

Ashton Elementary School



2014-15 School Improvement Plan

Ashton Elementary School

5110 ASHTON RD, Sarasota, FL 34233

www.sarasotacountyschools.net/ashton

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
34%

Alternative/ESE Center
No

Charter School
No

Minority
24%

School Grades History

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

School Board Approval

This plan was approved by the Sarasota 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>.

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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 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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Ashton Elementary is to help all students become productive citizens through staff, student, parent and community involvement.

Provide the school's vision statement

We believe that each child is entitled to reach his/her fullest potential. We commit ourselves to developing and maintaining a school environment which encourages this growth.

School Environment

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

Upon registering, all families are given the Home-Language Survey to collect information. When applicable, documents are sent to families in their native languages. Students that qualify for ESOL program participate daily to weekly with this program. ESOL nights are planned throughout the year to celebrate diversity among our families. Our ESE Liaison coordinates multiple events for students as well as continually collaborating with and updating staff on the needs of these students. In addition, our counselors hold regular lunches with students new to Ashton to build relationships with them.

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

All guests are required to use the RAPTOR system when coming on campus. In addition Ashton has a Safe and Orderly committee of staff and parents that continually look at and address the safety needs and concerns of the school. The group has taken a proactive approach to coordinate with the District Director of School Security to address these concerns. Ashton also has taken proactive measures to reduce instances of bullying through its counseling and related programs and classes.

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

Ashton has a comprehensive PBS plan. School-wide expectations are posted throughout the school. In addition, we hold regular events to reinforce and encourage positive behavior. These include quarterly celebrations, weekly prizes, and family events. Routines and structures are evident throughout the school. Staff also have a structured process for students in need of disciplinary consequences that focuses on modifying the behavior through school and home collaboration.

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

Ashton offers numerous counseling classes for our students. These range from individualized to small group to whole class. Furthermore, all Kindergarten students receive counseling as part of their Specials offerings.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

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

Approximatey 93% of families will be involved in school activities

Approximatey 85% Parents will become familiar with the utilization of online school resources

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

The school and the PTO have an active and flourishing relationship with the community and local business. Ashton has numerous events and activities that are designed to be supported by and in collaboration with the local community and related businesses. Ashton has an extensive list of business partners who work collaboratively with the school to help generate resources to support the overall academic and extra-curricular efforts of the school population.

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
Renouf, Christopher	Principal
Ruscoe, Jacob	Assistant Principal
Capilla, Ileana	Guidance Counselor
Larson, Carmen	Guidance Counselor
Morton, Sherri	Teacher, ESE

Duties

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

- Chris Renouf - Administrative Support
- Jacob Ruscoe - Administrative Support
- Ileana Capilla - Group Facilitator
- Sherri Morton - ESE Liaison/Record Keeper
- Carmen Larson - Counseling Support

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 team meets regularly each Tuesday to discuss individual students and their progress toward the grade level curriculum. This multi-disciplinary team is responsible for aligning needs of the students to specific interventions and instruction. The members of the RTI team meet weekly with grade level teams to discuss student progress.

Title II funds will be used to support goals requiring professional development.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Chris Renouf	Principal
Stacy Sanders	Teacher
Sherri Morton	Teacher
Hope Flemming	Teacher
Theresa Zebkar	Parent
Keith Baker	Parent
Michelle Borrero	Parent
Laura Dethloff	Business/Community
Melissa Giovanni	Teacher
Lynne Hall	Teacher
Alysia Mitten	Parent
Ana Palacio	Parent
Michele Ralich	Education Support Employee
Maria Rizzo	Parent
Tracey Schlosser	Teacher
Rita Spada	Teacher
Jim Studebaker	Parent
Joan Tracey	Teacher
Nancy Vafeas	Parent
Cindy Rosenberg	Business/Community
Student Ambassador	Student
Student Ambassadors	Student

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

Ashton made great strides towards their goals. We had increases in grades 3 and 5 reading performance as well as an increase in learning gains for reading and math.

Development of this school improvement plan

All school data and goals are reviewed with SAC for input. Members are encouraged to offer input to the plan. Furthermore, the final plan is reviewed with all members for approval before being submitted to the State.

Preparation of the school's annual budget and plan

The annual budget is reviewed and approved annually by SAC. In addition, the monitor the spending of SIP funds as well as the operating and supplement budget of the school.

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

Total amount \$4,190.00

Approx amounts to be sent on each:

\$1396 - Instructional materials

\$1396 - Professional development

\$1396 - Recognition

SAC agreed to allow funds to fluctuate between the 3 categories as needed

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
Ahles, Sandy	Teacher, K-12
Boyajian, Sandy	Teacher, K-12
Peer, Doris	Teacher, K-12
Phillips, Kelly	Teacher, K-12
Reifert, Kim	Teacher, K-12
Renouf, Christopher	Principal
Ruscoe, Jacob	Assistant Principal
Sanders, Stacy	Teacher, K-12
Ward, Mary	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

- Use of Reading Wonders
- Implementation of Florida Standards
- Identify remedial students
- Literacy Night @ Barnes and Noble
- Reading Counts Incentives
- Book Fair Nights
- Principal Book Club

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

Our school has regular CPT sessions. These sessions are driven directly by the instructional needs of our staff. Teachers have the opportunity to collaborate together regarding student data, curriculum, behavioral needs, and professional development. The teachers elect to meet on a regular basis to

receive additional training from administration and district support staff on areas they deem important for improving student achievement.

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

Administration is responsible for:

- * Hiring based on knowledge and demonstration of best practices. We hired two new instructional staff members. Both displayed documented, high levels of performance in their prior schools. Our team focused on student data results and implementation of effective instructional strategies when making our selections.
- * Establishing high standards and maintaining open communication involving all stakeholders.

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

We have one teacher who is new and participating in our SCIP mentoring program. This follows district criteria to establish support for the new teacher as well as to provide administration with documented evidence of highly effective strategies and instruction provided by the teacher to her students.

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

The school uses district adopted curriculum materials for core instruction. Grade level teams also use the district created Instructional Focus Guides to select appropriate resources aligned to the Florida 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

Our teachers plan to create common assessments. All performance data is required on progress monitoring spreadsheets which is reviewed with the teacher on a regular basis at Teacher Support Team meetings. During this process students of need are identified as well as the intervention strategies or next steps to implement to help these students achieve proficiency on state assessments.

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: Extended School Day

Minutes added to school year: 21,900

We offer an array of enrichment and academic opportunities to enhance the overall child. These include but not limited to: Spanish, Violin, Chorus, Drama, Tennis, Mileage Club, and Scouts.

Strategy Rationale

Enrichment opportunities have been documented to increase student's cognitive ability. As such, we offer an array of these opportunities for our students here on campus.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ruscoe, Jacob, jacob.ruscoe@sarasotacountyschools.net

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

Performance based tasks from each enrichment opportunity are presented to demonstrate mastery and effectiveness of the programs.

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

Our school implements a screening program over the summer to identify student readiness and allows teachers to instruct at appropriate levels. We also offer tours of our facility to better prepare families for the transition. Our primary teachers are well versed in the developmental needs of early childhood development for their students and integrate these into their daily program.

Our staff collaborates with the local middle schools for a smooth transition for our exiting 5th grade students. In addition, transition and articulation meetings are held with our support staff and that of Sarasota Middle School to ensure that services are in place and a sound academic plan is in place to meet the needs of our students.

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.** By the year 2015, there will be a minimum percentage increase in Reading to reflect the AMO target of each subgroup.
- G2.** By the year 2015, there will be a minimum percentage increase in Math to reflect the AMO target of each subgroup.
- G3.** By the year 2015, there will be a minimum percentage point increase for all student subgroups towards the demonstration of reading proficiency to reflect the AMO Target.
- G4.** By the year 2015, there will be a minimum percentage point increase for all student subgroups towards the demonstration of Math proficiency to reflect the AMO Target.
- G5.** By the year 2015, there will be a minimum percentage point increase in the number of students demonstrating a learning gain in the lowest quartile to reflect attainment of the AMO goals.
- G6.** By the year 2015, there will be a minimum percentage point increase in the number of students demonstrating a learning gain to reflect attainment of the AMO goals.
- G7.** By the year 2015, there will be a reduction of suspensions from the previous year. The current percentage of suspensions is 10% or less, so the school will maintain or decrease the percentage.

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. By the year 2015, there will be a minimum percentage increase in Reading to reflect the AMO target of each subgroup. **1a**

G037927

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	88.0
AMO Reading - Hispanic	85.0
AMO Reading - SWD	55.0
AMO Reading - ED	80.0

Resources Available to Support the Goal **2**

- Reading Wonders Professional Development; CPT Sessions; TST Sessions; Literacy Nights; ACE Tutoring; Reading Remediation Support

Targeted Barriers to Achieving the Goal **3**

- Scheduling; New Material and Standards (Depth and Scope); Gaps in Student Achievement

Plan to Monitor Progress Toward G1. **8**

Individual TST/Data sessions ;
Student Achievement Data

Person Responsible

Christopher Renouf

Schedule

Quarterly, from 10/7/2014 to 5/18/2015

Evidence of Completion

TST Review Notes

G2. By the year 2015, there will be a minimum percentage increase in Math to reflect the AMO target of each subgroup. 1a

G037928

Targets Supported 1b

Indicator	Annual Target
AMO Math - SWD	57.0

Resources Available to Support the Goal 2

- New Encore Materials CPT - Team planning District and School Professional Development

Targeted Barriers to Achieving the Goal 3

- Reduced professional development funding Limited support staff allocation Lack of alignment with series to Florida Standards

Plan to Monitor Progress Toward G2. 8

Individual Data Checks with ALL teachers to monitor student progress

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

Final student achievement data Ongoing progress monitoring

G3. By the year 2015, there will be a minimum percentage point increase for all student subgroups towards the demonstration of reading proficiency to reflect the AMO Target. 1a

G037931

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	87.0

Resources Available to Support the Goal 2

- Reading Wonders Series FSA Practice Materials

Targeted Barriers to Achieving the Goal 3

- Instructional Time with 2 hour ELA Block; Current High Performance

Plan to Monitor Progress Toward G3. 8

Review with teams and team leaders;
Feedback from staff

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

CPT and Team eader Notes; Staff Feedback

G4. By the year 2015, there will be a minimum percentage point increase for all student subgroups towards the demonstration of Math proficiency to reflect the AMO Target. 1a

G046664

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	80.0

Resources Available to Support the Goal 2

- 1. Horizontal and vertical planning 2. Use of supplementary curriculum

Targeted Barriers to Achieving the Goal 3

- 1. Time to collaborate and create common assessments 2. Lack of alignment of current series to Florida Standards

Plan to Monitor Progress Toward G4. 8

1. Pride Documentation
2. Student Achievement Data

Person Responsible

Christopher Renouf

Schedule

Daily, from 8/18/2014 to 5/26/2015

Evidence of Completion

1. Review of ongoing observation form 2. Progress monitoring spreadsheet 3. FSA Results

G5. By the year 2015, there will be a minimum percentage point increase in the number of students demonstrating a learning gain in the lowest quartile to reflect attainment of the AMO goals. 1a

G037932

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	65.0
Math Lowest 25% Gains	71.0

Resources Available to Support the Goal 2

- Reading Wonders Series; Reading Remediation Support Envision Series Encore Support

Targeted Barriers to Achieving the Goal 3

- Reduced professional development funding Limited support staff allocation

Plan to Monitor Progress Toward G5. 8

Feedback on TST Sessions

Student Achievement Data Review form Remediation Programs

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

Feedback Cards; Student Data Products from planning sessions

G6. By the year 2015, there will be a minimum percentage point increase in the number of students demonstrating a learning gain to reflect attainment of the AMO goals. 1a

G037934

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	80.0
Math Gains	82.0

Resources Available to Support the Goal 2

- Supplemental Math Materials; PD Opportunities Reading Wonders Series ACE program

Targeted Barriers to Achieving the Goal 3

- Reduced professional development funding Limited support staff allocation Lack of alignment with series to Florida Standards

Plan to Monitor Progress Toward G6. 8

Quarterly review of progress;
TST Documentation;
Student Achievement Review

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

TST Notes; Student Achievement Data

G7. By the year 2015, there will be a reduction of suspensions from the previous year. The current percentage of suspensions is 10% or less, so the school will maintain or decrease the percentage. 1a

G037936

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	8.0

Resources Available to Support the Goal 2

- PBS Program

Targeted Barriers to Achieving the Goal 3

- Family Situations; Learned Behaviors

Plan to Monitor Progress Toward G7. 8

Ongoing Review of project completion

Person Responsible

Jacob Ruscoe

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

Final PBS Review of activities and events

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. By the year 2015, there will be a minimum percentage increase in Reading to reflect the AMO target of each subgroup. **1**

 G037927

G1.B1 Scheduling; New Material and Standards (Depth and Scope); Gaps in Student Achievement **2**

 B091211

G1.B1.S1 1. Creative Scheduling to increase instructional remediation; 2. Ongoing professional development to address new series and continuous collaboration to implement effective strategies and resources; 3. Reading remediation groups; TST sessions; CPT Sessions all aimed at identifying areas of weakness **4**

 S102095

Strategy Rationale

Continued focus on new FSA standards and Depth of Knowledge will allow for increased rigor and quality instruction.

Action Step 1 **5**

Organization of Schedules;
Organization and facilitation of PD and Data review;
Ongoing monitoring of remediation and intervention strategies

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

Completed schedules; Professional Development Sessions; TST Sessions

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

Continual review of schedules and PD sessions offered as well as the implementation of interventions and related resources.

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

PD Training; Data Sessions; CPT Sessions; Schedule Implementation

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

Student Achievement Results;
Teacher Feedback

Person Responsible

Christopher Renouf


Schedule

Monthly, from 8/18/2014 to 5/26/2015


Evidence of Completion

Studenta Achievement Results; Feedback Cards


G2. By the year 2015, there will be a minimum percentage increase in Math to reflect the AMO target of each subgroup. **1**

 G037928

G2.B1 Reduced professional development funding Limited support staff allocation Lack of alignment with series to Florida Standards **2**

 B091212

G2.B1.S1 1. Use of staffing resources already in place; 2. CPT brainstorming; 3. Collaborative planning to develop scope and assessments **4**

 S102096

Strategy Rationale

Teams need collaborative time to organize and develop the best instructional delivery method as well as assessments.

Action Step 1 **5**

Collaboration with teams;
Team Leader curriculum planning;
Ongoing review of data
Vertical and Horizontal planning

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

Team Notes Documentation; TST Sessions

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

Monthly Team Leader meetings to address needs;
Regular data reviews to discuss success
Review of instruction and assessments

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

Data documentation PRIDE Observations

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

Review of data results
Feedback from teachers
Final planning products

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/18/2014 to 5/26/2015


Evidence of Completion

Overall student data achievement


G3. By the year 2015, there will be a minimum percentage point increase for all student subgroups towards the demonstration of reading proficiency to reflect the AMO Target. 1

 G037931

G3.B1 Instructional Time with 2 hour ELA Block; Current High Performance 2

 B091215

G3.B1.S1 1. Integration of of best practice ELA Block; 2. Weekly typing skills 3. Daily writing across content areas 4

 S102099

Strategy Rationale

Our students need exposure to and practice with these new methods of proficiency demonstration in order to show the skills needed for mastery.

Action Step 1 5

Ongoing Reading Wonders Training;
Implementation of daily writing and weekly typing skills

Person Responsible

Christopher Renouf

Schedule

Daily, from 8/18/2014 to 5/26/2015

Evidence of Completion

Training Documentation; Student performance in typing programs Writing demonstrations by students

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

Monitoring and participation in trainings;

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

Training logs; TST review notes

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

Student achievement data review;

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

Student Achievement Data;

G4. By the year 2015, there will be a minimum percentage point increase for all student subgroups towards the demonstration of Math proficiency to reflect the AMO Target. 1

G046664

G4.B1 1. Time to collaborate and create common assessments 2. Lack of alignment of current series to Florida Standards 2

B115768

G4.B1.S1 1. Teams will plan horizontally and vertically to create a framework for instruction and assessments 4

S127443

Strategy Rationale

Teachers and students need a specific plan to address the Florida standards in math since the current text series does not align to the new standards.

Action Step 1 5

Monitoring of Planning Sessions

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

Planning notes Products produced from planning sessions

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Review and monitoring of implementation through observations and walk throughs

Person Responsible

Christopher Renouf

Schedule

Daily, from 8/18/2014 to 5/26/2015

Evidence of Completion

PRIDE Documentation

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Teacher Observations
Student Achievement Data

Person Responsible

Christopher Renouf


Schedule

Daily, from 8/18/2014 to 5/26/2015


Evidence of Completion

1. PRIDE Documentation 2. Student Achievement Data


G5. By the year 2015, there will be a minimum percentage point increase in the number of students demonstrating a learning gain in the lowest quartile to reflect attainment of the AMO goals. 1

 G037932

G5.B1 Reduced professional development funding Limited support staff allocation 2

 B091216

G5.B1.S1 1. Teacher Support Team Monitoring; 2. ACE and Student Remediation; 3. CPT training sessions on interventions and instructional support 4

 S102100

Strategy Rationale

We need to take a hands-on collaborative approach to identify and target both the students in need as well as the instructional and assessment methods to be used.

Action Step 1 5

Review of all student data;
Ongoing collaboration with constant reviews by teachers and admin to gage effectiveness

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

TST Session Notes CPT and vertical and horizontal planning documentation

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Administration will personally facilitate all sessions;
Administration will oversee the scheduling and implementation of remediation activities and planning sessions

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

TST Notes; Remediation Activities and schedules Planning sessions

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

TST Feedback;
Student Achievement Data
Vertical/horizontal planning products

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

Learning Gains Data

G6. By the year 2015, there will be a minimum percentage point increase in the number of students demonstrating a learning gain to reflect attainment of the AMO goals. 1

G037934

G6.B1 Reduced professional development funding Limited support staff allocation Lack of alignment with series to Florida Standards 2

B091218

G6.B1.S1 1. Differentiated Instruction; 2. Implementation of Research Based Math Strategies and Programs 3. ACE Tutoring 4. Vertical and Horizontal Planning 4

S102102

Strategy Rationale

With limited resources and the change in standards we need a consistent and systematic approach to our instructional practice and delivery models.

Action Step 1 5

Pride Observations;
Focused Math Scheduling;
Ongoing PD on math strategies
FSA/ELA/Math Strategies

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

Pride Documentation; Master Schedule; PD Documentation Planning products

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Pride Observation
Data Review Sessions (TST)
Product Documentation

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

Observation Documentation; TST Notes Planning Products

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Student Data Review;
Feedback from staff

Person Responsible

Christopher Renouf

Schedule

Monthly, from 8/18/2014 to 5/26/2015


Evidence of Completion

Final Student Achievement Data; Feedback Cards

G7. By the year 2015, there will be a reduction of suspensions from the previous year. The current percentage of suspensions is 10% or less, so the school will maintain or decrease the percentage. 1

 G037936

G7.B1 Family Situations; Learned Behaviors 2

 B091220

G7.B1.S1 1. PBS School-wide Recognition Programs 2. School Wide Expectations 4

 S102104

Strategy Rationale

If we teach and model appropriate behaviors and provide motivation and reinforcement then students will work to attain those goals.

Action Step 1 5

Continued Implementation of School-wide Recognition program for Positive Behavior

Person Responsible

Jacob Ruscoe

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

Organized Activities

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Collaboration to implement a school-wide program

Person Responsible

Jacob Ruscoe

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

PBS Notes

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Student and Staff Feedback;
 Suspension Reduction

Person Responsible

Jacob Ruscoe

Schedule

Monthly, from 8/18/2014 to 5/26/2015

Evidence of Completion

Survey Cards; Discipline Records

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
G1.B1.S1.A1	Organization of Schedules; Organization and facilitation of PD and Data review; Ongoing monitoring of remediation and intervention strategies	Renouf, Christopher	8/18/2014	Completed schedules; Professional Development Sessions; TST Sessions	5/26/2015 monthly
G2.B1.S1.A1	Collaboration with teams; Team Leader curriculum planning; Ongoing review of data Vertical and Horizontal planning	Renouf, Christopher	8/18/2014	Team Notes Documentation; TST Sessions	5/26/2015 monthly
G3.B1.S1.A1	Ongoing Reading Wonders Training; Implementation of daily writing and weekly typing skills	Renouf, Christopher	8/18/2014	Training Documentation; Student performance in typing programs Writing demonstrations by students	5/26/2015 daily
G5.B1.S1.A1	Review of all student data; Ongoing collaboration with constant reviews by teachers and admin to gage effectiveness	Renouf, Christopher	8/18/2014	TST Session Notes CPT and vertical and horizontal planning documentation	5/26/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S1.A1	Pride Observations; Focused Math Scheduling; Ongoing PD on math strategies FSA/ELA/Math Strategies	Renouf, Christopher	8/18/2014	Pride Documentation; Master Schedule; PD Documentation Planning products	5/26/2015 monthly
G7.B1.S1.A1	Continued Implementation of School-wide Recognition program for Positive Behavior	Ruscoe, Jacob	8/18/2014	Organized Activities	5/26/2015 monthly
G4.B1.S1.A1	Monitoring of Planning Sessions	Renouf, Christopher	8/18/2014	Planning notes Products produced from planning sessions	5/26/2015 monthly
G1.MA1	Individual TST/Data sessions ; Student Achievemnt Data	Renouf, Christopher	10/7/2014	TST Review Notes	5/18/2015 quarterly
G1.B1.S1.MA1	Student Achievement Results; Teacher Feedback	Renouf, Christopher	8/18/2014	Studenta Achievement Results; Feedback Cards	5/26/2015 monthly
G1.B1.S1.MA1	Continual review of schedules and PD sessions offered as well as the implementation of interventions and related resources.	Renouf, Christopher	8/18/2014	PD Training; Data Sessions; CPT Sessions; Schedule Implementation	5/26/2015 monthly
G2.MA1	Individual Data Checks with ALL teachers to monitor student progress	Renouf, Christopher	8/18/2014	Final student achievement data Ongoing progress monitoring	5/26/2015 monthly
G2.B1.S1.MA1	Review of data results Feedback from teachers Final planning products	Renouf, Christopher	8/18/2014	Overall student data achievement	5/26/2015 monthly
G2.B1.S1.MA1	Monthly Team Leader meetings to address needs; Regular data reviews to discuss success Review of instruction and assessments	Renouf, Christopher	8/18/2014	Data documentation PRIDE Observations	5/26/2015 monthly
G3.MA1	Review with teams and team leaders; Feedback from staff	Renouf, Christopher	8/18/2014	CPT and Team eader Notes; Staff Feedback	5/26/2015 monthly
G3.B1.S1.MA1	Student achievement data review;	Renouf, Christopher	8/18/2014	Student Achievement Data;	5/26/2015 monthly
G3.B1.S1.MA1	Monitoring and participation in trainings;	Renouf, Christopher	8/18/2014	Training logs; TST review notes	5/26/2015 monthly
G4.MA1	1. Pride Documentation 2. Student Achievement Data	Renouf, Christopher	8/18/2014	1. Review of ongoing observation form 2. Progress monitoring spreadsheet 3. FSA Results	5/26/2015 daily
G4.B1.S1.MA1	Teacher Observations Student Achievement Data	Renouf, Christopher	8/18/2014	1. PRIDE Documentation 2. Student Achievement Data	5/26/2015 daily
G4.B1.S1.MA1	Review and monitoring of implementation through observations and walk throughs	Renouf, Christopher	8/18/2014	PRIDE Documentation	5/26/2015 daily
G5.MA1	Feedback on TST Sessions Student Achievemnt Data Review form Remediation Programs	Renouf, Christopher	8/18/2014	Feedback Cards; Student Data Products from planning sessions	5/26/2015 monthly
G5.B1.S1.MA1	TST Feedback; Student Achievement Data Vertical/horizontal planning products	Renouf, Christopher	8/18/2014	Learning Gains Data	5/26/2015 monthly
G5.B1.S1.MA1	Administration will personally facilitate all sessions; Administration will oversee the scheduling and implementation of remediation activities and planning sessions	Renouf, Christopher	8/18/2014	TST Notes; Remediation Activities and schedules Planning sessions	5/26/2015 monthly
G6.MA1	Quarterly review of progress; TST Documentation; Student Achievement Review	Renouf, Christopher	8/18/2014	TST Notes; Student Achievement Data	5/26/2015 monthly
G6.B1.S1.MA1	Student Data Review; Feedback from staff	Renouf, Christopher	8/18/2014	Final Student Achievement Data; Feedback Cards	5/26/2015 monthly
G6.B1.S1.MA1	Pride Observation Data Review Sessions (TST) Product Documentation	Renouf, Christopher	8/18/2014	Observation Documentation; TST Notes Planning Products	5/26/2015 monthly
G7.MA1	Ongoing Review of project completion	Ruscoe, Jacob	8/18/2014	Final PBS Review of activities and events	5/26/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B1.S1.MA1	Student and Staff Feedback; Suspension Reduction	Ruscoe, Jacob	8/18/2014	Survey Cards; Discipline Records	5/26/2015 monthly
G7.B1.S1.MA1	Collaboration to implement a school-wide program	Ruscoe, Jacob	8/18/2014	PBS Notes	5/26/2015 monthly

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 Opportunities

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

G1. By the year 2015, there will be a minimum percentage increase in Reading to reflect the AMO target of each subgroup.

G1.B1 Scheduling; New Material and Standards (Depth and Scope); Gaps in Student Achievement

G1.B1.S1 1. Creative Scheduling to increase instructional remediation; 2. Ongoing professional development to address new series and continuous collaboration to implement effective strategies and resources; 3. Reading remediation groups; TST sessions; CPT Sessions all aimed at identifying areas of weakness

PD Opportunity 1

Organization of Schedules; Organization and facilitation of PD and Data review; Ongoing monitoring of remediation and intervention strategies

Facilitator

Administration

Participants

Administration

Schedule

Monthly, from 8/18/2014 to 5/26/2015

G2. By the year 2015, there will be a minimum percentage increase in Math to reflect the AMO target of each subgroup.

G2.B1 Reduced professional development funding Limited support staff allocation Lack of alignment with series to Florida Standards

G2.B1.S1 1. Use of staffing resources already in place; 2. CPT brainstorming; 3. Collaborative planning to develop scope and assessments

PD Opportunity 1

Collaboration with teams; Team Leader curriculum planning; Ongoing review of data Vertical and Horizontal planning

Facilitator

Administration

Participants

Administration

Schedule

Monthly, from 8/18/2014 to 5/26/2015

G3. By the year 2015, there will be a minimum percentage point increase for all student subgroups towards the demonstration of reading proficiency to reflect the AMO Target.

G3.B1 Instructional Time with 2 hour ELA Block; Current High Performance

G3.B1.S1 1. Integration of of best practice ELA Block; 2. Weekly typing skills 3. Daily writing across content areas

PD Opportunity 1

Ongoing Reading Wonders Training; Implementation of daily writing and weekly typing skills

Facilitator

Administration

Participants

Administration

Schedule

Daily, from 8/18/2014 to 5/26/2015

G4. By the year 2015, there will be a minimum percentage point increase for all student subgroups towards the demonstration of Math proficiency to reflect the AMO Target.

G4.B1 1. Time to collaborate and create common assessments 2. Lack of alignment of current series to Florida Standards

G4.B1.S1 1. Teams will plan horizontally and vertically to create a framework for instruction and assessments

PD Opportunity 1

Monitoring of Planning Sessions

Facilitator

Kelly Ellington

Participants

Select teachers

Schedule

Monthly, from 8/18/2014 to 5/26/2015

G5. By the year 2015, there will be a minimum percentage point increase in the number of students demonstrating a learning gain in the lowest quartile to reflect attainment of the AMO goals.

G5.B1 Reduced professional development funding Limited support staff allocation

G5.B1.S1 1. Teacher Support Team Monitoring; 2. ACE and Student Remediation; 3. CPT training sessions on interventions and instructional support

PD Opportunity 1

Review of all student data; Ongoing collaboration with constant reviews by teachers and admin to gauge effectiveness

Facilitator

Administration

Participants

Administration and Teachers

Schedule

Monthly, from 8/18/2014 to 5/26/2015

G6. By the year 2015, there will be a minimum percentage point increase in the number of students demonstrating a learning gain to reflect attainment of the AMO goals.

G6.B1 Reduced professional development funding Limited support staff allocation Lack of alignment with series to Florida Standards

G6.B1.S1 1. Differentiated Instruction; 2. Implementation of Research Based Math Strategies and Programs 3. ACE Tutoring 4. Vertical and Horizontal Planning

PD Opportunity 1

Pride Observations; Focused Math Scheduling; Ongoing PD on math strategies FSA/ELA/Math Strategies

Facilitator

Administration

Participants

Administration

Schedule

Monthly, from 8/18/2014 to 5/26/2015

G7. By the year 2015, there will be a reduction of suspensions from the previous year. The current percentage of suspensions is 10% or less, so the school will maintain or decrease the percentage.

G7.B1 Family Situations; Learned Behaviors

G7.B1.S1 1. PBS School-wide Recognition Programs 2. School Wide Expectations

PD Opportunity 1

Continued Implementation of School-wide Recognition program for Positive Behavior

Facilitator

Jacob Ruscoe

Participants

All Staff

Schedule

Monthly, from 8/18/2014 to 5/26/2015

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 1: By the year 2015, there will be a minimum percentage increase in Reading to reflect the AMO target of each subgroup.	3,260
Goal 2: By the year 2015, there will be a minimum percentage increase in Math to reflect the AMO target of each subgroup.	1,600
Goal 3: By the year 2015, there will be a minimum percentage point increase for all student subgroups towards the demonstration of reading proficiency to reflect the AMO Target.	500
Goal 4: By the year 2015, there will be a minimum percentage point increase for all student subgroups towards the demonstration of Math proficiency to reflect the AMO Target.	4,000
Goal 7: By the year 2015, there will be a reduction of suspensions from the previous year. The current percentage of suspensions is 10% or less, so the school will maintain or decrease the percentage.	1,360
Grand Total	10,720

Goal 1: By the year 2015, there will be a minimum percentage increase in Reading to reflect the AMO target of each subgroup.

Description	Source	Total
B1.S1.A1 - District funded Initiative	Other	2,000
B1.S1.A1 - Subs for planning	School Improvement Funds	500
B1.S1.A1 - Instructional materials to support student achievement	School Improvement Funds	760
Total Goal 1		3,260

Goal 2: By the year 2015, there will be a minimum percentage increase in Math to reflect the AMO target of each subgroup.

Description	Source	Total
B1.S1.A1 - District Funded Train the trainer for Math	Other	500
B1.S1.A1 - District funded as mentioned in Reading for planning sessions	Other	500
B1.S1.A1 - Instructional materials to support student achievement	School Improvement Funds	600
Total Goal 2		1,600

Goal 3: By the year 2015, there will be a minimum percentage point increase for all student subgroups towards the demonstration of reading proficiency to reflect the AMO Target.

Description	Source	Total
B1.S1.A1 - Subs for training (teachers train teachers)	School Improvement Funds	500
Total Goal 3		500

Goal 4: By the year 2015, there will be a minimum percentage point increase for all student subgroups towards the demonstration of Math proficiency to reflect the AMO Target.

Description	Source	Total
B1.S1.A1 - PTO funded for subs for collaborative planning across teams	Other	2,000
B1.S1.A1 - District funded vertical and horizontal planning	Other	2,000
Total Goal 4		4,000

Goal 7: By the year 2015, there will be a reduction of suspensions from the previous year. The current percentage of suspensions is 10% or less, so the school will maintain or decrease the percentage.

Description	Source	Total
B1.S1.A1 - Recognition and events to support PBS Program	School Improvement Funds	1,360
Total Goal 7		1,360