2013-2014 SCHOOL IMPROVEMENT PLAN

Sorrento Elementary
24605 WALLICK RD
Sorrento, FL 32776
352-385-1140

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	53%

Alternative/ESE Center	Charter School	Minority Rate
No	No	32%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School
Sorrento Elementary

Principal
Susan K. Pegram

School Advisory Council chair
Kelli Staab

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

Name	Title
Jeff Coldren	Assistant Principal
Joanne DeBoer	Curriculum Resource Teacher
Heidi Edwards	Literacy Coach
Angela Brady	Counselor PK-2
Bonnie Gault	Counselor 3-5
Debbie Ingersoll	ESE School Specialist

District-Level Information

District
Lake

Superintendent
Dr. Susan Moxley

Date of school board approval of SIP
12/16/2013

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 Sorrento Elementary SAC contains 9 parents, 1 community member, 3 teachers, 1 classified employee, and the school principal. 9 members are serving their second term.
Kelli Staab - Chairperson; Deanna Lewis - CoChairperson; Joanne DeBoer - Secretary

Involvement of the SAC in the development of the SIP

The SIP is shared with SAC through a power point presentation. At that time, the SAC makes suggestions and changes are made if necessary. SAC also votes to approve or not approve the school improvement plan. SAC will be advised throughout the year as updates and changes are made.

Activities of the SAC for the upcoming school year

SAC will sponsor STEM Night at Sorrento Elementary School.

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

STEM Night - bring STEM activities to the school for students and their parents. Cost - approx $500.00
Media Night - provide reading time for students. Cost - approx $500.00

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:

Susan K. Pegram		
Principal	Years as Administrator: 8	Years at Current School: 1

Credentials	B.S. Elementary Education-UCF M.Ed. Elementary Education-UCF Ed.S. Educational Leadership-Nova Southeastern
Performance Record	2012-2013: B school-Sorrento Elementary 2011-2012: A school, No AYP-Lost Lake Elementary 2010-2011: A school, No AYP-Lost Lake Elementary 2009-2010: A school, No AYP-Lost Lake Elementary 2008-2009: A school, AYP-Lost Lake Elementary 2007-2008: A school, AYP-Lost Lake Elementary 2005-2006: A school, AYP-Windy Hill Middle 2004-2005: A school, AYP-Windy Hill Middle

Jeff Coldren		
Asst Principal	Years as Administrator: 8	Years at Current School: 3

Credentials	B.S. Physical Education-Mars Hill M.S. Educational Leadership-Nova Southeastern
Performance Record	2012-2013: B school-Sorrento Elementary 2011-2012: A school, No AYP-Sorrento Elementary 2010-2011: B school, No AYP-Sorrento Elementary 2009-2010: C school, No AYP-Beverly Shores Elementary 2008-2009: A school, No AYP-Triangle Elementary 2007-2008: C school, No AYP-Beverly Shores Elementary 2006-2007: A school, No AYP-Eustis Heights Elementary 2005-2006: C school, No AYP-Leesburg Elementary

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Heidi Edwards		
Full-time / School-based	Years as Coach: 5	Years at Current School: 3
Areas	Reading/Literacy, Mathematics, Data, RtI/MTSS	
Credentials	B.S. in Psychology-Wofford College M.S. in Exceptional Education-Nova Southeastern Reading Endorsement ESOL Endorsement	
Performance Record	2012-2013: B school 2011-2012: B school 2010-2011: A school	

Classroom Teachers

# of classroom teachers

51

 # receiving effective rating or higher

51, 100%

 # Highly Qualified Teachers

100%

 # certified in-field

50, 98%

 # ESOL endorsed
38, 75%

 # reading endorsed
6, 12%

 # with advanced degrees
18, 35%

 # National Board Certified
1, 2%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
19, 37%

 # with 6-14 years of experience
27, 53%

 # with 15 or more years of experience
5, 10%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

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

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

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

Administrators will interview and hire the best qualified candidate for the job. Upon hiring, the administrators will provide a mentor for all new employees. This will pair the new teacher with someone who is familiar with the school and who can provide them with assistance. New teachers will work closely with their grade level. Every grade level is provided with opportunities to work together during planning time and data PLC's to ensure everyone on the team works collaboratively.

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

Our new teachers and teacher transfers are assigned a mentor. Mentors are fellow teachers in the same grade level. The mentor helps the new teacher get acclimated to the school, its culture, student body, rules, opportunities, and challenges. The mentor shares resources with the novice teacher and listens carefully to their needs. The mentor and mentee share a common planning time to discuss teaching strategies, plan lessons, gather resources, and analyze student data.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS team meets weekly to review student data and identify students in need of academic or behavioral interventions. Working cooperatively, the team will plan instructional strategies, determine the effectiveness of interventions and create a system for continued monitoring of student progress. Members of the MTSS team and Leadership team perform walk-throughs of teacher classrooms to monitor fidelity of interventions and to assist with any core curriculum questions that teachers might have. The Literacy Coach and Curriculum Resource teacher created a 30 minute intervention period to address small group and individual needs of students in the MTSS process. The principal uses funding to help supplement interventions with specific materials such as the Road to Reading Phonics program to help the tier 3 students with phonics.

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

Administrators: Provide models for informed data based decision making. The administrators are responsible for the fidelity of RtI implementation at the school site.
Curriculum Resource Teacher/Literacy Coach: Research existing literature on academic interventions to be implemented with students exhibiting specific needs. Provide professional development to promote the implementation of evidence based instructional strategies in the classroom. Assist with the collection of progress monitoring data and assessment.
Guidance Counselors: The guidance team plays an integral role in the collection and documentation of student data as well as data analysis and interpretation. The guidance counselors maintain student RtI records and schedule follow-up meetings to discuss student progress with the team.
School Psychologist: Provides professional development and contributes to the development of academic and behavioral interventions and other data based decisions.
Classroom Teacher: The classroom teacher maintains consistent two way communication with parents or guardians regarding students' progress in core curriculum. The classroom teacher is primarily responsible for the delivery of tier I, II, and III interventions and data collection.

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

The leadership team performs walk-throughs looking for specific elements in classrooms, they monitor the fidelity of interventions, and assist with any core curriculum questions that teachers might have. Monthly fidelity logs are submitted and signed by the principal.

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

Progress Monitoring and Reporting Network (PMRN)
FCAT-Star
Florida Comprehensive Assessment Test (FCAT)
Florida Assessment for Instruction in Reading (FAIR)
Scholastic Reading Inventory
Lake Benchmark Assessments in Reading, Writing, Math, and Science (Edusoft)
SAT 10
Quarterly discipline reports from the AS400
PBS data

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

The MTSS team will provide training for teachers to go over the process of MTSS and how to use data to determine if a student is in need of MTSS support. The MTSS team provides brochures and invites parents to MTSS meetings. The Leadership team will provide PLC's on how to use data to help teachers drive instruction. The teachers will hold data chats with parents and students.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 960

Our after school tutoring program is available for students in grades 3-5 who have deficiencies in core academic subjects. Teachers will use various materials to remediate, reteach, and assess all students.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Benchmark data, grades, and Curriculum Associates CARS/STARS Book Collection and Curriculum Associates Math Problem Solving Collection pre/post tests will be analyzed.

Who is responsible for monitoring implementation of this strategy?

Leadership Team

Literacy Leadership Team (LLT)

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

Name	Title
Heidi Edwards	Literacy Coach
Judy Voss	VE teacher

Name	Title
Tiffany Creasman	First Grade Teacher
Dorinda Degnan	Third Grade Teacher
Glenda Dunson	Second Grade Teacher
Joanne DeBoer	CRT
Della Fields	Fourth Grade Teacher
Michelle Hooks	Media Specialist

How the school-based LLT functions

The LTT will meet at least once a month with the Literacy Coach facilitating the meetings. The team will discuss data, implementation of initiatives/programs, and assess program effectiveness with their assigned grade levels.

Major initiatives of the LLT

The LTT will implement the following:
School-wide reading activities (Accelerated Reader, Read Across America, Literacy Week)
Family literacy activities
Reading incentive programs
READing PAWS

Every Teacher Contributes to Reading Instruction

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

Teachers use past and current reading data to set individual goals for themselves and their students. By focusing on strengths and weaknesses, teachers can insure they are aligning reading instruction to meet all students' individual needs. Teachers attend professional development for implementing the new reading series; participate in MTSS meetings; lead PAWS groups for reading intervention/enrichment four days a week; and plan collaboratively during weekly curriculum planning meetings.

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

Sorrento Elementary School has one Pre-K unit, and one ESE PreK unit to help prepare students for Kindergarten. Kindergarten Round-Up is conducted each Spring for the parents of up-coming Kindergarten students to better prepare them for the transition into Kindergarten. Parents and preschool students are invited to tour our school and the kindergarten classrooms. In addition, the Florida Kindergarten Readiness Screener will be administered within the first 30 school days. Parents complete a "Tell Us About Your Child" questionnaire upon registering a Kindergarten student. Information from these sources will be used to plan for the academic and social/emotional instruction for all students.

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	67%	61%	No	70%
American Indian				
Asian				
Black/African American	33%	30%	No	39%
Hispanic	55%	51%	No	60%
White	73%	66%	No	76%
English language learners	34%	29%	No	41%
Students with disabilities	48%	25%	No	54%
Economically disadvantaged	53%	43%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	25%	40%
Students scoring at or above Achievement Level 4	116	35%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	115	56%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	26	52%	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)	35	59%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	29%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19	32%	45%

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	47	41%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	59%	No	66%
American Indian				
Asian				
Black/African American	28%	30%	Yes	35%
Hispanic	53%	49%	No	57%
White	68%	64%	No	72%
English language learners	40%	32%	No	46%
Students with disabilities	43%	29%	No	49%
Economically disadvantaged	52%	45%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	27%	40%
Students scoring at or above Achievement Level 4	104	32%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	100	50%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	39%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	22%	30%
Students scoring at or above Achievement Level 4	29	31%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

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)	8		10
Participation in STEM-related experiences provided for students	709	100%	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	83	11%	8%
Students retained, pursuant to s. 1008.25, F.S.	15	2%	1%
Students who are not proficient in reading by third grade	43	6%	3%
Students who receive two or more behavior referrals	16	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

We would like to increase the number of parent involvement opportunities and increase the participation of parents whose children represent our diverse subgroups.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
F3 (PTO sponsored Family Fun Friday night)	0	0%	100%
Teacher/Parent Data Chats	0	0%	100%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase student achievement in writing while improving the consistency and effectiveness of writing instruction through the expansion of Thinking Maps.

G2. Increase student achievement in reading through professional collaboration and providing differentiated instruction and support for struggling learners.

G3. The use of cooperative structures and hands-on learning experiences for students through labs and activities will increase student achievement in science.

G4. The gathering and analysis of student performance data will drive instructional decisions to increase student achievement in math.

Goals Detail

G1. Increase student achievement in writing while improving the consistency and effectiveness of writing instruction through the expansion of Thinking Maps.

Targets Supported

- Writing

Resources Available to Support the Goal

- RtI

- Team Collaboration

- Tutoring

- Targeted Intervention Groups

- Data Chats (teacher/leadership team, teacher/parent, teacher/student)

- Implementation of school-wide writing plan

Targeted Barriers to Achieving the Goal

- Transition to Common Core State Standards and school-wide writing plan

- Students with limited background knowledge

Plan to Monitor Progress Toward the Goal

Analyze data from monthly writing prompts

Person or Persons Responsible
Leadership Team and classroom teachers

Target Dates or Schedule:
Collaborative weekly meetings, and data chats

Evidence of Completion:
Data reports, progress monitoring logs, and writing folders

G2. Increase student achievement in reading through professional collaboration and providing differentiated instruction and support for struggling learners.

Targets Supported

Resources Available to Support the Goal

- RtI
- Team collaboration
- Tutoring
- Targeted Intervention Groups
- Data Chats (teacher/leadership team, teacher/parent, teacher/student)
- Highly qualified support personnel
- Rosetta Stone for English Language Learners

Targeted Barriers to Achieving the Goal

- Transition to new Common Core State Standards
- Students with limited background knowledge

Plan to Monitor Progress Toward the Goal

Analyze data from mini-assessments, benchmark assessments, and weekly assessments

Person or Persons Responsible
Leadership Team and classroom teachers

Target Dates or Schedule:
During weekly collaborative meetings and data chats

Evidence of Completion:
Multiple data reports and adjustments to instruction based on individual student needs

G3. The use of cooperative structures and hands-on learning experiences for students through labs and activities will increase student achievement in science.

Targets Supported
- Science - Elementary School
- STEM

Resources Available to Support the Goal
- Team Collaboration
- Data Chats (teacher/leadership team, teacher/parent, teacher/student)
- Highly qualified support personnel
- Science Lab and equipment
- Kagan trained staff members

Targeted Barriers to Achieving the Goal
- Students with limited background knowledge
- Teacher commitment to utilizing the Science Lab and cooperative structures

Plan to Monitor Progress Toward the Goal

Analyze multiple data sources

Person or Persons Responsible
Leadership Team and classroom teachers

Target Dates or Schedule:
During weekly collaborative meetings and data chats

Evidence of Completion:
Data reports and student artifacts

G4. The gathering and analysis of student performance data will drive instructional decisions to increase student achievement in math.

Targets Supported

Resources Available to Support the Goal
- RtI
- Team Collaboration
- Tutoring
- Data Chats (teacher/leadership team, teacher/parent, teacher/student)
- Edusoft Reports
- Modeling of Thinking Maps

Targeted Barriers to Achieving the Goal
- Transition to new Common Core State Standards
- Inconsistent use of assessment data

Plan to Monitor Progress Toward the Goal

Analyze data from mini-assessments, benchmark assessments, and weekly assessments

Person or Persons Responsible
Leadership Team and classroom teachers

Target Dates or Schedule:
During collaborative weekly meetings and data chats

Evidence of Completion:
Coaching Logs, curriculum planning logs, and multiple data reports

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student achievement in writing while improving the consistency and effectiveness of writing instruction through the expansion of Thinking Maps.

G1.B4 Transition to Common Core State Standards and school-wide writing plan

G1.B4.S1 In-class support from non-load bearing teachers

Action Step 1

Co-teach and model effective writing strategies

Person or Persons Responsible

Curriculum Resource Teacher and Literacy Coach

Target Dates or Schedule

During instructional time

Evidence of Completion

Coaching logs

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

Analysis of data, progress monitoring, targeted instruction based on individual student needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly team meetings, data chats, classroom walk-throughs

Evidence of Completion

Coaching logs, curriculum planning logs, data reports

Plan to Monitor Effectiveness of G1.B4.S1

Analyze data, look for trends, modify instruction

Person or Persons Responsible

Leadership Team and classroom teachers

Target Dates or Schedule

During collaborative weekly meetings and data chats

Evidence of Completion

Data binders, data reports, student artifacts

G1.B4.S2 Resources aligned to new standards

Action Step 1

Thinking Maps Write from the Beginning and Beyond training

Person or Persons Responsible

Curriculum Resource Teacher, Literacy Coach, and classroom teachers

Target Dates or Schedule

During Professional Development days, and teacher collaborative planning

Evidence of Completion

Sign-in sheets, classroom walk-through data, student artifacts, and assessment data

Facilitator:

Joanne DeBoer

Participants:

School-wide

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Implementation of new writing program, effective writing instruction, school-wide monthly writing prompts, reteaching and remediation when necessary

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

During Professional Development days, collaborative team planning, and classroom walk-throughs

Evidence of Completion

Data reports, curriculum planning logs, student artifacts

Plan to Monitor Effectiveness of G1.B4.S2

Consistent writing instruction across all grade levels, use of new resources, collaborative scoring of writing assessments

Person or Persons Responsible

Leadership Team and classroom teachers

Target Dates or Schedule

Classroom walk-throughs, collaborative meetings, and data chats

Evidence of Completion

Data reports, lesson plans, curriculum planning logs, and student artifacts

G1.B5 Students with limited background knowledge

G1.B5.S2 Follow a consistent and effective writing plan that is vertically aligned.

Action Step 1

Follow the writing plan outlined in our new writing program

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

During instructional time

Evidence of Completion

Lesson plans, and student artifacts

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Use of vertically aligned writing plan, writing rubrics, monthly writing prompts, and anchor sets

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

During classroom walk-throughs

Evidence of Completion

Lesson plans, assessment data, and student artifacts

Plan to Monitor Effectiveness of G1.B5.S2

Use of all writing resources

Person or Persons Responsible

Leadership Team and classroom teachers

Target Dates or Schedule

During collaborative weekly meetings, and classroom walk-throughs

Evidence of Completion

Multiple data reports and student artifacts

G2. Increase student achievement in reading through professional collaboration and providing differentiated instruction and support for struggling learners.

G2.B4 Transition to new Common Core State Standards

G2.B4.S1 In class support from non-load bearing instructional staff

Action Step 1

Utilizing resources aligned to Common Core, and accessing on-line resources from the new reading series

Person or Persons Responsible

Curriculum Resource Teacher and Literacy Coach

Target Dates or Schedule

During professional development days and teacher planning time

Evidence of Completion

Sign-in sheets, classroom walk-through data, student artifacts, and assessment data

Facilitator:

Curriculum Resource Teacher and Literacy Coach

Participants:

School-wide

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

Administrators will analyze data and effective teaching strategies

Person or Persons Responsible

Administrators

Target Dates or Schedule

During weekly Leadership and Team meetings, and classroom walk-throughs

Evidence of Completion

Coaching Logs and classroom walk-through data

Plan to Monitor Effectiveness of G2.B4.S1

The Leadership Team will monitor data and look for trends

Person or Persons Responsible

Leadership Team and classroom teachers

Target Dates or Schedule

During collaborative weekly meetings

Evidence of Completion

Student data, student artifacts, classroom walkthrough checklist, mini-data chats with Principal

G2.B4.S3 Team curriculum planning

Action Step 1

Team collaboration to discuss teaching strategies and resources

Person or Persons Responsible

Classroom teachers, Leadership Team members assigned to specific grade levels

Target Dates or Schedule

During weekly curriculum planning meetings

Evidence of Completion

Curriculum planning logs

Plan to Monitor Fidelity of Implementation of G2.B4.S3

Implementation of teaching strategies and use of resources

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

During weekly curriculum planning meetings

Evidence of Completion

Curriculum planning logs, lesson plans, classroom walk-through data

Plan to Monitor Effectiveness of G2.B4.S3

Analyze multiple data sources to determine the effectiveness of instruction

Person or Persons Responsible

Leadership Team and classroom teachers

Target Dates or Schedule

During weekly collaborative meetings and data chats

Evidence of Completion

Teachers plan according to the results of mini-assessments, benchmark assessments, and weekly assessments

G2.B5 Students with limited background knowledge

G2.B5.S2 Schedule 4 thirty-minute intervention/enrichment blocks per week within the grade level's master schedule

Action Step 1

Small group differentiated instruction based on individual student needs

Person or Persons Responsible

All teachers, teacher assistants, and all non-load bearing support personnel

Target Dates or Schedule

From 8:45am until 9:15 every Monday, Tuesday, Thursday and Friday

Evidence of Completion

Lesson plans and classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B5.S2

Targeted instruction, use of resources, effective teaching strategies

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

During classroom walk-throughs and weekly collaborative meetings

Evidence of Completion

Classroom-walk though checklist, teacher evaluations

Plan to Monitor Effectiveness of G2.B5.S2

Analyze data from mini-assessments, benchmark assessments, and weekly assessments

Person or Persons Responsible

Leadership Team and classroom teachers

Target Dates or Schedule

During weekly collaborative meetings and data chats

Evidence of Completion

Data binders, adjustments to instruction

G2.B5.S4 Utilize common assessments and analyze results to identify student strengths and needs

Action Step 1

Utilize Lake Benchmark assessments, McGraw Hill Wonders Reading assessments, Go Math assessments, and Pearson Science and Social Studies assessments

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Beginning of the year, Mid-year, and weekly

Evidence of Completion

Lesson plans, Esembler, and multiple data reports

Plan to Monitor Fidelity of Implementation of G2.B5.S4

Data analysis of assessment results

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

During weekly collaborative meetings, Data PLCs, and classroom walk-throughs

Evidence of Completion

Adjusted instruction based on individual student strengths and needs

Plan to Monitor Effectiveness of G2.B5.S4

Analyze data, look for trends, and adjust instruction

Person or Persons Responsible

Leadership Team and classroom teachers

Target Dates or Schedule

During weekly collaborative meetings, data chats, and Data PLCs

Evidence of Completion

Data binders, lesson plans, and data reports

G3. The use of cooperative structures and hands-on learning experiences for students through labs and activities will increase student achievement in science.

G3.B2 Students with limited background knowledge

G3.B2.S1 Content specific Science vocabulary presented daily

Action Step 1

Collecting content specific Science vocabulary

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

During weekly collaborative meetings

Evidence of Completion

Content specific Science vocabulary presentation

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Science vocabulary will be presented in the morning and students will be asked at random times to discuss the word.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Throughout the school day

Evidence of Completion

Science vocabulary powerpoint

Plan to Monitor Effectiveness of G3.B2.S1

Students ability to apply Science vocabulary in context

Person or Persons Responsible

Leadership Team and classroom teachers

Target Dates or Schedule

During weekly collaborative meetings and data chats

Evidence of Completion

Data from various assessments

G3.B2.S3 Incorporating content specific reading materials into the reading block

Action Step 1

Incorporating content specific reading materials into the reading block

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

During weekly curriculum planning meetings

Evidence of Completion

Lesson plans, classroom walk-through data

Plan to Monitor Fidelity of Implementation of G3.B2.S3

Use of science reading materials during the reading block

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

During reading block and collaborative weekly meetings

Evidence of Completion

Lesson plans and student artifacts

Plan to Monitor Effectiveness of G3.B2.S3

Analyze data from benchmark assessments, weekly assessments, and writing prompts

Person or Persons Responsible

Leadership Team and classroom teachers

Target Dates or Schedule

During data chats and weekly collaborative meetings

Evidence of Completion

Multiple data reports and student artifacts

G3.B4 Teacher commitment to utilizing the Science Lab and cooperative structures

G3.B4.S1 Kagan trained staff will teach a "Structure a Month" during faculty meetings

Action Step 1

Kagan structures will be modeled and practiced

Person or Persons Responsible

Leadership Team, Kagan trained teachers, and classroom teachers

Target Dates or Schedule

During faculty meetings

Evidence of Completion

Sign-in sheets

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

A variety of Kagan structures being used often and correctly

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

During classroom walk-throughs and collaborative team meetings

Evidence of Completion

Classroom walk-through data, and curriculum planning logs

Plan to Monitor Effectiveness of G3.B4.S1

Increased student engagement through cooperative Kagan structures

Person or Persons Responsible

Leadership Team and classroom teachers

Target Dates or Schedule

During instructional time and collaborative meetings

Evidence of Completion

Multiple data reports and student performance

G3.B4.S2 Volunteers to maintain Science Lab

Action Step 1

Consistent and productive use of the Science Lab with the help of volunteers

Person or Persons Responsible

Classroom teachers and volunteers

Target Dates or Schedule

Once a week

Evidence of Completion

Lab write-ups, and student artifacts

Plan to Monitor Fidelity of Implementation of G3.B4.S2

Use of Science Lab and increased number of hands-on activities

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

During classroom walkthroughs and collaborative weekly meetings

Evidence of Completion

Classroom walk-through data, student artifacts, and assessment data

Plan to Monitor Effectiveness of G3.B4.S2

Maintenance and consistent use of the Science Lab

Person or Persons Responsible

Leadership Team and classroom teachers

Target Dates or Schedule

During classroom walk-throughs and data chats

Evidence of Completion

Assessment data, lab write-ups, and student experiments

G4. The gathering and analysis of student performance data will drive instructional decisions to increase student achievement in math.

G4.B4 Transition to new Common Core State Standards

G4.B4.S1 In class support from non-load bearing instructional staff with C2 Connection Cards and Task Cards

Action Step 1

Utilizing and aligning resources to meet the demands and rigor of Common Core

Person or Persons Responsible

Curriculum Resource Teacher and Literacy Coach

Target Dates or Schedule

During professional development days and teacher planning

Evidence of Completion

Sign-in sheets, classroom walk-through data, student artifacts, and assessment data

Facilitator:

Curriculum Resource Teacher and Literacy Coach

Participants:

School-wide

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Observation of teaching best practices, use of resources, and data/standards based instruction

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly Collaborative meetings, classroom walk-throughs

Evidence of Completion

Coaching Logs, classroom walk-through checklist, teacher observations

Plan to Monitor Effectiveness of G4.B4.S1

Analyze data and look for trends

Person or Persons Responsible

Leadership Team and classroom teachers

Target Dates or Schedule

During collaborative weekly meetings

Evidence of Completion

Student performance data and student artifacts

G4.B4.S2 Provide resources aligned to standards

Action Step 1

Proper use of multiple manipulatives to teach standards

Person or Persons Responsible

Curriculum Resource Teacher, Literacy Coach, and classroom teachers

Target Dates or Schedule

During instructional time

Evidence of Completion

Coaching Logs and lesson plans

Plan to Monitor Fidelity of Implementation of G4.B4.S2

Proper use of manipulatives, math journals, and instruction tailored to individual student needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

During collaborative meetings, classroom walk-throughs, and teacher observations

Evidence of Completion

Classroom walk-through checklist, data reports

Plan to Monitor Effectiveness of G4.B4.S2

Analyze multiple data reports and adjust instruction based on individual student needs

Person or Persons Responsible

Leadership Team and classroom teachers

Target Dates or Schedule

During collaborative meetings and data chats

Evidence of Completion

Data charts, adjusted instruction, and data reports

G4.B6 Inconsistent use of assessment data

G4.B6.S2 Data Chats (Leadership Team/Teacher, Teacher/Student, Teacher/Parent).

Action Step 1

Analyze data, identify student strengths and weaknesses, adjust instruction, and give suggestions for help at home

Person or Persons Responsible

Leadership Team/Teacher Teacher/Student Teacher/Parent

Target Dates or Schedule

During Data Chats, classroom time, and Parent Data Chat weeks

Evidence of Completion

Sign-in sheets, data binders, and data reports

Plan to Monitor Fidelity of Implementation of G4.B6.S2

Adjustments to instruction based on the analysis of data reports, progress monitoring, and targeted small-group instruction

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

During collaborative weekly meetings and classroom walk-throughs

Evidence of Completion

Data binders, lesson plans, collaborative planning logs, use of Thinking Maps

Plan to Monitor Effectiveness of G4.B6.S2

Analysis of data drives instruction and teacher collaboration on effective strategies

Person or Persons Responsible

Leadership Team and classroom teachers

Target Dates or Schedule

Weekly collaborative meetings, data chats, classroom walk-throughs

Evidence of Completion

Curriculum planning logs, multiple data reports, data binders, and student tracking of goals

G4.B6.S3 Attention to varied student learning styles and abilities when developing instructional strategies based on student assessment data reports.

Action Step 1

Small group instruction, collaboration on effective teaching strategies, modeling and coaching

Person or Persons Responsible

Curriculum Resource Teacher, Literacy Coach, and classroom teachers

Target Dates or Schedule

During instructional time and weekly curriculum planning meetings

Evidence of Completion

Curriculum planning logs, student artifacts, progress monitoring logs

Plan to Monitor Fidelity of Implementation of G4.B6.S3

Instructional strategies based on student data, small groups, cooperative learning, and student engagement

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

During weekly collaborative meetings, classroom walk-throughs, and teacher observations

Evidence of Completion

Lesson plans, classroom walk-through checklist, data reports

Plan to Monitor Effectiveness of G4.B6.S3

Modified instruction based on data reports, targeted interventions, progress monitoring

Person or Persons Responsible

Leadership Team and classroom teachers

Target Dates or Schedule

During instructional time and data chats

Evidence of Completion

Observations, data reports, and lesson plans

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

Supplemental Academic Instruction (SAI) funds will be used for our after school tutoring program. Our after school tutoring program is available for students in grades 3-5 who have deficiencies in core academic subjects. Teachers will use various materials to remediate, reteach, and assess all students. Funds will be used to purchase Curriculum Associates materials and teacher salary.

Bully Proofing Your School is a new district sponsored program. Guidance counselors will teach the lessons during Media in grades K-5. Bully-Proofing Your School is a comprehensive program for handling bully/victim problems through the creation of a "caring majority" of students who take the lead in establishing and maintaining a safe and caring school community. The program focuses on converting the silent majority of students into a caring majority by teaching strategies that help them to avoid victimization and to take a stand for a bully-free school. The goal is to reduce incidences of bullying behaviors and to increase feelings of safety among the students.

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. Increase student achievement in writing while improving the consistency and effectiveness of writing instruction through the expansion of Thinking Maps.

G1.B4 Transition to Common Core State Standards and school-wide writing plan

G1.B4.S2 Resources aligned to new standards

PD Opportunity 1

Thinking Maps Write from the Beginning and Beyond training

Facilitator

Joanne DeBoer

Participants

School-wide

Target Dates or Schedule

During Professional Development days, and teacher collaborative planning

Evidence of Completion

Sign-in sheets, classroom walk-through data, student artifacts, and assessment data

G2. Increase student achievement in reading through professional collaboration and providing differentiated instruction and support for struggling learners.

G2.B4 Transition to new Common Core State Standards

G2.B4.S1 In class support from non-load bearing instructional staff

PD Opportunity 1

Utilizing resources aligned to Common Core, and accessing on-line resources from the new reading series

Facilitator

Curriculum Resource Teacher and Literacy Coach

Participants

School-wide

Target Dates or Schedule

During professional development days and teacher planning time

Evidence of Completion

Sign-in sheets, classroom walk-through data, student artifacts, and assessment data

G4. The gathering and analysis of student performance data will drive instructional decisions to increase student achievement in math.

G4.B4 Transition to new Common Core State Standards

G4.B4.S1 In class support from non-load bearing instructional staff with C2 Connection Cards and Task Cards

PD Opportunity 1

Utilizing and aligning resources to meet the demands and rigor of Common Core

Facilitator

Curriculum Resource Teacher and Literacy Coach

Participants

School-wide

Target Dates or Schedule

During professional development days and teacher planning

Evidence of Completion

Sign-in sheets, classroom walk-through data, student artifacts, and assessment data

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement in writing while improving the consistency and effectiveness of writing instruction through the expansion of Thinking Maps.	$6,744
G2.	Increase student achievement in reading through professional collaboration and providing differentiated instruction and support for struggling learners.	$6,850
G4.	The gathering and analysis of student performance data will drive instructional decisions to increase student achievement in math.	$6,502
	Total	$20,096

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
Internal and Discretionary Funds	$13,352	$6,744	$20,096
Total	$13,352	$6,744	$20,096

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

G1. Increase student achievement in writing while improving the consistency and effectiveness of writing instruction through the expansion of Thinking Maps.

G1.B4 Transition to Common Core State Standards and school-wide writing plan

G1.B4.S2 Resources aligned to new standards

Action Step 1

Thinking Maps Write from the Beginning and Beyond training

Resource Type

Evidence-Based Program

Resource

Write from the Beginning and Beyond Thinking Maps curriculum

Funding Source

Internal and Discretionary Funds

Amount Needed

$6,744

G2. Increase student achievement in reading through professional collaboration and providing differentiated instruction and support for struggling learners.

G2.B5 Students with limited background knowledge

G2.B5.S2 Schedule 4 thirty-minute intervention/enrichment blocks per week within the grade level's master schedule

Action Step 1

Small group differentiated instruction based on individual student needs

Resource Type

Evidence-Based Materials

Resource

Road to Reading Phonics program and TIME for Kids

Funding Source

Internal and Discretionary Funds

Amount Needed

$6,850

G4. The gathering and analysis of student performance data will drive instructional decisions to increase student achievement in math.

G4.B4 Transition to new Common Core State Standards

G4.B4.S2 Provide resources aligned to standards

Action Step 1

Proper use of multiple manipulatives to teach standards

Resource Type

Evidence-Based Materials

Resource

A varitey of math manipulatives and resources aligned to Common Core

Funding Source

Internal and Discretionary Funds

Amount Needed

$6,502