2013-2014 SCHOOL IMPROVEMENT PLAN

Kathleen Elementary School

3515 SHERETZ RD
Lakeland, FL 33810
863-853-6030
http://schools.polk-fl.net/kathleenel

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	86%

Alternative/ESE Center	Charter School	Minority Rate
No	No	45%

School Grades History

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

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
Prevent	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School
Kathleen Elementary School

Principal
Lana Tatom

School Advisory Council chair
Nicole Villagomez

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

Name	Title
Sara Kocab-Redmon	Assistant Principal
Brooke Bullock	Kindergarten Chair
Nicole Fortner	1st grade Chair
Tracy Miller	2nd grade Chair
Melanie Ogelsby	3rd grade Chair
Sarah Smith	4th grade Chair
Brent Cronin	5th grade Chair
Tracie Upton	Math Resource Teacher
Renee Howell	Title I Facilitator
Alvin Jones	School Psychologies
Kim Yurdin	ESE Facilitator
Robyn Ferguson	Media Specialist & Technology Coach
Lana Tatom	Principal

District-Level Information

District
Polk

Superintendent
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

The KES School Advisory Council reviews and determines if the School Improvement Model is being effectively implemented.

This group is composed of twenty members consisting of the principal, teachers, support staff, parents, community members,
and students. This group represents the population of the students that attend KES. The members determine school improvement priorities as well as support and evaluate the implementation of the plan. In addition this council, assists in the decision making process and approval of expenditures of district lottery funds, school recognition funds when received, and reviews the School Budget. Meetings are held monthly and are posted on our school calendar, school newsletter, and website. During the meetings teachers from each grade share student achievement data, monthly events are discussed and input is given by community members.

Involvement of the SAC in the development of the SIP

Members of the SAC reviewed our previous SIP and our current school data. We had regular discussions about the data as related to our SIP and recorded input from members during our last two meetings of the year. Feedback is on file and was referred to while writing the SIP.

Activities of the SAC for the upcoming school year

The SAC will meet approximately once per month with a minimum of 5 meetings. Members will review test data and data for parent involvement events. They will evaluate school practices to maintain successes and improve where there are opportunities. They will contribute to the written School Plan.

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

n/a

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:

Lana Tatom		
Principal	Years as Administrator: 9	Years at Current School: 6

Credentials	Educational Specialist, NOVA Southeastern University Curriculum, Instruction, Management,and Administration; Masters of Arts ~ Eastern Michigan University Elementary Education/Computer Applications in the Classroom; Bachelor of Science ~ Eastern Michigan University Major: Math Minor: Science Group; Florida Certification Educational Leadership All Levels Elementary Education K-6 Mathematics 5-9 School Principal All Levels; Michigan Certification K-5 all subjects K-8 self contained 6-8 Math and Science
Performance Record	2007 A 2008 B 2009 A 2010 C 2011 C 2012 A 2013 B

Sara Kocab-Redmon		
Asst Principal	Years as Administrator: 3	Years at Current School: 3
Credentials	Masters of Science Educational Leadership NOVA Southeastern University Bachelor of Arts Elementary Education Michigan State University Florida Certification Educational Leadership All Levels Elementary Education K-6 Social Sciences 5-9	
Performance Record	2011 C 2012 A 2013 B	

Instructional Coaches

# of instructional coaches
2

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

Instructional Coach Information:

Tracie Upton		
Full-time / School-based	Years as Coach: 2	Years at Current School: 7
Areas	Mathematics	
Credentials	Elementary Education K-6; ESOL Endorsement; Educational Leadership M.Ed.	
Performance Record	2007 A 2008 B 2009 A 2010 C 2011 C 2012 A 2013 B	

Renee Howell		
Full-time / School-based	Years as Coach: 2	Years at Current School: 6

Areas	Other
Credentials	Elementary Education K-6; ESOL Endorsement
Performance Record	2007 A 2008 B 2009 A 2010 C 2011 C 2012 A 2013 B

Classroom Teachers

# of classroom teachers
35

 # receiving effective rating or higher
35, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
35, 100%

 # ESOL endorsed
19, 54%

 # reading endorsed
0, 0%

 # with advanced degrees
8, 23%

 # National Board Certified
1, 3%

 # first-year teachers
2, 6%

 # with 1-5 years of experience
13, 37%

 # with 6-14 years of experience
11, 31%

 # with 15 or more years of experience
9, 26%

Education Paraprofessionals

# of paraprofessionals
11

 # Highly Qualified
11, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
14

 # receiving effective rating or higher
14, 100%

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

Applicants are screened to ensure that they meet the HQ CQ criteria and placed on a list of approved candidates for hire. Administration puts together an interview team representing classroom teachers and support teachers; selects candidates to be interviewed; creates appropriate questions; and facilitates the interview & selection process. Individual teacher mentoring from experienced, successful teachers; need based classroom modeling and team teaching provided; continuous instructional feedback provided; assistance by experienced teachers in lesson planning & maintaining a positive classroom learning environment; assistance in locating teaching resources, communicating with parents, establishing an organizational system for teacher paperwork, etc. Monthly reflection meetings with beginning teachers. Teacher coaches will meet with beginning teachers to talk about successes they are having in the classroom with their students and their teaching. Discussions will also take place regarding teacher questions and concerns. Teacher needs will be assessed through these meetings and coaching will be targeted on such needs to address each area of concern. Daily grade level planning meetings: Each grade level team will meet together for 30 minutes daily to plan lessons collaboratively. Each day of the week has a set content focus for planning. Through these consistent team planning sessions, beginning teachers will receive assistance in designing & implementing effective lessons. Differentiated professional development: teachers will receive small group, intensive professional development throughout the year based upon their instructional needs.

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Teachers receive coaching support, biweekly reflection meetings, daily grade level planning, and differentiated professional development by the leadership team.

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 team meets monthly to problem-solve using school-wide academic and behavioral data. The focus is on evaluating effectiveness of programs, grade levels, and determining what is working. Representatives from other teams such as PBS are included and report data each month.

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

Members of the team include Principal, Assistant Principal, Grade Chairs, ESE teachers, Reading and Math Resource teachers, School Psychologist, Guidance Counselor, Title I facilitator, school psychologist and Technology Specialist.

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

The Leadership Team writes, monitors, and revises the SIP throughout the school year. The SIP is a reflection of the problem-solving process; data analysis; goal setting; areas of weakness are identified; barriers are analyzed; strategies are selected;, implemented and monitored across the school year.

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

Data is included in the student's agenda from Discovery (FAIR) and Title I assessments. Teachers also use ERPs and OPMs to progress monitor.

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

A new plan for this year is to meet with teachers after school as last year these meetings were not as consistent and the team would have liked which has had an impact on student achievement data.

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: 960

Classroom teachers select students based on data to attend after school tutoring in reading and math.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected from FCAT, FAIR, Discovery and practice FCAT assesments.

Who is responsible for monitoring implementation of this strategy?

Classroom teachers supervised by administration.

Literacy Leadership Team (LLT)

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

Name	Title
Lana Tatom	Principal
Sara Kocab-Redmon	Assistant Principal
Brooke Bullock	Kindergarten Grade chair
Nicole Fortner	First Grade Chair
Tracy Miller	Second Grade Chair
Melanie Ogelsby	Third Grade Chair
Sarah Smith	Fourth Grade Chair
Brent Cronin	Fifth Grade Chair
Tracie Upton	Math Resource Teacher
Robyn Ferguson	Media Specialist & Technology Coach
Kim Yurdin	ESE Facilitator

How the school-based LLT functions

In addition to the Problem Solving Leadership Team that meets weekly, Kathleen Elementary has four working committees that will meet monthly. Each staff member is requested to serve on one committee and attend the monthly meetings that are held. We value input from everyone when making decisions. Each group member is involved with contributing ideas, seeking solutions to concerns, cooperating with other group members to accomplish shared goals, and volunteering to help.

A sign-up sheet will be available during pre-planning and each group member will assume a role. Roles are essential to making meetings work in order to facilitate interaction and be productive.

? Facilitator: a neutral servant of the group and does not evaluate or contribute ideas. The responsibility of the facilitator is to help the group to focus its energies on the task by suggesting methods and procedures, protecting all members of the group from attack, and making sure that everyone has the opportunity to participate. The facilitator serves as a combination of tool guide, traffic officer, and meeting chauffer. S/he is also responsible for all pre-meeting and post-meeting logistics.

? Recorder: The recorder's responsibility is to write down basic ideas using the words of each speaker. The objective is not to record everything that is said but to capture enough ideas that can be preserved and recalled at any time. The recorder's responsibilities are to type committee minutes and send them to Ms. Tatom the next day so she can post the notes in the next edition of KES Hot off the Press.

? Chairperson: The chairperson does not run the meeting but becomes an active participant. Otherwise s/he retains all other powers and responsibilities. The chairperson makes all final decisions; has the power to set constraints; and regain control if not satisfied by the progress of the meeting; sets agendas; argues actively for his or her point of view; urges group members to accept tasks and deadlines; and represents the group in meetings with other groups.

? Data Specialist: The data specialist is responsible for making sure data is reviewed that is pertinent to their committee and reflected in the minutes.

? Photographer: The photographer is in charge of taking pictures of any events that the committee participates in. The photographer will be in charge of uploading the photos and placing them in the 2010-2011 pictures folder located in public folders under lesson plans. There are folders labeled with each committee name so that the photographer can drop the pictures in.

? News & Media: The news/media member is in charge of contacting the news/media to have a press release on the activities that the committee is responsible for. There should be a press release before & after the event (including pictures). There are sample media releases to view in public folders under lesson plans.

? Problem Solver: The problem solver is an active participant in the meeting and uses the data review. The group member is involved with contributing ideas, seeking solutions to concerns, cooperating with other group members to accomplish shared goals, and volunteering to help.

Leadership, Literacy, Technology, & Austerity Committee

This committee serves as a site-based decision making body for the school. The members of this committee will assist with the following:

? You are the facilitators for your Grade Level and the key link between administration and your team. It is most important that you be the communicator between your grade level and the administration in order to give suggestions, address concerns and asking for ideas.

? As the leader for your team, you will collect and provide suggestions for austerity. In economics, austerity is a policy of deficit-cutting, lower spending, and a reduction in the amount of benefits and public services provided. Austerity policies are often used by governments to reduce their deficit spending while sometimes coupled with increases in taxes to pay back creditors to reduce debt.

? You will serve on our School Advisory Council. Our Council meets each month dates are posted on the calendar. Please come prepared to share ideas, suggestions and helpful information when needed. All information must be given back to your team.

? As grade chairs you are guiding your team with the Polk County curriculum and will make sure that your daily planning sessions follow the schedule outlined on the calendar. Lesson plans for your grade level must be updated for the following week on Friday before you leave. Any needed changes or ideas for improving instruction need to come from this committee. Make sure that LFS boards are up to date for your team as written in your lesson plans and make suggestions for training needs.

? Any special programs that are brought into our school setting will first be brought to this committee for their approval and advice.

? You will be responsible for working with your team to create & review student-led conference scripts for back to school night in September and student success nights in November, February, and April.

? Work with our technology coaches to discuss how to effectively use Technology and plan for further Technology integration.

? You will be responsible for overseeing and ensuring that your grade level uses the flip cams for academic purposes and recordings are shown on our daily news show CNN as well as creating a documentary for the ITV awards with our theme which will be the elections and voting this year.

? You will be responsible for making sure that the bulletin boards in the cafeteria and in the office have student work posted as described on the calendar.

? Support Resource Teachers to provide training sessions for teachers needing specialized training in specified areas.

? Monitor data for your grade level for AR, DIP, etc.

? Monitor the substitute folders and ISS for your grade three times a year.

? Other activities may be assigned as needed.

Major initiatives of the LLT

Increase number of students performing on grade level to 75% on FAIR & FCAT
Ensure 17/18 K-3 and 21/22 4-5 make learning gains as measured by FAIR

Every Teacher Contributes to Reading Instruction

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

All teachers participated in the four Reading Wonders webinars so far this year. Administration will monitor that the program is implemented with fidelity. OPM data will be collected and monitored throughout the year to ensure that every child makes learning gains in reading as measure by FAIR & FCAT

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

Kathleen Elementary has several programs to assist preschool children in transition from early childhood programs to elementary programs. Every spring, there is a Kindergarten Round-Up at our school which allows parents and children to register for school, visit kindergarten classrooms, and receive information about things that parents can do to prepare their children for kindergarten. During the Round-Up, children are also assessed in their readiness for kindergarten using school created assessments which include recognizing shapes, colors, and simple objects as well as making a detailed drawing of themselves. This information allows us to determine readiness and appropriate placement. Another program is an informational evening program held every April, where kindergarten teachers invite parents of the students entering kindergarten in the fall. At this time, teachers share their expectations to give the parents an idea of what will be expected of their child and what each child should know prior to enrolling in kindergarten. These two transitional programs precede the August orientation prior to the start of the school year. At the August orientation, parents meet the teacher, tour the school and receive supply lists and other information. Parents are notified about the transitional programs by notices sent home with all elementary school students and flyers are put in all daycares. Additionally, the District Office provides notices to newspapers and radio stations. Kathleen Elementary also has a Pre-Kindergarten program where we are teaching and preparing our students to be ready for Kindergarten. Using data collected and observation made, our Title One Program Facilitator and administration determine the effectiveness and any changes needed to our program.

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

This year our student planner focused on the 7 Habits of Highly Effective People. In addition the teachers have displayed their graduating year in their classroom.

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

Teachers are implementing these habits as well as setting goals for each card marking with their students. Progress monitoring is done by the teacher with the students and their parents on student success nights.

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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	55%	44%	No	60%
American Indian				
Asian				
Black/African American	40%		No	46%
Hispanic	48%		No	53%
White	59%		No	63%
English language learners	36%		No	42%
Students with disabilities	39%		No	45%
Economically disadvantaged	48%		No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	22%	25%
Students scoring at or above Achievement Level 4	51	20%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	103	64%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	85	53%	75%

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)	26	49%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	21%	23%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		10%

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	30	39%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	47%	39%	No	52%
American Indian				
Asian				
Black/African American	34%		No	41%
Hispanic	43%		No	49%
White	51%		No	56%
English language learners	39%		No	45%
Students with disabilities	29%		No	36%
Economically disadvantaged	43%		No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	24%	30%
Students scoring at or above Achievement Level 4	37	15%	20%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	98	61%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	93	58%	75%

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	29	39%	75%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		75%

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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	87	18%	16%
Students retained, pursuant to s. 1008.25, F.S.	39	8%	7%
Students who are not proficient in reading by third grade	26	5%	4%
Students who receive two or more behavior referrals	13	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	17	3%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Title I School- Parent Involvement Plan on file

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. By Spring of 2014 at least 75% of our students will be at AL 3 or above in reading as evidenced by the AMO report.

G2. By Spring of 2014 at least 75% of our students will be at a level 3 or above in mathematics as evidenced by the AMO report.

G3. By Spring of 2014 at least 75% of our students will be at a level 3.5 or above in writing as evidenced by the AMO report.

G4. By Spring of 2014, students proficient on the CELLA will increase by 10%

G5. 100% of parents will have a meaningful parent/teacher conference by the end of 2013-14 school year.

G6. Decrease number of students absent more than 10% of instructional time by 2%.

G7. Decrease number of out of school suspensions by 10%

G8. Students are actively engaged through rigorous instruction at all grade levels.

G9. By Spring of 2014 at least 75% of our total 5th grade student population will be at AL 3 or above in science as evidenced by the AMO report.

Goals Detail

G1. By Spring of 2014 at least 75% of our students will be at AL 3 or above in reading as evidenced by the AMO report.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Reading Wonders, Extended Reading Passages (Stretch Text), Fast Forward, FCAT Explorer, Accelerated Reader, FAIR

Targeted Barriers to Achieving the Goal

- Timely training and receipt of reading materials.
- Core instruction is not effective in bringing students up to grade level.
- Students performing above grade level are not being challenged.

Plan to Monitor Progress Toward the Goal

Walkthroughs

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Journey

G2. By Spring of 2014 at least 75% of our students will be at a level 3 or above in mathematics as evidenced by the AMO report.

Targets Supported

Resources Available to Support the Goal
- GOMath; BBY Calendar Baits; Wiley's Warm-ups; Penster's; FCAT Explorer

Targeted Barriers to Achieving the Goal
- Core instruction is not effective in bringing students up to grade level.
- Students performing above grade level are not being challenged.

Plan to Monitor Progress Toward the Goal

Walkthroughs

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Journey

G3. By Spring of 2014 at least 75% of our students will be at a level 3.5 or above in writing as evidenced by the AMO report.

Targets Supported
- Writing

Resources Available to Support the Goal
- Reading Wonders; Melissa Forney; Kathy Robinson; Acceleration Academies

Targeted Barriers to Achieving the Goal
- Core instruction is not effective in bringing students up to grade level.

Plan to Monitor Progress Toward the Goal

Walktrhoughs

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Journey

G4. By Spring of 2014, students proficient on the CELLA will increase by 10%

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Lack of proper accommodations

Plan to Monitor Progress Toward the Goal

Monitor student progress

Person or Persons Responsible
Teachers ELL Para Administration Leadership team

Target Dates or Schedule:
3 times/year

Evidence of Completion:
Student assessment scores FAIR/Discovery

G5. 100% of parents will have a meaningful parent/teacher conference by the end of 2013-14 school year.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Parent Involvement Nights and Lunches

Targeted Barriers to Achieving the Goal
- Transportation; Work schedules of parents

Plan to Monitor Progress Toward the Goal

Monitor event sign in sheets an conference logs

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
On-going

Evidence of Completion:
Sign in sheets

G6. Decrease number of students absent more than 10% of instructional time by 2%.

Targets Supported
- EWS - Elementary School

Resources Available to Support the Goal
- Attendance Contracts Automated Letters using GENESIS Monthly attendance awards Offer attendance incentives to include perfect attendance certificates each card marking

Targeted Barriers to Achieving the Goal
- Parents not bringing students to school.

Plan to Monitor Progress Toward the Goal

GENESIS reports

Person or Persons Responsible
PSLT

Target Dates or Schedule:
Weekly

Evidence of Completion:
Decreased number of students missing multiple days

G7. Decrease number of out of school suspensions by 10%

Targets Supported
- EWS - Elementary School

Resources Available to Support the Goal
- PBS rewards PBS training

Targeted Barriers to Achieving the Goal
- Students not knowing expected behaviors or not being motivated to show appropriate behaviors

Plan to Monitor Progress Toward the Goal

- Reward day attendance - Suspension days

Person or Persons Responsible
Administration, PBS committee

Target Dates or Schedule:
Monthly

Evidence of Completion:
GENESIS reports, attendance reports PBS Benchmarks of quality

G8. Students are actively engaged through rigorous instruction at all grade levels.

Targets Supported
- All Areas
- 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
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal
- Classroom teachers, resource teachers, technology, planning time, materials & supplies, training (Whole Brain Teaching, Kagan, etc.).

Targeted Barriers to Achieving the Goal
- Lack of consistency with highly effective instruction.

Plan to Monitor Progress Toward the Goal

Student data, FAIR, OPM's Discovery, class data,

Person or Persons Responsible
Teachers and Leadership Team

Target Dates or Schedule:
Ongoing by Leadership team Weekly by teachers

Evidence of Completion:
If 85% or more of the class is making and maintaining learning gains, the progress towards the goal is on track. If less than 85% are making and maintaining learning gains, the Leadership team will modify and/ or intensify the Professional Learning experiences for the teacher(s).

G9. By Spring of 2014 at least 75% of our total 5th grade student population will be at AL 3 or above in science as evidenced by the AMO report.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- District created CISM lessons
- Moddle, FCAT Explorer

Targeted Barriers to Achieving the Goal
- Students are not provided opportunity to utilize critical thinking skills.
- Assessments are not authentic or engaging or lack HOT questions for students.
- Reading and writing strategies are not utilized to increase learning from science text.

Plan to Monitor Progress Toward the Goal

Monitor lesson plans and student work. Conduct classroom walkthroughs

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
weekly

Evidence of Completion:
Student work, classroom walkthroughs, lesson plans

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. By Spring of 2014 at least 75% of our students will be at AL 3 or above in reading as evidenced by the AMO report.

G1.B1 Timely training and receipt of reading materials.

G1.B1.S1 Reading Wonders webinars and ongoing PD and progress monitoring.

Action Step 1

Webinars and other grade level PD

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

PD days

Evidence of Completion

Walkthroughs

Facilitator:

Leadership team

Participants:

Leadership Team

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

Walkthroughs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Journey

Plan to Monitor Effectiveness of G1.B1.S1

Walkthroughs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Journey

G2. By Spring of 2014 at least 75% of our students will be at a level 3 or above in mathematics as evidenced by the AMO report.

G2.B1 Core instruction is not effective in bringing students up to grade level.

G2.B1.S1 Ongoing PD and progress monitoring and acceleration academies

Action Step 1

GOMath Training and other grade level PD

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

PD Days

Evidence of Completion

Walkthroughs

Facilitator:

Leadership Team

Participants:

Leadership Team

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

Walkthroughs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Journey

Plan to Monitor Effectiveness of G2.B1.S1

Walkthroughs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Onging

Evidence of Completion

Journey

G3. By Spring of 2014 at least 75% of our students will be at a level 3.5 or above in writing as evidenced by the AMO report.

G3.B1 Core instruction is not effective in bringing students up to grade level.

G3.B1.S1 Ongoing PD and progress monitoring and acceleration academies

Action Step 1

Reading Wonders Webinars and other grade level PD

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

PD Days

Evidence of Completion

Walkthroughs

Facilitator:

Leadership Team

Participants:

Leadership Team

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

Walkthroughs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Journey

Plan to Monitor Effectiveness of G3.B1.S1

Walkthroughs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Onging

Evidence of Completion

Journey

G4. By Spring of 2014, students proficient on the CELLA will increase by 10%

G4.B1 Lack of proper accommodations

G4.B1.S1 In order to maximize the amount of service time provided, ELL students are assigned to two teachers per grade level. ELL students will be provided approved accommodations daily during classroom instruction, and during district and statewide assessments

Action Step 1

ELL students will be provided approved accommodations daily during classroom instruction, and during district and statewide assessments

Person or Persons Responsible

Classroom Teachers ELL Para

Target Dates or Schedule

Daily

Evidence of Completion

ELL paraprofessional time logs Lesson Plans Progress Monitoring

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Classroom walkthroughs

Person or Persons Responsible

Administration Leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

ELL para log lesson plans with ESOL accommodations walkthrough notes

Plan to Monitor Effectiveness of G4.B1.S1

Monitor student progress

Person or Persons Responsible

Teachers ELL Para Administration Leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

student assessment scores and progress

G5. 100% of parents will have a meaningful parent/teacher conference by the end of 2013-14 school year.

G5.B1 Transportation; Work schedules of parents

G5.B1.S1 Invite parents to attend an morning afternoon and evening events to do student led conferences.

Action Step 1

Various events that bring parents and community members into the school that build capacity.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Title I Annual Conference Logs

Facilitator:

Leadership Team

Participants:

Leadership Team

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Monitoring sign-in sheets and conference logs.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Sign-in Sheets for events

Plan to Monitor Effectiveness of G5.B1.S1

Monitoring event sign in sheets and conference logs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Sign in sheets

G6. Decrease number of students absent more than 10% of instructional time by 2%.

G6.B1 Parents not bringing students to school.

G6.B1.S1 Parent Communication PSLT / Intervention Meetings Attendance Contracts Automated Letters using GENESIS Monthly attendance awards Monitor tardies and early check outs Offer attendance incentives to include perfect attendance certificates each card ma

Action Step 1

Weekly meetings / follow-ups with social worker to ensure all student attendance issues are handled in timely manner

Person or Persons Responsible

Jennifer Rojas, Raquel Vargas

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance letters, documentation of meetings with social worker

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Weekly meetings / follow-ups with social worker to ensure all student attendance issues are handled in timely manner

Person or Persons Responsible

PSLT: Administration, Pollock, Jennifer Rojas, Raquel Vargas

Target Dates or Schedule

weekly

Evidence of Completion

Attendance letters

Plan to Monitor Effectiveness of G6.B1.S1

Student attendance data

Person or Persons Responsible

Raquel Vargas

Target Dates or Schedule

Weekly

Evidence of Completion

GENESIS reports

G7. Decrease number of out of school suspensions by 10%

G7.B1 Students not knowing expected behaviors or not being motivated to show appropriate behaviors

G7.B1.S1 - PBS student training - PBS Monthly Reward Day

Action Step 1

Plan PBS monthly rewards Train students and staff in PBS procedures

Person or Persons Responsible

Mr. Pollock

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance at PBS monthly reward days

Facilitator:

Pollock

Participants:

Mr. Pollock

Action Step 2

Students will participate in check-in, check-out.

Person or Persons Responsible

Staff members will be assigned to students in need through the PSLT.

Target Dates or Schedule

Students will check in and out in the morning and afternoon.

Evidence of Completion

Mr. Pollock keeps data for this.

Plan to Monitor Fidelity of Implementation of G7.B1.S1

walkthroughs to evidence use of PBS strategies

Person or Persons Responsible

Ms. Tatom, Mrs. Kocab and Mr. Pollock PBS Committee

Target Dates or Schedule

Weekly

Evidence of Completion

Colors in agendas and behavior charts in the classroom. Walkthrough data

Plan to Monitor Effectiveness of G7.B1.S1

- Reward day attendance - Suspension days

Person or Persons Responsible

Teachers, PBS committee

Target Dates or Schedule

Monthly

Evidence of Completion

attendance data for reward days GENESIS reports

Plan to Monitor Fidelity of Implementation of G7.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G8. Students are actively engaged through rigorous instruction at all grade levels.

G8.B1 Lack of consistency with highly effective instruction.

G8.B1.S1 Individualized professional learning, follow-through and support.

Action Step 1

Differentiated PLC's based on EPC's for professional learning needs of individuals, groups, or grade level teams.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Minutes of PLC's, Professional Learning Action Plans and Effective or Highly Effective ratings in Journey.

Facilitator:

Leadership Team

Participants:

Leadership Team

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Review calendar and attendance records of PLC's.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Collection of follow up items, EPC's rated effective and highly effective in Journey

Plan to Monitor Effectiveness of G8.B1.S1

Teacher created data charts for all formal and informal student evaluations.

Person or Persons Responsible

Leadership Team, teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly data chats facilitated by leadership team, indicating increased student achievement

G9. By Spring of 2014 at least 75% of our total 5th grade student population will be at AL 3 or above in science as evidenced by the AMO report.

G9.B1 Students are not provided opportunity to utilize critical thinking skills.

G9.B1.S1 Incorporate inquiry based lessons with content connected to ethical issues, Comprehensive Instructional Sequence Module (CISM)

Action Step 1

Incorporate CISM lessons in their lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

once per quarter

Evidence of Completion

Lesson Plans Student work

Facilitator:

Renee Howell

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Conduct walkthroughs and review lesson plans

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Every nine weeks

Evidence of Completion

walkthrough data, lesson plans, student work

Plan to Monitor Effectiveness of G9.B1.S1

Teachers meet in collaborative content area teams to analyze their students results

Person or Persons Responsible

Teachers

Target Dates or Schedule

once per quarter

Evidence of Completion

Lesson plans and student work

G9.B3 Reading and writing strategies are not utilized to increase learning from science text.

G9.B3.S1 Integrate science into reading instruction, use writing prompts from science maps in writing instruction. Comprehensive Instructional Sequence Module (CISM) Professional

Action Step 1

Conduct CISM lesson with small groups of students

Person or Persons Responsible

Renee Howell

Target Dates or Schedule

Weekly

Evidence of Completion

student work, lesson plans

Plan to Monitor Fidelity of Implementation of G9.B3.S1

monitor CISM lessons

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

weekly

Evidence of Completion

student work, lesson plans

Plan to Monitor Effectiveness of G9.B3.S1

Assessments to determine students level of knowledge

Person or Persons Responsible

Renee Howell

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Assessment results

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, funds school-wide services to Kathleen Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides 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

Migrants students enrolled at Kathleen 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 schools 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 servies necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

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 Title I 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. Funds available to Kathleen Elementary are used to purchase training. This past year we used the funds to for common core training and kindergarten teachers attended a conference to further enhance their knowledge of implementing the curriculum .

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. Services are provided through the district for one ESOL paraprofessional to support ELL students at our school.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides 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.

Violence Prevention Programs

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

Housing Programs

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

Head Start

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k tro kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by 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.

G1. By Spring of 2014 at least 75% of our students will be at AL 3 or above in reading as evidenced by the AMO report.

G1.B1 Timely training and receipt of reading materials.

G1.B1.S1 Reading Wonders webinars and ongoing PD and progress monitoring.

PD Opportunity 1

Webinars and other grade level PD

Facilitator

Leadership team

Participants

Leadership Team

Target Dates or Schedule

PD days

Evidence of Completion

Walkthroughs

G2. By Spring of 2014 at least 75% of our students will be at a level 3 or above in mathematics as evidenced by the AMO report.

G2.B1 Core instruction is not effective in bringing students up to grade level.

G2.B1.S1 Ongoing PD and progress monitoring and acceleration academies

PD Opportunity 1

GOMath Training and other grade level PD

Facilitator

Leadership Team

Participants

Leadership Team

Target Dates or Schedule

PD Days

Evidence of Completion

Walkthroughs

G3. By Spring of 2014 at least 75% of our students will be at a level 3.5 or above in writing as evidenced by the AMO report.

G3.B1 Core instruction is not effective in bringing students up to grade level.

G3.B1.S1 Ongoing PD and progress monitoring and acceleration academies

PD Opportunity 1

Reading Wonders Webinars and other grade level PD

Facilitator

Leadership Team

Participants

Leadership Team

Target Dates or Schedule

PD Days

Evidence of Completion

Walkthroughs

G5. 100% of parents will have a meaningful parent/teacher conference by the end of 2013-14 school year.

G5.B1 Transportation; Work schedules of parents

G5.B1.S1 Invite parents to attend an morning afternoon and evening events to do student led conferences.

PD Opportunity 1

Various events that bring parents and community members into the school that build capacity.

Facilitator

Leadership Team

Participants

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Title I Annual Conference Logs

G7. Decrease number of out of school suspensions by 10%

G7.B1 Students not knowing expected behaviors or not being motivated to show appropriate behaviors

G7.B1.S1 - PBS student training - PBS Monthly Reward Day

PD Opportunity 1

Plan PBS monthly rewards Train students and staff in PBS procedures

Facilitator

Pollock

Participants

Mr. Pollock

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance at PBS monthly reward days

G8. Students are actively engaged through rigorous instruction at all grade levels.

G8.B1 Lack of consistency with highly effective instruction.

G8.B1.S1 Individualized professional learning, follow-through and support.

PD Opportunity 1

Differentiated PLC's based on EPC's for professional learning needs of individuals, groups, or grade level teams.

Facilitator

Leadership Team

Participants

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Minutes of PLC's, Professional Learning Action Plans and Effective or Highly Effective ratings in Journey.

G9. By Spring of 2014 at least 75% of our total 5th grade student population will be at AL 3 or above in science as evidenced by the AMO report.

G9.B1 Students are not provided opportunity to utilize critical thinking skills.

G9.B1.S1 Incorporate inquiry based lessons with content connected to ethical issues, Comprehensive Instructional Sequence Module (CISM)

PD Opportunity 1

Incorporate CISM lessons in their lesson plans.

Facilitator

Renee Howell

Participants

Teachers

Target Dates or Schedule

once per quarter

Evidence of Completion

Lesson Plans Student work

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	By Spring of 2014 at least 75% of our students will be at AL 3 or above in reading as evidenced by the AMO report.	$87,319
G2.	By Spring of 2014 at least 75% of our students will be at a level 3 or above in mathematics as evidenced by the AMO report.	$85,084
G3.	By Spring of 2014 at least 75% of our students will be at a level 3.5 or above in writing as evidenced by the AMO report.	$31,380
G5.	100% of parents will have a meaningful parent/teacher conference by the end of 2013-14 school year.	$33,362
G6.	Decrease number of students absent more than 10% of instructional time by 2%.	$200
G7.	Decrease number of out of school suspensions by 10%	$1,084
G9.	By Spring of 2014 at least 75% of our total 5th grade student population will be at AL 3 or above in science as evidenced by the AMO report.	$19,796
	Total	$258,225

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
OPER Funds, TTI Funds, District Funds, IA Funds	$87,319	$87,319
OPER Funds, TTI Funds, District Funds	$85,084	$85,084
OPER Funds, TTI Funds	$31,380	$31,380
TTI Funds, IA Funds	$33,362	$33,362
OPER FUNDS	$200	$200
IA Funds	$1,084	$1,084
OPER Funds, TT1 Funds	$19,796	$19,796
Total	$258,225	$258,225

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

G1. By Spring of 2014 at least 75% of our students will be at AL 3 or above in reading as evidenced by the AMO report.

G1.B1 Timely training and receipt of reading materials.

G1.B1.S1 Reading Wonders webinars and ongoing PD and progress monitoring.

Action Step 1

Webinars and other grade level PD

Resource Type

Evidence-Based Program

Resource

Funding Source

OPER Funds, TTI Funds, District Funds, IA Funds

Amount Needed

$87,319

G2. By Spring of 2014 at least 75% of our students will be at a level 3 or above in mathematics as evidenced by the AMO report.

G2.B1 Core instruction is not effective in bringing students up to grade level.

G2.B1.S1 Ongoing PD and progress monitoring and acceleration academies

Action Step 1

GOMath Training and other grade level PD

Resource Type

Evidence-Based Program

Resource

Funding Source

OPER Funds, TTI Funds, District Funds

Amount Needed

$85,084

G3. By Spring of 2014 at least 75% of our students will be at a level 3.5 or above in writing as evidenced by the AMO report.

G3.B1 Core instruction is not effective in bringing students up to grade level.

G3.B1.S1 Ongoing PD and progress monitoring and acceleration academies

Action Step 1

Reading Wonders Webinars and other grade level PD

Resource Type

Evidence-Based Program

Resource

Funding Source

OPER Funds, TTI Funds

Amount Needed

$31,380

G5. 100% of parents will have a meaningful parent/teacher conference by the end of 2013-14 school year.

G5.B1 Transportation; Work schedules of parents

G5.B1.S1 Invite parents to attend an morning afternoon and evening events to do student led conferences.

Action Step 1

Various events that bring parents and community members into the school that build capacity.

Resource Type

Evidence-Based Program

Resource

Funding Source

TTI Funds, IA Funds

Amount Needed

$33,362

G6. Decrease number of students absent more than 10% of instructional time by 2%.

G6.B1 Parents not bringing students to school.

G6.B1.S1 Parent Communication PSLT / Intervention Meetings Attendance Contracts Automated Letters using GENESIS Monthly attendance awards Monitor tardies and early check outs Offer attendance incentives to include perfect attendance certificates each card ma

Action Step 1

Weekly meetings / follow-ups with social worker to ensure all student attendance issues are handled in timely manner

Resource Type

Evidence-Based Program

Resource

Tardy passes, Monthly Attendance Certificates

Funding Source

OPER FUNDS

Amount Needed

$200

G7. Decrease number of out of school suspensions by 10%

G7.B1 Students not knowing expected behaviors or not being motivated to show appropriate behaviors

G7.B1.S1 - PBS student training - PBS Monthly Reward Day

Action Step 1

Plan PBS monthly rewards Train students and staff in PBS procedures

Resource Type

Evidence-Based Program

Resource

Funding Source

IA Funds

Amount Needed

$1,084

G9. By Spring of 2014 at least 75% of our total 5th grade student population will be at AL 3 or above in science as evidenced by the AMO report.

G9.B1 Students are not provided opportunity to utilize critical thinking skills.

G9.B1.S1 Incorporate inquiry based lessons with content connected to ethical issues, Comprehensive Instructional Sequence Module (CISM)

Action Step 1

Incorporate CISM lessons in their lesson plans.

Resource Type

Evidence-Based Program

Resource

Funding Source

OPER Funds, TT1 Funds

Amount Needed

$19,796