



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Orchard View Elementary School

4050 GERMANTOWN RD

Delray Beach, FL 33445

561-894-7400

www.edline.net/pages/orchard_view_elementary_school

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 87%
Alternative/ESE Center No	Charter School No	Minority Rate 81%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 C	2009-10 C
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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	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Orchard View Elementary School

Principal

Kathleen Depuma

School Advisory Council chair

Jean Bayol

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

Name	Title
Kathleen DePuma	Principal
Melicia Charleston	Assistant Principal
Michelle Baker	ESE Coordinator
Jean Bayol	ESOL Coordinator
Margarita Kaufman	Literacy Coach
Laura Tomas	Math/Science Coach
Cynthia Lawson	Learning Team Facilitator
Kristina Baker	SAI Teacher
Cindy Rosado	School Counselor

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

12/18/2013

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

- Kathleen DePuma, Principal
- Jean Bayol, Teacher - SAC chair
- Michelle Baker, Teacher
- José Cortéz, Parent
- Yanise St. Aude, Parent
- Belinda Fleischer, Parent
- Cameron Vargo, Business partner

Barbara Maimoni, Teacher
Juán Rodriguez, Parent
Rudean Williams, Parent
Patrick Albano, Support personnel
David Ross, Business partner

Involvement of the SAC in the development of the SIP

Make recommendations on proposals for SAC and Title I budgets
Review and approve SIP checklist
Set goals, develop strategies, and monitor progress

Activities of the SAC for the upcoming school year

Discuss School performance data
Review and approve updates on School Improvement Plan
Review and approve School Policy Plan and Compact
Review and approve "5-STAR" process
Actively motivate and recruit parents to improve school involvement
Regularly update stakeholders on school achievements and activities

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

Writing instructional program for 4th grade and supplies/materials:\$1,800.00
SwPBS Incentives for students: \$1,100.00

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kathleen Depuma

Principal

Years as Administrator: 9

Years at Current School: 4

Credentials

MA – Nova Southeastern University/Educational Leadership
 BA – Florida Atlantic University – Exceptional Student Education
 School Principal,
 Educational Leadership.
 Varying Exceptionalities

Performance Record

Orchard View Elementary 2012-2013:
 Grade C
 Reading: Proficiency 40%
 Learning Gains 63%; Lowest 25%: 63%
 Math: Proficiency 48%
 Learning Gains 53%; Lowest 25%: 58%
 Writing: Proficiency 54%
 Science: Proficiency 25%
 Orchard View Elementary 2011-2012:
 Grade B
 Reading: Proficiency 46%
 Learning gains 74% Lowest 25%: 84%
 Math: Proficiency 46%
 Learning Gains: 68%
 Lowest 25%: 75%
 Writing Proficiency: 88%
 Science Proficiency: 39%
 Orchard View Elementary 2010-2011:
 Grade C AYP Criteria not met
 Reading: Proficiency 53%
 Learning gains 64% Lowest 25%: 63%
 All subgroups did not make AYP
 Math: Proficiency 57%
 Learning Gains: 59%
 Lowest 25%: 57%
 All subgroups did not make AYP
 Writing Proficiency: 67%
 Science Proficiency: 41%
 2009-2010: Grade C AYP Criteria not met
 Reading : Proficiency: 57%, Learning
 Gains: 64% Lowest 25%: 59%
 All Subgroups did not make AYP
 Math: Proficiency: 66%, Learning Gains:
 48%, Lowest 25%: 45%
 All subgroups did not make AYP.
 Writing: Proficiency: 96%,
 Science Proficiency: 45%
 Assistant Principal of Discovery Key
 Elementary School FY05 Grade A 85% high
 standards in Reading 80% high standards
 in Math 85% high standards in writing 85%
 SWD met proficiency in Reading & Math

AYP met

FY06 Grade A

85% High standards in Reading 79% high standards in Math 86% high standards in writing SWD met proficiency in Reading & Math AYP met

FY07 Grade A

88% high standards in Reading 79 % high standards in Math 82% high standards in Writing 67% high standards in Science SWD did not meet proficiency in math AYP not met

FY08 Grade A 88% high standards in Reading 88% high standards in Math 91% high standards in Writing 75 % high standards in Science SWD met proficiency in Reading & Math AYP met

FY09 Grade A

90% high standards in Reading 90% high standards in Math 98% high standards in Writing 80% high standards in Science SWD did not meet proficiency in Reading or Math AYP not met

Melicia Charleston

Asst Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

MA- Nova Southeastern University/Elementary Education
 BS- Bethune Cookman University – Sociology
 Educational Leadership (K-12), Elementary
 Education 1-6,
 ESOL Endorsement,
 Reading Endorsement

Performance Record

Orchard View Elementary 2012-2013:
 Grade C
 Reading: Proficiency 40%
 Learning Gains 63%; Lowest 25%: 63%
 Math: Proficiency 48%
 Learning Gains 53%; Lowest 25%: 58%
 Writing: Proficiency 54%
 Science: Proficiency 25%
 Orchard View Elementary 2011-2012:
 Grade B
 Reading: Proficiency 46%
 Learning gains 74% Lowest 25%: 84%
 Math: Proficiency 46%
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 Lowest 25%: 75%
 Writing Proficiency: 88%
 Science Proficiency: 39%
 2010-2011: Grade C AYP Criteria not met
 Reading: Proficiency 53%
 Learning gains 64% Lowest 25%: 63%
 All subgroups did not make AYP
 Math: Proficiency 57%
 Learning Gains: 59%
 Lowest 25%: 57%
 All subgroups did not make AYP
 Writing Proficiency: 67%
 Science Proficiency: 41%
 Ms. Charleston had a position at the district
 office for the 2008 - 2009 and 2009-2010 school years.
 ESOL Coordinator at Rolling Green
 Elementary.
 2007-2008
 Grade: A
 Reading Mastery: 55%
 Math Mastery: 57%
 AYP – 85%
 Black, ELL, and SWD subgroups did not meet AYP in math and
 reading.
 ESOL
 Coordinator at Rolling Green Elementary.
 2006-2007

Grade: B
Reading Mastery: 55%
AYP – 87%
Met AYP in math for all subgroups.
AYP – 87%
Total, Hispanic, Econ. Disadv. and SWD subgroups did not meet
AYP in reading.
ESOL Language Arts Teacher at Rolling
Green Elementary
2005-2006
Grade: A
Reading Mastery: 58%
AYP – 97%
Met AYP in math for all subgroups.
SWD subgroup did not meet AYP in reading.
ESOL Language Arts Teacher at Rolling
Green Elementary
2004-2005
Grade: B
Reading Mastery: 62%
AYP – 83%
Black, Economically Disadvantaged, ELL and SWD subgroups did
not meet AYP in math.
SWD subgroup did not meet AYP in reading.

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Margarita Kaufman		
Full-time / School-based	Years as Coach: 4	Years at Current School: 14
Areas	Reading/Literacy	
Credentials	BA/ Elementary Education K-6 MS/Special Education/ Varying Exceptionalities K-12 Reading endorsed ESOL endorsed	
Performance Record	Orchard View Elementary 2012-2013: Grade C Reading: Proficiency 40% Learning Gains 63%; Lowest 25%: 63% Math: Proficiency 48% Learning Gains 53%; Lowest 25%: 58% Writing: Proficiency 54% Science: Proficiency 25% Orchard View Elementary 2011-2012: Grade B Reading: Proficiency 46% Learning gains 74% Lowest 25%: 84% Math: Proficiency 46% Learning Gains: 68% Lowest 25%: 75% Writing Proficiency: 88% Science Proficiency: 39% Orchard View Elementary 2010-2011: Grade C AYP Criteria not met Reading: Proficiency 53% Learning gains 64% Lowest 25%: 63% All subgroups did not make AYP Math: Proficiency 57% Learning Gains: 59% Lowest 25%: 57% All subgroups did not make AYP Writing Proficiency: 67% Science Proficiency: 41% 2009-2010: Grade C AYP Criteria not met Reading : Proficiency: 57%, Learning Gains: 64% Lowest 25%: 59% All Subgroups did not make AYP Writing: Proficiency: 96%, FY08 Grade A 68% proficiency in Reading 77% proficiency in Math 80% proficiency in Writing 26% proficiency in Science ED did not meet Reading Prof all other subgroups did All subgroups met Math Prof AYP not met FY09 Grade A	

75% proficiency in Reading 74% proficiency in Math 73% proficiency in Writing 41% proficiency in Science SWD did not meet Reading prof all other subgroups did Black, ED, ELL, and SWD did not meet Math prof all other subgroups did AYP not met

Laura Tomas		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics, Science	
Credentials	BA/ Elementary Education 1-6/ Specific Learning Disabilities K-12 ESOL endorsed	
Performance Record	<p>Orchard View Elementary 2012-2013: Grade C Reading: Proficiency 40% Learning Gains 63%; Lowest 25%: 63% Math: Proficiency 48% Learning Gains 53%; Lowest 25%: 58% Writing: Proficiency 54% Science: Proficiency 25%</p> <p>Coral Reef Elementary 2011-2012 Grade A Reading: 75% Math: 75% Writing: 90% Science: 68% Learning Gains Reading: 67% Learning Gains Math: 61% Lowest 25% Reading: 54% Lowest 25% Math: 45%</p> <p>Coral Reef Elementary 2010-2011 Grade A Reading 89% Math 90% Writing 87% Science 77% Met AYP 100%</p>	

Classroom Teachers

# of classroom teachers	52
# receiving effective rating or higher	0%
# Highly Qualified Teachers	90%

certified in-field

100, 192%

ESOL endorsed

47, 90%

reading endorsed

8, 15%

with advanced degrees

18, 35%

National Board Certified

, 0%

first-year teachers

1, 2%

with 1-5 years of experience

12, 23%

with 6-14 years of experience

24, 46%

with 15 or more years of experience

12, 23%

Education Paraprofessionals

of paraprofessionals

11

Highly Qualified

11, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

5

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

1. Mentoring/Partnering new teachers with veteran staff
Assistant Principal; On going through June 2014
2. Sharing of best practices and data analysis support
Learning Team Facilitator; On going through June 2014
3. Literacy Cohort
Literacy Coach and Area Support Personnel; On going through June 2014
4. Ongoing Professional Development and mentoring supported through Literacy and Math Coaches

activities;
Principal; Ongoing through June 2014

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

Caterina Viola (BTAP)

Ms Ashley Traffican is being mentored by Ms. Viola, 4th grade teacher. Ms. Viola has experience with primary and intermediate grades and is currently the team leader for 4th grade. Ms. Viola is trained in clinical education. She is mentoring Ms. Traffican, first year 3rd grade teacher.

Ms. Aja Malattera and Ms. Luciana Hepfer are being mentored by Ms. Krista Fine, Kindergarten teacher. Ms. Fine has been trained in clinical education, has experience with primary grades, and is currently the team leader for Kindergarten.

The mentors model ethical and professional behavior for the new teacher. They foster freedom for the new teacher to experiment and develop a personal style and strategies. They direct the mentees in ways deemed appropriate by the profession. They help the mentees deepen their practice in ways that support students' learning and enhance professional growth as well by giving feedback that is frequent, honest, and caring.

The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning. Also, the Reading and Math Coach are modeling lessons using effective strategies

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

When there is a concern about a student after Tier 1 interventions (ex: Academic, Behavior, Emotional, Social, Attendance, Tardies) teachers discuss the student and concerns with the School-based team (SBT) Case Liaison. They may have suggestions for additional Tier 1 interventions or a decision is made to refer to SBT. Teachers meet with the parent to discuss concerns and notify them that they are going to refer the student to SBT. The conference is documented on a Conference Record form (1051) where it is specifically stated that they are going to refer the student(s) to the SBT) Parent signs the conference record. Teacher completes the following:

- o School Based Team Initial Referral (2106)
- o School Based Team Information Checklist (1548)
- o Attach EDW Individual Student Report A0082
- o Attach a copy of the Conference Record (1051) from the parent conference
- o Attach documentation of interventions you have tried and results

The SBT will review all data, identify the deficits and develop a plan for intervention. The SBT will continue to meet on the student at intervals of 6-8 weeks until the time that the student is succeeding or the team decides to close the case.

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

Each member of the MTSS/SBT which consists of the Principal, Assistant Principal, Speech Language Pathologist, ESOL Coordinator, Reading and Math Coaches, Supplemental Academic Instruction Teacher, Guidance Counselors, School Psychologist, ESE Coordinator:

Help to Schedule and Participate in Regular Data Chats (Diagnostic Data, RRR, FAIR, Classroom Assessments, etc.)

Help Teachers Identify Students for SBT

Assist in the Completion of a SBT Referral

Help Teachers Find Answers Regarding Materials/Resources

Help Develop Behavior Plans

Conduct Classroom and Student Observations

Develop Mentorships with students (As Needed)

Facilitate the Gathering of Data Needed at SBT

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

Decision Making Rubric for us with School-Wide Data

School Based Team Wellness Report

Self-Assessment in Problem Solving Comparison Report

MTSS/SBT Problem Solving and Response to Intervention Site

Administration Walkthroughs

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

AIMS web is a 3-tier RtI and Progress Monitoring System based on direct, frequent and continuous student assessment which is reported to students, parents, teachers and administrators via a web-based data management and reporting system for the purpose of determining response to instruction.

Curriculum-Based Measurement (CBM) testing materials

- Test of Early Literacy (K-1)

- Letter Naming Fluency

- Letter sound fluency

- Phonemic Segmentation Fluency

- Nonsense Word Fluency

- Test of Early Numeracy (K-1)

- Oral Counting

- Number identification

- Quantity discrimination

- Missing number

- Reading-CBM (K-8)

Oral Reading

- Maze-CBM (1-8)

Reading comprehension

- Math-CBM (1-8)

Computation/Facts

- Spelling-CBM (1-8)

- Written Expression-CBM (1-8)

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

MTSS/SBT Presentation to faculty completed at the beginning of the school year. Weekly SBT meetings that monitor progress of students. Each teacher is assigned a SBT Liaison that they can go to for

assistance.

Parents are provided MTSS brochures, links to websites, letters and checklists. They can also attend the 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: Before or After School Program
Minutes added to school year: 4,620

Using the computer program Moby Max, 4th and 5th grade students will receive individualized instruction that is both differentiated and adaptive in order to target students' specific needs in math and reading

Strategy Purpose(s)

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

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

Students are continually progress monitored through Moby Max and reports can be accessed in order to determine the program's effectiveness for each student.

Who is responsible for monitoring implementation of this strategy?

SAI teacher
 Administration
 ESOL Coordinator
 ESE Coordinator
 Literacy Coach
 Math Coach

Literacy Leadership Team (LLT)

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

Name	Title
Kathleen DePuma	Principal
Melicia Charleston	Assistant Principal
Margarita Kaufman	Literacy Coach
Kristina Baker	SAI Teacher
Cynthia Lawson	Learning Team Facilitator
Laura Tomas	Math/Science Coach
Michelle Baker	ESE Coordinator

Name	Title
Jean Bayol	ESOL Coordinator
Cindy Rosado	School Counselor

How the school-based LLT functions

The Literacy Leadership Team creates capacity of reading knowledge within the school and building and focuses on literacy concerns around the school. The team meets regularly with administration to discuss the team's goals and progress. They brainstorm new strategies and activities to implement in order to address the identified areas of concern.

Major initiatives of the LLT

Training teachers in the Reader's and Writer's Workshop models. Implementing the Readers' Workshop K-5 and Writer's Workshop model in K-3 grades. Grade 4 using Top Score Writing Program. The team will also address the areas in need of improvement according to School Report Card.

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

VPK Inclusion Unit implemented FY14 school year, consisting of 18 students.

Additional Pre-K Communication Model consisting of approximately 22 students served in a half day setting.

A Kindergarten Round-up is held in the Spring to introduce incoming kindergarten students and their parents to Orchard View. At this time students meet the current Kindergarten teachers, are given a tour of the school, and are introduced to life as a kindergarten student. Incoming families are provided with packets of Kindergarten prerequisite skills in Reading, Math, and Writing and suggestions for parent support and involvement.

Also students from the local Head Start Program take a field trip to Orchard View to familiarize them with the school so that they are comfortable when they start Kindergarten.

When school begins, kindergarten students have a staggered start allowing for lower teacher/ pupil ratio. This allows teachers to provide more one on one attention to individual students.

At Orchard View, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/ intervention programs. All students will be assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Screening data will be collected and aggregated.

Data is used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. On-going assessments will be utilized throughout the year.

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	49%	40%	No	54%
American Indian				
Asian	58%	100%	Yes	63%
Black/African American	42%	37%	No	48%
Hispanic	53%	33%	No	58%
White	66%	58%	No	69%
English language learners	34%	14%	No	41%
Students with disabilities	46%	34%	No	51%
Economically disadvantaged	46%	36%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53	22%	34%
Students scoring at or above Achievement Level 4	35	14%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		36%
Students scoring at or above Level 7	13	54%	56%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	168	63%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	27	63%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	91	53%	63%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	26	15%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	24	14%	25%

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	43	52%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		72%

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	50%	47%	No	55%
American Indian				
Asian	75%	100%	Yes	78%
Black/African American	42%	42%	Yes	48%
Hispanic	51%	45%	No	56%
White	66%	65%	No	69%
English language learners	44%	25%	No	50%
Students with disabilities	44%	35%	No	50%
Economically disadvantaged	47%	43%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	32%	40%
Students scoring at or above Achievement Level 4	33	13%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		35%
Students scoring at or above Level 7	12	50%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	142	53%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	24	58%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		35%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		82%

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)	5		5
Participation in STEM-related experiences provided for students	5	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	24	3%	1%
Students retained, pursuant to s. 1008.25, F.S.	20	3%	1%
Students who are not proficient in reading by third grade	70	69%	35%
Students who receive two or more behavior referrals	58	9%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	40	6%	3%

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

Orchard View encourages parent involvement through participation in school events, such as parent/teacher conferences, monthly PTA and SAC meetings, Title I meeting, Academic parent trainings, ESOL Parent Leadership Council meetings, which will help parents assist their children in improving their academic achievement. Parent meetings will be targeting specific needs through activities such as Donuts with dads, monthly Student-of-the-month breakfast, Common Sense parenting, hands-on Literacy and Math/Science with FCAT support. On October 2, 2013, the Family Involvement Policy/Plan and School-Parent Compacts were approved and then communicated to parents and families in a language and format which is easy to understand. The Policy/Plan and Compact are being implemented and monitored daily, especially during parent/teacher conferences and attendance conferences. Orchard View conducts a yearly parental survey of the school-wide program. The survey results are used along with the District yearly Survey to determine what changes will be made to the Compact and Policy/Plan. Orchard View also encourages individuals and community business partners to assist in a variety of capacities that address the needs of the students and school. Donation of time and resources, supplies, and materials contributes to helping parents to work effectively with their children and build community and career awareness to parents and families.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase family participation in school events	300	52%	55%

Area 10: Additional Targets

Additional targets for the school

Orchard View Elementary will infuse the content required by Florida Statute 1003.42(2) and School Board Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- . History of Holocaust
- . History of Africans and African Americans
- . Hispanic contributions
- . Women's contributions
- . Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Kindergarten - History of Africans and African Americans and Hispanic contributions	100	100%	100%
Grade 1 - History of Africans and African Americans and Hispanic contributions	93	100%	100%
Grade 2 - History of Africans and African Americans and Hispanic contributions	75	100%	100%
Grade 3 - Women's contributions and Hispanic contributions	114	100%	100%
Grade 4 - Women's contributions and Hispanic contributions	96	100%	100%
Grade 5 - Sacrifices of Veterans and History of Holocaust	78	100%	100%

Goals Summary

- G1.** Parents will become actively involved in school events and school-to-home communication.
- G2.** Teachers will implement a school-wide daily response (i.e, journal, exit ticket/response) to student learning across all content areas.
- G3.** Teachers will engage students through rigorous instruction in all content areas.
- G4.** Teachers will implement differentiated instructional strategies on a daily basis.

Goals Detail

G1. Parents will become actively involved in school events and school-to-home communication.

Targets Supported

- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Student agenda/communication folders
- Training sessions - Parent Liaison, ESOL Coordinator, Leadership team, External agencies

Targeted Barriers to Achieving the Goal

- Language, culture, and socio-economic status

Plan to Monitor Progress Toward the Goal

Daily use of student agendas and communication folders, meeting agendas

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule:

June 2014

Evidence of Completion:

Teacher and parent entries and meeting agendas

G2. Teachers will implement a school-wide daily response (i.e, journal, exit ticket/response) to student learning across all content areas.

Targets Supported

- Writing
- Science - Elementary School
- EWS - Elementary School

Resources Available to Support the Goal

- Teachers
- Coaches
- Notebooks/journals

Targeted Barriers to Achieving the Goal

- Teachers who are currently not implementing the daily response with fidelity.

Plan to Monitor Progress Toward the Goal

Classroom Observation

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student Journal

G3. Teachers will engage students through rigorous instruction in all content areas.

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)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Teachers
- Coaches
- Learning Team Facilitator

Targeted Barriers to Achieving the Goal

- Teachers' understanding of students' and their own states/attitude
- Teachers' lack of knowledge regarding rigor

Plan to Monitor Progress Toward the Goal

Classroom Observation

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student Data

G4. Teachers will implement differentiated instructional strategies on a daily basis.

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)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Teachers
- Coaches
- Learning Team Facilitator

Targeted Barriers to Achieving the Goal

- Level of teacher knowledge and planning for implementation.
- Teachers unable to identify individual students' needs.

Plan to Monitor Progress Toward the Goal

Differentiated instruction and classroom Observation

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student Data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Parents will become actively involved in school events and school-to-home communication.

G1.B1 Language, culture, and socio-economic status

G1.B1.S1 Use of student agendas/communication folders as a way of home-school communication on a daily basis. Regular school-home communication through newsletters, Edline, flyers in parent languages, parent phone link, parent conferences and home visits.

Action Step 1

Provide agendas for students in grades 2-5 and communication folders for students in grades K-1. Publish regular school-home newsletters, update Edline, regular reminders through flyers in parent languages, activate parent phone link, and schedule parent conferences and home visits.

Person or Persons Responsible

Parent Liaison/teachers

Target Dates or Schedule

August 2013 and ongoing for any new student and family.

Evidence of Completion

Parent liaison documented records

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

Provide agendas for students in grades 2-5 and communication folders for students in grades K-1. Publish regular school-home newsletters, update Edline, regular reminders through flyers in parent languages, activate parent phone link, and schedule parent conferences and home visits.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher and parent entries. Conference notes and published communication.

Plan to Monitor Effectiveness of G1.B1.S1

Provide agendas for students in grades 2-5 and communication folders for students in grades K-1. Publish regular school-home newsletters, update Edline, regular reminders through flyers, activate parent phone link, and schedule parent conferences and home visits.

Person or Persons Responsible

Teachers, parent liaison, and administration.

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher and parent entries.

G1.B1.S2 Offer parent trainings focusing on academics and practical skill-based parenting sessions.

Action Step 1

Family academic nights and parent trainings

Person or Persons Responsible

Administration, Coaches, Parent liaison, ESOL Coordinator, CLFs, School counselors, teachers, and Boys Town trained facilitators.

Target Dates or Schedule

August 2013- May 2014

Evidence of Completion

Agendas and sign-in sheets.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Family academic nights and parent trainings.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013 - May 2014

Evidence of Completion

Agendas and sign in sheets

Plan to Monitor Effectiveness of G1.B1.S2

Family academic nights and parent trainings.

Person or Persons Responsible

Administration and Parent liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, sign in sheets, and evaluations.

G2. Teachers will implement a school-wide daily response (i.e, journal, exit ticket/response) to student learning across all content areas.

G2.B1 Teachers who are currently not implementing the daily response with fidelity.

G2.B1.S1 3. School staff will provide professional development for school staff on daily responses.

Action Step 1

Professional Development on Journaling

Person or Persons Responsible

Coaches and Learning Team Facilitator (LTF)

Target Dates or Schedule

September-October 2013

Evidence of Completion

Classroom Implementation

Facilitator:

Coaches and LTF

Participants:

All Teachers

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

Classroom Observation

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Journals

Plan to Monitor Effectiveness of G2.B1.S1

Classroom Observation

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Journals

G3. Teachers will engage students through rigorous instruction in all content areas.

G3.B1 Teachers' understanding of students' and their own states/attitude

G3.B1.S1 Teaching with the Brain in Mind

Action Step 1

Professional Development on Teaching with the Brain in Mind

Person or Persons Responsible

Professional Development Facilitators

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Classroom Implementation

Facilitator:

Professional Development Facilitators

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Classroom Observation

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Data

Plan to Monitor Effectiveness of G3.B1.S1

Classroom Observation

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Data

G3.B2 Teachers' lack of knowledge regarding rigor

G3.B2.S1 Provide Professional Development for Literacy

Action Step 1

Professional Development on Workshop Model and Word Study (Words Their Way, Fountas & Pinnell Phonics)

Person or Persons Responsible

Teachers College Facilitators and Literacy Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, Coaching Logs, and Walk-throughs

Facilitator:

Teachers College Facilitators

Participants:

Literacy Teachers

Action Step 2

Professional Development on Singapore Mathematics

Person or Persons Responsible

External facilitators and Math Coach

Target Dates or Schedule

May 2014

Evidence of Completion

Agenda

Facilitator:

External Facilitator

Participants:

Selected Mathematics teachers

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

Professional Development on Word Study (Words Their Way, Fountas & Pinnell Phonics) and Singapore Mathematics

Person or Persons Responsible

Administration, Literacy Coach, and Mathematics Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Walk-throughs, and Coaching Logs

Plan to Monitor Effectiveness of G3.B2.S1

Professional Development on Word Study (Words Their Way, Fountas & Pinnell Phonics) and Singapore Mathematics

Person or Persons Responsible

Administration, Literacy Coach, and Mathematics Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Assessment Data

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. Teachers will implement differentiated instructional strategies on a daily basis.

G4.B1 Level of teacher knowledge and planning for implementation.

G4.B1.S1 Teacher coaching

Action Step 1

Academic coaching

Person or Persons Responsible

Literacy and Math/Science Coaches, Administration, and external facilitators

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs, lesson plans

Facilitator:

Literacy and Math/Science Coaches, Administration, and Area and District personnel Teachers' College professional developers.

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Differentiated instruction

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and walkthroughs

Plan to Monitor Effectiveness of G4.B1.S1

Differentiated instruction

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, walkthroughs, Learning Team meeting notes

G4.B2 Teachers unable to identify individual students' needs.

G4.B2.S1 Analyze student data

Action Step 1

Professional Development on Analyzing Student Data

Person or Persons Responsible

Professional Development Facilitators and Learning Team Facilitator (LTF)

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Facilitator:

Professional Development Facilitators and LTF

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Classroom Observation

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Implementation

Plan to Monitor Effectiveness of G4.B2.S1

Classroom Observation

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Data

G4.B2.S2 Tutorial

Action Step 1

Before and After school tutorial

Person or Persons Responsible

Teachers

Target Dates or Schedule

October 2013-June 2014

Evidence of Completion

Attendance Logs, Technology Reports, and Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Tutorial

Person or Persons Responsible

Tutorial Facilitator and Administration

Target Dates or Schedule

October 2013-June 2014

Evidence of Completion

Attendance Logs, Technology Reports, and Lesson Plans

Plan to Monitor Effectiveness of G4.B2.S2

Tutorial

Person or Persons Responsible

Tutorial Facilitator and Administration

Target Dates or Schedule

October 2013-June 2014

Evidence of Completion

Technology Reports and Student Assessment Data

Coordination and Integration

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

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

Title I funds are utilized to provide tutorials during and after school, substitutes for teachers to attend staff development opportunities and stipends for after school training, as well a Literacy Coach and a Math Coach.

A Parent Liaison provides family involvement activities/training using Title I funds. Additionally, postage, training materials, food and supplies are purchased with Title I funds. Classroom libraries, computer hardware and software, and classroom materials are provided using these funds.

Staff development materials will be purchased using Title I funds.

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title III funds are used to provide services for ELL students with educational materials, Language Facilitators, and an ESOL Coordinator to work with students and families.

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Any balance of Title I funds will be utilized to provide a summer literacy program for struggling readers and writers.

School-Wide Positive Behavior Support Program is in place.

Our School integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and monitoring SwPBS. We update our Action plans during Faculty meetings, we instill our appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

Newsletters, Nutrition Facts, Lunch Menu are sent to all families in their native language.

Becoming a Better Black Boy (B4) is a school-based program implemented to teach our black males in grades 3-5 to understand the beneficial importance of positive thinking, being responsible, respecting self and others, and achieving educationally and culturally. They are exposed to role model in their communities while learning how to develop success habits and apply them in their lives and focusing on their unique strengths, talents, and gifts.

The Positive Parenting Program (Triple P) offered by the Children's Services Council is a series of three free seminars. Triple P trains our Orchard View parents in promoting the independence and health of families through the enhancement of parent's knowledge, skills, and confidence. Parents are taught simple strategies they can use right away to strengthen their relationships with their children and create a more peaceful home while raising "confident, competent, and resilient children".

Promoting Alternative THinking Strategies (PATHS) is an exciting program that help our Orchard View grade 1 students develop their thinking skills, learn to act responsibly, practice acceptable behavior, understand and express their emotions so they can do better in school. Parents and teachers become partners in teaching children these positive skills of self-control, emotional understanding, and problem solving that enhance learning.

Backpack program provided by "Boca Helping Hands Backpacks" is sending food home with the students. Caridad Center will collaborate in efforts to help families participate in health and nutrition programs.

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.

G2. Teachers will implement a school-wide daily response (i.e, journal, exit ticket/response) to student learning across all content areas.

G2.B1 Teachers who are currently not implementing the daily response with fidelity.

G2.B1.S1 3. School staff will provide professional development for school staff on daily responses.

PD Opportunity 1

Professional Development on Journaling

Facilitator

Coaches and LTF

Participants

All Teachers

Target Dates or Schedule

September-October 2013

Evidence of Completion

Classroom Implementation

G3. Teachers will engage students through rigorous instruction in all content areas.

G3.B1 Teachers' understanding of students' and their own states/attitude

G3.B1.S1 Teaching with the Brain in Mind

PD Opportunity 1

Professional Development on Teaching with the Brain in Mind

Facilitator

Professional Development Facilitators

Participants

Instructional Staff

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Classroom Implementation

G3.B2 Teachers' lack of knowledge regarding rigor

G3.B2.S1 Provide Professional Development for Literacy

PD Opportunity 1

Professional Development on Workshop Model and Word Study (Words Their Way, Fountas & Pinnell Phonics)

Facilitator

Teachers College Facilitators

Participants

Literacy Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, Coaching Logs, and Walk-throughs

PD Opportunity 2

Professional Development on Singapore Mathematics

Facilitator

External Facilitator

Participants

Selected Mathematics teachers

Target Dates or Schedule

May 2014

Evidence of Completion

Agenda

G4. Teachers will implement differentiated instructional strategies on a daily basis.

G4.B1 Level of teacher knowledge and planning for implementation.

G4.B1.S1 Teacher coaching

PD Opportunity 1

Academic coaching

Facilitator

Literacy and Math/Science Coaches, Administration, and Area and District personnel Teachers' College professional developers.

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs, lesson plans

G4.B2 Teachers unable to identify individual students' needs.

G4.B2.S1 Analyze student data

PD Opportunity 1

Professional Development on Analyzing Student Data

Facilitator

Professional Development Facilitators and LTF

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Parents will become actively involved in school events and school-to-home communication.	\$8,529
G2.	Teachers will implement a school-wide daily response (i.e, journal, exit ticket/response) to student learning across all content areas.	\$841
G3.	Teachers will engage students through rigorous instruction in all content areas.	\$21,564
G4.	Teachers will implement differentiated instructional strategies on a daily basis.	\$127,898
Total		\$158,832

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Evidence-Based Materials	Other	Technology	Professional Development	Total
Title I	\$1,479	\$113,660	\$841	\$0	\$3,070	\$1,432	\$120,482
Title 1	\$0	\$18,218	\$0	\$2,800	\$0	\$0	\$21,018
Title 1 and grant	\$0	\$17,332	\$0	\$0	\$0	\$0	\$17,332
Total	\$1,479	\$149,210	\$841	\$2,800	\$3,070	\$1,432	\$158,832

Budget Details

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

G1. Parents will become actively involved in school events and school-to-home communication.

G1.B1 Language, culture, and socio-economic status

G1.B1.S1 Use of student agendas/communication folders as a way of home-school communication on a daily basis. Regular school-home communication through newsletters, Edline, flyers in parent languages, parent phone link, parent conferences and home visits.

Action Step 1

Provide agendas for students in grades 2-5 and communication folders for students in grades K-1. Publish regular school-home newsletters, update Edline, regular reminders through flyers in parent languages, activate parent phone link, and schedule parent conferences and home visits.

Resource Type

Evidence-Based Program

Resource

Student agendas/communication folders

Funding Source

Title I

Amount Needed

\$1,479

G1.B1.S2 Offer parent trainings focusing on academics and practical skill-based parenting sessions.

Action Step 1

Family academic nights and parent trainings

Resource Type

Personnel

Resource

Personnel and Parent training supplies such as copy paper, office supplies, food, and books.

Funding Source

Title I

Amount Needed

\$7,050

G2. Teachers will implement a school-wide daily response (i.e, journal, exit ticket/response) to student learning across all content areas.

G2.B1 Teachers who are currently not implementing the daily response with fidelity.

G2.B1.S1 3. School staff will provide professional development for school staff on daily responses.

Action Step 1

Professional Development on Journaling

Resource Type

Evidence-Based Materials

Resource

Student Journals

Funding Source

Title I

Amount Needed

\$841

G3. Teachers will engage students through rigorous instruction in all content areas.

G3.B1 Teachers' understanding of students' and their own states/attitude

G3.B1.S1 Teaching with the Brain in Mind

Action Step 1

Professional Development on Teaching with the Brain in Mind

Resource Type

Other

Resource

Supplies such as chart paper, post-its, journals, markers, copy paper, etc.

Funding Source

Title 1

Amount Needed

\$2,800

G3.B2 Teachers' lack of knowledge regarding rigor

G3.B2.S1 Provide Professional Development for Literacy

Action Step 1

Professional Development on Workshop Model and Word Study (Words Their Way, Fountas & Pinnell Phonics)

Resource Type

Personnel

Resource

Teachers College Consultants including travel, Common Core State Training, "Top Score Writing" recorded training and PD materials, and Substitutes

Funding Source

Title 1 and grant

Amount Needed

\$17,332

Action Step 2

Professional Development on Singapore Mathematics

Resource Type

Professional Development

Resource

Singapore Mathematics training

Funding Source

Title I

Amount Needed

\$1,432

G4. Teachers will implement differentiated instructional strategies on a daily basis.

G4.B1 Level of teacher knowledge and planning for implementation.

G4.B1.S1 Teacher coaching

Action Step 1

Academic coaching

Resource Type

Personnel

Resource

Literacy coach Math/Science coach

Funding Source

Title I

Amount Needed

\$106,610

G4.B2 Teachers unable to identify individual students' needs.

G4.B2.S1 Analyze student data

Action Step 1

Professional Development on Analyzing Student Data

Resource Type

Technology

Resource

Reading A-Z, IXL.com, and Moby Max

Funding Source

Title I

Amount Needed

\$3,070

G4.B2.S2 Tutorial

Action Step 1

Before and After school tutorial

Resource Type

Personnel

Resource

Tutorial Teachers

Funding Source

Title 1

Amount Needed

\$18,218