Roberts Elementary School

2014-15 School Improvement Plan

Roberts Elementary School

5777 CENTERVILLE RD, Tallahassee, FL 32309

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	24%

Alternative/ESE Center	Charter School	Minority
No	No	24%

School Grades History

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

School Board Approval

This plan was approved by the Leon County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Roberts Elementary School family will foster a safe, nurturing environment where students reach their fullest potential and become productive, responsible students.

Provide the school's vision statement

Roberts Elementary School will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210), as applicable to appropriate grade levels, including but not limited to:
* History of Holocaust
* History of Africans and African Americans
* Hispanic contributions
* Women's contributions
* Sacrifices of Veterans
Teachers will participate in school, district and state trainings on different cultures and will share knowledge gained with peers.
In addition, our school makes efforts to learn about, and connect with, each individual student. At the beginning of the school year, parents are asked to write a letter to the teacher, providing specific information such as the child's interests, fears, background, family situations, etc. Students are assigned an "All About Me" project which allows the teacher to learn about the individual child, as well as the students to learn about each other. Teachers also regularly use various forms of communication (email, phone, face-to-face conferences) to develop and maintain a relationship with their students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

* All visitors must enter through the office and must be cleared through the Raptor system.
* Students and staff participate in regularly scheduled fire, tornado, and lock-down drills. Administrators explain in advance the purpose and procedure of each drill and provide feedback upon completion.
* Teachers and counselors have an open door policy for students to discuss concerns.
* Each teacher selects a Student of the Week, based on demonstration of the Skill of the Week, which is announced on the in-school morning news show each Friday.
* The principal recognizes individual and group achievements on the morning news.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

* There is a tiered behavior plan in place where teachers utilize time-out buddies and individual behavior plans before sending students to the office.
* The behavioral intervention specialist works with the administration and classrom teachers to develop individual behavior plans and monitor progress.
* Teachers implement effective strategies from Marzano's Art of Science and Teaching to promote the highest level of student engagement.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

* A differentiated system of school counseling services is in place providing dedicated time for the core classroom guidance instruction on developing and implementing behavior standards.
* Individual and group counseling for students is available as needed.
* Selected students are provided additional support through the Mentor Program, the Reading Pals Program, and Project R.E.A.D.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

* Teachers send "Positive Postcards" periodically to connect with families.
* Teachers communicate with families through newsletters, websites, phone calls, and conferences.
* Families are provided information through listserv and the school website.
* A Curriculum Night is held in the fall and an Open House is held in the spring.
* Families are encouraged to attend PTO meetings and to participate in other activities and events throughout the year.
* Parents are kept informed of their child's progress through Gradebook and Accelerated Reader Home Connect.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Two business partner contacts work within the community to secure funds and resources to support student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
McFarland, Kim	Principal
Cowart, Katie	Teacher, K-12
Harp, Myra	Teacher, K-12
Conner, Carmen	Assistant Principal
Welke, Christine	Teacher, K-12
Zettle, Julie	Paraprofessional
Homme, Frances	Teacher, K-12
Kennett, Kim	Registrar
Sullivan, Allison	Teacher, K-12
Gonzalez, Jennifer	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The members of the MTSS Leadership Team include: principal, assistant principal, guidance counselor, ESE teachers, reading coach, classroom teachers, school psychologist, ESE staffing specialist, behavior consultants, occupational therapist, speech therapist, physical therapist, language therapist, assisted technology specialist, social worker, parents, and others as needed. Each member is accountable for providing input based on their area of responsibility. Members of the MTSS Team have input into the committee writing the SIP. School-wide trends are reported to the committee for consideration as an area of focus. The use of effective strategies, materials, or techniques/programs are also recommended.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school MTSS Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team meets once a week. Examples of activities during weekly meetings include reviewing student data (screening, progress monitoring). The review of data will facilitate identification of students who are meeting/exceeding benchmarks and those who are at moderate or high risk for not achieving benchmarks. Based on evaluation of data and identification of student needs, the team will identify professional development and resources needed.Teachers, parents and administrators may refer a student to the MTSS Leadership Team for academic or behavioral concerns. The student is placed on the intervention schedule and appropriate staff and parents are invited. Strategies are developed based on the concerns so that interventions are made in a timely manner. Time is allowed for implementation of strategies and the committee reviews the progress, testing results and referrals after a reasonable period of time. Further strategies or steps are taken when needed.
National School Lunch Program - the school follows district guidelines for implementing this program to provide free or reduced-price breakfast and lunch to qualifying students from low-income families.
Title II - the school has selected a faculty member to serve as the TEC representative to ensure appropriate allocation of professional development funds.
Title III - the school's guidance counselor and assistant principal coordinate a program to meet the

needs of ESOL and ELL students.
Title X - funding provided based on homeless FTE is used to supplement student needs.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Kimberly Berry	Parent
Lisa Blackburn	Teacher
Fran Close	Parent
Amy Cooksey	Parent
Libby Farmer	Business/Community
Arlecia Harris	Parent
Frances Homme	Teacher
Alyssa Matthews	Teacher
Kim McFarland	Principal
Heather Murphy	Parent
Amy Pearson	Education Support Employee
Jodi Ryon	Business/Community
Erma Sever	Teacher
Alicia Whittington	Parent
Johnna Wilcox	Parent
Gina Wilson	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council has a timeline in place to monitor and evaluate the School Improvement Plan. Testing and other pertinent data is provided to SAC members as soon as it becomes availalbe. The final data is compared to the SIP goal and the results are discussed to identify trends and to determine methods that worked and methods that may need to be changed.

Development of this school improvement plan

The SAC committee met on August 19, 2014 to analyze data and develop goal objective targets for the 2014-15 SIP. Updated drafts of the plan were sent via email for perusal and input prior to the SAC meeting on September 25, 2015 where the final plan was approved.

Preparation of the school's annual budget and plan

Instructional materials were purchased by the district.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

There were no school improvement funds allocated from the state in 2013-14.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Carroll, Aimee	Teacher, K-12
Cowart, Katie	Teacher, K-12
Crowe, Lisa	Instructional Coach
Douglas, Kathy	Teacher, K-12
Hughes, Briana	Teacher, K-12
McKiernan, Kim	Teacher, PreK
Nix, Cheryl	Teacher, ESE
Sever, Erma	Instructional Media
Vinson, Kim	Teacher, K-12
Welke, Christine	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Members plan school activities and events to promote literacy, including:
* Late Night Library
* AR incentives
* Above and Beyond Reading Challenge
* 5th grade Book Club
* Summer Reading Challenge
* Sunshine State Young Readers Award challenge
* Books to Movies event
* Family reading events
* Scholastic Book Fair/classroom book orders
* Used books sales

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

* Grade level teams are provided a day for planning together.
* Teams meet with administrators once a month to assess student progress, as well as discuss any needs and concerns.
* The Sunshine Committee plans social events throughout the year. They also coordinate ways to

provide care and support to faculty and staff in celebrations and sorrows.
* Team building activities are a part of faculty meetings. Snacks and door prizes are provided at meetings.
* Breakfast, lunch, snacks and special treats are provided during pre-planning week.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

* Current employees are involved in the interview process for hiring employees.
* Support groups are provided for new teachers.
* Teacher autonomy is allowed and encouraged.
* Communication is maintained through faculty and team meetings.
* Within the alloted school day schedule, teachers are allowed to choose the start and end times for their work day.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The principal designates an experienced teacher to serve as a mentor to each new teacher. The pairing is primarily based on a common grade level or subject area. The mentor is given release time to observe the mentee. The mentor and mentee then meet biweekly in a professional learning community to discuss any questions or areas of concern. Time is provided for feedback coaching and planning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

* Meetings are held on a monthly basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS).
* The daily schedule allows for an uninterrupted 120 minute reading block.
* Instruction is aligned with the Language Arts Florida Standards for each grade level.
* Additional resources are provided to support instruction.
* Class and grade level progress is monitored during team meetings.
* Instructional methods are based on the needs of students.
* ESE/ELL students are provided push-in/pull out services.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 5,000

* A before-school program of tutoring by individualized teachers, as well as a teacher supervised computer lab for extra sessions of SM5 are made available to targeted students. This provides a means for intervention to assist students in reaching on-grade-level performance.
* Students are afforded the opportunity to go to the before-school computer lab to take AR tests. Reports are monitored for student success and increased reading comprehension.

Strategy Rationale

* SM5 data indicate that some students would benefit from additional time on the program.
* The ability to take AR tests before school allows valuable instruction time to be protected.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
McFarland, Kim, mcfarlandk2@leonschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Reports from Accelerated Reader and SM5 are routinely run and analyzed, as recommended for each program.

Strategy: After School Program

Minutes added to school year: 500

Enrichment clubs including Robotics, Legos and a Writing Club are offered to students in grade 2-5 as an enrichment to their grade level curriculum.

Strategy Rationale

Based on teacher and parent input, enrichment program needs were identified.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
McFarland, Kim, mcfarlandk2@leonschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance is monitored by the teachers and surveys are completed by the families to improve the enrichment model offered to students.

| **Strategy:** Extended School Day |
| **Minutes added to school year:** 1,600 |

Selected students in grades K-3 will participate in a Reading Pals program beginning in October. This program matches 25 students with mentors. The pairs will read with each other twice a week for one hour.

Strategy Rationale

Our progress monitoring data shows the need for additional help and support in reading.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
McFarland, Kim, mcfarlandk2@leonschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data from Accelerated Reader will demonstrate an increase in the number of books read and tests passed.

Student Transition and Readiness

| **PreK-12 Transition** |

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

1.The PK program closely matches that of the beginning of the county's adopted kindergarten curriculum.
2. Progress monitoring, AIMS Web testing, and VPK assessments monitor growth and readiness for success in kindergarten.
3. Sharing a playground with K and being right next to K classrooms allow PK children to become familiar with their future environment and expectations.
4. PK teachers meet with parents at the end of the year to discuss potential concerns regarding kindergarten success and skills to practice over the summer in order to increase school readiness.
5. End of the year IEP meetings for ESE children (with parents, an ESE K teacher, regular K teacher, therapists, and the current PK teacher) create appropriate academic, social/emotional, indepent functioning and communication goals to increase success in K.
6. Reglar K teachers and the ESE K teacher observe the PK classrooms near the end of the school year to observe learning strengths, ability to attend to and participate in large and small group activities, and discuss strengths/concerns. This allows the current teacher to help make the most appropriate placement with a K teacher who matches each child's needs.
7. There is an orientation during school hours for parents and children to meet K teachers, visit K classrooms, and tour the campus to familiarize future families with the environment and expectations.
8. PK students participate in all activities and events of the school...fire drills, music programs, morning announcements, school-wide activities (Bootherthon, Fall Festival, Silent Auction, PTO, book character dress up, etc.)

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   74% of all matched 5th grade students will meet science proficiency by scoring a level 3 or above on the 2015 FCAT.

G2.   As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores.

G3.   As we begin a more complex state measure of reading, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 74% of all matched 5th grade students will meet science proficiency by scoring a level 3 or above on the 2015 FCAT. 1a

🔑 G047089

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	74.0

Resources Available to Support the Goal 2

- Science Fusion
- Community resources
- GEMS
- Science Olympiad

Targeted Barriers to Achieving the Goal 3

- Struggling math and reading students miss science instruction in order to receive Tier 3 interventions.

Plan to Monitor Progress Toward G1. 8

District assessments

Person Responsible

Kim McFarland

Schedule

Quarterly, from 8/18/2014 to 6/1/2015

Evidence of Completion

District assessments

G2. As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores. `1a`

🔍 G047083

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	82.0

Resources Available to Support the Goal `2`

- SuccessMaker
- Touch Math
- Numberworlds
- Saxon Math
- GoMath
- XtraMath.com
- Connecting Math
- Think Central

Targeted Barriers to Achieving the Goal `3`

- New curriculum, introduction of standards, new assessment for grades 3-5
- Meeting the needs of struggling math students

Plan to Monitor Progress Toward G2. `8`

SM5, ThinkCentral, GoMath

Person Responsible
Kim McFarland

Schedule
Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion
SM5, ThinkCentral, GoMath

G3. As we begin a more complex state measure of reading, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores. `1a`

`G047048`

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	86.0

Resources Available to Support the Goal `2`

- Wonders Program
- AR/STAR
- SuccessMaker 5
- Intervention Program
- Reading Pals
- AIMS Web
- Lexia/Reading Plus
- Reading Buddies

Targeted Barriers to Achieving the Goal `3`

- New curriculum, state standards, state assessment
- Meeting the needs of struggling readers

Plan to Monitor Progress Toward G3. `8`

SM5, STAR/AR, Wonders assessments

Person Responsible
Kim McFarland

Schedule
Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion
SM5, STAR/AR, Wonders assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. 74% of all matched 5th grade students will meet science proficiency by scoring a level 3 or above on the 2015 FCAT. 1

🔍 G047089

G1.B1 Struggling math and reading students miss science instruction in order to receive Tier 3 interventions. 2

🔍 B117196

G1.B1.S1 Teachers will provide opportunities for science exploration through field trips, guest speakers and the Science Olympiad. 4

🔍 S128890

Strategy Rationale

Based on FCAT data, students receiving Tier 3 interventions are not scoring level 3 and above.

Action Step 1 5

Teachers will provide opportunities for science exposure and exploration through field trips, guest speakers and the Science Olympiad.

Person Responsible

Kim McFarland

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Field trips, guest speakers and participation in the Science Olympiad

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Field trip requests and guest speaker plans will be reviewed by the principal

Person Responsible

Kim McFarland

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Field trip requests and guest speaker schedules

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Teachers and administrators will monitor the opportunities provided and the participation of students in science-related events and activities.

Person Responsible

Kim McFarland

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson plans will indicate the number of science-related field trips and guest speakers. Participation in the Science Olympiad will be monitored.

G2. As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores. `1`

`G047083`

G2.B1 New curriculum, introduction of standards, new assessment for grades 3-5 `2`

`B117140`

G2.B1.S1 Additional training with collegial planning to support implementation `4`

`S128852`

Strategy Rationale

Struggling math students, based on FCAT data, need additional support and instruction.

Action Step 1 `5`

Attend all district training opportunities

Person Responsible

Kim McFarland

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Attendance records

Action Step 2 `5`

Team meetings

Person Responsible

Kim McFarland

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Team minutes collected by principal

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Agendas and minutes

Person Responsible

Kim McFarland

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Agendas and minutes will reflect strategies for effective implementation of standards and curriculum

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Attendance at district and state workshops; in-school professional development attendance forms

Person Responsible

Kim McFarland

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Attendance rosters

G2.B2 Meeting the needs of struggling math students `2`

G2.B2.S1 Provide Tier 2 and Tier 3 interventions as needed `4`

Strategy Rationale

Struggling math students, based on beginning of the year assessments, need additional support and instruction

Action Step 1 `5`

We are going to progress monitor struggling math students using GoMath chapter assessments.

Person Responsible

Kim McFarland

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

GoMath chapter assessments

Action Step 2 `5`

We are going to reteach and reassess students who score below 80% on their initial assessment.

Person Responsible

Kim McFarland

Schedule

Biweekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Reassessment scores

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

GoMath data will be analyzed to determine the progress and/or the need for additional support for struggling math students.

Person Responsible

Kim McFarland

Schedule

Biweekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

GoMath assessment data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Data will be reviewed and analyzed at monthy team meetings with administration

Person Responsible

Kim McFarland

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Data will indicate the progress of struggling math students

G3. As we begin a more complex state measure of reading, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores. `1`

G047048

G3.B1 New curriculum, state standards, state assessment `2`

B116997

G3.B1.S1 Additional training with collegial planning to support implementation `4`

S128700

Strategy Rationale

Training and support is needed to effectively implement the new curriculum, understanding the state standards, and preparing for the new assessment

Action Step 1 `5`

Attend all district training opportunities

Person Responsible

Kim McFarland

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Attendance records

Action Step 2 `5`

Team meetings

Person Responsible

Kim McFarland

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Team minutes collected by principal

Action Step 3 `5`

Team planning days

Person Responsible

Kim McFarland

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Team minutes collected by principal

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Agendas and minutes will reflect strategies for effective implementation of standards and curriculum.

Person Responsible

Kim McFarland

Schedule

Monthly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Agendas and minutes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Walkthroughs, observations, progress monitoring

Person Responsible

Kim McFarland

Schedule

Monthly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Walkthroughs, observations, progress monitoring

G3.B2 Meeting the needs of struggling readers 2

G3.B2.S1 Provide Tier 2 and Tier 3 interventions as needed 4

Strategy Rationale

Struggling readers (based on FCAT data) need additional support and instruction

Action Step 1 5

We are going to progress monitor struggling readers weekly using AIMSWeb data.

Person Responsible

Lisa Crowe

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

AIMSWeb data

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

AIMSWeb data will be analyzed to determine the progress and/or additional need for support of struggling readers.

Person Responsible

Lisa Crowe

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

AIMSWeb data

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Data will be reviewed and analyzed at monthly team meetings with administration and reading coach.

Person Responsible

Kim McFarland

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Data will indicate the progress of struggling readers.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Attend all district training opportunities	McFarland, Kim	8/18/2014	Attendance records	6/1/2015 monthly
G3.B2.S1.A1	We are going to progress monitor struggling readers weekly using AIMSWeb data.	Crowe, Lisa	8/18/2014	AIMSWeb data	6/1/2015 weekly
G2.B1.S1.A1	Attend all district training opportunities	McFarland, Kim	8/18/2014	Attendance records	6/1/2015 monthly
G2.B2.S1.A1	We are going to progress monitor struggling math students using GoMath chapter assessments.	McFarland, Kim	8/18/2014	GoMath chapter assessments	6/1/2015 monthly
G1.B1.S1.A1	Teachers will provide opportunities for science exposure and exploration through field trips, guest speakers and the Science Olympiad.	McFarland, Kim	8/18/2014	Field trips, guest speakers and participation in the Science Olympiad	6/1/2015 monthly
G3.B1.S1.A2	Team meetings	McFarland, Kim	8/18/2014	Team minutes collected by principal	6/1/2015 monthly
G2.B1.S1.A2	Team meetings	McFarland, Kim	8/18/2014	Team minutes collected by principal	6/1/2015 monthly
G2.B2.S1.A2	We are going to reteach and reassess students who score below 80% on their initial assessment.	McFarland, Kim	8/18/2014	Reassessment scores	6/1/2015 biweekly
G3.B1.S1.A3	Team planning days	McFarland, Kim	8/18/2014	Team minutes collected by principal	6/1/2015 monthly
G1.MA1	District assessments	McFarland, Kim	8/18/2014	District assessments	6/1/2015 quarterly
G1.B1.S1.MA1	Teachers and administrators will monitor the opportunities provided and the participation of students in science-related events and activities.	McFarland, Kim	8/18/2014	Lesson plans will indicate the number of science-related field trips and guest speakers. Participation in the Science Olympiad will be monitored.	6/1/2015 monthly
G1.B1.S1.MA1	Field trip requests and guest speaker plans will be reviewed by the principal	McFarland, Kim	8/18/2014	Field trip requests and guest speaker schedules	6/1/2015 monthly
G2.MA1	SM5, ThinkCentral, GoMath	McFarland, Kim	8/18/2014	SM5, ThinkCentral, GoMath	6/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Attendance at district and state workshops; in-school professional development attendance forms	McFarland, Kim	8/18/2014	Attendance rosters	6/1/2015 monthly
G2.B1.S1.MA1	Agendas and minutes	McFarland, Kim	8/18/2014	Agendas and minutes will reflect strategies for effective implementation of standards and curriculum	6/1/2015 monthly
G2.B2.S1.MA1	Data will be reviewed and analyzed at monthy team meetings with administration	McFarland, Kim	8/18/2014	Data will indicate the progress of struggling math students	6/1/2015 monthly
G2.B2.S1.MA1	GoMath data will be analyzed to determine the progress and/or the need for additional support for struggling math students.	McFarland, Kim	8/18/2014	GoMath assessment data	6/1/2015 biweekly
G3.MA1	SM5, STAR/AR, Wonders assessments	McFarland, Kim	8/18/2014	SM5, STAR/AR, Wonders assessments	6/1/2015 monthly
G3.B1.S1.MA1	Walkthroughs, observations, progress monitoring	McFarland, Kim	8/11/2014	Walkthroughs, observations, progress monitoring	6/1/2015 monthly
G3.B1.S1.MA1	Agendas and minutes will reflect strategies for effective implementation of standards and curriculum.	McFarland, Kim	8/11/2014	Agendas and minutes	6/1/2015 monthly
G3.B2.S1.MA1	Data will be reviewed and analyzed at monthly team meetings with administration and reading coach.	McFarland, Kim	8/18/2014	Data will indicate the progress of struggling readers.	6/1/2015 monthly
G3.B2.S1.MA1	AIMSWeb data will be analyzed to determine the progress and/or additional need for support of struggling readers.	Crowe, Lisa	8/18/2014	AIMSWeb data	6/1/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G2. As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores.

G2.B1 New curriculum, introduction of standards, new assessment for grades 3-5

G2.B1.S1 Additional training with collegial planning to support implementation

PD Opportunity 1

Attend all district training opportunities

Facilitator

District personnel

Participants

All teachers

Schedule

Monthly, from 8/18/2014 to 6/1/2015

PD Opportunity 2

Team meetings

Facilitator

Team leaders

Participants

Grade level teams

Schedule

Monthly, from 8/18/2014 to 6/1/2015

G3. As we begin a more complex state measure of reading, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores.

G3.B1 New curriculum, state standards, state assessment

G3.B1.S1 Additional training with collegial planning to support implementation

PD Opportunity 1

Attend all district training opportunities

Facilitator

District personnel

Participants

All teachers

Schedule

Monthly, from 8/18/2014 to 6/1/2015

PD Opportunity 2

Team meetings

Facilitator

Team leaders

Participants

Grade level teams

Schedule

Monthly, from 8/18/2014 to 6/1/2015

PD Opportunity 3

Team planning days

Facilitator

Team leaders

Participants

Grade level teams

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 3: As we begin a more complex state measure of reading, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores.	4,683
Grand Total	**4,683**

Goal 3: As we begin a more complex state measure of reading, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores.		
Description	**Source**	**Total**
B1.S1.A3 - TEC Funds used for planning days.	Title II	4,683
Total Goal 3		**4,683**