

2013-2014 SCHOOL IMPROVEMENT PLAN

Washington Shores Elementary
944 W LAKE MANN DR
Orlando, FL 32805
407-296-6540

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 89%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

2013-14 F	2012-13 D	2011-12 D	2010-11 D
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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.

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	22
Goals Summary	26
Goals Detail	26
Action Plan for Improvement	30
Part III: Coordination and Integration	36
Appendix 1: Professional Development Plan to Support Goals	37
Appendix 2: Budget to Support Goals	38

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
Focus Year 3 or more	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Washington Shores Elementary

Principal

Dr. Shayne Grove

School Advisory Council chair

Shacaree Williams

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

Name	Title
Shayne Grove	Principal
Sheleen Burgess	Assistant Principal
Bettina Branch	Literacy Coach
Danielle Spooney	Reading Coach
Tara McKnight	Math Coach
Valerie Hargrove	Dean of Students
Debra Nobles	CRT
Shacaree Williams	Staffing Specialist/Compliance Teacher
Maria Saulsby	Guidance Counselor

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

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

The majority of SAC members are not employed by the school district. The SAC is comprised of the Principal, and an appropriately balanced number of teachers, education support employees, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. The School Advisory Council meets regularly to fulfill the responsibilities of the by-laws. Members are elected by their peers in a fair and equitable manner. The SAC is a balanced group that participate in the decision-making process at the school level.

Involvement of the SAC in the development of the SIP

The involvement of SAC is to assist in the preparation and evaluation of the results of the school improvement plan and to assist the principal with the annual school budget. Additionally, SAC receives funds "to be used at the discretion of the School Advisory Committee. A portion of the money should be used for implementing the school improvement plan." "The improvement plan shall include performance indicators which are measurable." In addition, the SAC reviews relevant data (which is much more than test scores), identifies problem areas, develops improvement strategies, monitors their implementation, and then starts the whole process over when the next round of data is available."

Activities of the SAC for the upcoming school year

1. Host a family curriculum night that includes hands-on, interactive centers where children and parents complete math activities together.
2. Donuts & Dads~Dads are invited to the school and donuts are provided as a continental breakfast. Afterwards, brochures are distributed on how they can help their child at home.
3. Muffins & Moms~Moms are invited to the school and muffins are provided as a continental breakfast. Afterwards, brochures are distributed on how they can help their child at home.

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

It is anticipated that the Washington Shores Elementary SAC funds will be used to purchase "Student Recognition" materials-certificates, ribbons, and stickers for (Accelerated Reader, Student of the Month, Character Education, Discipline, A/B and Principal Honor Roll, etc.) academic and behavioral recognition.

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:

Dr. Shayne Grove

Principal

Years as Administrator: 8

Years at Current School: 0

Credentials

PhD in School Administration, Masters in Educational Leadership, Reading endorsed, and Elementary Ed certified

Performance Record

Sunrise Elementary:
2012-2013 Grade A; Reading Mastery 84%, Math Mastery 84%, Science Mastery 81%, Writing Mastery 78%, Reading Learning Gains 74%, Math Learning Gains 80%, Lowest 25% in Reading 70%, Lowest 25% in Math 63%

2011-2012 Grade: A; Reading Mastery 85%, Math Mastery 82%, Science Mastery 75%, Writing Mastery 93%, Reading Learning Gains 77%, Math Learning Gains 79%, Lowest 25% in Reading 77%, Lowest 25% in Math 61%

2010-2011 Grade: A; Reading Mastery 95%, Math Mastery 93%, Science Mastery 76%, Writing Mastery 99%, Reading Learning Gains 75%, Math Learning Gains 72%, Lowest 25% in Reading 73%, Lowest 25% in Math 73%

Sheleen Burgess

Asst Principal

Years as Administrator: 1

Years at Current School: 0

Credentials

Valid Florida teaching certificate, BS in Elem Ed., MS in SLD, and Certified in Educational Leadership.

Performance Record

Woodlands Elementary, Seminole County
2012-2013 Grade A; Reading Mastery 76%, Math Mastery 75%, Science Mastery 74%, Writing Mastery 66%, Reading Lowest 25% in Reading 28%, Lowest 25% in Math 40%

Eccleston Elementary:
2011-2012 Grade: A; Reading Mastery 44%, Math Mastery 47%, Science Mastery 23%, Writing Mastery 73%, Reading Learning Gains 78%, Math Learning Gains 81%, Lowest 25% in Reading 91%, Lowest 25% in Math 91%

Eccleston Elementary:
2010-2011 Grade: C; Reading Mastery 53%, Math Mastery 63%, Science Mastery 24%, Writing Mastery 93%, Reading Learning Gains 60%, Math Learning Gains 66%, Lowest 25% in Reading 50%, Lowest 25% in Math 67%, AYP 85% of students met

Instructional Coaches**# of instructional coaches**

6

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Bettina Branch		
Full-time / School-based	Years as Coach: 5	Years at Current School: 5
Areas	Reading/Literacy, Other	
Credentials	6-12 English Language Arts Education Leadership All Levels K-12 Reading Endorsement	
Performance Record	<p>2012-2013 Grade D; Reading Mastery 35%, Math Mastery 49%, Science Mastery 34%, Writing Mastery 39%, Reading Learning Gains 56%, Math Learning Gains 60%, Lowest 25% in Reading 57%, Lowest 25% in Math 76%</p> <p>2011-2012 Grade: D; Reading Mastery 34%, Math Mastery 46%, Science Mastery 38%, Writing Mastery 80%, Reading Learning Gains 34%, Math Learning Gains 46%, Lowest 25% in Reading 51%, Lowest 25% in Math 67%</p> <p>2010-2011 Grade: D; Reading Mastery 55%, Math Mastery 64%, Science Mastery 38%, Writing Mastery 78%, Reading Learning Gains 52%, Math Learning Gains 43%, Lowest 25% in Reading 37%, Lowest 25% in Math 37%, AYP 82% of students met</p>	

Debra Nobles

Full-time / School-based Years as Coach: 6 Years at Current School: 23

Areas Data, RtI/MTSS, Other

Credentials BS in Music Education K-12

Performance Record

2012-2013 Grade D; Reading Mastery 35%, Math Mastery 49%, Science Mastery 34%, Writing Mastery 39%, Reading Learning Gains 56%, Math Learning Gains 60%, Lowest 25% in Reading 57%, Lowest 25% in Math 76%

2011-2012 Grade: D; Reading Mastery 34%, Math Mastery 46%, Science Mastery 38%, Writing Mastery 80%, Reading Learning Gains 34%, Math Learning Gains 46%, Lowest 25% in Reading 51%, Lowest 25% in Math 67%

2010-2011 Grade: D; Reading Mastery 55%, Math Mastery 64%, Science Mastery 38%, Writing Mastery 78%, Reading Learning Gains 52%, Math Learning Gains 43%, Lowest 25% in Reading 37%, Lowest 25% in Math 37%, AYP 82% of students met

Tara McKnight		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics, Other	
Credentials	Master of Business Administration and Elementary K-6 Professional Certification; Years of teaching experience: 9 years	
Performance Record	Washington Shores Elementary: 2012-2013 Grade D; Reading Mastery 35%, Math Mastery 49%, Science Mastery 34%, Writing Mastery 39%, Reading Learning Gains 56%, Math Learning Gains 60%, Lowest 25% in Reading 57%, Lowest 25% in Math 76% Thornebrooke Elementary 2011-2012 Grade: A; 86%; Reading Mastery 83%; Math Mastery 89%; Meeting High Standards in Writing Mastery 84%; Meeting High Standards in Science Mastery 75%; Reading Learning Gains 84%; Math Learning Gains 71%; Lowest 25% Making in Reading 73%; Lowest 25% in Math 75%. 2010-2011, Grade A; Reading Mastery 96%; Math Mastery 93%; Writing Mastery 97%; Science Mastery 78%; Reading Learning Gains 76%; Math Learning Gains 63%; 80% of the Lowest 25% in Reading; 67% of the Lowest 25% Making Learning gains in Math 73%.	

Maria Saulsby

Full-time / School-based Years as Coach: 4 Years at Current School: 4

Areas Data, RtI/MTSS, Other

Credentials Master of Science in Counseling and Psychology

Performance Record

2012-2013 Grade D; Reading Mastery 35%, Math Mastery 49%, Science Mastery 34%, Writing Mastery 39%, Reading Learning Gains 56%, Math Learning Gains 60%, Lowest 25% in Reading 57%, Lowest 25% in Math 76%

2011-2012 Grade: D; Reading Mastery 34%, Math Mastery 46%, Science Mastery 38%, Writing Mastery 80%, Reading Learning Gains 34%, Math Learning Gains 46%, Lowest 25% in Reading 51%, Lowest 25% in Math 67%

2010-2011 Grade: D; Reading Mastery 55%, Math Mastery 64%, Science Mastery 38%, Writing Mastery 78%, Reading Learning Gains 52%, Math Learning Gains 43%, Lowest 25% in Reading 37%, Lowest 25% in Math 37%, AYP 82% of students met

Danielle Spooney		
Full-time / School-based	Years as Coach: 1	Years at Current School: 10
Areas	Reading/Literacy, Other	
Credentials	Bachelor of Science degree in Early Childhood Education (Pre-K-3rd), ESOL certified Currently working towards reading endorsement	
Performance Record	2012-2013 Grade D; Reading Mastery 35%, Math Mastery 49%, Science Mastery 34%, Writing Mastery 39%, Reading Learning Gains 56%, Math Learning Gains 60%, Lowest 25% in Reading 57%, Lowest 25% in Math 76% 2011-2012 Grade: D; Reading Mastery 34%, Math Mastery 46%, Science Mastery 38%, Writing Mastery 80%, Reading Learning Gains 34%, Math Learning Gains 46%, Lowest 25% in Reading 51%, Lowest 25% in Math 67% 2010-2011 Grade: D; Reading Mastery 55%, Math Mastery 64%, Science Mastery 38%, Writing Mastery 78%, Reading Learning Gains 52%, Math Learning Gains 43%, Lowest 25% in Reading 37%, Lowest 25% in Math 37%, AYP 82% of students met	

Valerie Hargrove		
Full-time / School-based	Years as Coach: 1	Years at Current School: 25
Areas	Science, Other	
Credentials	Early Childhood Education, (nursery-Kindergarten) 7/1/2013 - 6/30/2018 Elementary Education, (grades 1 - 6) 7/1/2013 - 6/30/2018	
Performance Record	2012-2013 Grade D; Reading Mastery 35%, Math Mastery 49%, Science Mastery 34%, Writing Mastery 39%, Reading Learning Gains 56%, Math Learning Gains 60%, Lowest 25% in Reading 57%, Lowest 25% in Math 76% 2011-2012 Grade: D; Reading Mastery 34%, Math Mastery 46%, Science Mastery 38%, Writing Mastery 80%, Reading Learning Gains 34%, Math Learning Gains 46%, Lowest 25% in Reading 51%, Lowest 25% in Math 67% 2010-2011 Grade: D; Reading Mastery 55%, Math Mastery 64%, Science Mastery 38%, Writing Mastery 78%, Reading Learning Gains 52%, Math Learning Gains 43%, Lowest 25% in Reading 37%, Lowest 25% in Math 37%, AYP 82% of students met	

Classroom Teachers

# of classroom teachers	40
# receiving effective rating or higher	36, 90%
# Highly Qualified Teachers	100%
# certified in-field	27, 68%
# ESOL endorsed	27, 68%
# reading endorsed	3, 8%
# with advanced degrees	9, 23%

National Board Certified

0, 0%

first-year teachers

20, 50%

with 1-5 years of experience

5, 13%

with 6-14 years of experience

10, 25%

with 15 or more years of experience

5, 13%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

5, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The strategies we use to recruit and retain highly qualified, certified in-field, effective teachers to our school include the following:

- Hire highly qualified candidates that demonstrate ability to raise student achievement-Principal/AP/Support Personnel
- Print resumes from attached candidates-Secretary
- Contact references and interview candidates with "effective" assessments-Principal
- Recognize teachers that are meeting data targets-Principal/AP/Support Personnel
- Provide mentoring, training, and support for all teachers-Administrative Team
- All teachers will utilize the district's Curriculum Guides based on NGSSS and Common Core Standards for K-5 grade levels and cross curricular professional learning communities-Principal/AP/Support Personnel

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

The mentoring program consist of the mentor & mentee meeting weekly to plan lessons, discuss teaching strategies, and analyze student data. The activities include monthly meetings, observation opportunities, co-teaching opportunities, sharing, and counseling, and follow-up & reflection sessions.

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

The MTSS Leadership Team met throughout the summer to discuss all students and devise a plan to ensure that all students' needs are met. The team made recommendations for professional development (RTI Problem- Solving Processes and Roles, ESE Inclusion Model, Tiers 2-3 Resources/Materials, ELL/ ESE Accommodations, Intervention Schedule, and Student Portfolios). An example of our implementation is as follows: Tier I-1 teacher-led group, Tier II-2 teacher-led groups, and Tier III-3 teacher-led groups. The above topics were addressed at the Summer Institute which the instructional staff attended during the Summer.

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

The school-based MTSS Leadership Team focuses on our lowest 30% when developing the school improvement plan. The principal, Dr. Shayne Grove, meets with the school-based MTSS Leadership Team (some of which are members of the School Advisory Council) monthly to discuss and address the focus of the School Improvement Plan. During the meeting, the team discusses the issues facing students who are not making progress. Team members review data, student-by-student, and discuss services for those in need. Based on discussion and review, instructional focus is adjusted to provide needed professional staff development opportunities that assist teachers with effective delivery of Tier 1, 2, and 3 instruction/interventions to students. The following are examples of our teams' responsibilities: the Reading Coach works with K-2, Literacy Coach works with 3-5, Ms. Nobles works with 4th grade writing, and Ms Hargrove works with 5th grade science. The school-based MTSS Leadership Team closely monitors intervention services to ensure progress towards school improvement goals.

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

In order to monitor the fidelity of the school's MTSS and SIP, the leadership team will monitor lesson plans and provide additional support in the classroom with identified students. The principal and the assistant principal will ensure the collection of data reports and instructional plans. The curriculum resource teacher is responsible for the collection and analysis of the data report that will be provided to the principal and assistant principal. Also, goals are highlighted on the SAC and MTSS agendas to analyze how students are progressing towards the targeted goal(s).

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

All Content Areas-

Tier 1: Identification of trends and patterns over time using school-wide and grade level data; differentiation of instruction during the core delivery/scheduled block

Tier 2: Targeted, supplemental instruction for individuals or small groups of students who need intervention beyond what is provided universally for positive behavior or academic content area success

as revealed by data. Interventions and progress monitoring are targeted to specific skills to re-mediate or enrich, as appropriate.

Tier 3: Intensive interventions based on individual student needs (for students falling one or more grade levels behind or at least one grade level above). Progress monitoring occurs daily to ensure maximum acceleration of student progress. The Dean, Valerie Hargrove; Staffing Coordinator, Shacaree Williams; and School Psychologist, Robyn Carroll-Yenko will work collaboratively towards the development of the school-wide behavior plan, as well as behavior plans for specific students. They will also assist with the collection and analysis of data on behavior concerns and facilitate implementation of Tier 2 and Tier 3 intervention plans. The school-based MTSS Leadership Team will collaborate bi-monthly, problem solve, share effective practices, evaluate implementation, and use data to make instructional decisions. They will review progress monitoring data for each K-5 class to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will also identify professional development and resources to accommodate the individual needs of students receiving intervention in Tier 2 or 3.

The following data sources will be implemented and analyzed to assess student achievement. Reading: Educational Data Warehouse (if available on a student), previous FAIR, Performance Matters Benchmark Assessments, Journeys Benchmark Assessments, and Accelerated Reading Math: Online Data Access (if available on a student) Performance Matters Benchmark Assessment, Go Math Science: Performance Matters Benchmark Assessment, Science Fusion Programmatic assessments and scores Writing: OC Writes, Quick Writes, and Monthly Prompts scoring.

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

The team will meet monthly to review progress monitoring of students in Tier 2 and 3 process. The data will be graphed and reviewed to determine the effectiveness of the interventions. Interventions will be monitored to ensure that the identified deficiency correlates to each student's needs. After each FAIR and Benchmark administration, the MTSS team will meet with teachers to review the percentage of students within each class meeting/exceeding benchmarks or at high risk and evaluate the progress of each student. The team will conduct a needs assessment to determine professional development needed to help increase student achievement of students in Tier 2 and Tier 3 process; and make decisions about implementation. Also, the goal is to train teachers on the CIM & MTSS process.

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:** 1,500

The 21st Century Community Learning Center-The focus of this program is to provide expanded academic enrichment opportunities for children attending low performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math. In addition, 21st CCLC programs provide youth development activities, drug and violence prevention programs, technology education programs, art, music and recreation programs, counseling, and character education to enhance the academic component of the program.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

The formative evaluations must be documented in written reports by individuals qualified to provide such evaluation (i.e., an individual with experience evaluating educational programs). Therefore, the formative report must be based upon an evaluation plan that will shape the development of the project from the beginning of the grant period. The written formative evaluation reports must contain, at minimum, the following elements:

1. Student Attendance: data on average daily attendance and enrollment at each site;
2. Program Operation: synopsis of current activities and services being provided to the targeted population at each site;
3. Objective Assessment: data analysis and indication of progress towards achieving each objective (as required, all objectives must include measures that allow for continuous (formative) assessment; and
4. Recommendations: recommendations for all objectives where progress is not being achieved and/or where the program is not likely to achieve the stated objective by the end of the program year. As noted in the summative (final) evaluation requirements, programs are expected to meet at least 85% of proposed objectives by the end of the program year.

Each 21st CCLC program in Florida is required to submit a summative evaluation report at the conclusion of each program year. The summative report is a detailed summary of the program and progress towards meeting stated objectives. The summative report should include data collected during the program year, and should include a minimum of the following sections:

1. Overview and History: A general overview of the 21st CCLC program, including a history of previous operation and how the program has progressed and grown over the past year(s) of operation.
2. Student Attendance and Enrollment:
 - Student Enrollment (per site & activity)
 - Student Demographics
 - Average Daily Attendance (per site)
3. Program Operation: Operational information for each site (e.g., days, hours, and weeks of operation for each component).
4. Quality of Staffing: Staffing information for each site (e.g., Staff Demographics, Student: Staff Ratio, Staff Training, and Use of Certified Teachers).
5. Objective Assessment: Detailed information for all objectives in the current year's approved grant application (e.g., information on activities, data collected, timeline, continuous assessment, data

quality, student inclusion, analysis, results, findings and recommendation).

6. Other Observation (Optional): Any other relevant findings, such as qualitative and/or quantitative data not related to specific objectives; quotes and/or statements from students, parents, and/or teachers; success stories and services.

7. Progress Towards Sustainability: Partnership information (e.g., partnership development, partner maintenance, and contributions to the program) and type of support to sustain the 21st CCLC project when funding is reduced or completed.

8. Overall Recommendations: Overall analysis of the program and recommendations to enhance program quality.

Who is responsible for monitoring implementation of this strategy?

In addition to having full-time teachers work full-time in the program, consideration is given to outside contractors for specialized activities (such as African drums, dance, art, karate, yoga, theatre, etc).

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Shayne Grove	Principal
Sheleen Burgess	Assistant Principal
Debra Nobles	Curriculum Resource Teacher
Bettina Branch	Literacy Coach
Danielle Spooney	Reading Coach
Shacaree Williams	Staffing Specialist/Compliance Teacher

How the school-based LLT functions

The Literacy Leadership Team (LLT) meets monthly to discuss, review, and analyze current data. FCAT 2.0 Reading data and FAIR data are discussed at LLT meetings and grade level Professional Learning Community (PLC) Meetings. The team focuses on individual students and effective strategies/ interventions that will increase student achievement. The school-based LLT's function is to implement school-wide procedures and strategies that increase student achievement in reading and writing. The school-based LLT is committed to implementing our core reading program, "Journeys" with fidelity. Administration will monitor with classroom walk-throughs, implementation checks, and feedback to teachers daily. The administrators and school-based leadership team will model for teachers needing demonstrations in areas of weakness. The literacy, reading, & STO coaches will provide coaching to teachers when needed. The LLT's monthly meetings will focus on the best practices, reading resources, and instructional strategies that meet the needs of varying students' learning styles.

Major initiatives of the LLT

The major initiatives of the LLT this year will be implementing the core with fidelity, teaching the standards, incorporating text complexity, infusing writing across all content areas, pacing, literacy centers, intervention for struggling students, and coaching teachers. Also, we will focus on Inquiry and higher order thinking questions.

Every Teacher Contributes to Reading Instruction

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

Washington Shores ES ensures that every teacher contributes to the reading improvement of every student by adhering to the following:

- Setting high academic/behaviorial expectations
- Sharing expectations for teachers
- Incorporating literacy centers to differentiate instruction
- Practicing Classroom Routines and Procedures
- Self-Reflecting
- Team Collaboration (PLC's)
- Creating various forms of assessment to drive instruction

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

At Washington Shores Elementary School, all incoming Pre- K and Kindergarten students are assessed prior to or upon entering Pre-K or Kindergarten in order to diagnose individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the FAIR & FLKRS will be used to assess basic academic skill development and academic school readiness of incoming students. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Pre- K & Kindergarten students will be assessed in the area of social/emotional development. Data will be 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. They use the DLM Early Childhood Express curriculum, so it is an easy transition for them to move to the Journeys reading series in Kindergarten. Pre-K & 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. Social skills instruction will occur daily for 20 minutes using the Character Education Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and the need for changes to the instructional/intervention programs. These students make the transition to Kindergarten more smoothly than any other students we have enrolled at the school.

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

Washington Shores ES incorporates AVID/Destination College in grades 3rd, 4th, and 5th with a focus on organizational and study skills.

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

Washington Shores ES promotes academic and career planning by emphasizing and implementing the goals of a systematic process that will enable children to develop sound educational and career plans to

include:

- Increasing familiarity with different careers
- Exploring careers of interest
- Enhancing self-awareness
- Identifying specific values students have that fit with specific careers
- Learning about specific career requirements (such as training or education needed)
- Promoting the importance of staying in school.

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	53%	35%	No	57%
American Indian				
Asian				
Black/African American	52%	35%	No	57%
Hispanic				
White				
English language learners	62%	29%	No	66%
Students with disabilities	53%	36%	No	57%
Economically disadvantaged	52%	35%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	35%	38%
Students scoring at or above Achievement Level 4	16	7%	10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	68	56%	59%
Students in lowest 25% making learning gains (FCAT 2.0)	19	57%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	26	32%	35%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	26	32%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	28	34%	37%

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	70	39%	42%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	57%	49%	No	61%
American Indian				
Asian				
Black/African American	56%	49%	No	60%
Hispanic				
White				
English language learners	84%	46%	No	86%
Students with disabilities	57%	10%	No	61%
Economically disadvantaged	55%	49%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	106	49%	52%
Students scoring at or above Achievement Level 4	19	15%	18%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	73	60%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	27	76%	79%

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	32	34%	37%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		20%

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%

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)	1		25
Participation in STEM-related experiences provided for students	1	1%	25%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	34	10%	7%
Students who are not proficient in reading by third grade	63	75%	30%
Students who receive two or more behavior referrals	20	18%	15%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	44	40%	37%

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

Approximately 50% of the parents of Washington Shores ES will participate in at least two or more school events. We believe that parent involvement will help to increase student achievement in the areas of reading, writing, math, and/or science.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Donuts and Dads	20	4%	7%
Muffins and Moms	22	4%	7%
Report Card Conference Night	175	33%	36%
Students Planners as Daily Communication	500	94%	97%
Grandparent's Day	15	3%	6%
Open House	122	23%	26%

Goals Summary

- G1.** To increase fourth grade writing in response to expository and narrative prompts through common planning.
- G2.** To implement data-driven decision making within Tier I.
- G3.** To continue to develop a school-wide culture of mutual respect and high expectations.
- G4.** To increase the effectiveness of standards-based instruction through effective common planning.

Goals Detail

G1. To increase fourth grade writing in response to expository and narrative prompts through common planning.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing

Resources Available to Support the Goal

- School-based Writing Plan; District Instructional Focus Calendar; Common Planning; Journeys-Language Arts

Targeted Barriers to Achieving the Goal

- Lack of understanding of the best methods to teach essay writing.

Plan to Monitor Progress Toward the Goal

Model how to teach essay writing that involves the gradual release instructional model.

Person or Persons Responsible

Coaches; Core Connections Instructor; Admin.

Target Dates or Schedule:

August 2013-ongoing

Evidence of Completion:

Student samples; Common planning; CWT

G2. To implement data-driven decision making within Tier I.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Curriculum materials; Data; District & School Coaches; Common Planning; MTSS Plan

Targeted Barriers to Achieving the Goal

- Understanding how to obtain data and analyze it.
- Lack of understanding the appropriate data and it's purpose.

Plan to Monitor Progress Toward the Goal

Modeling how to develop small groups and coaching side-by-side analysis of data to develop groups.

Person or Persons Responsible

Coaches; Admin; Teachers

Target Dates or Schedule:

August 2013-ongoing

Evidence of Completion:

Performance matters; Journeys; CWT; Data Notebooks

G3. To continue to develop a school-wide culture of mutual respect and high expectations.

Targets Supported

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

Resources Available to Support the Goal

- Dean; programs and plans; behavior support

Targeted Barriers to Achieving the Goal

- Low expectations for learning and behaviors

Plan to Monitor Progress Toward the Goal

Increase student, parent, & staff recognition.

Person or Persons Responsible

Leadership Team; Coaches, Teachers

Target Dates or Schedule:

August 2013-ongoing

Evidence of Completion:

Awards, certificates, data; incentives from Jaguar store, etc.

G4. To increase the effectiveness of standards-based instruction through effective common planning.

Targets Supported

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

Resources Available to Support the Goal

- Curriculum materials for reading, writing, math, & science, coaches, common planning time
- Technology
- Literacy Centers-each teacher is expected have a teacher led center as a part of the rotation

Targeted Barriers to Achieving the Goal

- Lack of knowledge and understanding of SBI as it relates to specific content.

Plan to Monitor Progress Toward the Goal

Create a list of non-negotiables for teachers to bring to common planning and develop guiding questions for coaches/leaders to be used during a two week common planning process.

Person or Persons Responsible

Admin/Coaches/Teachers

Target Dates or Schedule:

August 2013-ongoing

Evidence of Completion:

Meeting minutes to include non-negotiables/guiding questions; sign-in sheet; CWT; Performance Matters; Lesson Plans

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase fourth grade writing in response to expository and narrative prompts through common planning.

G1.B1 Lack of understanding of the best methods to teach essay writing.

G1.B1.S1 To develop an understanding of how to effectively teach essay writing using the gradual release instructional model.

Action Step 1

Model how to teach essay writing that involves the gradual release instructional model.

Person or Persons Responsible

Coaches; Core Connections Instructor, Admin.

Target Dates or Schedule

August 2013-ongoing

Evidence of Completion

Student samples, Common planning; CWT; FCAT Scores

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

Implement weekly common planning

Person or Persons Responsible

Coaches; Core Connections Instructor; Admin.

Target Dates or Schedule

August 2013-ongoing

Evidence of Completion

Student samples; Common planning; Agendas & minutes; CWT

Plan to Monitor Effectiveness of G1.B1.S1

Execute the writing instructional focus calendar.

Person or Persons Responsible

Coaches; Core Connections Instructor, Admin.

Target Dates or Schedule

August 2013-ongoing

Evidence of Completion

Calendar & Lesson Plans

G2. To implement data-driven decision making within Tier I.

G2.B1 Understanding how to obtain data and analyze it.

G2.B1.S1 To develop an understanding of how to obtain and analyze data with purpose.

Action Step 1

Professional development focused on how to obtain/analyze data in Tier I. (data meetings for Tier I conversations)

Person or Persons Responsible

School and District Staff

Target Dates or Schedule

August 2013-ongoing

Evidence of Completion

Agenda and sign-in sheets

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

Professional development focused on how to obtain/analyze data in Tier I. (data meetings for Tier I conversations)

Person or Persons Responsible

School and District Staff

Target Dates or Schedule

August 2013-ongoing

Evidence of Completion

Agenda; sign-in sheet

Plan to Monitor Effectiveness of G2.B1.S1

Professional development focused on how to obtain/analyze data in Tier I. (data meetings for Tier I conversations)

Person or Persons Responsible

School and District Staff

Target Dates or Schedule

August 2013-ongoing

Evidence of Completion

Agenda; sign-in sheet

G2.B1.S2 To use data to develop small group instruction of teacher station and independent stations in Tier I.

Action Step 1

Modeling how to develop small groups and coaching side-by-side analysis of data to develop groups.

Person or Persons Responsible

Coaches; Admin; Teachers

Target Dates or Schedule

August 2013-ongoing

Evidence of Completion

Performance Matters; Journeys, CWT; Data Notebooks

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Modeling how to develop small groups and coaching side-by-side analysis of data to develop groups.

Person or Persons Responsible

Coaches; Admin; Teachers

Target Dates or Schedule

August 2013-ongoing

Evidence of Completion

Performance Matters; Journeys; CWT; Data Notebooks

Plan to Monitor Effectiveness of G2.B1.S2

Modeling how to develop small groups and coaching side-by-side analysis of data to develop groups.

Person or Persons Responsible

Coaches; Admin; Teachers

Target Dates or Schedule

August 2013-ongoing

Evidence of Completion

Performance Matters; Journeys; CWT; Data Notebooks

G3. To continue to develop a school-wide culture of mutual respect and high expectations.

G3.B1 Low expectations for learning and behaviors

G3.B1.S1 Increase teacher and student expectations for learning and behaviors.

Action Step 1

Increase Student, Parent, & Staff Recognitions

Person or Persons Responsible

Leadership Team; Coaches; Teachers

Target Dates or Schedule

August 2013-ongoing

Evidence of Completion

Honor Rolls-ribbons,certificates, pencils, parental involvement; Accelerated Reader-rewarded for reading points; Newsletter-"Feature a Teacher"/student recognition; Jaguar Bucks-rewards outstanding behavior/academics

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

Increase Student, Parent, & Staff Recognition

Person or Persons Responsible

Leadership Team; Coaches; Teachers

Target Dates or Schedule

August 2013-ongoing

Evidence of Completion

Lesson plans; Newsletter; Jaguar bucks redeemed; Honor Roll Program

Plan to Monitor Effectiveness of G3.B1.S1

Increase Staff, Parent, & Student recognition.

Person or Persons Responsible

Leadership Team; Coaches; Teachers

Target Dates or Schedule

August 2013-ongoing

Evidence of Completion

Walkthroughs, student achievement; mini assessment data; discipline referral data

G4. To increase the effectiveness of standards-based instruction through effective common planning.

G4.B1 Lack of knowledge and understanding of SBI as it relates to specific content.

G4.B1.S1 Design common planning to address specific aspects of planning/Delivery of SBI.

Action Step 1

Create common planning agenda using district template/framework

Person or Persons Responsible

Admin; Coaches with input from team leaders

Target Dates or Schedule

August 2013-ongoing

Evidence of Completion

Common planning agenda

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

Conduct team leader meeting that outlines expectations and allows input into common planning agenda.

Person or Persons Responsible

Admin; Coaches; Team leaders

Target Dates or Schedule

August 2013-ongoing

Evidence of Completion

Outline of teacher leader meeting; sign-in sheet; meeting minutes (to include non-negotiables/guiding questions); Lesson plan; CWT

Plan to Monitor Effectiveness of G4.B1.S1

Communicate to teachers a sense of urgency concerning effective/engaging SBI (team meetings).

Person or Persons Responsible

Admin; Coaches; Team leaders

Target Dates or Schedule

August 2013-ongoing

Evidence of Completion

Data (core programs & performance matters); CWT

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

The Mission of Orange County Public Schools states - To lead our students to success with the support and involvement of families and the community. Washington Shores is very fortunate to have the support and involvement of the following:

TITLE I – As part of the federal government's "War on Poverty," Title I of the 1965 Elementary and Secondary Education Act (ESEA) was passed to provide financial assistance to local education agencies serving areas with high concentrations of children from low-income families. The intent was that those agencies would expand and improve their educational programs that contributed particularly to meeting the special needs of educationally disadvantaged children. This funding has allowed WSE to:

- * hire additional staff to reduce class size and strengthen the relationship between the schools and families
- * facilitate activities to promote parental involvement
- * strengthen teacher training in reading/language arts and mathematics instruction
- * strengthen components related to curriculum and instruction such as computer assisted instruction

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

TITLE II- (State grants improving teaching quality), the U.S. Department of Education developed non-regulatory guidance to explain how State educational agencies, local educational agencies, and State agencies for higher education can effectively use Title II, Part A funds to ensure that all teachers are highly qualified and effective. Washington Shores Elementary utilizes available Title II funds to obtain substitute teachers, allowing classroom instructors professional development opportunities throughout the school day. This will support grade level collaboration and the implementation of the Common Core State Standards. Additionally, Title II funds are used to secure training materials and resources for professional development towards increasing student achievement.

TITLE III- Services are provided through the district for educational materials and English Language Learner (ELL) district support services to improve the education of immigrant and ELL. Mrs. Bishop works to ensure that ELL students receive services during daily academic instruction. The compliance teacher also works with district personnel to maintain the school Parent Leadership Council which convenes quarterly.

Title X-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. In addition, school social worker and parent liaison maintain regularly scheduled visits to families to assist in distribution of resources and educational materials.

SAI- Funds are used to provide extended learning opportunities. During the summer, we have Kindergarten through Fourth grade attend a summer enrichment which reinforces reading & mathematics strategies. All Level 1 and Level 2 students are encouraged to attend.

VIOLENCE PREVENTION PROGRAMS-The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling. These events are provided by our School Resource Officer and Super Kids. Our Dean, Bully Prevention program, and our guidance counselor provides resources to parents and families in need of support.

NUTRITION PROGRAMS-Washington Shores Elementary offers a breakfast and lunch program with food choices that are in compliance with the USDA Breakfast and Lunch Program. Washington Shores Elementary maintains a PE department that includes instruction in athletics and fitness training. Washington Shores is also compliant with the PE requirement of 150 minutes.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	To increase fourth grade writing in response to expository and narrative prompts through common planning.	\$530
G2.	To implement data-driven decision making within Tier I.	\$39,449
G3.	To continue to develop a school-wide culture of mutual respect and high expectations.	\$1,380
G4.	To increase the effectiveness of standards-based instruction through effective common planning.	\$1,330
Total		\$42,689

Budget Summary by Funding Source and Resource Type

Funding Source	Total	Evidence-Based Materials	Professional Development	Evidence-Based Program
Total	\$42,689	\$1,330	\$1,380	\$39,979
School	\$1,330	\$42,689	\$1,380	\$39,979

Budget Details

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

G1. To increase fourth grade writing in response to expository and narrative prompts through common planning.

G1.B1 Lack of understanding of the best methods to teach essay writing.

G1.B1.S1 To develop an understanding of how to effectively teach essay writing using the gradual release instructional model.

Action Step 1

Model how to teach essay writing that involves the gradual release instructional model.

Resource Type

Evidence-Based Program

Resource

Composition Books

Funding Source

School

Amount Needed

\$530

G2. To implement data-driven decision making within Tier I.

G2.B1 Understanding how to obtain data and analyze it.

G2.B1.S1 To develop an understanding of how to obtain and analyze data with purpose.

Action Step 1

Professional development focused on how to obtain/analyze data in Tier I. (data meetings for Tier I conversations)

Resource Type

Evidence-Based Program

Resource

Read 180 & Star Reading

Funding Source

School

Amount Needed

\$39,449

G3. To continue to develop a school-wide culture of mutual respect and high expectations.

G3.B1 Low expectations for learning and behaviors

G3.B1.S1 Increase teacher and student expectations for learning and behaviors.

Action Step 1

Increase Student, Parent, & Staff Recognitions

Resource Type

Professional Development

Resource

Student Planners

Funding Source

School

Amount Needed

\$1,380

G4. To increase the effectiveness of standards-based instruction through effective common planning.

G4.B1 Lack of knowledge and understanding of SBI as it relates to specific content.

G4.B1.S1 Design common planning to address specific aspects of planning/Delivery of SBI.

Action Step 1

Create common planning agenda using district template/framework

Resource Type

Evidence-Based Materials

Resource

Common Boards

Funding Source

School

Amount Needed

\$1,330