

2013-2014 SCHOOL IMPROVEMENT PLAN

Dover Shores Elementary
1200 GASTON FOSTER RD
Orlando, FL 32812
407-249-6330

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 77%
Alternative/ESE Center No	Charter School No	Minority Rate 78%

School Grades History

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

Dover Shores Elementary

Principal

Randall Hart

School Advisory Council chair

Amy DuBois

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

Name	Title
Dr. Hart	Principal
Roseanne Galvin-Prepetit	Assistant Principal
Amy DuBois	CRT/Instructional Coach
Sandy Hayes	Literacy Coach
Amy Reddick	Behavior Specialist

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

Amy DuBois - Chair
 Paul Messersmith - Co-chair
 Shelly Eck
 Lee Rogers
 Michella Johnson
 Sam Black
 Lindsey Jacob
 Casey Shufelt
 Joanne Anibaro

Involvement of the SAC in the development of the SIP

The SAC committee met to review the parent/student/teacher surveys and all available student data to draft the School Improvement Plan to submit for approval in the fall.

Activities of the SAC for the upcoming school year

SAC will provide support for the activities in our SIP involving home/school connections and building community relations in conjunction with our PTA. Activities to build parent involvement will include: Read Around the World, Character Parade, Donuts for Dad, and Muffins for Mom. All of these activities are designed to provide support and ideas for parents to help their students become better readers and valued members of our learning community.

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

Resources for programs listed above:
Refreshments and supplies for activities estimated at \$500

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

Not In Compliance

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

The SAC is working to recruit other members to accurately reflect our Hispanic population.

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:

Randall Hart		
Principal	Years as Administrator: 23	Years at Current School: 7
Credentials	Bachelor's Degree in Education - Social Studies; minor in Elementary Education Master's Degree in Educational Leadership Doctorate's Degree in Educational Leadership certified - Exceptional Student Education, Educational Leadership	
Performance Record	Dover Shores Elementary 2012-2013 - Grade A; 56% meeting high standards in Reading, 58% in Math 2011-2012 - Grade A, 50% Meeting High Standards in Reading; 58% in Math 2010-2011 - Grade B; 74% AYP; 63% meeting high standards in Reading, 62% in Math 2009-2010 - Grade A; 79% AYP; 74% meeting high standards in Reading; 72% in Math	

Roseanne Galvin-Prepetit		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	Bachelor's Degree in Elementary Education; minor in Math Master's Degree in Secondary Education: Math Master's Degree in Educational Leadership certified: Educational Leadership, English for Speakers of Other Languages	
Performance Record	Dover Shores Elementary 2012-2013 - Grade A; 56% meeting high standards in Reading, 58% in Math Michael McCoy Elementary 2011-2012 - Grade A; 49% meeting high standards in Reading, 51% in Math 2010-2011 - Grade A; 90% AYP; 70% meeting high standards in Reading, 71% in Math 2009-2010 - Grade A; 85% AYP; 70% meeting high standards in Reading; 71% in Math	

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Amy DuBois		
Full-time / School-based	Years as Coach: 13	Years at Current School: 3
Areas	Other	
Credentials	Bachelor's Degree in Early Childhood and Elementary Education endorsed: Reading and English for Speakers of Other Languages	
Performance Record	Dover Shores Elementary 2012-2013 - Grade A; 56% meeting high standards in Reading, 58% in Math 2011-2012 - Grade A, 50% Meeting High Standards in Reading; 58% in Math 2010-2011 - Grade B; 74% AYP; 63% meeting high standards in Reading, 62% in Math Lakemont Elementary 2009-2010 - Grade A; 72% AYP; 92% meeting high standards in Reading; 72% in Math	

Sandy Hayes		
Full-time / School-based	Years as Coach: 2	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	Bachelor's degree in Elementary Education Master's degree in Elementary Education Certified: Elementary Education National Board Certified Teacher endorsed: English for Speakers of Other Languages, Gifted	
Performance Record	Dover Shores Elementary 2012-2013 - Grade A; 56% meeting high standards in Reading, 58% in Math 2011 - 2012 - Grade A; 58% meeting high standards in Math 2010 - 2011 - Grade A 95% AYP; 88% meeting high standards in Math Dommerich Elementary 2009-2010 - Grade A; 95% AYP; 91% meeting high standards in Math	

Classroom Teachers

# of classroom teachers	34
# receiving effective rating or higher	32, 94%
# Highly Qualified Teachers	100%

certified in-field

34, 100%

ESOL endorsed

33, 97%

reading endorsed

1, 3%

with advanced degrees

15, 44%

National Board Certified

3, 9%

first-year teachers

2, 6%

with 1-5 years of experience

12, 35%

with 6-14 years of experience

8, 24%

with 15 or more years of experience

12, 35%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

, 0%

Other Instructional Personnel

of instructional personnel not captured in the sections above

7

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

Pairing veteran teachers with new teachers - - Instructional Coach

Mentoring programs - - Instructional Coach

Professional Learning Communities - - monitored by Administrative Team

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

New and beginning teachers are paired with either the Instructional Coach or an experienced teacher and monitored per Orange County Public Schools coaching/mentor guidelines.

Other teachers may be selected for structured mentoring and or coaching by highly successful teachers in order to build teacher effectiveness. Pairing is determined by the area of need(s) for the teacher identified and the expertise of colleagues. Teachers may be paired across grade levels if needed. Each mentoring situation is monitored by the Instructional Coach, through activities such as peer observations, focused research topics, reflection logs, and specific feed back. Administrators may recommend teachers for mentoring based on evaluations and classroom observations.

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 Multi-Tiered System of Supports (MTSS) child study team supports classroom teachers by administering diagnostic screenings, providing interventions based on individual needs, and progress monitoring of student success. The team supports teachers in academic interventions and enrichment as well as with behavior interventions. The team meets regularly, with teachers and students to discuss progress.

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

Roseanne Galvin-Prepetit - MTSS Coordinator: Schedules and facilitates MTSS meetings, and assists in identifying and implementing interventions, and progress monitoring. She is responsible for monitoring communication and data collection.

Dr. Hart - Meets monthly with the MTSS team to review student progress.

Amy DuBois & Sandy Hayes - Administer diagnostic screenings, actively participate in MTSS meetings, assist in identifying interventions and progress monitoring tools, and are available to provide resources and student intervention (if needed).

Amy Reddick - Administers behavior screenings, conducts observations for classroom teachers, assists in identifying appropriate behavior interventions, actively participates in MTSS meetings, and is available to provide social skills lessons in classrooms.

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

The MTSS team meets regularly with grade level Professional Learning Communities (PLCs) to monitor the effectiveness of interventions and instruction. We assist teams of teachers as they work to formulate and carry out goals which are Strategic, Measurable, Attainable, Results oriented, and Time bound (SMART).

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

Dover Shores currently uses teacher common assessments (both formative and summative), the Consortium On Reading Excellence (CORE Phonics Survey) and Phonological Awareness Skills Test (PAST) diagnostic screenings, curriculum-based testing, Florida Assessments for Instruction in Reading

(FAIR), Florida Comprehensive Assessment Test (FCAT), as well as benchmark and mini-benchmark assessments through Performance Matters. The MTSS team reviews data bi-weekly to monitor the effectiveness of core instruction, intervention and enrichment.

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

The MTSS team provides staff development on the data-decision making process to all staff members. The MTSS team meets bi-weekly to review data and builds capacity through ongoing, regular Professional Learning Community (PLC) meetings. This information is also available to parents via the annual Title I meeting, parent/teacher conferences and additional parent involvement nights.

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: 38

Teachers will provide after school tutoring in Reading, for one hour, twice a week. The initial student population will be the lowest 25%. Transportation will be provided for our bus students.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teachers will collect both formative and summative assessment data, including a pre- and post-assessment. The administrative team will review data bi-weekly to determine the effectiveness of the strategies in place and make necessary adjustments.

Who is responsible for monitoring implementation of this strategy?

Administrative team in collaboration with teachers

Strategy: Summer Program

Minutes added to school year: 374

Teachers will provide extended learning to students through summer reading camp, in reading and literacy. The target population of students in Kindergarten through third grade, will be selected based on FCAT and FAIR scores, as well as teacher input.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teachers will collect both formative and summative assessment data, including a pre- and post-assessment. The Assistant Principal will review data weekly to determine the effectiveness of the strategies in place and make necessary adjustments.

Who is responsible for monitoring implementation of this strategy?

Roseanne Galvin-Prepetit - Assistant Principal

Literacy Leadership Team (LLT)

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

Name	Title
Dr. Randall Hart	Principal
Sandra Hayes	Literacy Coach
Maria Rios	Kindergarten
Haydee Rivera	First Grade
Dana West	Second Grade
Carmen Ramirez	Third Grade
Kathryn Milton	Fourth Grade
Linda Cinicolo	Fifth Grade
Debra Blackwood	Media Specialist

How the school-based LLT functions

The Literacy Leadership Team (LLT) will meet monthly to analyze the standards and newly adopted text. They will plan and facilitate the Read Around the World night as well as other parent involvement activities regarding literacy.

Major initiatives of the LLT

One of the major initiatives will be implementing the new core reading series into the 90 minute reading block. We will also concentrate on incorporating the Common Core State Standards (CCSS) and english language arts (ELA) instructional shifts into daily lesson plans while informing parents how to support student literacy at home.

Every Teacher Contributes to Reading Instruction

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

The administrative team ensures every teacher contributes to the reading improvement of every student by:

requiring participation in staff development, collaborative discussions during PLC meetings in regards to differentiated reading instruction, analyzing data and planning appropriate instruction, classroom observations by administrators, and monitoring deliberate practice growth 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

The school promotes kindergarten by partnering with a local preschool and inviting pre-schoolers to tour the school and have lunch in the cafeteria. We also host an event called Kindergarten Roundup. This is an early sign up session where children and parents are provided information about registration. Parents are also provided with a checklist regarding kindergarten readiness skills.

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	58%	56%	No	63%
American Indian				
Asian				
Black/African American	38%	35%	No	44%
Hispanic	49%	48%	No	54%
White	80%	71%	No	82%
English language learners	33%	27%	No	40%
Students with disabilities	32%	17%	No	39%
Economically disadvantaged	53%	47%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	29%	61%
Students scoring at or above Achievement Level 4	68	27%	61%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	191	77%	82%
Students in lowest 25% making learning gains (FCAT 2.0)	216	87%	92%

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)	44	41%	46%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	32	30%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	25	26%	31%

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	61	59%	64%
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	53%	58%	Yes	58%
American Indian				
Asian				
Black/African American	32%	45%	Yes	39%
Hispanic	44%	47%	Yes	50%
White	77%	70%	No	79%
English language learners	32%	27%	No	39%
Students with disabilities	28%	17%	No	35%
Economically disadvantaged	45%	49%	Yes	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	30%	53%
Students scoring at or above Achievement Level 4	69	27%	53%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	169	68%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	80	72%	77%

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	19	25%	30%
Students scoring at or above Achievement Level 4	20	26%	31%

Florida Alternate Assessment (FAA)

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

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		15
Participation in STEM-related experiences provided for students	312	53%	58%

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	41	7%	4%
Students retained, pursuant to s. 1008.25, F.S.	13	13%	10%
Students who are not proficient in reading by third grade	63	68%	50%
Students who receive two or more behavior referrals	53	8%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	54	8%	5%

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

Dover Shores Elementary is committed to partnering with parents, family and community in an effort to build capacity for parental involvement and help support student achievement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Read Around the World	98	9%	20%
Character Parade Promoting Literacy	47	4%	10%
Donuts for Dad & Muffins for Mom Promoting Literacy	75	7%	20%
Book Fair Family Reading Night	153	15%	25%
Grand Event Promoting Literacy	65	6%	10%
Family Math and Science Night	70	7%	10%
FCAT Night	0	0%	20%
Parent Workshops	0	0%	15%

Goals Summary

- G1.** Decrease the achievement gap through an intense focus on student achievement and differentiated instruction
- G2.** Build stronger bonds between home and school, increasing two-way communication and decreasing instructional time lost.
- G3.** Increased rigor of learning goals and scales to improve student achievement in all academic areas

Goals Detail

G1. Decrease the achievement gap through an intense focus on student achievement and differentiated instruction

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- continue lesson study cycle
- ongoing professional development
- providing for classroom coverage to allow teachers additional training and support
- administrative support through ongoing PLC meetings, with a focus on SMART goals that increase individual student achievement

Targeted Barriers to Achieving the Goal

- Teachers lack knowledge of SMART goals and stretch targets.

Plan to Monitor Progress Toward the Goal

Data analysis meetings with the administrative team

Person or Persons Responsible

Administrative Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Teacher-collected data Benchmark and mini-benchmark data FAIR data

G2. Build stronger bonds between home and school, increasing two-way communication and decreasing instructional time lost.

Targets Supported

- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- "Building School and Home Connections" (curriculum provided by Title I)
- Character Education program
- parent involvement activities
- Positive Behavior Support program

Targeted Barriers to Achieving the Goal

- Low participation in parent involvement activities
- Lack of understanding in the home regarding positive behavior support program

Plan to Monitor Progress Toward the Goal

Ongoing monitoring of parental involvement activities as well as instructional time missed (attendance and discipline)

Person or Persons Responsible

Administration Team and Attendance Clerk

Target Dates or Schedule:

Monthly

Evidence of Completion:

Sign-in sheets, discipline data and attendance data

G3. Increased rigor of learning goals and scales to improve student achievement in all academic areas

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- "Becoming a Reflective Teacher" by Robert Marzano
- Professional Development
- PLC collaboration

Targeted Barriers to Achieving the Goal

- Teacher familiarity with CCSS
- Learning goals and scales lack rigor

Plan to Monitor Progress Toward the Goal

Common boards reflect rigorous learning goals and scales.

Person or Persons Responsible

administrative team

Target Dates or Schedule:

ongoing

Evidence of Completion:

common boards, lesson plans and student achievement data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Decrease the achievement gap through an intense focus on student achievement and differentiated instruction

G1.B1 Teachers lack knowledge of SMART goals and stretch targets.

G1.B1.S1 Professional development on SMART goals and stretch targets as a means of achieving the goals in our school improvement plan

Action Step 1

Whole staff and team professional development

Person or Persons Responsible

Assistant Principal Literacy Coach CRT

Target Dates or Schedule

October 2013 - initial staff development ongoing - PLC Meetings

Evidence of Completion

Staff development - agenda, handouts, sign-in sheet PLC - meeting minutes and sign-in sheets

Facilitator:

Assistant Principal Literacy Coach CRT

Participants:

All teachers

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

Collection of PLC meeting minutes and lesson plans to reflect strategies for differentiated instruction data points on formative and summative assessments

Person or Persons Responsible

CRT

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observations lesson plans assessment data

Plan to Monitor Effectiveness of G1.B1.S1

Data meetings and PLC meetings focuses on academic strategies and student achievement

Person or Persons Responsible

CRT

Target Dates or Schedule

Ongoing

Evidence of Completion

Assessment data (formative and summative)

G1.B1.S2 Administrative support through PLC meetings

Action Step 1

Weekly PLC meetings to facilitate the use of data and SMART goals.

Person or Persons Responsible

Administrative team and teachers

Target Dates or Schedule

Weekly

Evidence of Completion

PLC notes, agendas, sign-in sheets, and student evidence

Facilitator:

Administrative team

Participants:

All instructional staff

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

Use of SMART goals and ongoing monitoring of indicators, measures and targets.

Person or Persons Responsible

Administrative team and teachers

Target Dates or Schedule

Monthly

Evidence of Completion

student assessment data and work samples

Plan to Monitor Effectiveness of G1.B1.S2

ongoing monitoring of measures and targets

Person or Persons Responsible

teachers, with support from the Administrative team

Target Dates or Schedule

Monthly

Evidence of Completion

teacher reflections and PLC notes

G1.B1.S3 Data meetings to monitor student progress

Action Step 1

collecting and analyzing student data to drive instruction

Person or Persons Responsible

teachers

Target Dates or Schedule

monthly

Evidence of Completion

student assessment data and work samples

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

monthly data meetings

Person or Persons Responsible

teachers and Administrative team

Target Dates or Schedule

during monthly data meetings and weekly PLC meetings

Evidence of Completion

teacher reflections and PLC notes

Plan to Monitor Effectiveness of G1.B1.S3

student achievement gap, including all sub-groups

Person or Persons Responsible

teachers and Administrative team

Target Dates or Schedule

ongoing

Evidence of Completion

student assessment data

G2. Build stronger bonds between home and school, increasing two-way communication and decreasing instructional time lost.

G2.B1 Low participation in parent involvement activities

G2.B1.S1 Publicize parent activities in advance and via multiple modalities

Action Step 1

Communication through flyers, student agenda, parent newsletter, marquee, and Connect School

Person or Persons Responsible

Administration Team

Target Dates or Schedule

Monthly

Evidence of Completion

Flyers, agendas, sign-in sheets, parent surveys and feedback, and pictures

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

Title I compliance checks and monthly updates of parental involvement activities tracking form

Person or Persons Responsible

Title I department, school parental involvement coordinator and school Title I contact

Target Dates or Schedule

Quarterly

Evidence of Completion

Agendas, newsletters, flyers, sign-in sheets, parent feedback and surveys

Plan to Monitor Effectiveness of G2.B1.S1

Parent feedback and survey results

Person or Persons Responsible

Administration Team

Target Dates or Schedule

Monthly

Evidence of Completion

Survey results

G2.B1.S2 Communicate with parents in their home language

Action Step 1

Communication between home and school will be provided in both English and Spanish.

Person or Persons Responsible

Administrative team

Target Dates or Schedule

as needed

Evidence of Completion

copies of communication between home and school

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

Principal and assistant principal approve written communication, prior to being sent home.

Person or Persons Responsible

principal and assistant principal

Target Dates or Schedule

as needed

Evidence of Completion

copies of communication between home and school

Plan to Monitor Effectiveness of G2.B1.S2

parent feedback and surveys

Person or Persons Responsible

parental involvement coordinator

Target Dates or Schedule

following parent activities

Evidence of Completion

increased parent participation, sign-in sheets, survey results and parent feedback

G3. Increased rigor of learning goals and scales to improve student achievement in all academic areas

G3.B1 Teacher familiarity with CCSS

G3.B1.S1 Provide professional development on deconstructing CCSS

Action Step 1

Professional development provided for all grade levels

Person or Persons Responsible

CRT Literacy Coach

Target Dates or Schedule

ongoing

Evidence of Completion

Agendas handouts staff sign-in sheets

Facilitator:

CRT, Literacy Coach

Participants:

All teachers

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

Classroom visits and observations, lesson plans

Person or Persons Responsible

Administration team

Target Dates or Schedule

Ongoing

Evidence of Completion

iObservation reports lesson plans

Plan to Monitor Effectiveness of G3.B1.S1

Lesson plans common boards student data

Person or Persons Responsible

Administration team

Target Dates or Schedule

Ongoing

Evidence of Completion

Notes from PLC meetings

G3.B2 Learning goals and scales lack rigor

G3.B2.S1 provide professional development on rigor and relevance

Action Step 1

professional development

Person or Persons Responsible

literacy coach

Target Dates or Schedule

during PLC meetings

Evidence of Completion

common board, classroom visits, lesson plans, student achievement data, PLC notes and teacher feedback

Facilitator:

curriculum resource teacher

Participants:

all instructional staff

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

learning goals and scales reflect increased rigor and relevance

Person or Persons Responsible

administrative team

Target Dates or Schedule

ongoing

Evidence of Completion

learning goals and scales, lesson plans and student achievement data

Plan to Monitor Effectiveness of G3.B2.S1

an increase in student achievement

Person or Persons Responsible

teachers, with support from the administrative team

Target Dates or Schedule

monthly data meetings and PLC meetings

Evidence of Completion

student assessment data

Coordination and Integration

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

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

Title I

The Title I department will provide technical assistance to school staff, in compliance and parental involvement. Title I funds will also be used to support student learning (i.e. tutoring, additional staff and technology).

Title II

Title II funds will be used to provide professional development on lesson study with classroom teachers.

Community Resources Department

The community resources department provides technical assistance and ongoing support to the ADDitions and Partners in Education coordinators, which enable them to build capacity with parents and community members, to support student achievement.

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. Decrease the achievement gap through an intense focus on student achievement and differentiated instruction

G1.B1 Teachers lack knowledge of SMART goals and stretch targets.

G1.B1.S1 Professional development on SMART goals and stretch targets as a means of achieving the goals in our school improvement plan

PD Opportunity 1

Whole staff and team professional development

Facilitator

Assistant Principal Literacy Coach CRT

Participants

All teachers

Target Dates or Schedule

October 2013 - initial staff development ongoing - PLC Meetings

Evidence of Completion

Staff development - agenda, handouts, sign-in sheet PLC - meeting minutes and sign-in sheets

G1.B1.S2 Administrative support through PLC meetings

PD Opportunity 1

Weekly PLC meetings to facilitate the use of data and SMART goals.

Facilitator

Administrative team

Participants

All instructional staff

Target Dates or Schedule

Weekly

Evidence of Completion

PLC notes, agendas, sign-in sheets, and student evidence

G3. Increased rigor of learning goals and scales to improve student achievement in all academic areas

G3.B1 Teacher familiarity with CCSS

G3.B1.S1 Provide professional development on deconstructing CCSS

PD Opportunity 1

Professional development provided for all grade levels

Facilitator

CRT, Literacy Coach

Participants

All teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Agendas handouts staff sign-in sheets

G3.B2 Learning goals and scales lack rigor

G3.B2.S1 provide professional development on rigor and relevance

PD Opportunity 1

professional development

Facilitator

curriculum resource teacher

Participants

all instructional staff

Target Dates or Schedule

during PLC meetings

Evidence of Completion

common board, classroom visits, lesson plans, student achievement data, PLC notes and teacher feedback

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	Build stronger bonds between home and school, increasing two-way communication and decreasing instructional time lost.	\$3,077
G3.	Increased rigor of learning goals and scales to improve student achievement in all academic areas	\$1,400
Total		\$4,477

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Professional Development	Total
Title I	\$3,077	\$0	\$3,077
Title II	\$0	\$1,400	\$1,400
Total	\$3,077	\$1,400	\$4,477

Budget Details

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

G2. Build stronger bonds between home and school, increasing two-way communication and decreasing instructional time lost.

G2.B1 Low participation in parent involvement activities

G2.B1.S1 Publicize parent activities in advance and via multiple modalities

Action Step 1

Communication through flyers, student agenda, parent newsletter, marquee, and Connect School

Resource Type

Other

Resource

copy paper and other materials for parental involvement activities

Funding Source

Title I

Amount Needed

\$3,077

G3. Increased rigor of learning goals and scales to improve student achievement in all academic areas

G3.B2 Learning goals and scales lack rigor

G3.B2.S1 provide professional development on rigor and relevance

Action Step 1

professional development

Resource Type

Professional Development

Resource

substitutes for classroom teachers to attend professional development

Funding Source

Title II

Amount Needed

\$1,400