



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Beulah Elementary School

6201 HELMS RD

Pensacola, FL 32526

850-941-6180

[www.escambia.k12.fl.us](http://www.escambia.k12.fl.us)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 52%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 23%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> A	<b>2009-10</b> B
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## SIP Authority and Template

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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**

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

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### **Part I: Current School Status**

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

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### **Part II: Expected Improvements**

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

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

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

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### **Part III: Coordination and Integration**

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

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

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

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### **Appendix 2: Budget to Support Goals**

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	1	John Cannon

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Beulah Elementary School

##### Principal

Monica Silvers

##### School Advisory Council chair

Suzanne Hollingsworth

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

Name	Title
Monica Silvers	Principal
Steve Schubert	Assistant Principal
Tracy Eiser	Teacher
Jennifer Desposito	Teacher
Angela Mott	Teacher
Pam Strubhar	Teacher
Jackie Adams	Teacher
Krystal Gibson	Teacher
Gayle Atkinson	Teacher
Mat Taylor	Teacher

#### District-Level Information

##### District

Escambia

##### Superintendent

Mr. Malcolm Thomas

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

10/15/2013

### 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

Monica Silvers, Principal; Suzanne Hollingsworth, Teacher; Sherian Baldwin, Support Staff; Pete Bell, Community Member; Quida Biggs, Parent; Michelle James, Parent; Lisa Bell Hurst, Parent; Carissa Bergosh, Community Member; James Cole, Parent; and Sarah Peacock, Parent; Gregory Dietz, Parent; Susan Smith, Parent; and Stephanie Gilliam, Parent

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

The SAC will assist in the preparation of and approve the annual School Improvement Plan. SAC will review school data, provide input, and approve the SIP.

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

The School Advisory Council has an important function for the success of Beulah Elementary. Listed below are some of the functions of the SAC:

- \*Assist in the preparation of and approve the annual School Improvement Plan,
- \*Provide input to the Principal of Beulah Elementary in preparing the school's annual budget and plan,
- \*Advise the faculty and staff on issues considered important to the welfare of the school, and
- \*Act as an ambassador to promote community involvement and awareness.

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

At this time, no SAC funds are available.

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Monica Silvers**

Principal

Years as Administrator: 10

Years at Current School: 1

**Credentials**

Bachelor of Arts in Early Childhood and Elementary Education; Master of Education in Educational Leadership; Certified in Primary Education Grades K-3, Elementary Education Grades 1-6, and School Principal All Levels

**Performance Record**

As the Assistant Principal at Hellen Caro Elementary School  
Grade: 2013=B; 2012=A; 2011=A; 2010=B; 2009=A; 2008=A; 2007=A; 2006=A; and 2005=A

**Steven Schubert**

Asst Principal

Years as Administrator: 16

Years at Current School: 3

**Credentials**

B.S. Biology; M.S. ESE Education All Levels; Ed. S. Educational Leadership; Ed. D. Educational Leadership  
 Certified in Emotionally Handicap K-12, Ed Leadership All Levels, and School Principal All Levels

**Performance Record**

Assistant Principal of Beulah Elementary 2013=C and 2012=B  
 Principal of West Pensacola Elementary 2011=C and 2010=D  
 Principal of Edgewater Elementary 2009=C and 2008=C  
 Assistant Principal of West Pensacola Elementary 2007=C; 2006=C; and 2005=C

**Classroom Teachers****# of classroom teachers**

60

**# receiving effective rating or higher**

60, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

47, 78%

**# ESOL endorsed**

12, 20%

**# reading endorsed**

5, 8%

**# with advanced degrees**

19, 32%

**# National Board Certified**

5, 8%

**# first-year teachers**

4, 7%

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

13, 22%

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

24, 40%

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

19, 32%

**Education Paraprofessionals**



**# of paraprofessionals**

5

**# Highly Qualified**

5, 100%

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

16

**# receiving effective rating or higher**

16, 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**

Beulah Elementary interviews teacher applicants who are qualified and certified by committee. References are verified to ensure the applicant is an effective teacher by the principal. The School District and the school principal provide trainings and supports to the teachers to ensure that they continue to be highly qualified, certified, and effective.

Beulah Elementary also uses the following strategies: START (Successful Teacher Assisting Rising Teachers); Quarterly meetings of new teachers with the principal; partnering new teachers with veteran staff; bi-monthly faculty meetings and curriculum meetings; and weekly grade level meetings.

**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**

Beulah Elementary uses the following mentoring strategies: START (Successful Teacher Assisting Rising Teachers); Quarterly meetings of new teachers with the principal; partnering new teachers with veteran staff; bi-monthly faculty meetings and curriculum meetings; and weekly grade level meetings.

Rational for pairing of mentor to mentee: Same grade level or department level.

Planned Mentoring Activities include: planning, observing, department or grade level meetings.

**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 following data will be reviewed to assess the effectiveness of the MTSS and SIP: Parent, Faculty, and Staff Surveys; FCAT Assessment; Discovery Education Assessment; Student Progress Reports/9 Week Report Card Grades; Writing Portfolios; Class Size; Attendance; Discipline; Classroom Walk Throughs; and Teacher Professional Development Plans

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

The RTI team will meet monthly or as needed to address problem solving and response to intervention. Members will report back to their respective groups to relay strategies and implementation methods. Principal/Assistant Principal/Guidance Counselors: Provide a common vision for the use of data-based decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of the school staff, and communicates with parents regarding school based RTI plans and activities.

ESE Teachers: Participate in the TIER process to provide support and offer strategies to the general education teacher.

School Psychologist: Participates in the collection, interpretation, and data analysis; facilitates development of intervention plans; and provides support for intervention fidelity and documentation.

Speech Teacher: Educates the team in the role that language plays in curricula, assessment, and instruction, as a basis for appropriate program design; and helps identify systemic patterns of the students' needs with respect to language.

Classroom Teachers: Provide input as needed.

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

The team will meet regularly to review student progress monitoring plans and RTI Tier II and III documentation.

The RTI team will review student data that correlates with problem solving and response to intervention. RTI Team members will meet with parents throughout the RTI process to assess student needs and progress.

The principal/assistant principal will conduct classroom walk throughs.

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

The following data sources and management systems will be used: FCAT, FCAT Star, Discovery Education, FAIR, Progress Monitoring and Reporting Network (PMRN), Go Math Assessments, Think Central, Reading Wonders Assessments, STAR Reading Assessments, Chapter Tests, K-2 Report Card Inserts, Grades, FOCUS, Attendance Data, School Psychological Testing, and Discipline Data.

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

Professional development in the problem solving process, elements of the RTI Tiers, and data collection/graphing will be provided by the assigned School Psychologist for all new employees. Continuing professional development will be provided by content specialists for teachers. Small sessions will be held throughout the year on topics such as instructional strategies, graphing and appropriate documentation as the need arises. The RTI team will determine additional professional development needs throughout the school year.

Teachers will conduct parent conferences to discuss student data and problem solving strategies for student challenges and progress as needed throughout the school year.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,700

\*Battle of the Books

\*Sunshine Math

\*Choir

\*Selected Teachers Tutor Students as Needed

### **Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data Collected will be: Discovery Education Assessment Reports; FCAT Reading, Writing, Math, and Science Assessment Reports; and Reading Wonders Weekly, Unit, and Benchmark Assessment Reports.

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

Principal, Assistant Principal, Classroom Teachers, Media Specialist, Battle of the Books Leadership Team, and Sunshine Math Leadership Team.

## **Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Monica Silvers	Principal
Steve Schubert	Assistant Principal
Tracy Eiser	Teacher
Jennifer Desposito	Teacher
Kim Aiken	Teacher
Dawn Jackson	Teacher
Jackie Adams	Teacher
Krystal Gibson	Teacher
Gayle Atkinson	Teacher
Mat Taylor	Technology Coordinator

### **How the school-based LLT functions**

The literacy leadership team meets quarterly. The team reviews school achievement data and makes suggestions on ways to improve student achievement. The team will also facilitate the process of building consensus, increasing resources, and making decisions about implementation.

### **Major initiatives of the LLT**

Initiatives this school year are as follows: to gather knowledge about literacy and resources; facilitate trainings; organize learning groups; assist in coordinating the MTSS process; and coordinate Common Core Standards trainings.

## 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**

Children that are enrolled in local preschools, such as Headstart, are given the opportunity to come and visit in our Kindergarten classrooms. Our Kindergarten teachers meet with students and parents during preschool to discuss classroom expectations. This is a time when the child can get to know the teacher, see the classroom, and become familiar with the surroundings. Parents appreciate the opportunity to visit the school, meet the teacher, and find out needed information. The children are noticeably more comfortable the first day of school and seem to take on all the changes with ease.

Beulah Elementary does not have a Title 1 Pre-K Program. Voluntary Pre-K students in Escambia County are served by private providers through the Escambia County Readiness Coalition and the Escambia County School District at selected locations.

## 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%	64%	No	75%
American Indian				
Asian				
Black/African American	60%	53%	No	64%
Hispanic				
White	73%	68%	No	76%
English language learners				
Students with disabilities	44%	29%	No	50%
Economically disadvantaged	67%	56%	No	70%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	126	28%	29%
Students scoring at or above Achievement Level 4	102	23%	24%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	102	65%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	48	66%	67%

#### 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)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%

**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	46	48%	49%
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	63%	58%	No	67%
American Indian				
Asian				
Black/African American	57%	49%	No	61%
Hispanic				
White	64%	62%	No	68%
English language learners				
Students with disabilities	42%	40%	No	48%
Economically disadvantaged	59%	51%	No	63%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	141	31%	32%
Students scoring at or above Achievement Level 4	66	15%	16%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	189	65%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	46	64%	65%

**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	45	29%	30%
Students scoring at or above Achievement Level 4	22	14%	15%

**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)	9		10
Participation in STEM-related experiences provided for students	910	100%	100%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	74	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	21	2%	1%
Students who are not proficient in reading by third grade	55	34%	33%
Students who receive two or more behavior referrals	49	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	2%	1%

**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**

Beulah Elementary will maintain or increase school volunteer hours during the 2013-2014 school year. In the 2012-2013, Beulah logged in 16,230 volunteer hours. The PTA will have a volunteer chairperson who will call and email volunteers to participate in school programs, all hands volunteer day each month, and

various other activities throughout the school year. Grades K-2 will have a sub day during the first 9 weeks of school to conference with all of their students' parents.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Beulah Elementary will maintain or increase school volunteer hours during the 2013-2014 school year.			



## Goals Summary

- G1.** Increase student engagement during instructional delivery through the use of effective instructional practice/technique.

## Goals Detail

**G1.** Increase student engagement during instructional delivery through the use of effective instructional practice/technique.

### Targets Supported

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

### Resources Available to Support the Goal

- Supportive Administration; District Subject Area Department Specialists and Teachers on Special Assignment; ELA, Math, and Science Teacher Leaders at the School; Planning Time; and Professional Development Department. Step-up to Writing; Daily 5; Renaissance Place Accelerated Reader; Leveled Readers; Reading Eggs; Discovery Education; Kagan Strategies; and Common Core State Standards.

### Targeted Barriers to Achieving the Goal

- Time for Professional Development for Teachers; Teachers Not Trained in Use of Technique; Fidelity of Implementation of Instructional Programs/Practices; and Lack of Resources for Teachers.

## Plan to Monitor Progress Toward the Goal

Classroom Walk Throughs; Lesson Plans; Professional Conversations with Teachers; and Monitor Student Performance Data

### **Person or Persons Responsible**

District Subject Area Specialist/Teachers on Special Assignment; School Administration; and Teachers

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

September 2013 to May 2014

### **Evidence of Completion:**

Classroom Walk Throughs; Lesson Plans; and Student Performance Data

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase student engagement during instructional delivery through the use of effective instructional practice/technique.

**G1.B1** Time for Professional Development for Teachers; Teachers Not Trained in Use of Technique; Fidelity of Implementation of Instructional Programs/Practices; and Lack of Resources for Teachers.

**G1.B1.S1** 1. Provide Teachers Time for Professional Development 2. Deliver PD on Effective Instructional Practices/Techniques 3. Provide Time for Teachers to Plan 4. Provide Teachers with Needed Resources

### Action Step 1

Deliver and provide time for teachers to have professional development and provide needed resources for teachers.

#### Person or Persons Responsible

District Subject Area Specialist/Teachers on Special Assignment; School Administration; and Teachers Leaders

#### Target Dates or Schedule

September 2013 to May 2014

#### Evidence of Completion

PD Agendas; Sign in Sheets; Classroom Walk Throughs; and Student Performance Data

#### Facilitator:

District Subject Area Specialist/Teachers on Special Assignment; School Administration; and Lead Teachers

#### Participants:

Teachers and Administrators

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

Deliver and provide time for teachers to have professional development and provide needed resources for teachers. Conduct Classroom Walk Throughs. Monitor Student Data.

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

District Subject Area Specialist/Teachers on Special Assignment; School Administration; and Teachers

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

September 2013 to May 2014

#### **Evidence of Completion**

PD Agendas; Sign in Sheets; Classroom Walk Throughs; and Student Performance Data

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

Classroom Walk Throughs; Lesson Plans; and Monitor Student Performance Data

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

District Subject Area Specialist/Teachers on Special Assignment; School Administration; and Teachers

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

September 2013 to May 2014

#### **Evidence of Completion**

Classroom Walk Throughs; Lesson Plans; and Student Performance 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**

All funds, services, and programs will support and enhance teacher growth and student achievement by providing needed resources, programs, PD, materials, and supplies.

## 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 student engagement during instructional delivery through the use of effective instructional practice/technique.

**G1.B1** Time for Professional Development for Teachers; Teachers Not Trained in Use of Technique; Fidelity of Implementation of Instructional Programs/Practices; and Lack of Resources for Teachers.

**G1.B1.S1** 1. Provide Teachers Time for Professional Development 2. Deliver PD on Effective Instructional Practices/Techniques 3. Provide Time for Teachers to Plan 4. Provide Teachers with Needed Resources

### PD Opportunity 1

Deliver and provide time for teachers to have professional development and provide needed resources for teachers.

#### Facilitator

District Subject Area Specialist/Teachers on Special Assignment; School Administration; and Lead Teachers

#### Participants

Teachers and Administrators

#### Target Dates or Schedule

September 2013 to May 2014

#### Evidence of Completion

PD Agendas; Sign in Sheets; Classroom Walk Throughs; and Student Performance Data

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase student engagement during instructional delivery through the use of effective instructional practice/technique.	\$10,198
Total		\$10,198

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title I and SAI	\$10,198	\$10,198
Total	\$10,198	\$10,198

### Budget Details

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

**G1.** Increase student engagement during instructional delivery through the use of effective instructional practice/technique.

**G1.B1** Time for Professional Development for Teachers; Teachers Not Trained in Use of Technique; Fidelity of Implementation of Instructional Programs/Practices; and Lack of Resources for Teachers.

**G1.B1.S1** 1. Provide Teachers Time for Professional Development 2. Deliver PD on Effective Instructional Practices/Techniques 3. Provide Time for Teachers to Plan 4. Provide Teachers with Needed Resources

#### Action Step 1

Deliver and provide time for teachers to have professional development and provide needed resources for teachers.

#### Resource Type

Professional Development

#### Resource

PD and/or Materials for: Step-up to Writing; Daily 5; Renaissance Place Accelerated Reader; Leveled Readers; Reading Eggs; Discovery Education; Kagan Strategies; and Common Core State Standards.

#### Funding Source

Title I and SAI

#### Amount Needed

\$10,198