



2013-2014 SCHOOL IMPROVEMENT PLAN

Lee Elementary School
7731 E US HIGHWAY 90
Lee, FL 32059
850-973-5030

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 40%
Alternative/ESE Center No	Charter School No	Minority Rate 26%

School Grades History

2013-14 B	2012-13 B	2011-12 A	2010-11 B	2009-10 B
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
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

Lee Elementary School

Principal

Robin Hill

School Advisory Council chair

Heather Douglas

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

Name	Title
Robin Hill	Principal
Lynne Sapp	Curriculum Coach
Debra Salls	2nd & 3rd Grade Team Leader
Susan Maultsby	K & 1st Grade Team Leader
Lisa Smith	4th & 5th Grade Team Leader

District-Level Information

District

Madison

Superintendent

Mr. Doug Brown

Date of school board approval of SIP

11/05/2013

School Advisory Council (SAC)

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

Membership of the SAC

The council is made up of parents, teachers, and the school principal. There are two officers. The chair is a parent, and the treasurer is a teacher.

Involvement of the SAC in the development of the SIP

The Lee Elementary School Advisory Council meets once per month. They review current student data, and see resources used by teachers to address instructional needs of students. They discuss strategies, and help plan ways to assist.

Activities of the SAC for the upcoming school year

Our School Advisory Council looked at Discovery Education progress monitoring reports extensively in the 2012-2013 school year. Our plan is to show parents resources available to them on this website to help students at home. We also provide information to parents about new state guidelines and policies.

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

The council provides materials and supplies requested by teachers.

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Robin Hill

Principal	Years as Administrator: 16	Years at Current School: 3
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Credentials

BS degree in English Education; M Ed degree in Educational Leadership

Performance Record

1 A, 1 B, 6 Cs, 5 Ds, 2 Fs

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Lynne Sapp

Part-time / District-based	Years as Coach: 2	Years at Current School: 2
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Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

Credentials

M.S. - Science Education, Florida State University
B.S - Education, Valdosta State University

Performance Record

Classroom Teachers

of classroom teachers

15

receiving effective rating or higher

14, 93%

Highly Qualified Teachers

100%

certified in-field

15, 100%

ESOL endorsed

8, 53%

reading endorsed

3, 20%

with advanced degrees

3, 20%

National Board Certified

1, 7%

first-year teachers

1, 7%

with 1-5 years of experience

3, 20%

with 6-14 years of experience

8, 53%

with 15 or more years of experience

3, 20%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

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

Principal Robin Hill works diligently to recruit highly qualified, certified in field, effective teachers for Lee Elementary School. She checks the Panhandle Area Education Consortium database for candidates, as well as checking with our local Saint Leo University satellite campus for Elementary Education graduates.

The school environment remains very positive, and retention has not been a problem.

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

One first year teacher, Sarah Sellers, will be paired with Susan Maultsby for mentoring throughout the 2013-14 school year. One second year teacher, Lorenzo Hickman, will be paired with veteran teacher, Debra Salls for the 2013-14 school year.

The mentors will meet with the mentees at least twice per week, to check lessons, discuss academic performance, student needs, and other pertinent needs.

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

Teachers use a "Class Snapshot" sheet at the beginning of the year to identify students in their classroom who may already have, or need special services (ELL, 504, etc.)

Our MTSS packet begins with a "Request for Assistance" when the teacher realizes a student is not successful. A parent conference is held and a plan is outlined for small group, individualized and/or after school help for the student. Progress is monitored monthly.

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

The team meets monthly to check progress on identified students. If parent conferences are needed, the teacher is notified to set one up. If further testing is needed, the recommendation goes to the teacher and the procedures for further testing are implemented.

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

Our school's Progress Monitoring data is used to check how the students are doing quarterly. Our supplemental programs for Reading and Math (Successmaker, KidBiz, etc.) are also monitored to check progress.

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

Behavior and Attendance is kept and monitored on the Focus Gradebook. Calls are made to parents when either attendance or behavior is an issue.

Discovery Education Assessments are used for Progress Monitoring in Reading, Math and Science. Writescore is used for Writing Progress Monitoring twice before State testing. Successmaker Reading and Math is used for daily monitoring, and KidBiz is used as a supplement for Reading, Writing, and Science.

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

The MTSSS process is explained to the School Advisory Council, as well as the PTO when data discussions are presented. Parent conferences are held regularly for students in the MTSSS process, as well as regular notes home in either the student folder or Agenda/Planner. Teacher meetings on Wednesdays are devoted to discuss successes, needs and concerns for students in the MTSSS process, or possibly needing the MTSSS 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: 12,000

Computer Lab for Pearson Successmaker.

Students needing additional time to complete select skills, or students needing remediation in select skills are given 30 minutes each morning in the Computer Lab with Ms. Gonzalez.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Last session reports are checked and printed by Ms. Gonzalez to monitor student progress.

Who is responsible for monitoring implementation of this strategy?

Ms. Gonzalez oversees the computer lab, and prints the reports. She shares these reports with the classroom teachers as well as Principal Robin Hill, and Curriculum/Coach/Counselor Lynne Sapp.

Strategy: Before or After School Program

Minutes added to school year: 2,160

After School Academic Interventions

All tier 2 and 3 students will be given the opportunity to receive after school academic interventions. The goal is to help the students get back on grade level.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teachers keep track of interventions as well as student performance on a weekly basis. Data is analyzed monthly.

Who is responsible for monitoring implementation of this strategy?

Robin Hill, principal

Literacy Leadership Team (LLT)

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

Name	Title
Lynne Sapp	Curriculum/Coach/Counselor
Amy Fletcher	Kg - 1st grade classroom teacher
Rebecca Gonzalez	Kg - 5th Support Facilitation teacher
Lisa Smith	4th Grade Reading/Language classroom teacher

How the school-based LLT functions

The School Literacy Team is responsible for monitoring the implementation of literacy strategies throughout the school. They will introduce new resources, as well as share Best Practices in collaboration with all faculty.

They will meet monthly and report on new ideas, and look for assistance as needed in specific areas.

Major initiatives of the LLT

The Literacy Team will assist and remind all teachers throughout the school year, to be sure they are including Literacy strategies in all subject areas. Ideas will be shared in the team meetings. Resources will be shared once per month at the Wednesday faculty meetings, as well as, Best Practices.

Our students will participate in several community writing contests, including the Agriculture Essay contest, Forestry contest, Grandparent contest, and others.

Every Teacher Contributes to Reading Instruction

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

Lesson plans are monitored by the the principal. Additionally, the principal conducts regular walk-throughs to monitor implementation of lesson plans.

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

Lee Elementary School serves approximately 20 Pre-K students. Pre-K teacher, Heather Douglas, has been a Pre-K teacher for 12 years, and keeps well informed on procedures and changes in Pre-K instruction.

Our community has a local Pre-K which also stays in regular communication with our school, especially at the end of the school year, and beginning of the school year, helping with adjustments for specific students into our Kindergarten program.

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	82%	63%	No	84%
American Indian				
Asian				
Black/African American				
Hispanic	70%	64%	No	73%
White	85%	67%	No	87%
English language learners				
Students with disabilities				
Economically disadvantaged	78%	56%	No	81%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	63%	84%
Students scoring at or above Achievement Level 4	15	17%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	70	81%	85%
Students in lowest 25% making learning gains (FCAT 2.0)	70	81%	85%

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)	<i>[data excluded for privacy reasons]</i>		75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		75%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		75%

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	17	75%	80%
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	75%	48%	No	78%
American Indian				
Asian				
Black/African American				
Hispanic	76%	64%	No	78%
White	77%	52%	No	79%
English language learners				
Students with disabilities				
Economically disadvantaged	72%	45%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	28%	50%
Students scoring at or above Achievement Level 4	20	23%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	34	39%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	34	39%	70%

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	11	31%	50%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		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)	3		5
Participation in STEM-related experiences provided for students	87	40%	50%

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	95		
Students retained, pursuant to s. 1008.25, F.S.	11	4%	3%
Students who are not proficient in reading by third grade	17	57%	30%
Students who receive two or more behavior referrals	19	8%	5%
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

LES had close to 100 parent and community volunteers in 2012-23. We want to increase that number, especially focusing on the number of volunteers helping students with academic needs.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Over 120 parent and community volunteers	89		

Goals Summary

- G1.** Students will receive immediate intervention in Math skills not mastered.
- G2.** Students will receive immediate intervention in Science skills not mastered.
- G3.** Students will receive immediate intervention for writing skills not mastered.
- G4.** Students will receive immediate intervention for reading skills not mastered.

Goals Detail

G1. Students will receive immediate intervention in Math skills not mastered.

Targets Supported

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

Resources Available to Support the Goal

- Go Math series, Successmaker Math, school volunteers

Targeted Barriers to Achieving the Goal

- Baseline data reports show students performing below grade level.

Plan to Monitor Progress Toward the Goal

Discovery Ed. PM tests

Person or Persons Responsible

Classroom teachers and school principal

Target Dates or Schedule:

quarterly

Evidence of Completion:

Data notebooks

G2. Students will receive immediate intervention in Science skills not mastered.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Journeys Reading/Science Science Fusion Discovery Education Science Science Studies Weekly

Targeted Barriers to Achieving the Goal

- Extra time needed for small group or individualized help in understanding Science content not mastered.

Plan to Monitor Progress Toward the Goal

Focus Gradebook Grades Student Test Grades

Person or Persons Responsible

Science Teacher Pricipal Instructional Coach

Target Dates or Schedule:

Weekly/Monthly/Terms

Evidence of Completion:

Improvement in Grades

G3. Students will receive immediate intervention for writing skills not mastered.

Targets Supported

- Writing

Resources Available to Support the Goal

- Journeys Reading/Language Arts Program, Writescore essay program, Common Core Coach writing supplement

Targeted Barriers to Achieving the Goal

- Students need small group, and individualized guidance for addressing non-mastered writing skills.

Plan to Monitor Progress Toward the Goal

Data chats

Person or Persons Responsible

Classroom teacher and Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data meeting reports

G4. Students will receive immediate intervention for reading skills not mastered.

Targets Supported

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

Resources Available to Support the Goal

- Journeys (Harcourt Houghton Mifflin) Reading Series Successmaker (Pearson) Reading Before School / After School Tutoring

Targeted Barriers to Achieving the Goal

- Teachers need to learn the new reading series - more professional development is needed for teachers to learn how to differentiate instruction with the new supplemental materials.

Plan to Monitor Progress Toward the Goal

Discovery Ed. data analysis

Person or Persons Responsible

Instructional Coach and Principal

Target Dates or Schedule:

quarterly

Evidence of Completion:

Data meeting notes

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students will receive immediate intervention in Math skills not mastered.

G1.B1 Baseline data reports show students performing below grade level.

G1.B1.S1 Identified students will participate in small group as well as individual intervention. Those students will also participate in before or after school interventions.

Action Step 1

Teachers will use Discovery Ed data reports, Successmaker reports and classroom data reports to identify students who need intervention.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

October

Evidence of Completion

Classroom Snapshot forms will be turned in to the principal. These forms will list the students who need intervention and the types of intervention being implemented.

Facilitator:

Jonathan Hamilton, Successmaker rep.

Participants:

All teachers

Action Step 2

Students who need extra time for interventions will have the opportunity to attend before or after school "help" sessions.

Person or Persons Responsible

Teachers with documented high student achievement scores

Target Dates or Schedule

2 days per week

Evidence of Completion

Tutoring Log

Action Step 3

Students who are no able to stay after school will be pulled from activity time for tutoring on necessary skills.

Person or Persons Responsible

assignment of students - Curriculum Specialist; tutoring - School volunteers

Target Dates or Schedule

weekly

Evidence of Completion

Tutoring log

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

Intervention logs will be used to monitor student progress.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Logs will be reviewed by the principal.

Plan to Monitor Effectiveness of G1.B1.S1

Classroom Walkthroughs

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Walkthrough data

G2. Students will receive immediate intervention in Science skills not mastered.

G2.B1 Extra time needed for small group or individualized help in understanding Science content not mastered.

G2.B1.S1 The 4th-5th Science Teacher can work with the Social Studies teacher to use the Social Studies time slot for students who do not master Science content. Students can stay in the Science classroom instead of going to Social Studies to re-visit the content.

Action Step 1

Approval of substituting Social Studies time block with Science time block as needed.

Person or Persons Responsible

Robin Hill, Principal

Target Dates or Schedule

As needed.

Evidence of Completion

Lesson Plans

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

Classroom walk-throughs during the extra Science time.

Person or Persons Responsible

Robin Hill, Principal Lynne Sapp, Instructional Coach

Target Dates or Schedule

As needed.

Evidence of Completion

Walk-through documentation form.

Plan to Monitor Effectiveness of G2.B1.S1

Check Science Progress Monitoring Tests, Science Chapter/Unit Tests, and other supplemental Science assignments (from the resource list) for progress of students not mastering the skills.

Person or Persons Responsible

Science Teacher Principal Instructional Coach

Target Dates or Schedule

Weekly/Monthly/Terms

Evidence of Completion

Students' Grades

G3. Students will receive immediate intervention for writing skills not mastered.

G3.B1 Students need small group, and individualized guidance for addressing non-mastered writing skills.

G3.B1.S1 Provide opportunities for small group and individualized guidance on non-mastered writing skills.

Action Step 1

The classroom teachers will use writing centers to target writing "areas of weakness".

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Classroom Centers Log

Facilitator:

Lucy Calkins

Participants:

3rd and 4th grade teachers

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

Check lesson plan and logs for evidence of centers.

Person or Persons Responsible

Robin Hill, Principal Lynne Sapp, Instructional Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Logs

Plan to Monitor Effectiveness of G3.B1.S1

Running record of student scores on classroom essays

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Data Notebook

G4. Students will receive immediate intervention for reading skills not mastered.

G4.B1 Teachers need to learn the new reading series - more professional development is needed for teachers to learn how to differentiate instruction with the new supplemental materials.

G4.B1.S1 Training will be provided for teachers.

Action Step 1

The Journeys rep. will provide training for teachers.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Sept. early release day

Evidence of Completion

Sign in sheets

Facilitator:

Rhonda Baggett, HMH

Participants:

All Teachers

Action Step 2

Teachers will participate in lesson study.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Observation sheet

Facilitator:

Robin Hill

Participants:

All Teachers

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

Observation of trainings

Person or Persons Responsible

Principal

Target Dates or Schedule

As the training occurs

Evidence of Completion

Sign In sheets

Plan to Monitor Effectiveness of G4.B1.S1

Classroom walk-throughs / Lesson plans

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Monthly reports

Coordination and Integration

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

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

Title 1 - Our school uses Title 1 funds for Instructional supplementary materials.

Part C Migrant - Migrant funds are used for instructional materials such as bi-lingual library books, laptop computers, and extended year summer program for migrant students.

Title X Homeless - Homeless funds are used for assisting students needing school supplies, school clothes, and tutoring.

Supplemental Academic Instruction - SAI Funds are used for after school tutoring in Reading and Math.

Violence Prevention - Safe Schools funds are used for the "Positive Action" behavior program, as well as, the Back To School Fair, and various assemblies throughout the school year focused on Violence and bullying prevention.

Nutrition - Our school receives funds for universal breakfast and lunch for all students. Both meals are available for any and every student.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Students will receive immediate intervention in Math skills not mastered.

G1.B1 Baseline data reports show students performing below grade level.

G1.B1.S1 Identified students will participate in small group as well as individual intervention. Those students will also participate in before or after school interventions.

PD Opportunity 1

Teachers will use Discovery Ed data reports, Successmaker reports and classroom data reports to identify students who need intervention.

Facilitator

Jonathan Hamilton, Successmaker rep.

Participants

All teachers

Target Dates or Schedule

October

Evidence of Completion

Classroom Snapshot forms will be turned in to the principal. These forms will list the students who need intervention and the types of intervention being implemented.

G3. Students will receive immediate intervention for writing skills not mastered.

G3.B1 Students need small group, and individualized guidance for addressing non-mastered writing skills.

G3.B1.S1 Provide opportunities for small group and individualized guidance on non-mastered writing skills.

PD Opportunity 1

The classroom teachers will use writing centers to target writing "areas of weakness".

Facilitator

Lucy Calkins

Participants

3rd and 4th grade teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Classroom Centers Log

G4. Students will receive immediate intervention for reading skills not mastered.

G4.B1 Teachers need to learn the new reading series - more professional development is needed for teachers to learn how to differentiate instruction with the new supplemental materials.

G4.B1.S1 Training will be provided for teachers.

PD Opportunity 1

The Journeys rep. will provide training for teachers.

Facilitator

Rhonda Baggett, HMH

Participants

All Teachers

Target Dates or Schedule

Sept. early release day

Evidence of Completion

Sign in sheets

PD Opportunity 2

Teachers will participate in lesson study.

Facilitator

Robin Hill

Participants

All Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Observation sheet

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students will receive immediate intervention in Math skills not mastered.	\$8,500
G3.	Students will receive immediate intervention for writing skills not mastered.	\$500
Total		\$9,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Total
Title I	\$8,500	\$0	\$8,500
	\$0	\$500	\$500
Total	\$8,500	\$500	\$9,000

Budget Details

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

G1. Students will receive immediate intervention in Math skills not mastered.

G1.B1 Baseline data reports show students performing below grade level.

G1.B1.S1 Identified students will participate in small group as well as individual intervention. Those students will also participate in before or after school interventions.

Action Step 2

Students who need extra time for interventions will have the opportunity to attend before or after school "help" sessions.

Resource Type

Personnel

Resource

Before and after school "help"

Funding Source

Title I

Amount Needed

\$8,500

G3. Students will receive immediate intervention for writing skills not mastered.

G3.B1 Students need small group, and individualized guidance for addressing non-mastered writing skills.

G3.B1.S1 Provide opportunities for small group and individualized guidance on non-mastered writing skills.

Action Step 1

The classroom teachers will use writing centers to target writing "areas of weakness".

Resource Type

Professional Development

Resource

Common Core Writing Training

Funding Source

Amount Needed

\$500