	48%
Economically disadvantaged	49%	41%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	29%	39%
Students scoring at or above Achievement Level 4	75	29%	39%

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	142	55%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	98	38%	51%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%		No	63%
American Indian				
Asian				
Black/African American	43%		No	48%
Hispanic	53%		No	58%
White	68%		No	72%
English language learners	34%		No	41%
Students with disabilities	42%		No	48%
Economically disadvantaged	49%		No	54%

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	25	32%	22%
Students scoring at or above Achievement Level 4	15	19%	34%

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)			10
Participation in STEM-related experiences provided for students			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	66		
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

CPE has parental involvement targets within each classroom. Each teacher strives to meet with their students parents at least 3 times a school year. Each grade level holds a Parent Night at the beginning of the year to explain their grade level expectations. Our school provides library nights, STEAM parent nights, PTA meetings, Grade level parent nights and many other school wide events to incorporate parents in their child's educational process.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Family Library Nights	250	50%	75%

Goals Summary

- G1.** Students are consistently and actively engaged in effective differentiated instruction in order to gain mastery of essential skills across content areas.

Goals Detail

G1. Students are consistently and actively engaged in effective differentiated instruction in order to gain mastery of essential skills across content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Florida Inclusion Network
- Business Partnerships (Engineering Firm) for STEAM
- District Coaches
- Reading Assistance
- PLC and Vertical Teams

Targeted Barriers to Achieving the Goal

- Monitoring data to change and drive instruction as needed

Plan to Monitor Progress Toward the Goal

We will monitor formative and standardized assessments, MTSS data and ongoing student data.

Person or Persons Responsible

Administration, Teachers, Problem Solving Team, District Support Personnel

Target Dates or Schedule:

*We will monitor our progress toward our goal every three weeks. *Classroom walk throughs

Evidence of Completion:

*We will see the evidence of teachers analyzing their data *We will see a reduction in our students that receive Tier II and Tier III services.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students are consistently and actively engaged in effective differentiated instruction in order to gain mastery of essential skills across content areas.

G1.B1 Monitoring data to change and drive instruction as needed

G1.B1.S1 Teachers and administration will meet every three weeks to have data chats.

Action Step 1

At this training, teachers will be taught the steps on how to analyze their data and learn the expectations for reporting their data to drive their instruction.

Person or Persons Responsible

Administration and District support from Assessment and Accountability.

Target Dates or Schedule

September 16th, 2013 through the end of the school year.

Evidence of Completion

*Teacher data knowledge will be evident based on their student growth. *It will be evident in their lesson plans

Action Step 2

Structure of our data chat: *Teachers will collect and provide recent data to be discussed at the data chat *Administrative led discussions about specific student trends *Discuss next steps and strategies to further student achievement *Log data on teacher data board

Person or Persons Responsible

Administration and District support from Assessment and Accountability.

Target Dates or Schedule

We will begin our data chats immediately. We will meet every three weeks with teachers to discuss new data.

Evidence of Completion

*Teacher data board *Documented Teacher Sign in with minutes *Teacher lesson plans will be student specific based on their data.

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

Administration and teachers will log their discussions in the log book.

Person or Persons Responsible

Administration

Target Dates or Schedule

Administration will meet with teachers every three weeks starting September 16, 2013 until the end of the school year.

Evidence of Completion

Teachers will disaggregate their data and modify their instruction to differentaite the needs of the students.

Plan to Monitor Effectiveness of G1.B1.S1

Administration and teachers will prepare a notebook or data log to collect ongoing data through out the school year.

Person or Persons Responsible

Teachers will collect, chart and prepare data to be discussed.

Target Dates or Schedule

Administration will meet with teachers every three weeks.

Evidence of Completion

The data log will be updated after every meeting.

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

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.