

Vero Beach Elementary School



2014-15 School Improvement Plan

Vero Beach Elementary School

1770 12TH ST, Vero Beach, FL 32960

www.indianriverschools.org

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
86%

Alternative/ESE Center
No

Charter School
No

Minority
62%

School Grades History

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

School Board Approval

This plan is pending approval by the Indian River County School Board.

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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Vero Beach Elementary School, we are Valuable Believers in Education who empower students to be college, career and community ready through rigorous and relevant instructional tasks which inspire critical thinking, independent problem-solving, and stimulate natural curiosity. We build relationships as a collaborative community of environmentally conscious, lifelong learners who value and respect themselves, pursue academic excellence with vigor, and contribute positively to the world around them.

Provide the school's vision statement

We Value a shared Belief in Education. We empower all students to achieve at high levels. We Teach like Champions to Create Champions. We are Team VBE!

School Environment

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

At Vero Beach Elementary School, we are committed to building an awareness of varied perspectives and experiences. Our Multicultural Coordinator collaborates with students, parents, faculty and staff throughout the year to plan activities that celebrate students from diverse backgrounds.

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

The Safety Team meets monthly to plan and monitor for a safe school environment. Our Positive Behavior Support (PBS) school-wide rules and expectations are posted throughout the school and in classrooms. School-wide rules are reviewed each quarter during PBS station rotations.

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

Our Positive Behavior Support (PBS) Team meets regularly to develop and monitor the school-wide behavior system. Faculty and staff receive ongoing training in the PBS model. Classroom rules are developed and posted. Students participate in Morning Meeting and Responsive classroom activities each day in their classrooms. Staff and students are recognized and rewarded for demonstrating respectful behavior.

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

The School Social Worker supports students and families with academic and mental health needs. The Title I Transition Teacher assists families with school supplies, clothing, food and community resources. The Student Support Specialist works closely with students, parents and teachers to provide counseling for behavioral concerns.

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

The Performance Matters "Baseball Card" report includes: Absence Events, Attendance Rate, Course Failures, GPA Target, Local and State Testing Academics, Behavior, Mobility and Retained.

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
	K	1	2	3	4	5	
Attendance below 90 percent	23	19	17	15	9	9	92
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	35	27	73

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	17	17	36	61	80	72	283

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

- Vero Beach Elementary employs the following strategies:
- EWS Data is monitored at Data Chats, PBS meetings and by the MTSS Team.
 - Attendance officer contacts the parents of students with a high absence rate.
 - Classrooms and students receive recognition for good attendance.
 - Classrooms and students are recognized for positive behavior choices.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/189905>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Vero Beach Elementary has built strong local community partnerships to support our school-wide initiatives. Donations will be utilized for our PBS store, school supplies, classroom libraries, uniforms, and our PE track. Community partners will be recognized at School Advisory Council meetings, family events, and through thank you notes from the staff and students.

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
Seeley, Ainsley	Principal
David, Carol	Assistant Principal
Harris, Stephanie	Instructional Coach
Palmer, Kelly	Instructional Coach
Gerbhardt, Marybeth	Instructional Coach
Ragley, Elaine	Instructional Coach
Blanchet, Arthur	Instructional Coach
Hatcher, Nancy	Teacher, K-12
Crawford, Kevin	Other
Hearndon, Margaret	Other

Duties

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

The School Leadership Team meets weekly to monitor curriculum implementation, scheduling, professional development and the School Improvement Plan. Academic and behavioral data is analyzed to identify strengths as well as areas of concern. Leadership Team representatives meet with grade level groups to formulate intervention and enrichment activities based on best instructional practices.

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

Title I, Part A

Vero Beach Elementary School coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by local and federal funds
- The Comprehensive Needs Assessment considers student academic needs as well as staff

development data that addresses the priorities established for Title I, Title II, Title III, and Migrant programs

- School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities
- Input from the Pre K programs is obtained by the school and district and is included in the transition plan
- Parent surveys are conducted annually and developed with input from parents who represent Title I Part A, Title I Part C Migrant, and English Language Learner programs
- Partnerships are established outside agencies (i.e. with FDLRS, Education Foundation of Indian River County, Learning Alliance, Connected 4 Kids, Big Brothers Big Sisters)
- Coordination and scheduling of instructional programs (i.e. MTSS)
- Implementation of parent information/training programs (i.e. Parent/ Family Nights, Parent Academies)
- Brochures and referrals for parent and student support services

Vero Beach Elementary School coordinates with the Indian River County School District office on all matters involving Title I. This involves both formal, scheduled meetings and informal day-to-day contacts to ensure the smooth coordination of all efforts. Both budgetary and programmatic issues are fully coordinated. Where others are needed (i.e., ESE, ESOL, food services, etc.) they are contacted directly and invited to participate in meetings.

Title I allocations provide additional funding for intervention teachers, resource teachers, ESOL resource teacher, and Math coach who serve as resources to classroom teachers in implementing strategies that support students in meeting grade level expectations in reading, math and writing. Students are also provided extended learning opportunities to attend before/after school instruction and summer school for additional remediation and enrichment. Title I funds are also utilized to purchase supplemental curriculum, materials, and instructional software. The Comprehensive Needs Assessment considers student academic needs as well as staff development data that address the priorities established for Title III, Migrant and Title I programs. The school collaborates efforts to coordinate parental involvement activities across programs. School-based staff works closely with all programs, including Title I Part C, to eliminate duplication or fragmentation of services & enhance delivery of services. If applicable, the district's migrant parent specialist and the migrant Advocate provide support to migrant students and their families.

Title I, Part D ---N/A

Title II

In coordination with Title I and Title III, Title II provides professional development that addresses the needs of teachers so that they can meet the needs of their students. Professional development is continuous and data-driven. Action research ensures that the strategies are being implemented. Professional development is directly correlated to the SIP and trainings funded with Title II funds are related to the strategies in the School Improvement Plan.

Title III

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III. The school works in collaboration with the district's Title III program office to provide supplemental services, i.e. supplemental instructional software and resources to eligible students. To enhance communication between the school and the home documents such as letters, newsletters, brochures are translated into Spanish, unless not feasible. School-based staff works closely with all programs to eliminate duplication or fragmentation of services & enhance delivery of services.

The district ESOL program resource teacher provides support to teachers. Professional development is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum with a highly qualified ESOL teacher utilizing English language acquisition and instructional software, including but not limited to Rosetta Stone, RM Sonica, Zip Zoom English and Earobics.

Title X- Homeless

Vero Beach Elementary School coordinates with the district's Title X McKinney Vento Homeless Program and Title I Part A Program to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless. School supplies and backpacks are provided to homeless students upon enrollment. Title I funded school-based social workers, school nurse and other school personnel also provide support by providing community and school information, including but not limited to referrals for parent that support the efforts of Title X. Brochures and posters in English and Spanish regarding services for the homeless are available in the front office.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ainsley Seeley	Principal
Terry Baird	Teacher
Wendy Alexander	Teacher
Kara McLean	Teacher
Jim Batory	Teacher
Judy Jones	Education Support Employee
Cari Berwick	Teacher
Kerlys Anez	Parent
Becky Holland	Parent
Craig Ellis	Parent
Sarah Kunkle	Parent
Stacey Lucarelli	Education Support Employee
Josh Miller	Parent
Melissa Jorgeusen	Parent
Brian Jorgeusen	Parent
Patricha Powell	Parent
Samantha Trumble	Parent
Art Blanchet	Teacher
Judith Nadeau	Parent
Noelle Cashman	Parent
Alan Kauffmann	Business/Community
Fitzroy Powell	Parent
Kiera Black	Parent
Bridget Geary	Parent
Shaquana Speed	Parent
Jessica Pryor	Parent
Lucrecia Calvacanti	Parent
Samantha Elkin	Parent
Kari Johnson	Parent
Tara Maresca	Parent
Tamera Simmons	Parent
Curtiesha Tate	Parent
Malania Buchanan	Parent
Nestor Perez	Parent
Maria Miranda	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 2013-14 School Improvement Plan goals were reviewed by the team. Vero Beach Elementary will continue to focus on standards-based instruction, the Positive Behavior Support (PBS) model, and Learning-Focused professional development.

Development of this school improvement plan

At the September 23, 2014 meeting, the council reviewed the 8 Step Problem-solving Process and discussed barriers, strategies and goals for this school year. The 2014-15 School Improvement Plan was reviewed and approved. The plan will be revisited at each SAC meetings throughout the school year.

Preparation of the school's annual budget and plan

The school's annual budget and plan will be detailed in the School Improvement Plan and will be reviewed at SAC meetings

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

Roll-over funds will be utilized for the Pro Kids character development show. The amount budgeted is \$1300.00.

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
Harris, Stephanie	Instructional Coach
Palmer, Kelly	Teacher, K-12
Bullard, Latoya	Teacher, K-12
Poplar, Amy	Teacher, ESE
Browning, Kristina	Teacher, K-12
Wilson, Zora	Teacher, ESE
Viladrosa, Jeanette	Teacher, K-12
Riddick , Jennifer	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets on a monthly basis to focus on literacy instruction and curriculum. The team assesses school needs, establishes goals and priorities for literacy, and identifies areas for professional development. Student progress is monitored through district benchmark assessments, DIBELS, Foundations Unit Tests, FAIR, AimsWeb ORF and Maze, and Accelerated Reader data.

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

Weekly grade level curriculum meetings are held with ELA and STEM teams to provide for collaborative planning and professional development and are facilitated by instructional coaches and administrators. Grade level ELA and STEM team 1/2 day planning is provided quarterly. Learning-Focused lesson planning professional development training is scheduled on 8/4-5/14, 10/14 -16/14, 1/14-16/15, and 3/17-19/15.

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

The Principal and Assistant Principal recruit highly qualified candidates through the Human Resources Department at the district level, by posting job openings on the district website followed by a comprehensive interview process and reference verification.

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

The Vero Beach Elementary new teacher induction program, Guide of the Side, holds monthly meetings to provide support and a smooth transition for new teachers. The meetings are facilitated by two master teachers to provide information regarding classroom management, instruction and other areas of interest or need. In addition, new teachers are paired with experienced mentor teachers in their grade level. Mentor teachers meet regularly to work on teaching strategies, curriculum, assessment, and classroom management practices. In addition to the mentor, school coaches also work with new teachers to help them refine their skills. Coaches regularly spend time observing in classrooms and provide non-evaluative feedback for improvement and success in teaching.

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

Teachers at Vero Beach Elementary deliver standards-based instruction using the Florida Standards and state approved adopted resources. Teachers ensure that technology is carefully integrated with instruction. Formative and summative assessments are developed to embed academic vocabulary and high-order thinking skills. ELA and STEM coaches provide instructional guidance and model strategies in classrooms. Ongoing professional development is provided to focus on the instructional shifts associated with the Florida Standards. Classroom observations are conducted weekly to monitor instruction and lesson plans and to provide feedback to teachers.

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

The Leadership Team holds regular grade level Data Chats with ELA and STEM teams to analyze state, district and school data. Using a protocol and a problem-solving approach, teams identify

strengths as well as areas of concern and then formulate goals to address these areas. The data is reviewed to address changes at all three tiers of instruction. Administrators provide teachers with feedback regarding their individual classroom data notebooks.

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: After School Program

Minutes added to school year: 5,760

The extended learning opportunity will begin October 6, 2014 and run until March 5, 2015. At-risk students will be invited to attend an after school program targeting skills in Reading, Writing, Math and Science.

Strategy Rationale

Extending instructional time will provide additional help for struggling students and enrichment activities for on-level and above-level students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Seeley, Ainsley, ainsley.seeley@indianriverschools.org

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

Data will be collected with a pretest and posttest.

Strategy: Extended School Day

Minutes added to school year: 6,000

Student enrichment opportunities will include basketball, tennis, golf, track, Girls on the Run, garden club, cooking, art, music, dance, drama , English class and Multicultural Club.

Strategy Rationale

Enrichment opportunities help students to boost critical thinking skills and build on the things students are already learning.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Seeley, Ainsley, ainsley.seeley@indianriverschools.org

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

Student participation and attendance will be collected to determine the effectiveness of each activity.

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

The VBE Little Indian Kindergarten Camp is held before the start of the school year. All incoming kindergarten students and their families who are in the VBE attendance zone will receive an invitation to attend. Students participate in activities in the classrooms with the kindergarten teachers. Parents meet with administration to receive school information.

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.** To implement standards-based instruction in all content areas with focused attention on balanced literacy and STEM.
- G2.** To provide intervention and enrichment learning opportunities for students and their families.
- G3.** Continue the Positive Behavior Support model (PBS) to reinforce the positive behavior and social skills of all students and staff.

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. To implement standards-based instruction in all content areas with focused attention on balanced literacy and STEM. 1a

G051269

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	60.0
FSA - Mathematics - Proficiency Rate	50.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Wonders Reading, Go Math, and Fusion Science in kindergarten through fifth grade.
- Foundations, Extensions in Reading, Wonderworks Reading Intervention, Write Score, Learn Zillion, Common Core Coach
- ELA and STEM Coaches
- District ELA and STEM Coaches

Targeted Barriers to Achieving the Goal 3

- Teachers need additional training on Florida State Standards and Item Specifications in Reading and Mathematics.
- Time for grade level curriculum planning.
- Need for explicit vocabulary instruction across all content areas.

Plan to Monitor Progress Toward G1. 8

State, District and School data will be collected and reviewed throughout the school year including; Foundations Unit Tests, DIBELS, FAIR, District Benchmark Assessments, AIMSweb ORF and Maze, and Classroom Formative and Summative Assessments

Person Responsible

Carol David

Schedule

Monthly, from 9/4/2014 to 6/5/2015

Evidence of Completion

Teacher Data Notebooks

G2. To provide intervention and enrichment learning opportunities for students and their families. 1a

G051270

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	50.0
FSA - English Language Arts - Proficiency Rate	60.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Funds for afterschool and family programs
- MAFS, LAFS and NGSSS Science Standards

Targeted Barriers to Achieving the Goal 3

- Recruitment and retention of qualified teachers
- Student and family participation
- Students need increased learning time to accelerate and enrich learning

Plan to Monitor Progress Toward G2. 8

State, District and School data will be collected and reviewed throughout the school year including; Foundations Unit Tests, DIBELS, FAIR, District Benchmark Assessments, AIMSWeb ORF and Maze, and Classroom Formative and Summative Assessments

Person Responsible

Ainsley Seeley

Schedule

Monthly, from 9/4/2014 to 6/5/2015

Evidence of Completion

Teacher Data Notebooks

G3. Continue the Positive Behavior Support model (PBS) to reinforce the positive behavior and social skills of all students and staff. 1a

G051271

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	60.0
FSA - Mathematics - Proficiency Rate	50.0
FCAT 2.0 Science Proficiency	50.0
Attendance rate	98.0

Resources Available to Support the Goal 2

- PBS Team
- Student Support Specialist and other designated staff
- Morning Meeting and First 6 Weeks of School resource books
- District Attendance Think Tank and Attendance Magazine

Targeted Barriers to Achieving the Goal 3

- Students need social skills training.
- Students and staff need opportunities for recognition for making good choices.
- Staff needs training on verbal de-escalation strategies. (CPI)
- Need to increase the attendance rate.

Plan to Monitor Progress Toward G3. 8

Increased level of student Pro-Social Skills as evidenced by ODR and behavior data.

Person Responsible

Kevin Crawford

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

ODR and Behavior Data

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. To implement standards-based instruction in all content areas with focused attention on balanced literacy and STEM. **1**

 G051269

G1.B1 Teachers need additional training on Florida State Standards and Item Specifications in Reading and Mathematics. **2**

 B128819

G1.B1.S1 Coaches will meet with grade level teams to unpack standards and provide support. **4**

 S140939

Strategy Rationale

To improve the frequency and accuracy of standards-based instruction.

Action Step 1 **5**

ELA and STEM Coaches will train teachers in standards and Test Item Specifications.

Person Responsible

Stephanie Harris

Schedule

Monthly, from 10/1/2014 to 6/1/2015

Evidence of Completion

Meeting agendas, notes and materials.

Action Step 2 5

Marzano Monday professional development

Person Responsible

Ainsley Seeley

Schedule

Monthly, from 9/8/2014 to 5/4/2015

Evidence of Completion

Agendas, sign-in pages and materials.

Action Step 3 5

Teach Like a Champion book study

Person Responsible

Ainsley Seeley

Schedule

Monthly, from 10/3/2014 to 5/29/2015

Evidence of Completion

Agendas, sign-in pages, and materials

Action Step 4 5

Hire an additional ELA and STEM Coach to support teachers.

Person Responsible

Ainsley Seeley

Schedule

On 6/9/2015

Evidence of Completion

Weekly Coaching Logs.

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

Classroom observations and lesson plan checks.

Person Responsible

Ainsley Seeley

Schedule

Weekly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Marzano Teacher Observation Forms and Teacher Reflection Forms.

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

Grade Level Data Chats

Person Responsible

Carol David


Schedule

Monthly, from 9/8/2014 to 6/5/2015


Evidence of Completion

Formative and Summative Assessments

G1.B2 Time for grade level curriculum planning. 2

 B128820

G1.B2.S1 Grade Level Curriculum planning meetings 4

 S140940

Strategy Rationale

Develop a schedule to allow for morning and afternoon planning time.

Action Step 1 5

Develop a morning and afternoon schedule for grade level curriculum planning.

Person Responsible

Carol David

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Agendas and meeting notes.

Action Step 2 5

Quarterly 1/2 day curriculum planning meetings for grade level teams.

Person Responsible

Carol David

Schedule

Quarterly, from 8/4/2014 to 3/19/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will monitor meetings.

Person Responsible

Ainsley Seeley

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Meeting agendas and notes.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Grade level standards-based units of instruction

Person Responsible

Ainsley Seeley

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

G1.B5 Need for explicit vocabulary instruction across all content areas. 2

 B128823

G1.B5.S1 Increase teacher knowledge of effective vocabulary strategies. 4

 S140941

Strategy Rationale

To improve students' level of both domain specific and academic vocabulary.

Action Step 1 5

ELA and STEM Coaches will provide professional development on both domain specific and academic vocabulary strategies to all teachers.

Person Responsible

Stephanie Harris

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Meeting agendas, notes and materials.

Action Step 2 5

Learning-Focused Lesson Planning professional development

Person Responsible

Carol David

Schedule

On 10/16/2014

Evidence of Completion

Lesson plans

Action Step 3 5

Professional development on school-based in-service day

Person Responsible

Kelly Palmer

Schedule

On 1/20/2014

Evidence of Completion

Agenda, roster and materials.

Action Step 4 5

Working on Writing planning meetings

Person Responsible

Marybeth Gerbhardt

Schedule

Weekly, from 9/16/2014 to 12/16/2014

Evidence of Completion

Meeting agendas, sign-in pages and materials

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Lesson plans and classroom observations.

Person Responsible

Ainsley Seeley

Schedule

Weekly, from 8/18/2014 to 7/5/2015

Evidence of Completion

Marzano Teacher Observation Forms and Reflection Forms

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Grade Level Data Chats

Person Responsible

Carol David


Schedule

Monthly, from 9/4/2014 to 6/5/2015

Evidence of Completion

Formative and Summative Data


G2. To provide intervention and enrichment learning opportunities for students and their families. 1

 G051270

G2.B1 Recruitment and retention of qualified teachers 2

 B128824

G2.B1.S1 Extended Learning Opportunities scheduled in 4 week blocks 4

 S140942

Strategy Rationale

Teachers able to commit to smaller time blocks.

Action Step 1 5

Develop a schedule for ELO's.

Person Responsible

Carol David

Schedule

On 9/12/2014

Evidence of Completion

ELO Schedule

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

Teacher sign-up page

Person Responsible

Ainsley Seeley

Schedule

Daily, from 9/29/2014 to 10/3/2014

Evidence of Completion

VBE will acquire the sufficient amount of teachers for ELO's.

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

ELO student data

Person Responsible

Carol David

Schedule

Monthly, from 11/12/2014 to 2/2/2015

Evidence of Completion

Formative and Summative Assessments

G2.B2 Student and family participation 2

B128825

G2.B2.S1 Provide hands-on Reading, Writing, Math and Science learning opportunities for families. 4

S140943

Strategy Rationale

Family participation in learning activities will increase student achievement.

Action Step 1 5

Families nights will be held for kindergarten through fifth grade.

Person Responsible

Stephanie Harris

Schedule

Quarterly, from 11/13/2014 to 3/19/2015

Evidence of Completion

Parent flyers and sign-in sheets

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

Schedule for family nights

Person Responsible

Ainsley Seeley

Schedule

On 8/12/2014

Evidence of Completion

VBE Calendar

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

Family participation in the family nights.

Person Responsible

Carol David


Schedule

Quarterly, from 11/13/2014 to 3/19/2015

Evidence of Completion

Parent sign-in sheets

G2.B4 Students need increased learning time to accelerate and enrich learning 2

 B128827

G2.B4.S1 Provide standards-based after-school tutoring and enrichment opportunities 4

 S140944

Strategy Rationale

Additional learning time will help students accelerate and enrich their learning.

Action Step 1 5

Develop a schedule for extended learning opportunities in Reading, Writing, Math and Science.

Person Responsible

Carol David

Schedule

On 9/12/2014

Evidence of Completion

ELO Schedule

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Standards-based units of instruction for each ELO academic area.

Person Responsible

Ainsley Seeley

Schedule

Monthly, from 10/6/2014 to 3/6/2015

Evidence of Completion

Teacher Lesson Plans

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Student data will be analyzed at Data Chats.

Person Responsible

Carol David

Schedule

Monthly, from 11/17/2014 to 3/16/2015

Evidence of Completion

Pre and Post Tests

G3. Continue the Positive Behavior Support model (PBS) to reinforce the positive behavior and social skills of all students and staff. **1**

G051271

G3.B2 Students need social skills training. **2**

B128829

G3.B2.S1 All students will participate in Morning Meeting and Responsive classroom activities each day in their respective classroom. Students requiring additional behavior support will receive weekly social skills group. Student Support Specialist, Social Worker, and other designated staff will utilize and implement evidenced-based curriculum such as Second Step for weekly groups (social skills and anger management). **4**

S140946

Strategy Rationale

Social skills training will improve student behavior.

Action Step 1 **5**

Morning Meeting and Responsive Classroom Training for staff to ensure school-wide implementation.

Person Responsible

Kevin Crawford

Schedule

On 8/12/2014

Evidence of Completion

Training agendas.

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

Classroom observations

Person Responsible

Ainsley Seeley

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom observation data

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

PBS Team Meetings

Person Responsible

Kevin Crawford


Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Office referral data and classroom minor referral slips

G3.B2.S2 Pro Kids Assembly 4

 S140947

Strategy Rationale

Social skills training will improve student behavior.

Action Step 1 5

Students in kindergarten through fifth grade will be invited to attend the Pro Kids assembly. Families will be invited to an evening presentation.

Person Responsible

Ainsley Seeley

Schedule

On 2/17/2015

Evidence of Completion

Outlook Calendar with classroom assembly times and Connect 5 Message inviting families to the evening show.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Student and family attendance at the show.

Person Responsible

Ainsley Seeley

Schedule

On 2/17/2015

Evidence of Completion

Classroom attendance at the show and parent sign-in pages.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

PBS Team Meeting to review behavior data.

Person Responsible

Kevin Crawford

Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Reduction in Office Discipline Referrals.

G3.B3 Students and staff need opportunities for recognition for making good choices. 2

B128830

G3.B3.S1 Team developed school-wide incentives to reward and reinforce positive and appropriate individual behavior. Examples include: Wampums (School Money) , Tribal Pass (Group Contingency), and Friendly Feather (used for recognition of kind acts/gestures). Students displaying exemplary behavior are recognized each month as Pride of the Tribe (Student of the Month). 4

S140948

Strategy Rationale

Student and staff recognition reinforces positive behavior.

Action Step 1 5

Dispensing Wampums (Individuals), Tribal Passes (groups), Friendly Feathers (all) Pride of the Tribe students are rewarded with a ribbon and a \$100.00 Wampum.

Person Responsible

Kevin Crawford

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Wampum tickets, Friendly Feather tickets, Tribal Passes and Pride of the Tribe Ribbons materials.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Observation school-wide of staff implementing PBS components

Person Responsible

Kevin Crawford

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

PBS Store, Friendly Feather weekly drawings, and Pride of the Tribe celebrations

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

PBS Team meetings to review of behavior data.

Person Responsible

Kevin Crawford


Schedule

Monthly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Reduction in Office Discipline Referrals.

G3.B6 Staff needs training on verbal de-escalation strategies. (CPI) 2

 B128833

G3.B6.S1 Utilize District trainer to provide in-house CPI training. 4

 S140949

Strategy Rationale

Training will provide staff with the strategies needed to de-escalate potentially volatile situations.

Action Step 1 5

CPI Training will be provided for targeted staff.

Person Responsible

Ainsley Seeley

Schedule

On 10/6/2014

Evidence of Completion

Meeting agenda and materials.

Plan to Monitor Fidelity of Implementation of G3.B6.S1 6

Observation of appropriate use of CPI techniques.

Person Responsible

Ainsley Seeley

Schedule

Weekly, from 10/13/2014 to 6/5/2015

Evidence of Completion

Reduced number of Office Discipline Reports

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 7

PBS Team Meetings

Person Responsible

Kelly Palmer


Schedule

Monthly, from 9/1/2014 to 6/1/2015


Evidence of Completion

Review of ODR data at PBS meetings.

G3.B7 Need to increase the attendance rate. 2

 B128834

G3.B7.S1 Provide students with recognition and rewards for good attendance. 4

 S140950

Strategy Rationale

Recognizing and rewarding students will encourage good attendance habits.

Action Step 1 5

Students will be recognized and rewarded for daily and quarterly attendance.

Person Responsible

Ainsley Seeley

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Daily attendance posters, tribal passes, attendance certificates, and attendance car magnets.

Plan to Monitor Fidelity of Implementation of G3.B7.S1 6

Classroom observations and Honor Roll assemblies

Person Responsible

Ainsley Seeley

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom attendance posters displayed and certificates and magnets awarded.

Plan to Monitor Effectiveness of Implementation of G3.B7.S1 7

PBS Team meetings.

Person Responsible

Ainsley Seeley

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Daily attendance rate data.

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	ELA and STEM Coaches will train teachers in standards and Test Item Specifications.	Harris, Stephanie	10/1/2014	Meeting agendas, notes and materials.	6/1/2015 monthly
G1.B2.S1.A1	Develop a morning and afternoon schedule for grade level curriculum planning.	David, Carol	8/18/2014	Agendas and meeting notes.	6/5/2015 weekly
G1.B5.S1.A1	ELA and STEM Coaches will provide professional development on both domain specific and academic vocabulary strategies to all teachers.	Harris, Stephanie	8/18/2014	Meeting agendas, notes and materials.	6/5/2015 monthly
G2.B1.S1.A1	Develop a schedule for ELO's.	David, Carol	9/12/2014	ELO Schedule	9/12/2014 one-time
G2.B2.S1.A1	Families nights will be held for kindergarten through fifth grade.	Harris, Stephanie	11/13/2014	Parent flyers and sign-in sheets	3/19/2015 quarterly
G2.B4.S1.A1	Develop a schedule for extended learning opportunities in Reading, Writing, Math and Science.	David, Carol	9/12/2014	ELO Schedule	9/12/2014 one-time
G3.B2.S1.A1	Morning Meeting and Responsive Classroom Training for staff to ensure school-wide implementation.	Crawford, Kevin	8/12/2014	Training agendas.	8/12/2014 one-time
G3.B2.S2.A1	Students in kindergarten through fifth grade will be invited to attend the Pro Kids assembly. Families will be invited to an evening presentation.	Seeley, Ainsley	2/17/2015	Outlook Calendar with classroom assembly times and Connect 5 Message inviting families to the evening show.	2/17/2015 one-time
G3.B3.S1.A1	Dispensing Wampums (Individuals), Tribal Passes (groups), Friendly Feathers (all) Pride of the Tribe students are rewarded with a ribbon and a \$100.00 Wampum.	Crawford, Kevin	8/18/2014	Wampum tickets, Friendly Feather tickets, Tribal Passes and Pride of the Tribe Ribbons materials.	6/5/2015 daily
G3.B6.S1.A1	CPI Training will be provided for targeted staff.	Seeley, Ainsley	10/6/2014	Meeting agenda and materials.	10/6/2014 one-time
G3.B7.S1.A1	Students will be recognized and rewarded for daily and quarterly attendance.	Seeley, Ainsley	8/18/2014	Daily attendance posters, tribal passes, attendance certificates, and attendance car magnets.	6/5/2015 daily
G1.B1.S1.A2	Marzano Monday professional development	Seeley, Ainsley	9/8/2014	Agendas, sign-in pages and materials.	5/4/2015 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
G1.B2.S1.A2	Quarterly 1/2 day curriculum planning meetings for grade level teams.	David, Carol	8/4/2014	Lesson Plans	3/19/2015 quarterly
G1.B5.S1.A2	Learning-Focused Lesson Planning professional development	David, Carol	10/14/2014	Lesson plans	10/16/2014 one-time
G1.B1.S1.A3	Teach Like a Champion book study	Seeley, Ainsley	10/3/2014	Agendas, sign-in pages, and materials	5/29/2015 monthly
G1.B5.S1.A3	Professional development on school-based in-service day	Palmer, Kelly	1/20/2014	Agenda, roster and materials.	1/20/2014 one-time
G1.B1.S1.A4	Hire an additional ELA and STEM Coach to support teachers.	Seeley, Ainsley	12/9/2014	Weekly Coaching Logs.	6/9/2015 one-time
G1.B5.S1.A4	Working on Writing planning meetings	Gerbhardt, Marybeth	9/16/2014	Meeting agendas, sign-in pages and materials	12/16/2014 weekly
G1.MA1	State, District and School data will be collected and reviewed throughout the school year including; Foundations Unit Tests, DIBELS, FAIR, District Benchmark Assessments, AIMSWeb ORF and Maze, and Classroom Formative and Summative Assessments	David, Carol	9/4/2014	Teacher Data Notebooks	6/5/2015 monthly
G1.B1.S1.MA1	Grade Level Data Chats	David, Carol	9/8/2014	Formative and Summative Assessments	6/5/2015 monthly
G1.B1.S1.MA1	Classroom observations and lesson plan checks.	Seeley, Ainsley	9/24/2014	Marzano Teacher Observation Forms and Teacher Reflection Forms.	6/5/2015 weekly
G1.B2.S1.MA1	Grade level standards-based units of instruction	Seeley, Ainsley	8/18/2014	Lesson Plans	6/5/2015 monthly
G1.B2.S1.MA1	Administration will monitor meetings.	Seeley, Ainsley	8/18/2014	Meeting agendas and notes.	6/5/2015 weekly
G1.B5.S1.MA1	Grade Level Data Chats	David, Carol	9/4/2014	Formative and Summative Data	6/5/2015 monthly
G1.B5.S1.MA1	Lesson plans and classroom observations.	Seeley, Ainsley	8/18/2014	Marzano Teacher Observation Forms and Reflection Forms	7/5/2015 weekly
G2.MA1	State, District and School data will be collected and reviewed throughout the school year including; Foundations Unit Tests, DIBELS, FAIR, District Benchmark Assessments, AIMSWeb ORF and Maze, and Classroom Formative and Summative Assessments	Seeley, Ainsley	9/4/2014	Teacher Data Notebooks	6/5/2015 monthly
G2.B1.S1.MA1	ELO student data	David, Carol	11/12/2014	Formative and Summative Assessments	2/2/2015 monthly
G2.B1.S1.MA1	Teacher sign-up page	Seeley, Ainsley	9/29/2014	VBE will acquire the sufficient amount of teachers for ELO's.	10/3/2014 daily
G2.B2.S1.MA1	Family participation in the family nights.	David, Carol	11/13/2014	Parent sign-in sheets	3/19/2015 quarterly
G2.B2.S1.MA1	Schedule for family nights	Seeley, Ainsley	8/12/2014	VBE Calendar	8/12/2014 one-time
G2.B4.S1.MA1	Student data will be analyzed at Data Chats.	David, Carol	11/17/2014	Pre and Post Tests	3/16/2015 monthly
G2.B4.S1.MA1	Standards-based units of instruction for each ELO academic area.	Seeley, Ainsley	10/6/2014	Teacher Lesson Plans	3/6/2015 monthly
G3.MA1	Increased level of student Pro-Social Skills as evidenced by ODR and behavior data.	Crawford, Kevin	9/1/2014	ODR and Behavior Data	6/1/2015 monthly
G3.B2.S1.MA1	PBS Team Meetings	Crawford, Kevin	9/1/2014	Office referral data and classroom minor referral slips	6/1/2015 monthly
G3.B2.S1.MA1	Classroom observations	Seeley, Ainsley	8/18/2014	Classroom observation data	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1	PBS Team meetings to review of behavior data.	Crawford, Kevin	9/1/2014	Reduction in Office Discipline Referrals.	6/1/2015 monthly
G3.B3.S1.MA1	Observation school-wide of staff implementing PBS components	Crawford, Kevin	8/18/2014	PBS Store, Friendly Feather weekly drawings, and Pride of the Tribe celebrations	6/5/2015 daily
G3.B6.S1.MA1	PBS Team Meetings	Palmer, Kelly	9/1/2014	Review of ODR data at PBS meetings.	6/1/2015 monthly
G3.B6.S1.MA1	Observation of appropriate use of CPI techniques.	Seeley, Ainsley	10/13/2014	Reduced number of Office Discipline Reports	6/5/2015 weekly
G3.B7.S1.MA1	PBS Team meetings.	Seeley, Ainsley	8/18/2014	Daily attendance rate data.	6/5/2015 weekly
G3.B7.S1.MA1	Classroom observations and Honor Roll assemblies	Seeley, Ainsley	8/18/2014	Classroom attendance posters displayed and certificates and magnets awarded.	6/5/2015 daily
G3.B2.S2.MA1	PBS Team Meeting to review behavior data.	Crawford, Kevin	9/1/2014	Reduction in Office Discipline Referrals.	6/1/2015 monthly
G3.B2.S2.MA1	Student and family attendance at the show.	Seeley, Ainsley	2/17/2015	Classroom attendance at the show and parent sign-in pages.	2/17/2015 one-time

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. To implement standards-based instruction in all content areas with focused attention on balanced literacy and STEM.

G1.B1 Teachers need additional training on Florida State Standards and Item Specifications in Reading and Mathematics.

G1.B1.S1 Coaches will meet with grade level teams to unpack standards and provide support.

PD Opportunity 1

ELA and STEM Coaches will train teachers in standards and Test Item Specifications.

Facilitator

ELA and STEM Coaches

Participants

Kindergarten through fifth grade teachers.

Schedule

Monthly, from 10/1/2014 to 6/1/2015

PD Opportunity 2

Marzano Monday professional development

Facilitator

Ainsley Seeley

Participants

Kindergarten through fifth grade teachers

Schedule

Monthly, from 9/8/2014 to 5/4/2015

G1.B2 Time for grade level curriculum planning.

G1.B2.S1 Grade Level Curriculum planning meetings

PD Opportunity 1

Quarterly 1/2 day curriculum planning meetings for grade level teams.

Facilitator

Learning-Focused Trainer

Participants

K - 5th Teachers

Schedule

Quarterly, from 8/4/2014 to 3/19/2015

G1.B5 Need for explicit vocabulary instruction across all content areas.

G1.B5.S1 Increase teacher knowledge of effective vocabulary strategies.

PD Opportunity 1

ELA and STEM Coaches will provide professional development on both domain specific and academic vocabulary strategies to all teachers.

Facilitator

ELA and STEM Coaches

Participants

Kindergarten through fifth grade teachers.

Schedule

Monthly, from 8/18/2014 to 6/5/2015

PD Opportunity 2

Learning-Focused Lesson Planning professional development

Facilitator

Learning-Focused Trainer

Participants

Kindergarten through fifth grade

Schedule

On 10/16/2014

PD Opportunity 3

Professional development on school-based in-service day

Facilitator

ELA and STEM Coaches

Participants

Kindergarten through fifth grade teachers.

Schedule

On 1/20/2014

PD Opportunity 4

Working on Writing planning meetings

Facilitator

Marybeth Gerbhardt

Participants

4th/5th ELA Teachers

Schedule

Weekly, from 9/16/2014 to 12/16/2014

G3. Continue the Positive Behavior Support model (PBS) to reinforce the positive behavior and social skills of all students and staff.

G3.B2 Students need social skills training.

G3.B2.S1 All students will participate in Morning Meeting and Responsive classroom activities each day in their respective classroom. Students requiring additional behavior support will receive weekly social skills group. Student Support Specialist, Social Worker, and other designated staff will utilize and implement evidenced-based curriculum such as Second Step for weekly groups (social skills and anger management).

PD Opportunity 1

Morning Meeting and Responsive Classroom Training for staff to ensure school-wide implementation.

Facilitator

PBS Team

Participants

Kindergarten through 5th Grade Teachers

Schedule

On 8/12/2014

G3.B6 Staff needs training on verbal de-escalation strategies. (CPI)

G3.B6.S1 Utilize District trainer to provide in-house CPI training.

PD Opportunity 1

CPI Training will be provided for targeted staff.

Facilitator

Jessica Rojas

Participants

Leadership Team and Inclusion Team

Schedule

On 10/6/2014

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: To implement standards-based instruction in all content areas with focused attention on balanced literacy and STEM.	131,906
Goal 2: To provide intervention and enrichment learning opportunities for students and their families.	44,500
Goal 3: Continue the Positive Behavior Support model (PBS) to reinforce the positive behavior and social skills of all students and staff.	5,300
Grand Total	181,706

Goal 1: To implement standards-based instruction in all content areas with focused attention on balanced literacy and STEM.

Description	Source	Total
B1.S1.A2 - Notes	Title I Part A	2,000
B1.S1.A3 - Notes	Title I Part A	1,500
B1.S1.A4 - Notes	Title I Part A	107,606
B2.S1.A2 - Notes	Title I Part A	11,125
B5.S1.A2 - Notes	Title I Part A	6,675
B5.S1.A4 - Notes	Title I Part A	3,000
Total Goal 1		131,906

Goal 2: To provide intervention and enrichment learning opportunities for students and their families.

Description	Source	Total
B2.S1.A1	Title I Part A	5,500
B4.S1.A1 - Notes	Title I Part A	39,000
Total Goal 2		44,500

Goal 3: Continue the Positive Behavior Support model (PBS) to reinforce the positive behavior and social skills of all students and staff.

Description	Source	Total
B2.S1.A1 - Notes	Title I Part A	1,000
B2.S2.A1	School Improvement Funds	1,300
B3.S1.A1 - Notes	Other	3,000
Total Goal 3		5,300