2013-2014 SCHOOL IMPROVEMENT PLAN

Harmony Community School
3365 SCHOOLHOUSE RD
Harmony, FL 34773
407-892-1655
www.osceola.k12.fl.us

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Combination School	No	35%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	16%

School Grades History

2013-14	2012-13	2011-12	2010-11
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
Harmony Community School

Principal
Jonathan Davis R

School Advisory Council chair
Bob Cardaci

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

Name	Title
Diane Rivers	Assistant Principal
Deanna Osborne	Literacy Coach
Erika Booth	Media Specialist
Michele Rector	Guidance 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

Chair:
Bob Cardaci
Parents:
Jessica Mai
LeAnne Church
Carla Flaherty
Darcee Harris
Ana Farill
Rebecca Roberts
Cindy Kilgallon
Amy Allen
Michael Allen
Danny Black
Christy Walter

District Employees:
Dorota Micale
Danielle Hainlen
Jon Davis
Esther Ruth Gilbert
Valerie Yeager
Melinda Allen
Arlene Cuellar
Glen Boisseau Becker

Involvement of the SAC in the development of the SIP

Through the forum of monthly meetings academic initiatives are discussed and the school course is plotted.

Activities of the SAC for the upcoming school year

Again, they will be involved in the academic direction to ensure increased student achievement. They approve funding for professional development that will ensure that we accomplish our goals.

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

All school improvement funds must be directly related to improving student achievement and are addressed throughout the year. No funds have been committed yet as the school year has just started.

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:

Jonathan Davis R		
Principal	Years as Administrator: 21	Years at Current School: 5

Credentials	BA in Anthropology MEd in Educational Leadership
Performance Record	Harmony Community School has received an "A" from 2008-2013 Hickory Tree Elementary received and "A" from 2004-2008 Cypress Elementary 2004 "B" Cypress Elementary 2002-2003 "C" Cypress Elementary 2001 "D"

Diane Rivers		
Asst Principal	Years as Administrator: 6	Years at Current School: 1

Credentials	Ed.S in Educational Leadership Masters in Elementary Education Bachelors in Elementary Education ESOL endorsed Reading endorsed
Performance Record	2012-2013 C 2011-2012 C 2010-2011 B 2009-2010 B 2008-2009 A 2007-2008 A 2006-2007 A

Instructional Coaches

of instructional coaches
1

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

Instructional Coach Information:

Deanna Osborne		
Full-time / School-based	Years as Coach: 6	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	BA in Elementary Education	
Performance Record	Harmony Community School 2008-2013 received an "A" Hickory Tree Elementary 2007-2008 received an "A"	

Classroom Teachers

# of classroom teachers
55

 # receiving effective rating or higher
55, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
55, 100%

 # ESOL endorsed
50, 91%

 # reading endorsed
7, 13%

 # with advanced degrees
22, 40%

 # National Board Certified
1, 2%

 # first-year teachers
3, 5%

 # with 1-5 years of experience
23, 42%

 # with 6-14 years of experience
25, 45%

 # with 15 or more years of experience
7, 13%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
5, 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

We seek only the highest qualified candidates that would fit in with our school culture and have a track record of success. A committee of administrators, teachers, and students is responsible to recruit. Everybody contributing to a positive school culture helps to retain those who already teach here.

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 school's plan for pairing new teachers is to pair a new teacher with a like grade level teacher and/or subject area. The pair will meet several times weekly in the beginning and then at least once a week for the remainder of the year to ensure that the new educator is fully supported.

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 MTSS team was implemented last year and we plan to continue with the same strategy which involves identification of students based on data, push-in services to the classroom, and daily iii services in every class. Our monitoring system includes regularly scheduled MTSS Team meetings to ensure progress monitoring of all students and to add additional support as needed. Our SIP goals are designed to support the core instruction as well as those identified in our MTSS system.

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

To identify students, review data, put interventions into place, and then monitor that the interventions are working.

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

Meeting monthly with the MTSS team where student data is reviewed and adjustments to individual student interventions are made as necessary.

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

Previous FAIR and FCAT scores, STAR Reading and Math, Data Director, and ODMS to monitor effectiveness of core. Teacher observations and grades are used to assess supplemental and intensive support.

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

The MTSS team meets with grade levels frequently to address data, changes, and concerns. Parents are informed as a student moves through the tiers and meetings are set up to discuss interventions.

Increased Learning Time/Extended Learning Opportunities

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: 4

Teachers will work with identified low performing students 3 times a week before school.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The data of these students is examined frequently throughout the year by the MTSS team. 4 times a year these students will be progress monitored by using their STAR test results.

Who is responsible for monitoring implementation of this strategy?

Diane Rivers and Deanna Osborne

Literacy Leadership Team (LLT)

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

Name	Title
Deanna Osborne	Literacy Coach
Jon Davis	Principal
Diane Rivers	Assistant Principal
Melissa Muralles	K Teacher
Melinda Allen	1st Grade Teacher
Michelle MacMillan	2nd Grade Teacher
Pam Jamoom	3rd Grade Teacher
Chris Nichols	4th Grade Teacher
Nancy Villabona	4th Grade Teacher
Jay Murphy	5th Grade Teacher
Glen Boisseau Becker	MS Reading Teacher

How the school-based LLT functions

The team will meet 8 times a year to discuss needs, activities, and professional development to promote literacy within our school.

Major initiatives of the LLT

To ensure a smooth transition to the new reading series as well as the full implementation of Common Core.

Every Teacher Contributes to Reading Instruction

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

We have a uniform time (30 minutes) built into our master schedule for daily iii. We scheduled a 2 hour block for reading and language arts together in grades 1-5. We have also double blocked our reading and language arts classes in grades 6-8. All teachers are given the opportunity for professional development in the areas of reading and writing.

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

We house a pre-k program in our school and those students all attend k here with us. Our k teachers and pre-k teachers, as well as teachers of other pre-k programs, communicate to ensure an effective transition into k. We also provide a staggered start for all k students.

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

The first thing we did is to schedule the reading and language arts classes back to back in grades 1st - 8th. Our teachers employ thematic units where students are asked to make connections between academics and real life situations. In addition, we offer academic organizations such as TSA, that put theory into practice.

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

There is very little opportunity course selection at the elementary level. However students are exposed to the arts and physical education on a daily basis. Teachers are constantly making connections between what students learn and how they will apply it in the real world.

Strategies for improving student readiness for the public postsecondary level

Teachers prepare their students for middle school and high school and for a technologically changing world and we receive good feedback for the middle and high schools they attend.

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	79%	74%	No	81%
American Indian				
Asian				
Black/African American				
Hispanic	64%	52%	No	68%
White	82%	74%	No	84%
English language learners	44%	0%	No	50%
Students with disabilities	41%	0%	No	47%
Economically disadvantaged	71%	58%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	121	26%	36%
Students scoring at or above Achievement Level 4	217	47%	57%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	228	70%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	70	60%	70%

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)	18	72%	82%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		29%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	40%	50%

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	117	69%	79%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	65%	No	74%
American Indian				
Asian				
Black/African American				
Hispanic	57%	22%	No	61%
White	74%	65%	No	77%
English language learners	44%	0%	No	50%
Students with disabilities	46%	0%	No	51%
Economically disadvantaged	63%	50%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	131	28%	38%
Students scoring at or above Achievement Level 4	139	36%	46%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	290	66%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	72	65%	75%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	27	67%	77%
Middle school performance on high school EOC and industry certifications	27	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	27	100%	100%

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	30	30%	40%
Students scoring at or above Achievement Level 4	39	39%	49%

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			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	21%	31%
Students scoring at or above Achievement Level 4	68	57%	67%

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	39	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	39	6%	3%
Students retained, pursuant to s. 1008.25, F.S.	13	2%	1%
Students who are not proficient in reading by third grade	37	28%	18%
Students who receive two or more behavior referrals	28	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	3%	1%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	4	4%	2%
Students who fail a mathematics course	3	3%	1%
Students who fail an English Language Arts course	1	1%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	5	5%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	4	4%	2%

Area 9: Parent Involvement

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

Parental involvement targets for the school

We would like all parents to attend and participate in our student led conferences. We would like all families to participate in at least one of our family involvement nights.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase attendance at student led conferences			100%
Increase number of families attending family nights			100%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Restructure instructional strategies used with all of our students to positively impact student achievement in all content areas.

G2. Involve students more fully in their education through the use of Learning Goals and Scales.

Goals Detail

G1. Restructure instructional strategies used with all of our students to positively impact student achievement in all content areas.

Targets Supported

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

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

- Science

- Science - Elementary School

- Science - Middle School

Resources Available to Support the Goal

- Professional development-in house and outside consultants

- Professional library

- Modeling best practices

- Highlighting instructional strategies using best practices

- Teachers observing other teachers

- AVID strategies

- Marzano resources

Targeted Barriers to Achieving the Goal

- Teachers continuing to learn to use multiple sources of data

Plan to Monitor Progress Toward the Goal

Professional Development to improve instructional strategies

Person or Persons Responsible
Administration/Literacy Coach/Teachers

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Documentation of completed professional development/ Evidence of strategies in classrooms

G2. Involve students more fully in their education through the use of Learning Goals and Scales.

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, Middle School Acceleration)

Resources Available to Support the Goal
- Marzano website - access to examples of learning goals and scales
- use of goal setting and scales in all classrooms
- feedback to teachers on iObservation from administration team
- utilization of goal setting procedures from Leader In Me

Targeted Barriers to Achieving the Goal
- Teachers are continuing to learn more about setting goals and scales

Plan to Monitor Progress Toward the Goal

Training on use of goals and scales

Person or Persons Responsible
Assistant Principal and Literacy Coach

Target Dates or Schedule:
Within the first 60 days

Evidence of Completion:
Documentation of completed professional development

Action Plan for Improvement

Problem Solving Key

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

G1. Restructure instructional strategies used with all of our students to positively impact student achievement in all content areas.

G1.B1 Teachers continuing to learn to use multiple sources of data

G1.B1.S1 Grade level and PLC meetings to review student performance

Action Step 1

PLC meetings

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Minutes from meetings

Facilitator:

Administration and Instructional Coach

Participants:

Classroom teachers

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

PLC

Person or Persons Responsible

Adminstration

Target Dates or Schedule

Monthly

Evidence of Completion

PLC Minutes

Plan to Monitor Effectiveness of G1.B1.S1

Classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthroughs and feedback

G2. Involve students more fully in their education through the use of Learning Goals and Scales.

G2.B3 Teachers are continuing to learn more about setting goals and scales

G2.B3.S1 Provide professional development

Action Step 1

Professional Development

Person or Persons Responsible

Assistant Principal, Literacy Coach

Target Dates or Schedule

Within the 1st 60 days

Evidence of Completion

Documentation of completed professional development

Facilitator:

Literacy Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Ensure Teachers sign up/attend Professional Development

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Within the first 60 days/schedule a second for those who missed within the first 90 days

Evidence of Completion

Documentation of completed professional development

Plan to Monitor Effectiveness of G2.B3.S1

Administrative walk throughs

Person or Persons Responsible

Administrative team

Target Dates or Schedule

Ongoing

Evidence of Completion

100% of Teachers being observed utilizing goals and scales

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

SAI funding will be used for before school and Saturday interventions in Reading, Math, and Science. Local funds used to fund professional development: Writing Core Connections and Math Solutions.

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. Restructure instructional strategies used with all of our students to positively impact student achievement in all content areas.

G1.B1 Teachers continuing to learn to use multiple sources of data

G1.B1.S1 Grade level and PLC meetings to review student performance

PD Opportunity 1

PLC meetings

Facilitator

Administration and Instructional Coach

Participants

Classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Minutes from meetings

G2. Involve students more fully in their education through the use of Learning Goals and Scales.

G2.B3 Teachers are continuing to learn more about setting goals and scales

G2.B3.S1 Provide professional development

PD Opportunity 1

Professional Development

Facilitator

Literacy Coach

Participants

Teachers

Target Dates or Schedule

Within the 1st 60 days

Evidence of Completion

Documentation of completed professional development