2013-2014 SCHOOL IMPROVEMENT PLAN

St. Cloud Elementary School

2701 BUDINGER AVE

St Cloud, FL 34769

407-891-3160

www.osceola.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	55%

Alternative/ESE Center	Charter School	Minority Rate
No	No	46%

School Grades History

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

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
St. Cloud Elementary School

Principal
Megan Dierickx

School Advisory Council chair
Kelly Gray

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

Name	Title
Megan Dierickx	Principal
Cindy Chiavini-Clegg	Assistant Principal
Beth Telemko	Literacy Coach
Kelly Gray	School Counselor

District-Level Information

District
Osceola

Superintendent
Mrs. Melba Luciano

Date of school board approval of SIP
10/15/2013

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

SAC membership consists of principal, 3 teachers, 4 professional support staff, and 11 parents.
Position titles: Chairperson, Secretary, and Treasurer

Involvement of the SAC in the development of the SIP

Representation from all grade groups, ESE, Special Areas, and SAC members were involved in the development of the school improvement plan.

Activities of the SAC for the upcoming school year

SAC will assist in the preparation and evaluation of the school improvement plan and monitor the plan throughout the year. SAC will use data to drive the decision making process. SAC will also participate in the allocation of A+ money should our school receive such an award. If funds are allocated to SAC, then membership will determine how, when and where the funds are to be allocated to support the SIP.

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

At the time this SIP was developed, we had not yet received a budget from the district specifically for SAC. At such time this happens, then SAC will certainly allocate funds to support the SIP.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

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

Administrators

# of administrators
2

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

Administrator Information:

Megan Dierickx		
Principal	Years as Administrator: 28	Years at Current School: 12
Credentials	BS-Mathematics Education, Florida State University; Master of Education, University of Central Florida; Principal Certification - State of Florida, English to Speakers of Other Languages (Endorsement)	
Performance Record	"A" rated school by the State of Florida for the past 12 years.	

Cindy Chiavinni-Clegg		
Asst Principal	Years as Administrator: 10	Years at Current School: 7
Credentials	BA-Education, Trinity College; Master of Educational Leadership, Nova Southeastern University; Certification in Early Childhood Education, Educational Leadership, School Principal, Elementary Education, English to Speakers of Other Languages (Endorsement)	
Performance Record	"A" rated school by the State of Florida for the past 10 years.	

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Beth Telemko		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	Reading/Literacy
Credentials	BS-Elementary Education, Master of Education in Educational Leadership; National Board Certified, Certification in Elementary 1-6, English to Speakers of Other Languages and Reading (Endorsements)
Performance Record	"A" rated school by the State of Florida for the past 5 years.

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

Classroom Teachers

# of classroom teachers

56

 # receiving effective rating or higher

0%

 # Highly Qualified Teachers

100%

 # certified in-field

49, 88%

 # ESOL endorsed

49, 88%

 # reading endorsed

6, 11%

 # with advanced degrees

17, 30%

 # National Board Certified

4, 7%

 # first-year teachers

5, 9%

 # with 1-5 years of experience

14, 25%

 # with 6-14 years of experience

13, 23%

 # with 15 or more years of experience

24, 43%

Education Paraprofessionals

# of paraprofessionals

16

 # Highly Qualified

16, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

10

 # receiving effective rating or higher

10, 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

Being that our school has received an "A" rating from the state for the past 12 straight years certainly helps us in recruiting highly qualified, certified-in-field teachers for our school. To retain our newly recruited teachers (beginning and experienced) we schedule regular meetings with our leadership and mentor team to monitor progress toward school expectations and procedures. We are careful to partner our new staff with appropriate veteran staff.

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 mentoring program starts even before the school year begins. Really during the interview process. At least one grade level area teacher, along with the leadership team sits in on the interviews for which a vacancy exists. This way a connection is made from the very beginning. Mentors are highly qualified teachers and are carefully selected to provide support to the incoming teacher. This is done for all new staff to our school whether they are beginning teachers or experienced coming from another school. Regularly scheduled mentoring meetings are held to provide on-going support. It is imperative that our new teachers learn quickly the expectations, routines, and procedures of our school, our district, and state.

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

Our school uses an 8-Step data-based problem-solving process. Step one is to clearly identify a goal and a means to measure the goal. Step two is to define resources and barriers to achieving goal. Step three is to prioritize the various barriers. Step four is to identify strategies to reduce or eliminate barriers. Next, we develop an action plan to implement. Then, we determine a plan to monitor progress toward goal. Step seven is a review of barriers to ensure they are eliminated. Lastly, we evaluate progress toward achieving goal through the review of data elements. At any time we repeat this process to ensure a fluid and continuous plan toward achieving targeted outcomes.

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

Principal establishes designated times/dates for MTSS, Staff and SAC meetings to take place. Our MTSS Team meets weekly and our Staff and SAC meet monthly. Administration also ensures the fidelity of these meetings by making sure to protect location, time, and attendance. The SCES Assistant Principal supports Professional Learning Community and Lesson Plan initiatives. Designated PLC time is on the school calender bi-monthly. PLCs meet as horizontal and vertical teams to collaborate and develop best practice for Common Core implementation. As a result, Tier 1 instructional delivery is purpose driven and results oriented with a high quality of implementation. The MTSS Coach and the Literacy Coach use school-wide data to organize students into groups for Tier 2 and Tier 3 interventions. They support the interventionist and assist with progress monitoring. They also ensure the fidelity of interventions by maintaining schedules and monitoring intervention materials used. The Leadership Team works together to identify professional development that is needed to ensure quality instruction at all Tiers.

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

A shared drive (Q) is used to submit and report iii intervention documentation monthly. All students participate in a quarterly STAR Reading, STAR Math, STAR Early Literacy measure. Tier 2 students are measured monthly. Tier 3 students are measured bi-monthly. Weekly MTSS meetings are used to review on-going data collection. Observations and classroom walk-throughs by Administration ensure fidelity of Tier 1 delivery of instruction. In addition, extended learning collects pre and post data on intervention. Science and Writing are also measured 3 - 4 times per year and data shared for progress monitoring.

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

The Osceola Data Management System (ODMS) is the data management systems that enables us to review FCAT (Reading, Math, Science, & Writing), SAT10, CELLA, Alternate Assessment, attendance, and behavior information. In addition, school-wide and individual progress monitoring STAR Reading and Math data is obtained from Renaissance Place. Grades 3-5 progress monitor Science growth utilizing DataDirector. Fourth grade reports Writing progress by submitting results to the "share" drive. Student that participate in extended school day take a Pre and Post assessment that is also placed in the share drive for review by stakeholders. In the classroom teachers are able to use ThinkCentral to take benchmark measures in the core curriculum in Reading, Math, & Science. Students participating in the Compass Lab also have additional data through Compass to monitor growth. Lastly, teachers can reflect on their own growth through iObservation data submitted by Administration after a classroom observation or walk-through.

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

Teachers and parents from the School Advisory Council participated in a problem solving session to develop the SIP goals. In addition, teachers participate in PLCs both as vertical and horizontal planning teams allowing them to problem solve within their grade level team as well as with the receiving and sending grades. Each teacher must complete a data chat with an administrator to show evidence of understanding of student learning.

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: 1,800

Our remediation program serves targeted grade levels and targeted students, usually in Reading, occasionaly Math. We have limited funds so we split our program into 2 sessions. The first session ends by Thanksgiving Break and the second session starts in February and ends just prior to students taking the FCAT. Our enrichment program prepares students that wish to participate in the Math and/or Science Olympiads. Meetings are held two times per month, starting in October and concluding in the spring with the scheduled Olympiads.

Strategy Purpose(s)

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

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

In the remediation program all students take a pre- and post-test so that progress and effectiveness can be monitored.

Who is responsible for monitoring implementation of this strategy?

The leadership team is responsible for monitoring the implementation of the program and monitoring student progress.

Literacy Leadership Team (LLT)

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

Name	Title
Beth Telemko	Literacy Coach
Cindy Chiavini-Clegg	Assistant Principal
Joyce Davis	Reading Remediation Assistant
Karen McDougal	Reading Remediation Assistant

Name	Title
Kerri Deland	Kindergarten Teacher
Jessica Ewing	First Grade Teacher
Gayle Noe	Second Grade Teacher
Barbara Dell	Third Grade Teacher
Danielle Whitehouse	Fourth Grade Teacher
Wendy Erikson	Fifth Grade Teacher
Debbie Shuttera	Media Specialist
Sean Canning	ESE Support Teacher

How the school-based LLT functions

The Literacy Leadership team meets each month to review progress monitoring data for students in grades K-5. As the progress monitoring data identifies key areas of concern, the LLT will work together to suggest strategies for intervention at each grade level.

Major initiatives of the LLT

With the adoption of a new reading series and the continued integration of the Common Core State Standards, the LLT goal is to conduct trainings during grade level meetings and PLC meetings to help teachers move towards standards based instruction. As progress monitoring data becomes available, the LLT will look at grade level strengths and weakness in order to celebrate successes as well as collaborate in finding strategies to help turn the weaknesses into successes.

Every Teacher Contributes to Reading Instruction

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

Not required for Elementary schools.

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

Children go through many transitions throughout their lives, but one of the most important transitions is the one from a pre-school program to kindergarten. Here at St. Cloud Elementary our pre-k teachers and kindergarten teachers work together to provide a smooth transition.
The transition starts in the fall as the pre-k teachers expose their students to the cafeteria expectations for breakfast and lunch. School behaviors are modeled daily in the classroom as well as on the playground and walking in the hallways of "big" school. In the spring of the school year, the pre-k students attend a kindergarten classroom for a week in the morning. They get to participate in whole group language activities, learning centers and play on the kindergarten playground.
Family involvement is very important to ensure that the pre-school student is ready for the transition. Parents and students are invited to attend the school's Kindergarten Round Up, which is held in May for two hours. The event gives the parents the opportunity to visit a functional classroom, review the curriculum and listen to a power point presentation on "What to Expect in Kindergarten." We also provide helpful pamphlets for the parents on what the school will expect of them and tips on things they can do at home to prepare their children for school.

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

Not required for elementary schools.

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

Not required for elementary schools.

Strategies for improving student readiness for the public postsecondary level

Not required for elementary schools.

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	73%	73%	Yes	75%
American Indian				
Asian				
Black/African American	43%	50%	Yes	49%
Hispanic	65%	66%	Yes	69%
White	79%	79%	Yes	81%
English language learners	46%	51%	Yes	51%
Students with disabilities	58%	44%	No	62%
Economically disadvantaged	63%	67%	Yes	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	319	73%	76%
Students scoring at or above Achievement Level 4	192	44%	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		10%
Students scoring at or above Level 7	10	83%	85%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	288	66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	68	62%	65%

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)	77	75%	78%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	40	39%	41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	30	29%	31%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		0%

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	118	82%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		77%

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	71%	68%	No	74%
American Indian				
Asian				
Black/African American	47%	58%	Yes	52%
Hispanic	61%	60%	No	65%
White	78%	73%	No	80%
English language learners	38%	52%	Yes	45%
Students with disabilities	51%	37%	No	56%
Economically disadvantaged	58%	60%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	296	68%	75%
Students scoring at or above Achievement Level 4	161	37%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		27%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	262	60%	57%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	59	54%	58%

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	112	82%	85%
Students scoring at or above Achievement Level 4	76	56%	59%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		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	64	7%	3%
Students retained, pursuant to s. 1008.25, F.S.	29	3%	0%
Students who are not proficient in reading by third grade	49	31%	30%
Students who receive two or more behavior referrals	21	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	1%	0%

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

Parents are provided the opportunity to monitor their child's progress in school through the Parent Internet Viewer and are able to communicate with teachers via email, phone and/or through student agendas. Parents are encouraged to attend and get involved in our school through our monthly PTO and SAC meetings. We use our monthly newsletter to provide tips for all parents on how they can get involved in the educational routines that are so important to all children and how they too can convey high expectations for learning. Parents can view our school website to gain more information and monitor the upcoming events. Our goal, with the support of PTO, is to offer multiple family driven educational experiences after the close of the school day. These well attended events support our mathematics, reading and science curriculum.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Curriculum based family nights activities.	3	3%	4%

Goals Summary

G1. All teachers will integrate grade-level appropriate math vocabulary into their instruction to support in-depth learning of mathematical concepts across all content areas.

G2. All teachers will learn and understand the Common Core State Standards (CCSS) in order to implement proficiency scales to maximize learning.

Goals Detail

G1. All teachers will integrate grade-level appropriate math vocabulary into their instruction to support in-depth learning of mathematical concepts across all content areas.

Targets Supported

Resources Available to Support the Goal
- Classroom teacher representation at district coach meetings
- Literacy Coach
- Think Central
- Ren Place - STAR Math, Accelerated Math
- Staff seeking quality Professional Development
- Professional Learning Communities
- Common planning time across grade groups
- Availibility of non-fiction and fiction math literature
- AIMS resources
- Remediation/Extended School Day
- Math Olympiad
- Technology

Targeted Barriers to Achieving the Goal
- Lack of opportunities for appropriate/targeted professional development for non-Title 1 schools

Plan to Monitor Progress Toward the Goal

Review of data

Person or Persons Responsible
PLC Leads and Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Student achievement on state and local assessments

G2. All teachers will learn and understand the Common Core State Standards (CCSS) in order to implement proficiency scales to maximize learning.

Targets Supported

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

- 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)

Resources Available to Support the Goal

- Book - Using Common Core Standards - by Marzano, purchased for all teachers

- District established proficiency scales

- Marzano Research Lab website

- CC Standards

Targeted Barriers to Achieving the Goal

- Clear understanding of the proficiency scales and rubrics

Plan to Monitor Progress Toward the Goal

Effective use of proficiency scales

Person or Persons Responsible

PLC Leads, Teachers, and Leadership Team

Target Dates or Schedule:

Monthly PLC meetings

Evidence of Completion:

Student achievement on state and local assessments

Action Plan for Improvement

Problem Solving Key

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

G1. All teachers will integrate grade-level appropriate math vocabulary into their instruction to support in-depth learning of mathematical concepts across all content areas.

G1.B6 Lack of opportunities for appropriate/targeted professional development for non-Title 1 schools

G1.B6.S1 Define targeted inservice need.

Action Step 1

Define needs for professional development

Person or Persons Responsible

Teachers, PLC Leads, Grade Chairs, Leadership Team

Target Dates or Schedule

Within the first nine weeks, on-going as appropriate throughout the year

Evidence of Completion

PLC minutes and PD Plan

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Identified needs are presented through PLCs

Person or Persons Responsible

PLC Leads, Grade Chairs and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

PLC Minutes (Lesson Study Team in 2nd)

Plan to Monitor Effectiveness of G1.B6.S1

Review determined inservice need(s) to be sure it/they align with purpose of goal.

Person or Persons Responsible

PLC Leads, Grade Chairs, and Leadership Team

Target Dates or Schedule

As inservice needs are identified

Evidence of Completion

Approved PD Plans

G1.B6.S2 Identify site-based experts to provide in-house professional development when unavailable by the district.

Action Step 1

Establish site-based experts to provide professional development on site.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

List of experts

Plan to Monitor Fidelity of Implementation of G1.B6.S2

Establish site-based experts to provide on-site professional development when unavailable by district.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

First nine weeks and as defined needs are determined throughout the year

Evidence of Completion

List of experts

Plan to Monitor Effectiveness of G1.B6.S2

List of experts that have been identified for PD opportunities on site

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

First nine weeks, on-going as appropriate

Evidence of Completion

List of experts

G1.B6.S3 Establish professional development opportunities.

Action Step 1

Based on need, professional development will be provided for teachers.

Person or Persons Responsible

Area experts and Leadership Team

Target Dates or Schedule

On-going for 2013-2014

Evidence of Completion

Submitted professional development inservice plans for district approval

Plan to Monitor Fidelity of Implementation of G1.B6.S3

Number of identified needs to professional development offerings

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going for 2013-2014

Evidence of Completion

PD Logs

Plan to Monitor Effectiveness of G1.B6.S3

Professional Development survey responses

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Conclusion of each PD offering

Evidence of Completion

Classroom observations for implementation of strategies

G1.B6.S4 Establish model classrooms for observations of targeted inservice need.

Action Step 1

Once an instructional strategy need is defined, identify teachers willing to open their classroom to serve as a working model of the strategy.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

List of visitations

Plan to Monitor Fidelity of Implementation of G1.B6.S4

The number of model classroom observations /use of observation request forms submitted by teachers

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

As visits occur

Evidence of Completion

Implementation of instructional strategies in classroom observations

Plan to Monitor Effectiveness of G1.B6.S4

iObservation data collections

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

During classroom observations

Evidence of Completion

Teacher performance as noted through observations

G2. All teachers will learn and understand the Common Core State Standards (CCSS) in order to implement proficiency scales to maximize learning.

G2.B1 Clear understanding of the proficiency scales and rubrics

G2.B1.S1 Consolidate grade level CCSS into one location to be given to each teacher

Action Step 1

CC Standards will be emailed to teachers and placed on our media server for school-wide access

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

During the first nine weeks

Evidence of Completion

Documentation of email

Action Step 2

Follow through on making sure all teachers know how to access CC Standards

Person or Persons Responsible

Grade Chairs

Target Dates or Schedule

By the end of the first nine weeks

Evidence of Completion

Grade level minutes

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

Teachers incorporating CC Standards into delivery of instruction

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G2.B1.S1

Students achieving grade level proficiency on identified CC Standard

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Student engagement and student performance data

G2.B1.S2 Grade level (K-2 and 3-5) specific professional development looking into the standards

Action Step 1

Understanding and implementing the CC Standards into daily instructional delivery

Person or Persons Responsible

Teachers and PLC Leads

Target Dates or Schedule

Designated monthly PLC meetings

Evidence of Completion

PLC minutes and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Teachers incorporating proficiency scales and rubrics into delivery of instruction

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Classroom walk-throughs

Plan to Monitor Effectiveness of G2.B1.S2

Student engagement and student understanding of the proficiency expectation for each CC Standard as they are delivered

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Student performance data

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

We are not a Title 1 school. Above our discretionay budget received by the district to run the day-to-day operations of the school, we receive limited funds. All monies received in our school are used according to the guidelines of the provider. For example our Supplemental Academic Instruction (SAI) money is used to fund our extended school day remediation program. The district requires a plan to be submitted by our school before these monies are distributed and throughout the year they monitor programs for fidelity.

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.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Total
Total	$0

Budget Details

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