

Acreage Pines Elementary School

14200 ORANGE BLVD, Loxahatchee, FL 33470

www.edline.net/pages/acreage_pines_elementaryschool

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
51%

Alternative/ESE Center
No

Charter School
No

Minority
42%

School Grades History

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

School Board Approval

This plan is pending approval by the Palm Beach 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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Acreage Pines Community Elementary is committed to providing students with a safe and challenging academic environment where each child can reach their highest potential and succeed in the global community by developing citizenship, accountability, respect, and exploration in the fields of Biomedical and Veterinary Technology.

Provide the school's vision statement

Acreage Pines Elementary is growing respectful, inquiring, global learners within a happy, caring and stimulating environment where children will recognize and achieve their fullest potential, so that they can be successful within society.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

Our School-wide Positive Behavior Support plan, CARE, is the foundation for the safety and culture of the campus. The focus of the plan is to instill the values of Citizenship, Accountability, Respect, Exploration and an appreciation for multicultural diversity in all campus stakeholders and settings.

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 School-wide Positive Behavior Support plan is CARE where the students are responsible for demonstrating Citizenship, Accountability, Respect, and Exploration in all school-wide settings. The SWPBS committee has developed lesson plans to be implemented by the classroom teachers which provides explicit instruction of the universal guidelines. The SwPBS committee meets monthly to monitor classroom and school-wide behavior data. In addition, the committee presents to the entire faculty throughout the year, reporting on behavior data, as well as, providing additional support for school-wide implementation.

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 insures the social-emotional needs of all students through weekly guidance lessons, which are provided during the Fine Arts rotation. Individual and group counseling/mentoring sessions are scheduled, based on individual student needs.

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

N/A

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

Multiple opportunities are available for parents to get involved such as: classroom support (copy moms, shelving books in the Media Center, organizing school activities, etc.), field days, family fun nights, concerts, science and art fairs, field trips, reading to students, assisting in our medical lab, participating in school beautification projects, fundraising, parent workshops, and special events. In addition, parents are kept informed by monthly newsletters, Edline, Acreage Pines Elementary School Facebook Page, and Parent Link.

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

Through our Bio-Medical and Veterinary Technology Academy, we have established partnerships with Good Samaritan Hospital, Keiser University, Southeastern College, Ibis Animal Hospital, Simon Orthodontics, and various other medical and veterinary agencies that have all committed to the support, development, and sustainability of our choice and state curriculum.

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
Dujon, Amy	Principal
Reed, Betty	Assistant Principal
Kilberis, Susan	Teacher, K-12
Kolesar, Corrie	Teacher, K-12
Williams, Karen	Teacher, K-12
Douglass, Tiffany	Teacher, K-12
Roman, Lisa	Teacher, K-12
Giarrusso, Laura	Teacher, K-12
Foley, Rani	Teacher, ESE
Garrett, Theresa	Teacher, K-12
Grieser, Keith	Guidance Counselor

Duties

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

The leadership team meets once a month, or more as needed, to monitor the fidelity of instructional practices and pacing of the scope and sequence. Within the leadership team it is the Principal's responsibility to facilitate meetings, create agenda items, and monitor implementation of team decisions, as well as, provide current data as it relates to the instructional framework and student achievement.

Grade level leaders are responsible for disseminating information to grade level team members, leading weekly grade level PLC meetings, participating in professional development, and sharing feedback with the leadership team when appropriate.

In addition, individual student data and achievement provided by the classroom teacher is monitored further through the School Based Team (SBT). The Guidance Counselor serves as the School-based Team Leader. He prepares agendas, collects students' current progress monitoring data, is responsible for updating team members on upcoming meetings, and reporting all attendance concerns to the district.

ESE coordinator, monitors the fidelity of support services and student accommodations, keeps the team informed of changes to student IEPs, works to ensure compliance, and facilitates parent/teacher meetings.

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

School leadership team meets once a month to align resources. During these meetings, led by the principal, current content standards, materials, and needs are addressed. Leadership members provide input on student data, materials, resources, and participate in monitoring special programs implemented by the school. When programs are not having a significant impact on student performance, this team determines whether to discontinue or make adjustments to the delivery model. The grade level team leader is responsible for keeping an accurate inventory of all instructional materials and turning it into the assistant principal one each trimester. The team leader is also responsible for presenting any funding requests at the monthly leadership meeting.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Theresa Garrett	Teacher
Laura Giarrusso	Teacher
Amy Dujon	Principal
Jana Springfield	Teacher
Amber Sullivan	Parent
Lorena Mills	Parent
Tiffany Douglass	Teacher
Susan Kilberis	Teacher
Corrie Kolesar	Teacher
Ana Rodrigues Wheelock	Parent
David Wheelock	Parent
Nicky Abdelnour	Parent
Lisa Roman	Teacher
Nicole Black	Teacher
Kiana Pate	Education Support Employee

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

After analyzing and reflecting upon our expected school improvements in the 2013-14 SIP, the following is what we found:

Reading: projected to be at 75% proficient; outcome was 71% proficient

Writing: projected to be 70% proficient; outcome was 85% proficient

Mathematics: projected to be 77% proficient; outcome was 83% proficient
 Science: projected to be 37% proficient; outcome was 58% proficient

Development of this school improvement plan

Members of SAC collaborate with academic leadership teams to assess school needs and targets. Together the team used the root cause analysis to identify school wide goals and strategies that could improve student achievement. The school leadership team met to create actions steps and identify barriers. This was shared with the SIP Committee who in turn entered the information into the school improvement plan.

Preparation of the school's annual budget and plan

The school's annual budget was shared with SAC at the end of previous school year. The committee was informed of the impact on personnel as well as the overall operating budget and the proposal for allocations. The committee voted on the operational decisions.

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

Limited funds remained in the school improvement funds last year. The funds were earmarked for tutorials, however, due to a grant and school fund raising, the school was able to save the funds in the event they would not be replenished for the 2014-2015 school year.

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

No

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

The school is working with its many business and community partners to find someone willing to participate in SAC. Committing to missing no less than 2 meetings a year is proving to be problematic.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Dujon, Amy	Principal
Cusell, Yesnia	Teacher, K-12
Kolesar, Corrie	Teacher, K-12
LaVigna, Christie	Teacher, K-12
Nethercote, Ana Lucia	Teacher, K-12
Azoy, Diomedis	Teacher, K-12
Sapienza, Claire	Teacher, K-12
Norwitch, Bobbi	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The LLT attends monthly district Cohort trainings. The information received will be dispersed to their teams during grade level Learning Team meetings.

Teachers effectively use differentiated instruction and all components of balanced literacy to meet the needs of individual students. Additional activities include push in remediation, after school tutoring, SAI, Reading Counts contests, Family Literacy Night, Books on iPods, Reading Plus, Book Clubs, attend monthly Cohort Training, and Core Six.

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

Teachers will engage in weekly Professional Learning Communities and bi-monthly administrator led meetings to foster collaborative planning, data analysis, and collegiality. Evidence of the collaboration will be seen in the classroom. Additionally, grade level teams are provided half day planning time to dig deeper into the current unit, pull resources, and participate in instructional rounds to support cross grade level fidelity in the instructional model. Instructional Rounds are an important for the fidelity and understanding of the instructional model.

All staff are encouraged to participate in school committees and community event planning. All teachers are members of at least one committee which fosters a positive school wide culture.

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

- 1) Provide opportunities for Professional Development activities: School Leadership Team & PDD Team
- 2) Professional Learning Communities, Learning Team Meetings: School Leadership Team & PDD Team
- 3) Teacher Mentor Program
- 4) Coaching Cycle: Plan, Model, Observe, Reflect
- 5) School will attend district job fairs.
- 6) Host student internships from local colleges and universities

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

Acreage Pines Elementary School follows the district developed ESP (Educator Support Program). The program is a year long support for all new teachers. The developing teacher is assigned a mentor (grade level match) and a buddy teacher (outside of the grade level) that work as a team to provide support throughout the year. Frequent progress monitoring checks are conducted by the mentor teacher as well as the supervising administrator to provide feedback and improvement strategies to aide in professional growth.

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

During teacher planning, professional development, PLC, and other content focused meetings, administration and staff created and follow a scope and sequence that outlines all Florida Standards in a cross-curricular approach. The focus of our planning sessions is on curriculum mapping and

monitoring the content covered in each grade level as well as how that content builds across grade levels.

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

All instructional staff continuously uses data (state, district, and grade level assessments, classroom observations, scales) to facilitate and guide instruction in helping each child reach the learning goals/targets. As both formal and informal data is gathered and analyzed teachers work in teams as well as individually to modify the pacing and instructional delivery. Small group instruction is paramount in meeting the individual needs of each child.

When a child is unable to meet the learning target(s) after small group intervention, appropriate referrals are made to SBT or CST, for additional tiered interventions. The school has in place a MTSS for students that need tier 2 and tier 3 interventions. The additional interventions is implemented through SAI, or other support personnel. In reading, students are supported through LLI, Reading Plus, or other research based guided reading strategies. In math, student interventions are conducted in small group guided instruction. Progress monitoring logs are kept weekly and revisited by the team after 6 weeks.

Children who have met proficiency but are in need of additional enrichment have multiple opportunities for accelerations. Weekly Guided reading and math groups by student ability allow the classroom teacher to move students deeper into the Florida Standards. Reading Plus is also used for students that score at a level 4 or 5 to monitor growth throughout the year. Additionally, students proficient in math are enrolled in Kahn Academy to monitor and chart growth. Top students in all content areas are invited to participate in Academic Games.

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: 12,960

After school tutorial programs are offered for intensive interventions in core content areas. Additionally, enrichment activities for proficient students are offered as an extension of the daily classroom instruction.

Strategy Rationale

Providing students with small group intensive interventions or enrichment in the target area(s) of need allows for more customized and explicit instruction in the standards. These additional interventions are not viable during the school day.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Reed, Betty, betty.reed@palmbeachschools.org

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

Formal and informal assessments through specifically used programs as well as state assessment data will be used to determine the effectiveness of the strategy. A pre and post assessment are given to each child that participates in the program. The leadership team will review data collected and make appropriate changes in the materials and or instructors for the program.

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

At Acreage Pines Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten

The Work Sampling System will be used to determine students' print/letter knowledge and level of phonological awareness/processing.

Data will be used to plan daily academic instruction for all students. Florida Standards will be taught through daily rigorous instruction, modeling, guided practice, and independent practice of all academics.

Acreage Pines will hold a Kindergarten Round-up/Orientation for incoming Kindergarten students and parents during the spring semester.

In the spring, the local middle schools will visit the 5th graders, distributing information regarding their programs offered to all incoming 6th graders. The middle schools also sponsor parent nights in the spring, allowing 5th graders and their parents the opportunity to visit their campus.

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.** If teachers deliver intentional rigorous instruction, provide student feedback, self-reflect, and effectively transition into student centered classrooms, then 75% of our students will demonstrate proficiency on grade level standards.
- G2.** If the school develops and follows a comprehensive scope and sequence utilizing content focused curriculum mapping with the integration of our Biomedical and Veterinary Technology Academy, then 75% of our students will demonstrate learning gains in Reading and Math.

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. If teachers deliver intentional rigorous instruction, provide student feedback, self-reflect, and effectively transition into student centered classrooms, then 75% of our students will demonstrate proficiency on grade level standards. 1a

G043164

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	79.0
AMO Reading - All Students	77.0

Resources Available to Support the Goal 2

- Curriculum Maps
- Learning Village
- Florida State Standards
- LSI Professional Development
- Marzano Instructional Framework
- Fountas and Pinnell Benchmark Assessment System
- Think Central
- Khan Academy
- Reading Plus
- Continuum of Literacy Learning
- "Instructional Rounds in Education" text
- "Falling In Love With Close Reading" text

Targeted Barriers to Achieving the Goal 3

- Need for targeted professional development in the instructional model as well as content specific training.

Plan to Monitor Progress Toward G1. 8

Focused classroom observation

Person Responsible

Amy Dujon

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

iObservation feedback

Plan to Monitor Progress Toward G1. 8

Assessment data

Person Responsible

Amy Dujon

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Student gains

Plan to Monitor Progress Toward G1. 8

LSI Training

Person Responsible

Amy Dujon

Schedule

Monthly, from 8/28/2014 to 3/27/2015

Evidence of Completion

Evidence of attending and implementing of LSI Training.

G2. If the school develops and follows a comprehensive scope and sequence utilizing content focused curriculum mapping with the integration of our Biomedical and Veterinary Technology Academy, then 75% of our students will demonstrate learning gains in Reading and Math. **1a**

 G043165

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	79.0
AMO Reading - All Students	77.0

Resources Available to Support the Goal **2**

- Curriculum Maps
- Learning Village
- Florida State Standards
- LSI Professional Development
- Marzano Instructional Framework
- Fountas and Pinnell Benchmark Assessment System
- Think Central
- Khan Academy
- Reading Plus
- Continuum of Literacy Learning
- "Instructional Rounds in Education" text

Targeted Barriers to Achieving the Goal **3**

- Only 60 minutes for common planning.

Plan to Monitor Progress Toward G2. **8**

Assessment data

Person Responsible

Amy Dujon

Schedule

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

Evidence of Completion

student gains

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. If teachers deliver intentional rigorous instruction, provide student feedback, self-reflect, and effectively transition into student centered classrooms, then 75% of our students will demonstrate proficiency on grade level standards. **1**

 G043164

G1.B2 Need for targeted professional development in the instructional model as well as content specific training. **2**

 B105543

G1.B2.S1 Professional Development **4**

 S132904

Strategy Rationale

Become a Demonstration School of Rigor through Learning Science International- Florida State Standards demand more rigorous instruction.

Action Step 1 **5**

Training to become a School of Rigor.

Person Responsible

Amy Dujon

Schedule

Monthly, from 8/28/2014 to 3/27/2015

Evidence of Completion

Agendas, Powerpoints, homework

Action Step 2 5

Administrative feedback to guide rigorous instruction.

Person Responsible

Amy Dujon

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Written feedback, iObservation

Action Step 3 5

Locate and use research-based reading resource materials.

Person Responsible

Amy Dujon

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Daily iii record

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

Training to become a School of Rigor.

Person Responsible

Amy Dujon

Schedule

Monthly, from 8/28/2014 to 3/27/2015

Evidence of Completion

Agendas, Powerpoint

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

Administrator feedback to guide rigorous instruction.

Person Responsible

Amy Dujon

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Written feedback, iObservation

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

Locate and use research-based reading resource materials.

Person Responsible

Amy Dujon

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Daily iii record.

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

Instructional Observations

Person Responsible

Amy Dujon

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Feedback and Conferencing

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

Assessments

Person Responsible

Amy Dujon

Schedule

On 6/5/2015

Evidence of Completion

Student gains

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

LSI Training

Person Responsible

Amy Dujon

Schedule

Monthly, from 8/28/2014 to 3/27/2015

Evidence of Completion

Faculty homework, Classroom application

G2. If the school develops and follows a comprehensive scope and sequence utilizing content focused curriculum mapping with the integration of our Biomedical and Veterinary Technology Academy, then 75% of our students will demonstrate learning gains in Reading and Math. 1

G043165

G2.B1 Only 60 minutes for common planning. 2

B105547

G2.B1.S1 Planning 4

S134764

Strategy Rationale

Pre-arranged and protected planning time with targeted purposes.

Action Step 1 5

Grade level teams will engage in team planning.

Person Responsible

Amy Dujon

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Agendas, meeting minutes

Action Step 2 5

Grade level teams will engage in Learning Team meetings.

Person Responsible

Amy Dujon

Schedule

Biweekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Agendas, meeting minutes

Action Step 3 5

All grade level teams will participate in a planning cycle collaboration.

Person Responsible

Amy Dujon

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Agendas, meeting minutes, grade level curriculum maps, PGP's

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

Classroom observations

Person Responsible

Amy Dujon

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

iObservation data

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

Agendas and minutes

Person Responsible

Amy Dujon

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Meeting minutes and Team Action Plans

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

Student performance analysis data

Person Responsible

Amy Dujon

Schedule

Daily, from 8/12/2014 to 6/5/2015

Evidence of Completion

EDW, Performance Matters, teacher-created assessments

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

Meeting observations

Person Responsible

Amy Dujon

Schedule

Biweekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Meeting minutes

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.B2.S1.A1	Training to become a School of Rigor.	Dujon, Amy	8/28/2014	Agendas, Powerpoints, homework	3/27/2015 monthly
G2.B1.S1.A1	Grade level teams will engage in team planning.	Dujon, Amy	8/12/2014	Agendas, meeting minutes	6/5/2015 weekly
G1.B2.S1.A2	Administrative feedback to guide rigorous instruction.	Dujon, Amy	8/12/2014	Written feedback, iObservation	6/5/2015 monthly
G2.B1.S1.A2	Grade level teams will engage in Learning Team meetings.	Dujon, Amy	8/12/2014	Agendas, meeting minutes	6/5/2015 biweekly
G1.B2.S1.A3	Locate and use research-based reading resource materials.	Dujon, Amy	8/12/2014	Daily iii record	6/5/2015 monthly
G2.B1.S1.A3	All grade level teams will participate in a planning cycle collaboration.	Dujon, Amy	8/12/2014	Agendas, meeting minutes, grade level curriculum maps, PGP's	6/5/2015 monthly
G1.MA1	Focused classroom observation	Dujon, Amy	8/19/2014	iObservation feedback	6/5/2015 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.MA2	Assessment data	Dujon, Amy	8/19/2014	Student gains	6/5/2015 weekly
G1.MA3	LSI Training	Dujon, Amy	8/28/2014	Evidence of attending and implementing of LSI Training.	3/27/2015 monthly
G1.B2.S1.MA1	Instructional Observations	Dujon, Amy	8/19/2014	Feedback and Conferencing	6/5/2015 monthly
G1.B2.S1.MA5	Assessments	Dujon, Amy	8/19/2014	Student gains	6/5/2015 one-time
G1.B2.S1.MA6	LSI Training	Dujon, Amy	8/28/2014	Faculty homework, Classroom application	3/27/2015 monthly
G1.B2.S1.MA1	Training to become a School of Rigor.	Dujon, Amy	8/28/2014	Agendas, Powerpoint	3/27/2015 monthly
G1.B2.S1.MA3	Administrator feedback to guide rigorous instruction.	Dujon, Amy	8/12/2014	Written feedback, iObservation	6/5/2015 monthly
G1.B2.S1.MA4	Locate and use research-based reading resource materials.	Dujon, Amy	8/12/2014	Daily iii record.	6/5/2015 monthly
G2.MA1	Assessment data	Dujon, Amy	8/18/2014	student gains	6/5/2015 weekly
G2.B1.S1.MA1	Meeting observations	Dujon, Amy	8/12/2014	Meeting minutes	6/5/2015 biweekly
G2.B1.S1.MA1	Classroom observations	Dujon, Amy	8/12/2014	iObservation data	6/5/2015 weekly
G2.B1.S1.MA2	Agendas and minutes	Dujon, Amy	8/12/2014	Meeting minutes and Team Action Plans	6/5/2015 weekly
G2.B1.S1.MA3	Student performance analysis data	Dujon, Amy	8/12/2014	EDW, Performance Matters, teacher-created assessments	6/5/2015 daily

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. If teachers deliver intentional rigorous instruction, provide student feedback, self-reflect, and effectively transition into student centered classrooms, then 75% of our students will demonstrate proficiency on grade level standards.

G1.B2 Need for targeted professional development in the instructional model as well as content specific training.

G1.B2.S1 Professional Development

PD Opportunity 1

Training to become a School of Rigor.

Facilitator

LSI Team

Participants

All Instructional Staff

Schedule

Monthly, from 8/28/2014 to 3/27/2015

PD Opportunity 2

Administrative feedback to guide rigorous instruction.

Facilitator

Mrs. Dujon, Principal and Mrs. Reed, Assistant Principal

Participants

All teachers

Schedule

Monthly, from 8/12/2014 to 6/5/2015

G2. If the school develops and follows a comprehensive scope and sequence utilizing content focused curriculum mapping with the integration of our Biomedical and Veterinary Technology Academy, then 75% of our students will demonstrate learning gains in Reading and Math.

G2.B1 Only 60 minutes for common planning.

G2.B1.S1 Planning

PD Opportunity 1

All grade level teams will participate in a planning cycle collaboration.

Facilitator

Amy Dujon, Principal; District Cohort Trainers; LSI Trainer

Participants

All grade level teachers

Schedule

Monthly, from 8/12/2014 to 6/5/2015

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 2: If the school develops and follows a comprehensive scope and sequence utilizing content focused curriculum mapping with the integration of our Biomedical and Veterinary Technology Academy, then 75% of our students will demonstrate learning gains in Reading and Math.	4,200
Grand Total	4,200

Goal 2: If the school develops and follows a comprehensive scope and sequence utilizing content focused curriculum mapping with the integration of our Biomedical and Veterinary Technology Academy, then 75% of our students will demonstrate learning gains in Reading and Math.		
Description	Source	Total
B1.S1.A3	Title II	4,200
Total Goal 2		4,200