2013-2014 SCHOOL IMPROVEMENT PLAN

R. Bruce Wagner Elementary School

5500 YATES RD
Lakeland, FL 33811
863-701-1450
http://schools.polk-fl.net/rbw

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	71%

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

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

R. Bruce Wagner Elementary School

Principal

Julie Ward

School Advisory Council chair

TBA

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

Name	Title
Julie Ward	Principal
Rebekah Eckman	Assistant Principal
Sharon Henry	Guidance Counselor
Linda Brett	ESE Facilitator
Kim Mayes	Title One Facilitator
Amy Benoit	Title One Resource Teacher

District-Level Information

District

Polk

Superintendent

Dr. Kathryn Leroy

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the Principal, and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The SAC reviews the goals and strategies proposed in the SIP, provides input regarding the academic and non-academic focus areas.

Activities of the SAC for the upcoming school year

The SAC will meet 8-10 times during the 2013-14 school year. The SAC reviews school achievement data, is kept abreast of School Improvement Plan goals and strategies, provides suggestions and input in parent involvement activities and academic efforts, and is equipped to represent the school in parent or community groups.

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

No funds available at this time.

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:

Julie Ward		
Principal	Years as Administrator: 14	Years at Current School: 7

Credentials	B.S. Early Childhood Education MEd Educational Leadership CertificationL PreK-3, Elementary Ed, ESOL Endorsed, School Principal
Performance Record	06-07: School grade A and met all AYP criteria 07-08 School grade A and met all AYP criteria 08-09 School grade B and did not meet AYP criteria in Hispanic (Rdg and math) and Economically Disadvantaged (math) 09-10: School grade B and did not meet AYP criteria in Total students, Hispanics, and Economically Disadvantaged in Reading and Math 10-11: School grade C and did not meet AYP criteria in Total students, White, Black, Hispanic, and Economically Disadvantaged in Reading and math 11-12: School grade C 12-13: School grade D

Rebekah Eckman		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	B.S. Exceptional Student Education M. Ed Educational Leadership Certification: SLD K-12, VE K-12, Elementary Education 1-6, ESOL endorsed, Educational Leadership
Performance Record	10-11: School grade C and did not meet AYP criteria in Total students, White, Black, Hispanic, and Economically Disadvantaged in Reading and Math 11-12: School grade C 12-13: School grade D

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

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

Classroom Teachers

# of classroom teachers

60

 # receiving effective rating or higher

0%

 # Highly Qualified Teachers

100%

 # certified in-field

60, 100%

 # ESOL endorsed

38, 63%

 # reading endorsed

1, 2%

 # with advanced degrees

17, 28%

 # National Board Certified
2, 3%

 # first-year teachers
2, 3%

 # with 1-5 years of experience
12, 20%

 # with 6-14 years of experience
28, 47%

 # with 15 or more years of experience
18, 30%

Education Paraprofessionals

# of paraprofessionals
17

 # Highly Qualified
16, 94%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

 # receiving effective rating or higher

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

Utilize the district resources when hiring new, Highly Qualified teachers, and select candidates with strong potential to be successful in the classroom.
Utilize members of the Leadership Team to meet with new teachers on a regular basis to provide support within the classroom.

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

First year teachers will be paired with an experienced peer and participate in monthly meetings to review how classroom instruction and management issues are being addressed.
All new teachers to R. Bruce Wagner will participate in a bi-monthly meeting with the Title 1 Facilitator to review expectations at this school

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

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

Julie Ward- Lead meetings and monitor all school data
Rebekah Eckman- Assist in gathering school assessment data and monitoring MTSS
Sharon Henry- Lead PST meetings and work with teachers to gather data for students
Kim Mayes- Monitor and analyze data; support teachers with interventions
Amy Benoit- Monitor and analyze data; support teachers with interventions
Linda Brett- Monitor and analyze data; support teachers with interventions
Robert Walton- Monitor and analyze data; support teachers with interventions.

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

Monthly meetings with the MTSS leadership team to review school wide, grade level, and classroom data from FAIR, Discovery Education, AR & STAR to evaluate trends, identify areas in need of intervention strategies, and ensure students who are in need to further evaluation are on track with the RtI process.

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 from FAIR and Discovery Ed will be used to monitor the effectiveness of core instruction in the classroom. Ongoing progress monitoring data will drive supplemental and intensive interventions to be provided within the classroom.

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

Initial professional development for all teachers will be provided at the beginning of school to review the steps of the MTSS process. Monthly meetings reviewing the intervention data will be held with the MTSS Leadership team and the teachers. Parents will be involved in conferences and PST meetings.

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: Extended Day for All Students

Minutes added to school year:

> **Strategy Purpose(s)**
> ""
>
> **How is data collected and analyzed to determine the effectiveness of this strategy?**
>
> **Who is responsible for monitoring implementation of this strategy?**

Literacy Leadership Team (LLT)

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

Name	Title
Julie Ward	Principal
Rebekah Eckman	Assistant Principal
Amy Benoit	Title 1 Resource Teacher
Jennifer Parrish	Kindergarten teacher
Heather Robertson	1st grade teacher
Tasha Fisher	2nd grade teacher
Dean Borchers	3rd grade teacher
Elizabeth Moran	4th grade teacher
Allison Offutt	5th grade teacher

How the school-based LLT functions

Quarterly meetings to review and align literacy plans and effort based on FAIR results; data from FAIR results are disaggregated by grade level, class, and individual students, as well as skill clusters in order to adjust instruction; members are responsible for conveying LLT, SIP, and school initiative information to their grade level teams;

Major initiatives of the LLT

Professional Development and training related to FAIR administration and data interpretation

STAR and Accelerated Reader - effective monitoring of student involvement and progress

Lesson Plan development focused on rigor, text complexity, text support for student responses, and learning scales, utilizing the new Reading Wonders series

Effective implementation of Reading iii strategies, focusing on fidelity, proven processes and materials, with accurate progress monitoring.

Every Teacher Contributes to Reading Instruction

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

N/A

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

Beginning with Kindergarten Round Up in the spring, incoming kindergarten students are screened for basic identification of letters, numbers, shapes, and knowledge. The screening information is provided to the classroom teacher to assist in initial planning for instruction. Kindergarten teachers will utilize other screening tools within the first weeks of the school year to individually assess students knowledge of multiple pre-reading related skills and knowledge. FAIR will be utilized three times a year to monitor students' growth towards grade level expectations.

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

N/A

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

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	62%	54%	No	66%
American Indian				
Asian				
Black/African American	53%	39%	No	58%
Hispanic	47%	38%	No	52%
White	69%	64%	No	72%
English language learners	38%	24%	No	44%
Students with disabilities	37%	21%	No	43%
Economically disadvantaged	53%	46%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	25%	35%
Students scoring at or above Achievement Level 4	98	27%	31%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		56%	65%
Students in lowest 25% making learning gains (FCAT 2.0)		50%	60%

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)	58	49%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	30	25%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	26	21%	30%

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.			

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	35	36%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		13%	

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	55%	54%	No	60%
American Indian				
Asian				
Black/African American	37%	42%	Yes	43%
Hispanic	45%	40%	No	51%
White	63%	64%	Yes	67%
English language learners	38%	26%	No	44%
Students with disabilities	37%	25%	No	43%
Economically disadvantaged	44%	47%	Yes	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	105	28%	35%
Students scoring at or above Achievement Level 4	81	22%	30%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		64%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		62%	65%

Middle School Acceleration

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

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	25%	35%
Students scoring at or above Achievement Level 4	20	17%	25%

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			
Students scoring at or above Achievement Level 4			

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)	4		6
Participation in STEM-related experiences provided for students	244	31%	40%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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	82	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	54	7%	6%
Students who are not proficient in reading by third grade	39	27%	20%
Students who receive two or more behavior referrals	7	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	16	2%	2%

Middle School Indicators

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

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

Our school's Title I Parent Involvement Plan outlines the Parental Involvement targets for our school. This plan can be found on our schools website at the following address: http://schools.polk-fl.net/rbw/titleone.htm

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   All students will be actively engaged in effective, grade level core instruction and learning in all curriculum areas.

Goals Detail

G1. All students will be actively engaged in effective, grade level core instruction and learning in all curriculum areas.

Targets Supported

- Writing

- Science - Elementary School

- STEM - All Levels

- EWS - Elementary School

Resources Available to Support the Goal

- Student texts & teacher resources that support CCSS: Reading Wonders, Go Math CCSS, Science texts, McGraw Hill Social Studies; Writing resources: K. Robinson, Write Reflections, Melissa Forney materials

- Common Core Standards

- PLCs & on-site leadership team & vertical PLCs

- Progress Monitoring data

- Common planning time for grade levels

Targeted Barriers to Achieving the Goal

- Lack of consistent knowledge and implementation of differentiated instruction in all content areas based on current student achievement data.

- Lack of teacher knowledge of Grade Level Standards (CCSS & NGSS), aligned with consistent use of highly effective instructional strategies and assessments.

Plan to Monitor Progress Toward the Goal

Data from student achievement measures, data from observations, lesson plans, and collaborative planning. (Focus, Discovery Education math & science, FAIR)

Person or Persons Responsible
Principal, Asst. Principal, Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Increased student achievement results in all content areas.

Action Plan for Improvement

Problem Solving Key

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

G1. All students will be actively engaged in effective, grade level core instruction and learning in all curriculum areas.

G1.B5 Lack of teacher knowledge of Grade Level Standards (CCSS & NGSS), aligned with consistent use of highly effective instructional strategies and assessments.

G1.B5.S1 Grade Level Collaborative Planning meetings, targeting aligned standards, instructional strategies, and assessments.

Action Step 1

Collaborative planning for all subjects

Person or Persons Responsible

Teachers, Administration, Resource teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, assessments, work samples, collaborative planning notes

Facilitator:

Administration, Resource Teacher

Participants:

Teachers, Administration, Resource teacher

Action Step 2

Lesson Study

Person or Persons Responsible

Resource Teacher and classroom teachers

Target Dates or Schedule

2-3 times during the year

Evidence of Completion

Lesson Study team notes and reflections

Facilitator:

Resource Teacher

Participants:

Resource Teacher and classroom teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Lesson plan checklists, observations, & creation of common student assessments will be used to monitor the fidelity of implementation of the strategy across each grade level.

Person or Persons Responsible

Principal, Asst. Principal, Resource Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Students' formative & summative assessment results will reflect highly effective instructional strategies, matched to grade level standards in all curriculum areas.

Plan to Monitor Effectiveness of G1.B5.S1

Monitor the implementation of identified highly effective instructional strategies.

Person or Persons Responsible

Principal, Asst. Principal, Resource Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Increases in frequency and effectiveness of implementation of identified strategies will be noted.

G1.B5.S2 Analyze current student achievement data to implement highly effective, consistent differentiated instruction.

Action Step 1

Analyze results of student achievement data from formative, summative, and progress monitoring assessments.

Person or Persons Responsible

Teachers, Administration, Leadership Team

Target Dates or Schedule

Teachers - ongoing in each subject Leadership Team - following administration of Progress Monitoring assessments

Evidence of Completion

Student Data Tracking forms, Lesson Plans reflecting differentiated instruction or activities, Grade Level team notes on Differentiation strategies and student leveled groups

Action Step 2

Develop appropriate differentiated instruction based on student achievement results

Person or Persons Responsible

Teachers, Administration, Leadership Team

Target Dates or Schedule

Following formative, summative, or progress monitoring assessments

Evidence of Completion

Differentiated lesson plans and student learning activities, flexible leveled groups

Facilitator:

Leadership Team, Administration

Participants:

Teachers, Administration, Leadership Team

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

Differentiated small groups or differentiated expectations based on student data, lesson plans reflecting flexible, leveled groups, on-going review of student achievement data

Person or Persons Responsible

Administration, Leadership Team

Target Dates or Schedule

Monthly meetings with grade levels, weekly observations

Evidence of Completion

Observations reflecting fidelity to instructional time allocated for each content area, lesson plans/ action plans of differentiation for student groupings

Plan to Monitor Effectiveness of G1.B5.S2

Review results of differentiated instruction and assessments

Person or Persons Responsible

Principal, Asst. Principal, Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Improvements in progress monitoring assessment results and data on group tracking form

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

All funding received through federal, state, or local funds will be utilized as stipulated from the originating agency or organization in order to support student learning, address academic deficits, meet basic student needs (i.e. nutrition programs), parent involvement programs and initiatives, and providing for support personnel or materials that will support student learning.

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. All students will be actively engaged in effective, grade level core instruction and learning in all curriculum areas.

G1.B5 Lack of teacher knowledge of Grade Level Standards (CCSS & NGSS), aligned with consistent use of highly effective instructional strategies and assessments.

G1.B5.S1 Grade Level Collaborative Planning meetings, targeting aligned standards, instructional strategies, and assessments.

PD Opportunity 1

Collaborative planning for all subjects

Facilitator

Administration, Resource Teacher

Participants

Teachers, Administration, Resource teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans, assessments, work samples, collaborative planning notes

PD Opportunity 2

Lesson Study

Facilitator

Resource Teacher

Participants

Resource Teacher and classroom teachers

Target Dates or Schedule

2-3 times during the year

Evidence of Completion

Lesson Study team notes and reflections

G1.B5.S2 Analyze current student achievement data to implement highly effective, consistent differentiated instruction.

PD Opportunity 1

Develop appropriate differentiated instruction based on student achievement results

Facilitator

Leadership Team, Administration

Participants

Teachers, Administration, Leadership Team

Target Dates or Schedule

Following formative, summative, or progress monitoring assessments

Evidence of Completion

Differentiated lesson plans and student learning activities, flexible leveled groups

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All students will be actively engaged in effective, grade level core instruction and learning in all curriculum areas.	$7,000
	Total	$7,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program		Total
Title 1		$7,000	$7,000
Total		$7,000	$7,000

Budget Details

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

G1. All students will be actively engaged in effective, grade level core instruction and learning in all curriculum areas.

G1.B5 Lack of teacher knowledge of Grade Level Standards (CCSS & NGSS), aligned with consistent use of highly effective instructional strategies and assessments.

G1.B5.S1 Grade Level Collaborative Planning meetings, targeting aligned standards, instructional strategies, and assessments.

Action Step 2

Lesson Study

Resource Type

Evidence-Based Program

Resource

Funds for subsitutes

Funding Source

Title 1

Amount Needed

$7,000