



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Jacksonville Beach Elementary School

315 10TH ST S

Jacksonville Beach, FL 32250

904-247-5942

<http://www.duvalschools.org/jbe>

## School Demographics

**School Type**  
Elementary School

**Title I**  
No

**Free and Reduced Lunch Rate**  
7%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
38%

## School Grades History

**2013-14**  
A

**2012-13**  
A

**2011-12**  
A

**2010-11**  
A

## SIP Authority and Template

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

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

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>14</b>
<b>Goals Summary</b>	<b>18</b>
<b>Goals Detail</b>	<b>18</b>
<b>Action Plan for Improvement</b>	<b>22</b>
<b>Part III: Coordination and Integration</b>	<b>37</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>38</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>43</b>

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## Purpose and Outline of the SIP

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

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### Part I: Current School Status

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

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### Part II: Expected Improvements

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

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

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

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### Part III: Coordination and Integration

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

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### Appendix 1: Professional Development Plan to Support Goals

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

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### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Jacksonville Beach Elementary School

##### Principal

Jill Leinhauser

##### School Advisory Council chair

Kim Bednarek

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

Name	Title
Jill Leinhauser	Principal
Audrey Ferrell	Assistant Principal
Carla Forest	School Counselor
Johanna Kolb	Lead Math Teacher
Cathy Shiver	Lead ELA Teacher

#### District-Level Information

##### District

Duval

##### Superintendent

Dr. Nikolai P Vitti

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

1/7/2014

### School Advisory Council (SAC)

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

#### Membership of the SAC

SAC Membership includes:

7 Parents: Jessica Marsh, Craig Gustafson, Christy Wenger, Nadia Ionnides, Aimee Parker(Vice Chair)  
Karen Green (Secretary), Chinta Perera

7 Teachers: Kim Pasey, Dawn Jordan, Deborah Luce, Tami Helfrich, Jeff VanLandingham, Susan Blanchard, Drew Davie

4 Community Members/Business Partners: Laura Acker, Dana Voiselle, Kim Bednarek (Chair),  
Judy Cromartie

Principal- Jill Leinhauser

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

Data was reviewed at the opening meeting. Members provided feedback regarding parent education needs, specifically requesting a forum for monthly topics such as Common Core Standards, Technology Resources, and Preparing for the PARCC test.

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

SAC will provide opportunity for parent education and feedback through Customer Service box, PTA website link, and monthly Coffee Chats.

SAC will expand the Wellness Initiative to involve more parents and students.

SAC will provide feedback on Budget expenditures and best use of available staff and other resources.

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

SAC funds will be used for

- 1- Books of the Month which promote character education
- 2- Teacher Professional Books for better understanding of Common Core Standards
- 3- Parent handouts/materials for monthly coffee chats.

### 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

SAC is in compliance

## 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:

#### Jill Leinhauser

Principal

Years as Administrator: 27

Years at Current School: 15

#### Credentials

M. Ed Educational Administration and Supervision

B.S. Elementary Education

Certification: Elementary Education 1-6

School Principal: K-12

#### Performance Record

Jacksonville Beach Elementary has earned an A Rating on the Florida School Report Card since 1999. Our 712 points is based on proficiency levels of 97% in Reading, 96% Math, 86% in Writing, and 97% in Science. Overall, the scores are the highest in the district, and the 3rd highest among elementary schools in the state.

**Audrey Ferrell**

Asst Principal

Years as Administrator: 5

Years at Current School: 5

**Credentials**

M.Ed. Education Leadership  
B.S. Elementary Education K-5

**Performance Record**

Ms. Ferrell has been the Assistant Principal at Jacksonville Beach Elementary since 2009. Jacksonville Beach Elementary has been an A school during all of those years. Prior to this assignment, Ms. Ferrell was a teacher at R.L. Brown Elementary where she served as grade chair and a model classroom teacher.

**Instructional Coaches****# of instructional coaches**

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

43

**# receiving effective rating or higher**

43, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

43, 100%

**# ESOL endorsed**

3, 7%

**# reading endorsed**

1, 2%

**# with advanced degrees**

12, 28%

**# National Board Certified**

8, 19%



**# first-year teachers**

0, 0%

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

3, 7%

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

18, 42%

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

22, 51%

**Education Paraprofessionals****# of paraprofessionals**

7

**# Highly Qualified**

7, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

In order to recruit and retain highly qualified teachers, we utilize

1. the district transfer system: Each year the principal interviews teachers who are interested in transferring to Jacksonville Beach Elementary from other schools in the district. As a high performing school, we typically have over 200 teachers request transfer to Jacksonville Beach.
2. Teachers may also request transfer to different positions within the school itself. This helps to keep teachers challenged and refreshed in their teaching practices.

**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**

Mentors are assigned to teachers who are beginning their teacher career, are new to the school, or are new to a grade level or subject area. Mentees are paired with mentor teachers who have demonstrated effectiveness in teaching through student learning gains and principal observation of practice. This year's pairings include:

Kolb-Rieber (Rieber new to school)  
 Erickson-Heideman (Heideman new to 3rd grade Math)  
 Peters-Pavlinek- (Pavlinek new to school and 4th grade ELA)  
 Horton-Taylor (Taylor new to school)

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)**

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**

The Building Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Building Leadership Team finalizes the plan.

The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team should regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used Rtl to inform instruction and made mid-course adjustments as data are analyzed.

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

- Principal, Jill Leinhauser provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.
- Assistant Principal, Audrey Ferrell develops, leads, and evaluates school core content standards/ programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.
- Rtl Facilitator and School Counselor, Carla Forest, participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching; provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.
- Speech Language Pathologist, Carolyn DeWaele, educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design, assists in the selection of screening measures, and helps identify systemic patterns of student need with respect to language skills.
- ESE Teacher Mary Burke, participates in student data collection, integrate core instructional activities/ materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.
- General Education Teachers, Kim Pasey, Lori Cheanvechai, Tami Helfrich, Pam Peters, Brandy Davis, Nichole Horton- Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

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

Bi-monthly meetings of the Leadership team focus on ongoing monitoring of student progress. The Team serves as a resource for all classroom teachers who bring cases to the team for discussion and analysis.

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

The district has an extensive testing calendar which includes baseline and quarterly assessment in all subject areas. The quarterly formative assessments are used to determine students who need extended time and/or support in mastering grade level standards. The following list of assessments are used:  
 Reading/Language Arts: Curriculum Guide Assessments, 4x per year, Iowa Test of Basic Skills, DAR (Diagnostic Assessment in Reading), FCAT  
 Math: Curriculum Guide Assessments, I-Ready Diagnostic and Instruction, FCAT  
 Writing: Quarterly Writing prompts, FCAT  
 Science: Curriculum Guide Assessments, FCAT

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

The school's Professional Development Plan must support continuous learning for all educators that results in increased student achievement and includes evidence of scaffolded RtI professional learning that is results-driven, standards-based, school-centered, and sustained over time. School Instructional Leadership teams establish protocols for on-going assessment and adjusting of the plan to meet school needs.

RtI Professional Development includes more than scheduled workshops. In addition to traditional RtI training during the summer, pre-planning, early dismissal, and faculty meetings, RtI learning is job-embedded and occurs during the following:

- Professional learning communities
- Classroom observations
- Collaborative planning
- Analysis of student work
- Book study
- Lesson study
- Action Research

### 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:**

Small group tutoring in Reading and Math is done both before and during school by part time teachers.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

The tutors include a weekly assessment in their program. The results of these assessments are charted, graphed, and analyzed for next steps.

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

The Leadership Team and Collaborative Problem Solving Team review the data for each student receiving Tier 2 support to determine success of this support strategy.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Jill Leinhauser	Principal
Karen Bernstein	Teacher, Kg
Cathy Shiver	Teacher, Gr. 1
Kelly Carter	Teacher, Gr. 2
Stacy Rieber	Teacher, Gr. 3
Kelly Lomblo	Teacher, Gr. 4
Kathy LaPointe	Teacher, Gr. 5

**How the school-based LLT functions**

The LLT meets twice monthly to discuss the expectations of student learning in reading and writing across grade levels, and to plan professional development activities for teachers. The meetings will focus on using the data to drive instruction evidenced in small group differentiated instruction. Classroom observations and focus walks will be conducted by the administration to determine if reading and writing are being taught with fidelity and based on best practices. Follow up meetings will be held with classroom teachers to ensure that instructional strategies and differentiation occurs within each classroom. A major challenge will be the addition of strategies and activities to meet the needs of the highest achievers in the area of reading and writing

**Major initiatives of the LLT**

Two key initiatives will be implemented:

- Differentiation strategies such as compacting, tiered assignments, project-based learning, and alternative assignments will be expected in all rooms based on the needs of the students with increased expectations for all.

- Study of the Common Core State Standards will be a major focus this year. Besides studying the expectations outlined in the standards, we will also focus on new instructional strategies such as asking Text Dependent Questions, doing Close Reading, and using a gradual release instructional delivery system. All of the Literacy standards will be studied from the perspective of helping students to get meaning from more complex texts.

## Every Teacher Contributes to Reading Instruction

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

Reading skills are integrated into all subject areas and all teachers work together to study the standards and provide instruction and application opportunities.

## 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

Assessment of student readiness is a key component of the transition from PK. Teachers study the PK test results received during registration. They also work one on one with students to identify strengths and weaknesses and to plan appropriate instruction which meets the needs of each child. The first several weeks of the school year deal mainly with the establishment of school rituals and routines in the classroom.

## 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

Classroom guidance lessons and teacher-student goal setting conferences are used to reinforce student understanding of the relationship between performance in school and future opportunities. Students are also advised about middle school course placement and ACCEL opportunities.

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

All students participate in an annual Career Day with exposure to a variety of jobs and career options. Fifth grade students participate in a Career Unit, "Moving on to your future," as part of classroom guidance.

### Strategies for improving student readiness for the public postsecondary level

NA

## 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	97%	97%	Yes	97%
American Indian				
Asian	98%	98%	Yes	99%
Black/African American	89%	89%	Yes	90%
Hispanic	95%	88%	No	96%
White	98%	98%	Yes	98%
English language learners				
Students with disabilities	100%	93%	No	100%
Economically disadvantaged	95%	88%	No	96%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	12%	10%
Students scoring at or above Achievement Level 4	305	85%	87%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	214	84%	86%
Students in lowest 25% making learning gains (FCAT 2.0)	214	84%	86%

### 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	109	86%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

### Area 3: Mathematics

#### Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	97%	96%	Yes	97%
American Indian				
Asian	98%	97%	Yes	99%
Black/African American	82%	84%	Yes	84%
Hispanic	95%	88%	Yes	96%
White	98%	98%	Yes	98%
English language learners				
Students with disabilities	93%	93%	Yes	94%
Economically disadvantaged	90%	96%	Yes	91%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	12%	10%
Students scoring at or above Achievement Level 4	301	84%	86%

**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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	217	85%	87%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	217	85%	87%

**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	13	10%	10%
Students scoring at or above Achievement Level 4	112	87%	90%



**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)	6		8
Participation in STEM-related experiences provided for students	358	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	18	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	6	1%	0%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	5	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

In 2013-14, 96% of all parents will participate in at least one parent activity including Open House, parent conference day, or one of many PTA sponsored family events. (Literacy night, Science Night, Fitness Day, Career Day, Military Appreciation, etc. )

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
590/615 students will have parent representation at a school sponsored event for parents or families.	585	95%	96%



## Area 10: Additional Targets

### Additional targets for the school

A Wellness Initiative involving students, parents, teachers, and community representatives was begun two years ago. This program strives to provide additional Health Education and support for Healthy Lifestyles in a variety of ways. Wellness Parents for each class, special programs and announcements related to health, and providing resources for students are a few examples of the work of the Committee.

### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of the students will increase their knowledge of Wellness Initiatives including Fitness, Nutrition, Hygiene, Prevention of illness, and Mental Health.	616	100%	100%

## Goals Summary

- G1.** 100% of the students will feel safe at school as evidenced by the annual Foundations survey.
- G2.** In 2014, 96% (26/27) of economically disadvantaged students, 100% of students with disabilities (32/32), and 98% of Hispanic students (20/21) will meet the proficiency level of 3.0 on FCAT Reading.
- G3.** In 2014, 86% (225/262) of the students will make learning gains as measured by FCAT Reading 2.0.
- G4.** In 2014, 86% (225/262) of the students will make learning gains as measured by FCAT Math 2.0.
- G5.** In 2014, 90% (120/133) of the students will score 3.5 or higher on the FCAT Writing Test.

## Goals Detail

**G1.** 100% of the students will feel safe at school as evidenced by the annual Foundations survey.

### Targets Supported

### Resources Available to Support the Goal

- Foundations/Champs training, Safety/Security personnel, Systems in place for visitors, dismissal, and drop off, Emergency Preparedness Plan and Drills, Bully Prevention program and systems, Classroom, Small Group, Individual Guidance Plan

### Targeted Barriers to Achieving the Goal

- Making young children aware of procedures for reporting safety concerns requires continual reinforcement.

### Plan to Monitor Progress Toward the Goal

100% of students will feel safe at school.

### Person or Persons Responsible

Teachers and Administration

### Target Dates or Schedule:

Ongoing

### Evidence of Completion:

Observation and Survey

**G2.** In 2014, 96% (26/27) of economically disadvantaged students, 100% of students with disabilities (32/32), and 98% of Hispanic students (20/21) will meet the proficiency level of 3.0 on FCAT Reading.

**Targets Supported**

**Resources Available to Support the Goal**

- Part Time teachers for Tier 2 support
- Better Analysis of skill deficits via DAR Assessment
- Use of technology, specifically Success Maker and Achieve 3000.

**Targeted Barriers to Achieving the Goal**

- Many of the students in this subgroup do not have computer access at home.
- Funds for Part Time Interventionists are not included in the Staff Allocation Budget Formula.

**Plan to Monitor Progress Toward the Goal**

Use quarterly CGA and weekly assessment data to determine mastery of grade level standards.

**Person or Persons Responsible**

classroom teachers

**Target Dates or Schedule:**

quarterly

**Evidence of Completion:**

Report at monthly RTI meeting.

**G3.** In 2014, 86% (225/262) of the students will make learning gains as measured by FCAT Reading 2.0.

**Targets Supported**

**Resources Available to Support the Goal**

- Use part time teacher to work with low achieving students.
- Utilize Achieve 3000 computer program to support outside reading of non-fiction.
- Use Rotation time in Reading to provide differentiated activities for individual student needs.

**Targeted Barriers to Achieving the Goal**

- Creating differentiated activities will require increased teacher planning and understanding of best practices in reading.

### Plan to Monitor Progress Toward the Goal

Ensuring that all students, including the highest learners, are getting appropriate instruction and rigor in class.

**Person or Persons Responsible**

All teachers will use data to inform instruction and plan for varied levels.

**Target Dates or Schedule:**

Teachers meet weekly to plan lessons, rotations, and to collaborate on effective teaching practices.

**Evidence of Completion:**

Quarterly CGA Assessments will document learning gains by all students.

**G4.** In 2014, 86% (225/262) of the students will make learning gains as measured by FCAT Math 2.0.

**Targets Supported****Resources Available to Support the Goal**

- I-Ready Diagnostic and Instruction will be used to ensure individualized instruction based on student need.
- Part Time teacher, Amy Anker, will work with small groups (push-in an pull-out) three days per week.
- Math time will be extended to 90 minutes per day and the use of rotations for 30 minutes will be designed to meet individual needs based on data.
- Programs like Pearson Success, FCAT Explorer, and Reflex Math help provide extra support for students in Math.

**Targeted Barriers to Achieving the Goal**

- Providing differentiated work for all students requires efficient use of the Math instructional period and detailed planning based on data.
- Integrating Common Core and NGSS standards is an ongoing challenge for intermediate grade teachers.

### Plan to Monitor Progress Toward the Goal

Increased number of students meeting standards.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

CGA and other Formative Assessments will be reviewed.

**G5. In 2014, 90% (120/133) of the students will score 3.5 or higher on the FCAT Writing Test.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Quarterly Writing Prompts will be used to target instruction on specific components of the Writing Rubric: Focus, Organization, Support, and Conventions.
- Rotations in Reading will provide opportunities for extended writing assignments.
- Small group instruction during the Language Arts Block will include explicit instruction in vocabulary which will improve both reading and writing scores.
- Use of the Student responses from 2013 will help teachers to better understand the scoring rubric and expectations for students.

**Targeted Barriers to Achieving the Goal**

- Inclusion of Social Studies content during the Language Arts block and the reduced time allocation for Writing instruction may result in less instruction in Writing skills.
- Better understanding of the new state criteria on the writing rubric is needed.

**Plan to Monitor Progress Toward the Goal**

Improved Writing Scores

**Person or Persons Responsible**

Students

**Target Dates or Schedule:**

Quarterly Prompts

**Evidence of Completion:**

Scores on Quarterly writing prompts

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** 100% of the students will feel safe at school as evidenced by the annual Foundations survey.

**G1.B1** Making young children aware of procedures for reporting safety concerns requires continual reinforcement.

**G1.B1.S1** Education about school safety procedures and policies will be ongoing.

#### Action Step 1

Beginning of the year classroom visits, closed circuit TV announcements, and newsletter will include information about the school safety plan and procedures for arrival, dismissal, and school visitors.

##### Person or Persons Responsible

Guidance and Administration

##### Target Dates or Schedule

Aug. 19-23, 2013

##### Evidence of Completion

Visitation logs, copies of Newsletters, student and teacher guidance referrals.

#### Action Step 2

Drills will be conducted for fire, tornado, and Code Red lock down.

##### Person or Persons Responsible

Administration

##### Target Dates or Schedule

Ongoing

##### Evidence of Completion

Monthly Safety Checklists

### **Action Step 3**

All teachers will teach the Second Step anti-bullying Curriculum.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Throughout the year.

#### **Evidence of Completion**

Teacher Lesson Plans

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

Ensure that Second Step Curriculum is taught and that students are aware of safety procedures.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Lesson Plans, Visitation Logs

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

Students will feel safe at school.

#### **Person or Persons Responsible**

Teachers and Administration

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student guidance referrals and Foundations survey.

**G2.** In 2014, 96% (26/27) of economically disadvantaged students, 100% of students with disabilities (32/32), and 98% of Hispanic students (20/21) will meet the proficiency level of 3.0 on FCAT Reading.

**G2.B1** Many of the students in this subgroup do not have computer access at home.

**G2.B1.S1** Provide time before and after school for students to use classroom computers and computer lab.

**Action Step 1**

Open lab and classrooms before and after school 2-3 days per week and help teachers to better utilize available computer programs to support student learning.

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule**

Before and After School

**Evidence of Completion**

Log of student time on computers at school

**Facilitator:**

Achieve 3000 Trainer (provided with purchase.), District Specialists

**Participants:**

All ELA teachers.

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

Monitor time that these students spend on Success Maker and Achieve 3000

**Person or Persons Responsible**

Leadership Team

**Target Dates or Schedule**

bi-monthly meeting

**Evidence of Completion**

student sign-in and computer print out of time on programs



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

Determine if Lexile Level is improving and determine student success on ongoing reading assessments.

#### Person or Persons Responsible

classroom teachers

#### Target Dates or Schedule

weekly

#### Evidence of Completion

Bi-monthly report of Lexile growth.

**G2.B2** Funds for Part Time Interventionists are not included in the Staff Allocation Budget Formula.

**G2.B2.S1** Utilize part time teacher (s) for push in and pull out Tier 2 intervention.

#### Action Step 1

Hire part time teachers for small group instruction using magnet funds.

#### Person or Persons Responsible

Principal, Jill Leinhauser

#### Target Dates or Schedule

August, 2013

#### Evidence of Completion

Teacher schedule created.

### Plan to Monitor Fidelity of Implementation of G2.B2.S1

Use of Part Time Interventionist

#### Person or Persons Responsible

RTI Leadership Team

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Intervention schedules will show students served and frequency of support provided.

## Plan to Monitor Effectiveness of G2.B2.S1

Effectiveness of Tutoring program

### Person or Persons Responsible

RTI Leadership Team

### Target Dates or Schedule

Monthly

### Evidence of Completion

Interventionists will document learning via weekly assessments.

**G3.** In 2014, 86% (225/262) of the students will make learning gains as measured by FCAT Reading 2.0.

**G3.B1** Creating differentiated activities will require increased teacher planning and understanding of best practices in reading.

**G3.B1.S1** Provide professional development on new delivery models (Gradual Release, Differentiated Rotations) and district resources such as the CGA's.

### Action Step 1

Provide Professional Development on Differentiation through centers.

### Person or Persons Responsible

Professional Development Committee and District Specialists.

### Target Dates or Schedule

Early Dismissal Wednesdays.

### Evidence of Completion

Early Dismissal Agendas

### Facilitator:

Lead Teachers, District Specialists

### Participants:

All Teachers

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

Use of differentiated rotations will be part of daily lesson plans which will be monitored and reviewed.

#### **Person or Persons Responsible**

Principal and Asst. Principal

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Classroom Visitation Log

### **Plan to Monitor Effectiveness of G3.B1.S1**

Determine how Use of Differentiated Rotations is impacting student achievement.

#### **Person or Persons Responsible**

Teachers, Admin

#### **Target Dates or Schedule**

Weekly

#### **Evidence of Completion**

Formative Assessments including teacher-made tests and interactive journals.

**G3.B1.S2** Use Common Planning time for teacher collaboration on the creation of meaningful rotation activities.

**Action Step 1**

Use Common Planning Time for collaboration on instructional strategies and activities.

**Person or Persons Responsible**

Teachers, Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Minutes from weekly Common Planning.

**Facilitator:**

Principal, District Specialists

**Participants:**

All Teachers

**Plan to Monitor Fidelity of Implementation of G3.B1.S2**

Weekly Common Planning

**Person or Persons Responsible**

All Teachers

**Target Dates or Schedule**

Scheduled Common Planning time

**Evidence of Completion**

Administrative observations, Log of Common Planning meetings

## Plan to Monitor Effectiveness of G3.B1.S2

Differentiated instruction, including rotations, will be used in all reading classrooms.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

ongoing

### Evidence of Completion

Students will demonstrate mastery of standards on quarterly CGA's and other formative assessments.

**G4.** In 2014, 86% (225/262) of the students will make learning gains as measured by FCAT Math 2.0.

**G4.B1** Providing differentiated work for all students requires efficient use of the Math instructional period and detailed planning based on data.

**G4.B1.S3** Additional small group instruction will be done during the extended Math period.

### Action Step 1

Small Group instruction in Math

### Person or Persons Responsible

All teachers

### Target Dates or Schedule

Daily

### Evidence of Completion

Lesson Plans and Anecdotal records.

### Facilitator:

Johanna Kolb, Nichole Horton, District Specialists

### Participants:

All Math Teachers

### Plan to Monitor Fidelity of Implementation of G4.B1.S3

Small Group instruction in Math

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson Plans, Anecdotal Records

### Plan to Monitor Effectiveness of G4.B1.S3

Small Group Instruction

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Student Assessment Data will be reviewed for mastery of standards.

**G4.B1.S4** Early Dismissal trainings will include unpacking of Common Core, further study of the Math Practices, and planning to include both Common Core and NGSS.

**Action Step 1**

Professional Development on Common Core Standards and Math Practices.

**Person or Persons Responsible**

Lead Teacher, District Specialists

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Training Agendas

**Facilitator:**

Lead Teacher, District Specialists

**Participants:**

All Math Teachers

**Plan to Monitor Fidelity of Implementation of G4.B1.S4**

Use of Common Core in planning and assessment of learning.

**Person or Persons Responsible**

teachers

**Target Dates or Schedule**

weekly

**Evidence of Completion**

inclusion of standards in lesson plans

## **Plan to Monitor Effectiveness of G4.B1.S4**

Using Common Core standards in planning and assessment of learning

### **Person or Persons Responsible**

Teachers, Administration

### **Target Dates or Schedule**

weekly

### **Evidence of Completion**

Formative Assessments in Math

**G4.B2** Integrating Common Core and NGSS standards is an ongoing challenge for intermediate grade teachers.

**G4.B2.S1** Study of the Common Core Standards and related expectations will be ongoing.

### **Action Step 1**

Professional Development on Common Core Expectations will be provided.

#### **Person or Persons Responsible**

Lead Math Teacher, District Math Specialist

#### **Target Dates or Schedule**

Early Dismissal Wednesdays

#### **Evidence of Completion**

Professional Development Agendas

#### **Facilitator:**

Lead Math Teacher, District Specialist

#### **Participants:**

All Math Teachers



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

Common Core Standards and Assessments will be part of collaborative group study.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing in Common Planning.

**Evidence of Completion**

Minutes/Common Planning Logs

### **Plan to Monitor Effectiveness of G4.B2.S1**

Mastery of Common Core Standards

**Person or Persons Responsible**

Teachers, Administration

**Target Dates or Schedule**

yearlong

**Evidence of Completion**

CGA and other Formative Assessments.

**G5.** In 2014, 90% (120/133) of the students will score 3.5 or higher on the FCAT Writing Test.

**G5.B1** Inclusion of Social Studies content during the Language Arts block and the reduced time allocation for Writing instruction may result in less instruction in Writing skills.

**G5.B1.S1** Review Social Studies Curriculum to determine opportunities for inclusion during individualized rotations rather than in lieu of writing time.

### **Action Step 1**

Develop Social Studies centers to maximize time for writing instruction.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Common Planning

#### **Evidence of Completion**

Lesson Plans and Rotation Plans

#### **Facilitator:**

PD Committee

#### **Participants:**

All Teachers

### **Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Collaborate on integration of social studies.

#### **Person or Persons Responsible**

Teachers

#### **Target Dates or Schedule**

Common Planning

#### **Evidence of Completion**

Rotations Plans

## Plan to Monitor Effectiveness of G5.B1.S1

Monitor time spent on Writing Instruction

### Person or Persons Responsible

Administration

### Target Dates or Schedule

ongoing

### Evidence of Completion

Lesson Plans, Teacher observation

**G5.B2** Better understanding of the new state criteria on the writing rubric is needed.

**G5.B2.S1** Use district specialists and writing scorers to provide professional development on new expectations in the assessment of writing.

### Action Step 1

Professional Development on Writing Expectations

#### Person or Persons Responsible

District Specialists

#### Target Dates or Schedule

Early Dismissal training

#### Evidence of Completion

Training Agenda

#### Facilitator:

District Specialists

#### Participants:

All ELA teachers

### Plan to Monitor Fidelity of Implementation of G5.B2.S1

Use of new writing rubric

**Person or Persons Responsible**

teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Copies of students work with rubric.

### Plan to Monitor Effectiveness of G5.B2.S1

Improved writing scores

**Person or Persons Responsible**

Teachers, Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Quarterly prompts will be scored and analyzed.

## 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

Supplemental Academic Instruction is provided for all students in Tier 2 or Tier 3 Intervention through pull-out and push-in interventionists. Progress is monitored through a school RTI committee which meets twice each month to review student data and progress.

Violence/Bullying Prevention is addressed through county adopted curriculum called Second Step. District guidelines regarding reporting and investigating bullying incidents are fully implemented.

CTE instruction is provided in weekly computer lab instruction and through after school programs such as Lego League/Robotics.

## 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.** In 2014, 96% (26/27) of economically disadvantaged students, 100% of students with disabilities (32/32), and 98% of Hispanic students (20/21) will meet the proficiency level of 3.0 on FCAT Reading.

**G2.B1** Many of the students in this subgroup do not have computer access at home.

**G2.B1.S1** Provide time before and after school for students to use classroom computers and computer lab.

### PD Opportunity 1

Open lab and classrooms before and after school 2-3 days per week and help teachers to better utilize available computer programs to support student learning.

#### Facilitator

Achieve 3000 Trainer (provided with purchase.), District Specialists

#### Participants

All ELA teachers.

#### Target Dates or Schedule

Before and After School

#### Evidence of Completion

Log of student time on computers at school

**G3.** In 2014, 86% (225/262) of the students will make learning gains as measured by FCAT Reading 2.0.

**G3.B1** Creating differentiated activities will require increased teacher planning and understanding of best practices in reading.

**G3.B1.S1** Provide professional development on new delivery models (Gradual Release, Differentiated Rotations) and district resources such as the CGA's.

**PD Opportunity 1**

Provide Professional Development on Differentiation through centers.

**Facilitator**

Lead Teachers, District Specialists

**Participants**

All Teachers

**Target Dates or Schedule**

Early Dismissal Wednesdays.

**Evidence of Completion**

Early Dismissal Agendas

**G3.B1.S2** Use Common Planning time for teacher collaboration on the creation of meaningful rotation activities.

**PD Opportunity 1**

Use Common Planning Time for collaboration on instructional strategies and activities.

**Facilitator**

Principal, District Specialists

**Participants**

All Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Minutes from weekly Common Planning.

**G4.** In 2014, 86% (225/262) of the students will make learning gains as measured by FCAT Math 2.0.

**G4.B1** Providing differentiated work for all students requires efficient use of the Math instructional period and detailed planning based on data.

**G4.B1.S3** Additional small group instruction will be done during the extended Math period.

**PD Opportunity 1**

Small Group instruction in Math

**Facilitator**

Johanna Kolb, Nichole Horton, District Specialists

**Participants**

All Math Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson Plans and Anecdotal records.

**G4.B1.S4** Early Dismissal trainings will include unpacking of Common Core, further study of the Math Practices, and planning to include both Common Core and NGSS.

**PD Opportunity 1**

Professional Development on Common Core Standards and Math Practices.

**Facilitator**

Lead Teacher, District Specialists

**Participants**

All Math Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Training Agendas



**G4.B2** Integrating Common Core and NGSS standards is an ongoing challenge for intermediate grade teachers.

**G4.B2.S1** Study of the Common Core Standards and related expectations will be ongoing.

**PD Opportunity 1**

Professional Development on Common Core Expectations will be provided.

**Facilitator**

Lead Math Teacher, District Specialist

**Participants**

All Math Teachers

**Target Dates or Schedule**

Early Dismissal Wednesdays

**Evidence of Completion**

Professional Development Agendas

**G5.** In 2014, 90% (120/133) of the students will score 3.5 or higher on the FCAT Writing Test.

**G5.B1** Inclusion of Social Studies content during the Language Arts block and the reduced time allocation for Writing instruction may result in less instruction in Writing skills.

**G5.B1.S1** Review Social Studies Curriculum to determine opportunities for inclusion during individualized rotations rather than in lieu of writing time.

**PD Opportunity 1**

Develop Social Studies centers to maximize time for writing instruction.

**Facilitator**

PD Committee

**Participants**

All Teachers

**Target Dates or Schedule**

Common Planning

**Evidence of Completion**

Lesson Plans and Rotation Plans

**G5.B2** Better understanding of the new state criteria on the writing rubric is needed.

**G5.B2.S1** Use district specialists and writing scorers to provide professional development on new expectations in the assessment of writing.

**PD Opportunity 1**

Professional Development on Writing Expectations

**Facilitator**

District Specialists

**Participants**

All ELA teachers

**Target Dates or Schedule**

Early Dismissal training

**Evidence of Completion**

Training Agenda

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	In 2014, 96% (26/27) of economically disadvantaged students, 100% of students with disabilities (32/32), and 98% of Hispanic students (20/21) will meet the proficiency level of 3.0 on FCAT Reading.	\$16,142
	Total	\$16,142

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Magnet Funds	\$16,142	\$16,142
Total	\$16,142	\$16,142

### Budget Details

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

**G2.** In 2014, 96% (26/27) of economically disadvantaged students, 100% of students with disabilities (32/32), and 98% of Hispanic students (20/21) will meet the proficiency level of 3.0 on FCAT Reading.

**G2.B2** Funds for Part Time Interventionists are not included in the Staff Allocation Budget Formula.

**G2.B2.S1** Utilize part time teacher (s) for push in and pull out Tier 2 intervention.

#### Action Step 1

Hire part time teachers for small group instruction using magnet funds.

#### Resource Type

Personnel

#### Resource

Two part time teachers (12 hours/week) will work with small groups of students needing support in Reading or Math.

#### Funding Source

Magnet Funds

#### Amount Needed

\$16,142