

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Castle Hill Elementary School  
2640 NW 46TH AVE  
Lauderhill, FL 33313  
754-322-5600

### School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 96%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 100%

### School Grades History

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<b>2013-14</b> F	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> B	<b>2009-10</b> C
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### SIP Authority and Template

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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

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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

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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

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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

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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

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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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Castle Hill Elementary School

##### Principal

Frances Fuce Ollivierre

##### School Advisory Council chair

Ms. Tanya Burke

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

Name	Title
Catherine Haskins	Reading Coach
Frances Fuce-Ollivierre	Principal
Angela Exum	Guidance Counselor
Letitia Ingram-Phillips	Assistant Principal

#### District-Level Information

##### District

Broward

##### Superintendent

Mr. Robert Runcie

##### Date of school board approval of SIP

2/19/2014

### 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

Members on the SAC include all stakeholders. The members include the Principal, teachers, BTU steward, parents, SAF chairperson which is a parent, ESOL parent representative, ESE parent representative, Gifted representative, Pre-K teacher and community representative.

#### Involvement of the SAC in the development of the SIP

The committee is involved in an on-going process with developing goals for the school improvement plan. Stakeholders have the opportunity to participate in developing through a collaborative process. In addition, throughout the school year the plan is revisited and revisions are made to the plan to align with current data .

#### Activities of the SAC for the upcoming school year

The activities for the SAC will centered around increasing literacy at school and the home. These activities include a book drive, book fairs, author night, Dr. Seuss Day and the purchase of support

materials and technology. In addition, activities such as Career Day, partnerships and business presentations will focus on career readiness.

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

The funds will be used for the purchase of materials and books (\$1000.00) to increase reading skills for instructional use for the students. The remaining funds (\$1800.00) will be used to promote literacy such as a story teller or guest speakers for career readiness.

**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:**

**Frances Fuce Ollivierre**

Principal

Years as Administrator: 10

Years at Current School: 6

**Credentials**

Masters in Elementary Education

**Performance Record**

Increased FCAT scores for two consecutive years. In 2009-2010 the FCAT scores increased by 30 points total. In 2010-2011 Castle Hill increased the scores to earn a B.  
 2004-05: FCAT Grade B  
 2005-06: FCAT Grade C  
 2006-07: FCAT Grade C  
 2007-08: FCAT Grade C  
 2008-09: FCAT Grade C  
 2009-10 FCAT Grade C  
 2010-11 FCAT Grade B  
 2011-12 FCAT Grade C  
 2012-13 FCAT Grade D



**# reading endorsed**

3, 7%

**# with advanced degrees**

6, 15%

**# National Board Certified**

8, 20%

**# first-year teachers**

1, 2%

**# with 1-5 years of experience**

1, 2%

**# with 6-14 years of experience**

23, 56%

**# with 15 or more years of experience**

9, 22%

**Education Paraprofessionals**

**# of paraprofessionals**

4

**# Highly Qualified**

4, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

1

**# 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**

- \* Ms. Ollivierre, the principal, invites new teachers to a principal's orientation and tour of the school before the year begins.
- \* The NESS program is initiated for new teachers through the district's orientation program. The NESS Liaison is Ann Rosenthal.
- \* Team Leaders are assigned to mentor new teachers or teachers who are having difficulties. Meetings are scheduled once a week during the school year for the first quarter to address concerns. Then bi-weekly in the last three quarters of the school year. Mrs. Phillips, the Assistant Principal collaborates with the team leaders on a monthly basis.
- \* NESS Coaches are assigned to the teachers based on the grade level and experience. In addition, professional development and Professional Learning Communities are provided on a monthly basis.

**Teacher Mentoring Program/Plan**



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

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

Teachers new to a grade level or those who may be experiencing difficulties in areas such as classroom management and instructional delivery are provided with a mentor. The experienced teacher assists the mentee by modeling lessons, classroom observations, lesson planning, instructional delivery and parent conferencing.

### **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**

In order to implement a successful MTSS execution, real-time use of data will be used from district databases such as Virtual Counselor, teacher assessments, walk through logs, and classroom observations will be executed to make decisions for instruction and interventions (data-driven decision-making).

Student data will be reviewed weekly by the grade level teachers during meetings to identify students that need additional interventions. Students that are not responding to the Tier 1 interventions will be evaluated further during data chats with the principal. Further evaluation of the student's data will be addressed during MTSS meeting to determine Tier 2 and Tier 3 interventions. The team will make recommendations based on the individual needs of the student.

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

The school-based MTSS Team works collaboratively with the School Improvement Team and School Advisory Committee to develop and implement the School Improvement Plan. Strategies and materials are developed as part of the School Improvement Plan to address the needs of the students. The staff will be trained on the process for identifying and referring students for support. The MTSS team collaborates to facilitates the process in initiating goals for the School Improvement Plan.

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

The school-based MTSS team's main function is to provide support to the teachers to increase student achievement. Team meetings are regularly scheduled bi-weekly and case managers are assigned to assist the teacher with specific interventions to improve behavior, academics or other issues that may impact the students success. Interventions have been identified at Tier 1, 2 and 3. Three being the most severe level. Interventions are aligned with the state and district guidelines. It is the belief of the MTSS Team that with appropriate support teachers can address a wide range of challenging issues. Furthermore, interventions must be implemented, monitored, reviewed and changed as necessary effectiveness.

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

Data is collected in an on going process. Teachers and support staff members monitor each student with student data base. Data is gathered through various sources such as attendance, assessments, specials programs and services and behavior. Students are monitored by the MTSS team each quarter.

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

Professional Development will be planned during a faculty meeting. The MTSS Team will be introduced as well as the role. The MTSS plan will be discussed in detail at each level (Tier 1, etc.). The process will be explained so that the staff fully understands how to execute the interventions and assistance needed for the student.

**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:** 2,880

Students will be targeted based on assessment data and invited to participate in the after school program. Teachers will use various programs and materials to address the specific needs of targeted student needs for reading and math.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Data is collected bi-weekly using researched based assessment materials based on the standards or skill deficiencies for reading and math. Data will be collected on each student in the after school program. This includes attendance, reading and math skills.

**Who is responsible for monitoring implementation of this strategy?**

The Reading Coach, Mrs. Haskins and a Teacher Leader will facilitate the after school programs. The administrators will monitor the progress of the program.

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Ms. Frances Fuce-Ollivierre	Principal
Mrs. Letitia Phillips	Assistant Principal
Mrs. Catherine Haskins	Reading Coach
Dr. Betty Moore	Media Specialist
Ms. Naketris Hall	Team Leader

Name	Title
Ms. Tennell Trotter	Team Leader
Ms. Tameka Grant	Team Leader
Ms. Melissa Macrina	Team Leader
Mrs. Melanie Fields	VE Teacher
Mrs. Barbara Muniz	Team Leader

### How the school-based LLT functions

The Literacy Leadership Team will meet every month to discuss strategies, materials and data. The team will explore data trends based on various resources to monitor the School Improvement goals. The plan will be monitored and the team will determine whether revisions to the plan need to be made in order to reach the goals. The information will be disseminated to the staff through team meetings as well as faculty meetings. Students will be informed about their performance through the morning show or by the classroom teacher during student conferences. Parent communication will also be executed through the newsletter, parent link and parent meetings such as the SAF.

### Major initiatives of the LLT

The major initiatives will be to increase fluency, vocabulary and writing skills through various strategies of engagement. The literacy centers will be based on the Daily 5 and student centered activities. Students will participate in a reading incentive program to increase fluency and stamina. The team will review data on monthly basis to make changes to instruction. The Literacy Team will also initiate ways to celebrate reading goals through incentives and student achievement activities.

### 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

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them to the school and the expectations for the coming year. In addition, Open House will be offered to parents to come and visit the classroom and discuss the curriculum. Throughout the school year parents are encouraged to come the parental involvement events and activities. Teachers also visit the parents at their home for conferences as well as school. Prior to the school year ending parents are invited to a promotion ceremony and are invited to tour the kindergarten classrooms. Kindergarten teachers also discuss the curriculum and the expectations. Community day cares are also informed of this event.

## 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	51%	38%	No	56%
American Indian				
Asian				
Black/African American	50%	37%	No	55%
Hispanic				
White				
English language learners	42%	13%	No	48%
Students with disabilities	37%	24%	No	43%
Economically disadvantaged	50%	38%	No	55%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	19%	25%
Students scoring at or above Achievement Level 4	42	18%	25%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	104	65%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	35	75%	79%

#### 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)	48	48%	52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	27	28%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	16%	20%

**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	41	48%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	41%	No	63%
American Indian				
Asian				
Black/African American	58%	41%	No	62%
Hispanic				
White				
English language learners	46%	19%	No	51%
Students with disabilities	56%	14%	No	60%
Economically disadvantaged	58%	41%	No	63%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	27%	35%
Students scoring at or above Achievement Level 4	32	14%	20%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	85	53%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	28	57%	63%

**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	16	23%	30%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

**Florida Alternate Assessment (FAA)**

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

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		15
Participation in STEM-related experiences provided for students	10	2%	5%

**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	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	65	11%	8%
Students who are not proficient in reading by third grade	51	53%	50%
Students who receive two or more behavior referrals	29	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	19	10%	7%

**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**

To increase the attendance to parent meetings and trainings.

**Specific Parental Involvement Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Attendance to parent trainings	250	42%	50%

## Goals Summary

- G1.** Teachers will use literary and informational text across the curriculum to increase literacy skills and math problem solving skills.
- G2.** Teachers will expose the relevance of the math and science careers to students.

## Goals Detail

**G1.** Teachers will use literary and informational text across the curriculum to increase literacy skills and math problem solving skills.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- Parental Involvement
- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Professional Learning Community, In-house experts, District Professional Development/ conferences, Literacy Resource Room Model Classroom, Teacher Field Trips
- Data Chats
- Media Center/Media Specialist, Literacy Resource Room, Book Fairs, Scholastic Dollars
- Community Partners, Parent Nights
- E-Books, Listening Stations, Accelerated Reader, iReady

### Targeted Barriers to Achieving the Goal

- Teachers need support in planning engaging activities through content areas using various forms of text.



## Plan to Monitor Progress Toward the Goal

Mini Assessment Data BAT I & II Data Journeys Progress Monitoring Assessments Classroom Walkthrough

### Person or Persons Responsible

Teacher, Administration, Reading Coach

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Increase in individual student data Increase of the implementation of the strategies provided in professional development

## G2. Teachers will expose the relevance of the math and science careers to students.

### Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

### Resources Available to Support the Goal

- Resources from various partnerships, websites, materials, academic club activities.

### Targeted Barriers to Achieving the Goal

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## Plan to Monitor Progress Toward the Goal

Integrated science and math

### Person or Persons Responsible

Administration

### Target Dates or Schedule:

weekly

### Evidence of Completion:

student centered learning activities classroom observations

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Teachers will use literary and informational text across the curriculum to increase literacy skills and math problem solving skills.

**G1.B1** Teachers need support in planning engaging activities through content areas using various forms of text.

**G1.B1.S1** Teachers will use the Interdisciplinary Block to address literacy and math problem solving skills.

### Action Step 1

Participate in training on the implementation of the Interdisciplinary Block

#### Person or Persons Responsible

District School Based Personnel

#### Target Dates or Schedule

Preplanning

#### Evidence of Completion

Lesson Plans, Classroom Walkthrough Data, Planning Meetings

### Action Step 2

Professional Learning Community

#### Person or Persons Responsible

School Based Personnel

#### Target Dates or Schedule

Ongoing during school year

#### Evidence of Completion

Lesson Plans, Classroom Walkthrough Data, Planning Meetings

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

Lesson Plan Implementation Classroom Walkthrough Student Conferences

#### Person or Persons Responsible

Administration Reading Coach Team Leaders

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Lesson Plans Cross Curriculum Implementation Student Feedback

### Plan to Monitor Effectiveness of G1.B1.S1

Mini Assessment Data BAT I & II Data Journeys Progress Monitoring Assessments

#### Person or Persons Responsible

Teacher, Administration, Reading Coach

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Increases in individual student data

**G2.** Teachers will expose the relevance of the math and science careers to students.

### G2.B1

**G2.B1.S1** Increase the Project Based Learning projects with science and math.

#### Action Step 1

Monitoring the engagement of student participation in science, technology, and math related activities.

#### Person or Persons Responsible

Classroom Teachers, Club Sponsors, Administration

#### Target Dates or Schedule

Bi-weekly

#### Evidence of Completion

Student centered learning activities

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

Administration will monitor the implementation of increased science and math activities.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

weekly

**Evidence of Completion**

student centered activities

### **Plan to Monitor Effectiveness of G2.B1.S1**

Increased instruction on math and science assessments based on a rubric.

**Person or Persons Responsible**

Assistant Principal-Mrs. Phillips

**Target Dates or Schedule**

weekly

**Evidence of Completion**

student activities on a rubric

## Coordination and Integration

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

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1 funds at Castle Hill Elementary School are used to provide supplementary instruction to raise the achievement of students who are failing to meet state standards. Our Title 1 funded personnel are instructional or support staff who directly contribute to the education of our children and parents. Since our school has more than 80% of students receiving free or reduced priced meals, all Castle Hill Elementary students benefit from Title 1 funding. Title I funds may be spent for items listed below:

- \*Employee Salaries
- \*Employee Benefits
- \*Professional Development
- \*Equipment/Software
- \*Library Books
- \*Instructional Games
- \*Parent Involvement Classes and Activities
- \*Classroom Materials and Supplies
- \*Textbooks
- \*Travel

## 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