2013-2014 SCHOOL IMPROVEMENT PLAN

Edison Park Creative And Expressive Arts School

2401 EUCLID AVE

Fort Myers, FL 33901

239-334-6232

http://epe.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	54%

Alternative/ESE Center	Charter School	Minority Rate
No	No	54%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	A	B

SIP Authority and Template

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

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

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

Table of Contents

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
Edison Park Creative And Expressive Arts

Principal
Carl Brunick

School Advisory Council chair
Rebecca Jones

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

Name	Title
Marie Jones	Teacher
Linda Bruner	Testing Coordinator
Linda Oconnell	Tech. Specialist/ Administrative Designee
Catherine Cronin	Reading Teacher

District-Level Information

District
Lee

Superintendent
Dr. Nancy J Graham

Date of school board approval of SIP
10/22/2013

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 SAC Committee consist of a diverse group of individuals who represents our school demographics. It consists of parents, teachers, support staff, students, and community members (per requirements of Section 1114).
Parent, White, Jones, Rebecca
Parent, White, Healy, Elizabeth
Teacher, Black, Jones, Marie
Administrator, White, Dr. Brunick, Carl
Teacher, White, O'Connell, Linda
Teacher, White, Cronin, Catherine
Business, White, Ammons, John
Community, Black, Pierre, Jacqueline
Parent, Black, Jones, Fitzgerald
Parent Hispanic Cedeno, Eddie
Community, Hispanic, Bourdon, Cecelia

Parent, White, Fayhee, Lori
Support Staff, Black, Dixon, Sophia
Student, White, Madison Potter
Student, White, William Sitterson

Involvement of the SAC in the development of the SIP

SAC committee reviews data from the previous year. Goals are then set by school base members. SAC then reviews goals and data and provide feedback to school based team. SAC then reviews on-going data tracking to monitor continues improvements.

Activities of the SAC for the upcoming school year

Baseline Data review; November 7, 2013
Mid- Year data review; January 30, 2014
End of the year data review; May 2014

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

NA

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:

Carl Brunick		
Principal	Years as Administrator: 35	Years at Current School: 2

Credentials	Bachelor's Degree in Elementary Education Master's Degree in Elementary Education/Psychology Doctorate Degree in Educational Leadership
Performance Record	* Gateway Magnet School-No grade at that time * Tanglewood Elementary "A" school. Prior year to becoming a principal " D" school. * Fort Myers Beach Elementary "A" school all four years. Made AYP all four years. All third grade students met reading standards 3 of 4 years. Only one students did not meet state standard (FCAT) one year. Prior year school was a "B" * Edison Park Elementary "A" School. Prior the school was a B. * Edison Park Elementary " B" 2012-13

Classroom Teachers

# of classroom teachers
33

 # receiving effective rating or higher
31, 94%

 # Highly Qualified Teachers
100%

 # certified in-field
33, 100%

 # ESOL endorsed
20, 61%

 # reading endorsed
2, 6%

 # with advanced degrees
8, 24%

 # National Board Certified
2, 6%

 # first-year teachers
2, 6%

 # with 1-5 years of experience
4, 12%

 # with 6-14 years of experience
15, 45%

 # with 15 or more years of experience
12, 36%

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

Regular meetings of teachers with Principal to ensure all needs are met
Ongoing:
Professional Development aligned with School Goals
Ongoing:
The ongoing refining of a positive, collaborative and supportive climate
Provide a mentor

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

All new teachers are assigned a mentor. Mentors are highly qualified teacher in their area of expertise. Mentors are required to meet as needed with new teachers. All beginning teachers are required to participate in the APPLES Program.

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 at Edison Park Elementary meets on an as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the five-step problem solving process as outlined in the District's Response to Intervention Manual.

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

The roles of each member are as follows:
Classroom Teachers
•Keep ongoing progress monitoring notes in a MTSS folder (STAR Reading and Math, FAIR, Curriculum Assessments, SAT 10 or FCAT scores, work samples, anecdotal) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing •Attend MTSS Team meetings to collaborate on & monitor students who are struggling
•Implement interventions designed by MTSS Team for students in Tier 2 & 3
•Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist
•Attend MTSS Team meetings
•Train teachers in interventions, progress monitoring, differentiated instruction
•Implement Tier 2 & 3 interventions
•Keep progress monitoring notes & anecdotal of interventions implemented
•Administer screenings
•Collect school-wide data for team to use in determining at-risk students
Principal/Principal Designee
•Facilitate implementation of RTI in your building
•Provide or coordinate valuable and continuous professional development
•Assign paraprofessionals to support MTSS implementation when possible
•Attend MTSS Team meetings to be active in the MTSS change process
•Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist
•Often MTSS Team facilitators
•Schedule and attend MTSS Team meetings
•Maintain log of all students involved in the MTSS process
•Send parent invites
•Complete necessary MTSS forms
•Conduct social-developmental history interviews when requested
School Psychologist
•Attend RtI Team meetings on some students in Tier 2 & on all students in Tier 3
•Monitor data collection process for fidelity
•Review and interpret progress monitoring data
•Collaborate with MTSS Team on effective instruction & specific interventions
•Incorporate RtI data when guiding a possible ESE referral and when making eligibility decisions
ESE Teacher/Staffing Specialist
•Consult with RtI Team regarding Tier 3 3 interventions
•Incorporate RtI data when making eligibility decisions
•Specialist (Behavior,IA, OT, PT)
•Consult with RtI Team
•Provide staff trainings
Social Worker
•Attend RtI Team meetings when requested
•Conduct social-developmental history interviews and share with RtI team
•ESOL/ELL Representative
•Attend all RtI Team meetings for identified ELL students, advising and completing LEP paperwork
•Conduct language screenings and assessments
•Provide ELL interventions at all Tiers
Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

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

The MTSS Team consists of Linda O'Connell, Linda Bruner, Katherine Cronin, and Carl Brunick. The MTSS Team meetings are held once a month to review progress and implement changes as needed. The Principal serves as the instructional leader and primary resource contact person. The Curriculum Specialist is the professional development support information source. The remaining members are representatives from each grade level.
*Monitor progress of lowest 25% to obtain AYP

*Provide support for the reading process across the content, academic and specials *Provide training and report data to grade level team

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

Edison Park Elementary utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analysis assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

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

The Lee County School District has developed a comprehensive training and support plan for schools. District teams have been established to support schools in the implementation of the RtI process for all students. The teams provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs.
The teams are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies. All team members are provided on-going staff development training regarding the RtI process and research based practices to support the academic and behavioral needs of students.

Literacy Leadership Team (LLT)

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

Name	Title
Carl Brunick	Principal
Linda O'Connell	Technology Specialist/Administrative Designee
Linda Bruner	Counselor
Catherine Cronin	Reading Teacher

How the school-based LLT functions

The Literacy Leadership Team consists of Linda O'Connell, Linda Bruner, Catherine Cronin, and Carl Brunick.
The Literacy Team meetings are held once a month to review progress and implement changes as needed. The Principal serves as the instructional leader and primary resource contact person. The Curriculum Specialist is the professional development support information source. The remaining members are representatives from each grade level.
*Monitor progress of lowest 25% to obtain AYP
*Provide support for the reading process across the content, academic and specials *Provide training and report data to grade level team

Major initiatives of the LLT

*Monitor progress of lowest 25% to meet AMO Target
*Provide support for the reading process across the content, academic and specials
*Provide training and report data to grade level tea

Every Teacher Contributes to Reading Instruction

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

All teachers are required to provide students with the state Required Reading Literacy Block. A reading Teacher was hired to provide additional support for struggling readers. School Master Schedule allows more academic time for Tier 2 and 3 students who struggle in reading. All staff members are promoting literacy. The arts team have scheduled time to help students in small groups during reading centers.

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

Transition:
We have orientation before school starts and then again 2 weeks into start of school. Parents can walk students in for first 10 days.
We pretest our students, so, they can be appropriately placed in classes and teachers already know students level. Then, they differentiate instruction in groups. In addition, we recruit volunteers, and we are also using other staff members (pe teacher) to help with instruction. They include in their curriculum: building orientation thru Gingerbread man and classroom procedures.

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	72%	73%	Yes	75%
American Indian				
Asian				
Black/African American	37%	46%	Yes	43%
Hispanic	70%	72%	Yes	73%
White	86%	85%	No	87%
English language learners				
Students with disabilities	36%	24%	No	42%
Economically disadvantaged	51%	51%	Yes	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	22%	27%
Students scoring at or above Achievement Level 4	95	46%	51%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	88	68%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	14	52%	57%

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	57	81%	86%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	73%	No	78%
American Indian				
Asian				
Black/African American	46%	46%	Yes	51%
Hispanic	70%	72%	Yes	73%
White	88%	85%	No	90%
English language learners				
Students with disabilities	41%	24%	No	47%
Economically disadvantaged	55%	51%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	33%	38%
Students scoring at or above Achievement Level 4	66	33%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	60	47%	52%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	13	43%	48%

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	57	81%	86%
Students scoring at or above Achievement Level 4	43	61%	66%

Florida Alternate Assessment (FAA)

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

Area 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

Parents are recruited to volunteer. Volunteer applications are completed by all members. Parents volunteer in the classroom, library, PTA, SAC, and other special school events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
EPCEA students will be represented by parents (guardians) at Student Led Conferences.	284	75%	100%

Goals Summary

G1. Increase amount of scheduled time weekly to provide additional support (Tier 2,3) for grade 4 and 5 in Reading and Math.

Goals Detail

G1. Increase amount of scheduled time weekly to provide additional support (Tier 2,3) for grade 4 and 5 in Reading and Math.

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
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Additional Resource People; Arts Department and Reading Specialist
- Creative People; Flexible
- Materials (Textbooks), computer software, and Supplies
- MTSS; from previous trainings
- Data Tracking Capablilities

Targeted Barriers to Achieving the Goal

- Schedule

Plan to Monitor Progress Toward the Goal

Monitor implementation of schedule.

Person or Persons Responsible
Administration

Target Dates or Schedule:
September 30, 2013

Evidence of Completion:
Schedule is being followed.

Action Plan for Improvement

Problem Solving Key

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

G1. Increase amount of scheduled time weekly to provide additional support (Tier 2,3) for grade 4 and 5 in Reading and Math.

G1.B1 Schedule

G1.B1.S1 Create scheduling committee; Include: Arts, All Grades, ESE

Action Step 1

Develop a alternate schedule

Person or Persons Responsible

Scheduling Committee

Target Dates or Schedule

September 15, 2013

Evidence of Completion

An alternate schedule

Facilitator:

Participants:

Scheduling Committee

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

Review of schedule to reflect increased time for students at risk.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 15, 2013

Evidence of Completion

New Schedule

Plan to Monitor Effectiveness of G1.B1.S1

Review of new schedule.

Person or Persons Responsible

Administration: Feedback

Target Dates or Schedule

September 15, 2013

Evidence of Completion

New schedule to reflect additional time for at risk students.

G1.B1.S2 Look at data 3-5; Especially Math

Action Step 1

Approval of New schedule

Person or Persons Responsible

Administrator a,d Scheduling Committee

Target Dates or Schedule

October 1, 2013

Evidence of Completion

New Schedule

Facilitator:

Participants:

Administrator and Scheduling Committee

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

Approve New Schedule

Person or Persons Responsible

Administration

Target Dates or Schedule

October 1, 2013

Evidence of Completion

New schedule includes additional time for at risk students.

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Administation

Target Dates or Schedule

Evidence of Completion

G1.B1.S3 Look at requirements DOE for Tier III etc.

Action Step 1

Change and implement schedule

Person or Persons Responsible

All fourth and fifth grade, and special area teachers

Target Dates or Schedule

October 15, 2013

Evidence of Completion

Administration: Observation and lesson plans

Facilitator:

Participants:

All fourth and fifth grade, and special area teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

> **Person or Persons Responsible**
>
> **Target Dates or Schedule**
>
> **Evidence of Completion**

G1.B1.S4 Make sure all students have ARTS; all included. Time differentiated to meet needs of Tier II and III.

> **Action Step 1**
>
> Create a parent communication letter regarding schedule changes and create a quarterly progress monitoring form.
>
> > **Person or Persons Responsible**
> >
> > Administration and scheduling Committee
> >
> > **Target Dates or Schedule**
> >
> > Octobter 15, 2013
> >
> > **Evidence of Completion**
> >
> > Complete parent letter and quartely progress monitoring form.

Plan to Monitor Fidelity of Implementation of G1.B1.S4

> **Person or Persons Responsible**
>
> **Target Dates or Schedule**
>
> **Evidence of Completion**

Plan to Monitor Effectiveness of G1.B1.S4

> **Person or Persons Responsible**
>
> **Target Dates or Schedule**
>
> **Evidence of Completion**

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

Edison Park receives a small amount of funds each year from the Title II grant. These resources are utilized to provide additional staff development opportunities for instructional staff. Workshops have included Writers in Control, , Differentiation strategies and guidance /anti-bullying programs .
Edison Park also receives resources for the student breakfast and lunch program . Any student receives breakfast at no cost and students are eligible for free /or reduced lunches based on income guidelines established by this program.

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. Increase amount of scheduled time weekly to provide additional support (Tier 2,3) for grade 4 and 5 in Reading and Math.

G1.B1 Schedule

G1.B1.S1 Create scheduling committee; Include: Arts, All Grades, ESE

PD Opportunity 1

Develop a alternate schedule

Facilitator

Participants

Scheduling Committee

Target Dates or Schedule

September 15, 2013

Evidence of Completion

An alternate schedule

G1.B1.S2 Look at data 3-5; Especially Math

PD Opportunity 1

Approval of New schedule

Facilitator

Participants

Administrator and Scheduling Committee

Target Dates or Schedule

October 1, 2013

Evidence of Completion

New Schedule

G1.B1.S3 Look at requirements DOE for Tier III etc.

PD Opportunity 1

Change and implement schedule

Facilitator

Participants

All fourth and fifth grade, and special area teachers

Target Dates or Schedule

October 15, 2013

Evidence of Completion

Administration: Observation and lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$0	$0
Total	$0	$0

Budget Details

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

G1. Increase amount of scheduled time weekly to provide additional support (Tier 2,3) for grade 4 and 5 in Reading and Math.

G1.B1 Schedule

G1.B1.S1 Create scheduling committee; Include: Arts, All Grades, ESE

Action Step 1

Develop a alternate schedule

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B1.S2 Look at data 3-5; Especially Math

Action Step 1

Approval of New schedule

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B1.S3 Look at requirements DOE for Tier III etc.

Action Step 1

Change and implement schedule

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed