

Country Oaks Elementary School



2014-15 School Improvement Plan

Country Oaks Elementary School

2052 NW EUCALYPTUS BLVD, Labelle, FL 33935

http://hendry-schools.org/education/school/school.php?sectionid=9&sc_id=1171294728

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	89%

Alternative/ESE Center	Charter School	Minority
No	No	80%

School Grades History

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

School Board Approval

This plan is pending approval by the Hendry 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	26
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	29

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

The mission of Country Oaks Elementary School is to create and maintain a safe, parent-friendly environment that ensures every member of the school will reach his or her highest level of academic, social, and emotional achievement. Guided by the Florida State standards, curriculum based assessments, and classroom performance, we commit to a rigorous approach in support of each child reaching his or her potential.

Provide the school's vision statement

Country Oaks Elementary School is a place where students receive a student-centered education. We strive to meet the individual academic need of all students. Our highly qualified teachers value working with parents and the community to ensure that students will be proficient with the Florida Standards as they move towards becoming college and career ready.

School Environment

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

Teachers work to build relationships throughout the year. Parents are invited by teachers and administrators to volunteer at anytime. Our SAC committee provides a diverse group of parents to give input as we develop our academic programs and work to support the needs of parents, students, and teachers. Parent nights allow parents and teachers to have conversations regarding the academic progress of their child, while explaining to them in the expectations at each grade level. These meetings allow us to share trends in data and show how they can more fully support the learning process. There is a survey given to parents so we can collect information that will help us provide better services to families in the future.

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

We have a secured the campus by keeping all doors locked throughout the day. Gates are locked once the school day begins and school personnel are stationed at specific locations throughout the campus as students arrive and leave the campus. There is an SRO on campus everyday that is available to assist students and parents when needed. The counselor has an open door policy and is available to counsel students and parents throughout the year. Administration welcomes students and parents with an open door policy, as well.

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 schoolwide behavior system is based on the individual needs of each classroom. Teachers adhere to the student code of conduct book set by district guidelines. For a first offense- teachers will give the student a warning. For a second offense- teachers will contact the parents of students who become a disruption to the learning process. For a third offense- teachers will send the student to the office with a written referral. Parents will be contacted and, based on the incident, students may

receive a time out in the office, restriction of extra-curricular privileges, or other disciplinary actions appropriate for the offense. If it is an egregious act, a referral will be sent to the office with the student. The parents will be contacted and further disciplinary actions will be decided.

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 counselor is available to counsel students that are having social-emotional difficulties, as well as presenting an anti-bullying program. We assist parents by providing information to local mental health facilities within the community. Some teachers and other staff members mentor to support students. We will begin allowing the Big Sister/ Big Brother organization to come in and mentor students that need extra support and encouragement. Teachers are encouraged to assist students in need, or find someone to help with any crisis that may arise.

Early Warning Systems

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

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	24	21	16	6	14	11	92
One or more suspensions	4	2	0	2	0	4	12
Course failure in ELA or Math	20	19	12	6	7	7	71
Level 1 on statewide assessment	0	0	0	17	19	0	36

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?

Yes

PIP Link

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

Description

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

Each year we have partnered with the Rotary Club to provide a spaghetti dinner for our open house. This allows parents, staff, and other family members to sit and eat a family meal together as they go to visit student classrooms. The Kiwanis Club donates dictionaries to third grade students each year to promote research and develop vocabulary. Boy Scouts and Girl Scouts are encourage to use our facility to set up a table at our open house. We have provided outreach to Mira Verde, a local neighborhood, providing curriculum materials to parents 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
Sealey, James	Principal
Jones, Robin	Assistant Principal
Cottrell, Kris	Instructional Coach
Howard, Amanda	Instructional Coach
Slater, Laura	Guidance Counselor
Wedeles, George	Instructional Coach

Duties

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

Principal and Assistant Principal- Facilitates leadership and guidance for the use of data-based decision making, ensures fidelity and implementation of Florida State Standards.

Reading Coach - Analyzes reading data, collaborates with classroom teachers, and provides appropriate professional development for instructors.

Resource teachers- Are part of tier 3 implementation. Collaborates with classroom teachers to implement appropriate interventions to students and assist in progress monitoring.

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

All Title 1 funds work to supplement our current curriculum materials and academic goals. These funds will provide after school tutoring programs, ELL personnel for students, and technology to assist teachers and students in all academic areas. After school program materials will be used to assist students in subgroups not making AYP. The migrant afterschool program will be provided to migrant students to assist with homework and provide additional time in language acquisition. Title X Homeless funds are used to provide additional school materials for students identified as homeless.

The DARE program is presented to 5th graders to support the prevention of the use of drugs, tobacco, and alcohol. The food services program also provides a nutritious breakfast and lunch daily.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Amanda Howard	Teacher
James Sealey	Principal
Robin Jones	Principal

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 SAC committee reviewed the SIP as a group. Expenditures of SAC money was noted and the team discussed ways to assist the school based on the goals of the SIP. They review the goals from the previous year and look to see what goals were met and how they correlate with the current year's expectations.

Development of this school improvement plan

Parent members, teachers, staff, community leaders, and administration will participate in the development and implementation of the plan. They create, distribute, and tally the parent, teacher, and student surveys that reflects the feeling of these groups towards the different aspects of school life - safety, cleanliness, treatment of students, understanding of school rules/policy, teacher involvement, technology use and feedback from teacher/administration. The results of this survey are used in creating and revising the School Improvement Plan. The SAC also reviews and approves the school compact which is signed by the student, parent, teacher and administrator.

Preparation of the school's annual budget and plan

The annual budget items are presented to the committee and a vote is taken before proceeding. Teachers and other staff members are welcome to present suggested items that they would like to see purchased through the use of SAC funds. Last year's purchases are reviewed, and the committee gathers information to decide if those items need to be purchased again. The primary goal of SAC funds is to make sure that purchases are for all students.

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

- Agendas for parent communication for grades 2-5-- \$2200.00
- Lanyards to display students identification--grades K-5 -- \$325.00
- Car Hangers for parent pickup -- grades K-5-- \$400.00
- ALPHA card supplies-- grades K-5-- \$240.00
- AR Books-- grades K-5-- \$700.00
- STARFALL software for primary students -- \$300.00
- Oncourse Lesson Planning software -- grades K-5 -- \$2000.00
- Materials to support teacher instruction -- grades K-5 - \$1898.00

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
Sealey, James	Principal
Jones, Robin	Assistant Principal
Walls, Bonny	Instructional Media
Howard, Amanda	Instructional Coach
Cottrell, Kris	Instructional Coach
Wedeles, George	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes the following activities throughout the year:

1. Pre-K and Kindergarten will be participating in Jumpstart's Read for the Record
2. All Grades participate in Celebrate Literacy Week, Florida
3. Family Reading Night
4. Children's Book Week
5. Read-A-Thon (2 times per year)
6. K-5 Grade Parent Informational Reading Night
7. Sunshine State Book Club (grades 3-5)
8. Florida Reading Association Book Club (grades k-2)
9. Tropicana Speech Contest (grades 4-5)

Public and Collaborative Teaching

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

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

Grade levels are provided with a common planning time and scheduled weekly PLC meetings to collaborate and plan. During the weekly PLC meetings, teachers work on grade level data to find trends and discuss best practices. Resource teachers promote collaboration of curriculum and problem solving of students, by providing resources and materials to help with the plan-do-check-act process. Teachers are encouraged to lead the process during meetings and all members of the team share successes and concerns. Mentors are provided to new teachers for the first year, and can be extended if necessary.

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

New teachers are researched through the Appli-Track System and Teachers/Teachers, before the interview to ensure that the most qualified teachers are interviewed and hired. Once they are hired, they are assigned a mentor and participate in the New Teacher Induction Program, organized and presented

by the district. New teachers meet regularly with their mentors and administration to review their progress and solve any problems that may arise. Professional development is provided to teachers that are out-of-field. Administration and district personnel are responsible for providing training.

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

The district's mentoring program is designed to introduce new teachers to the culture of the area, review rules and regulations within the district, and provide support when needed. Each new teacher is assigned a mentor that is familiar with the area of instruction to which they have been assigned. They meet regularly to provide support to the new teacher. Throughout the year new teachers meet with the school based induction team member and administration. This mentoring relationship can be extended into the next school year, if necessary.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The district has purchased state adopted materials that are aligned to the Florida Standards. Teachers meet regularly to review the standards that are taught and develop supplemental materials when needed. Teachers progress monitor and review data to evaluate the success of core instruction. Resource teachers meet with grade levels to support and assess student progress with the Florida State Standards. Areas of weakness are addressed and resourced. Teachers post standards to their lesson plans to ensure that all standards are taught. Review of students progress is based on standards during PLC meetings. All supplemental materials are evaluated for standards alignment prior to purchase.

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

Data is collected from Performance Matters, Weekly Assessments, and STAR to evaluate student progress. Students in the bottom quartile are provided supplemental resources through small group instruction to support the core curriculum. Grade levels create focus calendars based on data to ensure students receive rigorous instruction. The Plan Do Check Act model, which is part of the Florida Continuous Improvement Model, is used to assess students' progress.

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: 45

Country Oaks Elementary After School Program will invite ELL and Migrant students. The curriculum will consist of homework help and language acquisition to support the core curriculum. These students will be actively working together in small groups and will share what they are learning with each other and the teacher.

Strategy Rationale

Our ELL and Migrant population has little support at home to assist with English curriculum and help with acquiring fluency with English.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sealey, James, sealeyj@hendry.k12.fl.us

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

CELLA and IPT data will be collected to monitor student progress.

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

COE kindergarten teachers hosted a Pre-K Night in the spring for parents and pre-school age students to come to school and participate in literacy activities and make activities to take home and continue working on throughout the year to help prepare for entering kindergarten. They were given materials to support home instruction. Teachers at the local RCMA Centers are invited to bring their students to Country Oaks Elementary School in the spring, and our Kindergarten teachers visit the local RCMA's to share expectations with parents and help to make sure that they the appropriate paperwork to enroll students. During the visit the pre-school students are taken on a tour of the school. They visit the kindergarten classrooms and art, music, P.E., the library, where they may see how classes work at school. They also visit the playground and are allowed to play with the kindergarten students, and the lunchroom, where they may sit and experience a school lunch. Students are given a registration packet to take to their parents to complete and return to COE. Any questions the students or adults have are discussed.

Mrs. Jones and Mr. Talada opened the school six nights to allow for parents to come register their pre-k age students for Summer VPK at COE, and incoming kindergartners in the fall. Incoming kindergarten students were given a book as a welcome gift.

COE opened a school year VPK class with 20 students. These students will be allowed to participate in many COE events and also be introduced to kindergarten teachers and classes during special themed activities.

Fifth grade students visit the middle school in the spring, meet the teachers, visit various areas of the school and learn about the expectations in 6th grade. Students are encouraged to participate ask questions. The counselors from the middle school came to visit the 5th grade students to share

expectations. They presented a skit in the cafeteria to students and answered questions from students.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** If students are part of regularly scheduled small group instruction in the classroom with an ELL paraprofessional, then the identified number of students exiting ELL will increase.
- G2.** If students participate in focused instructional groups are monitored by mini-assessments and district benchmarks, then our students in the bottom quartile, as determined by state and district assessments, will make gains on state assessments.
- G3.** If teachers, para-professionals, support staff, and parents receive professional development to promote relevance and rigor in all classroom instruction, then cross curricular proficiency will increase at all grade levels.

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 students are part of regularly scheduled small group instruction in the classroom with an ELL paraprofessional, then the identified number of students exiting ELL will increase. 1a

G048782

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	53.0

Resources Available to Support the Goal 2

- ELL Paras, Classroom Teachers, Rosetta Stone

Targeted Barriers to Achieving the Goal 3

- Teachers have limited time to address the needs of students during the school day. Students need additional instruction time with the teacher and paraprofessional.

Plan to Monitor Progress Toward G1. 8

Student daily grades will be monitored for improvement and yearly assessments.

Person Responsible

Laura Slater

Schedule

Monthly, from 9/11/2014 to 5/22/2015

Evidence of Completion

CELLA scores, progress on core assessments

G2. If students participate in focused instructional groups are monitored by mini-assessments and district benchmarks, then our students in the bottom quartile, as determined by state and district assessments, will make gains on state assessments. 1a

G048783

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	66.0
Math Lowest 25% Gains	65.0

Resources Available to Support the Goal 2

- Classroom teachers, administration, resource teachers

Targeted Barriers to Achieving the Goal 3

- Teachers need to provide effective rigorous instruction needed to obtain mastery of the new Florida standards.

Plan to Monitor Progress Toward G2. 8

Classroom teachers will monitor all assessments and administrators will review data collection.

Person Responsible

James Sealey

Schedule

Quarterly, from 9/11/2014 to 5/29/2015

Evidence of Completion

Benchmark assessments, weekly math assessments

G3. If teachers, para-professionals, support staff, and parents receive professional development to promote relevance and rigor in all classroom instruction, then cross curricular proficiency will increase at all grade levels. **1a**

G048784

Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	64.0
FSA - Mathematics - Proficiency Rate	68.0
FCAT 2.0 Science Proficiency	56.0

Resources Available to Support the Goal **2**

- Reading Coach, school level and district level administration, academic coaches, webinars, workshops, conferences and PLC's.

Targeted Barriers to Achieving the Goal **3**

- Develop teachers' understanding of effective implementation of rigorous instruction in a timely manner.

Plan to Monitor Progress Toward G3. **8**

Progress will be monitored by lesson plans, mini-assessments, benchmark assessments, and progression of action plans.

Person Responsible

James Sealey

Schedule

Biweekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Evidence of progress toward our goal will be in action plans

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 students are part of regularly scheduled small group instruction in the classroom with an ELL paraprofessional, then the identified number of students exiting ELL will increase. **1**

 G048782

G1.B1 Teachers have limited time to address the needs of students during the school day. Students need additional instruction time with the teacher and paraprofessional. **2**

 B121795

G1.B1.S1 Provide an environment that immerses students in the English language at school, while providing an afterschool program for ELL and migrant students twice a week. **4**

 S133749

Strategy Rationale

Immersion in the English Language provides the student with intense exposure and many opportunities to practice as they experience daily routines at school. This coupled with support from the afterschool program will further their English skills.

Action Step 1 **5**

Teachers will provide the accommodations necessary to implement the ELL plan during the school day and support will be provided during the afterschool program.

Person Responsible

Laura Slater

Schedule

Daily, from 9/11/2014 to 6/3/2015

Evidence of Completion

Classroom grades, CELLA assessments

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

Lesson plans, attendance in the afterschool program

Person Responsible

James Sealey

Schedule

Biweekly, from 9/11/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, CELLA assessments

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

CELLA scores will be monitored

Person Responsible

Laura Slater

Schedule

Semiannually, from 9/11/2014 to 5/22/2015

Evidence of Completion

CELLA scores

G2. If students participate in focused instructional groups are monitored by mini-assessments and district benchmarks, then our students in the bottom quartile, as determined by state and district assessments, will make gains on state assessments. **1**


 G048783

G2.B1 Teachers need to provide effective rigorous instruction needed to obtain mastery of the new Florida standards. **2**

 B121796

G2.B1.S1 Provide professional development through weekly PLC meetings and data review meetings.

4

 S133750

Strategy Rationale

Regularly scheduled meetings focused on standards and student progression will develop an in-depth understanding of the standards and curriculum.

Action Step 1 **5**

Teachers and administrators will meet regularly to review data and create focus calendars and mini-assessments by using the plan-do-check-act process.

Person Responsible

James Sealey

Schedule

Weekly, from 9/11/2014 to 5/29/2015

Evidence of Completion

Monitor the number of students who pass assessments in class

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

Student's grades, assessments, mini-assessments and benchmark assessments will be monitored for progress.

Person Responsible

James Sealey

Schedule

Weekly, from 9/11/2014 to 6/3/2015

Evidence of Completion

Increased scores on assessments.

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

Mini-assessments, benchmarks, and district assessments will be monitor in addition to regular walk-throughs.

Person Responsible

James Sealey

Schedule

Weekly, from 9/11/2014 to 5/29/2015

Evidence of Completion

Assessment results and walk-through data.

G3. If teachers, para-professionals, support staff, and parents receive professional development to promote relevance and rigor in all classroom instruction, then cross curricular proficiency will increase at all grade levels. 1

G048784

G3.B1 Develop teachers' understanding of effective implementation of rigorous instruction in a timely manner. 2

B121798

G3.B1.S1 Provide ongoing resources and staff development on rigor and relevance. Encourage teachers to meet in PLC's and analyze data. Utilize time during planning, before school, and after school to collect and reflect on data. 4

S133751

Strategy Rationale

Reflection of classroom instruction, while analyzing data will provide teachers the opportunity to increase rigor. Students need the prerequisite skills to transition to the next grade level with proficiency.

Action Step 1 5

Grade levels will analyze data and prepare focus calendars for students at each grade level.

Person Responsible

James Sealey

Schedule

Weekly, from 9/11/2014 to 5/29/2015

Evidence of Completion

Teams will submit a plan to administration.

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

Lesson plans and action plans will be monitored by administration, walk-throughs will also be conducted.

Person Responsible

James Sealey

Schedule

Weekly, from 9/11/2014 to 5/29/2015

Evidence of Completion

Evidence of completion will be through lesson plans and PLC's outcomes.

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

Effectiveness will be monitored by benchmark assessments, classroom walk-throughs, feedback from teachers, and core assessments

Person Responsible

James Sealey

Schedule

Monthly, from 9/11/2014 to 5/29/2015

Evidence of Completion

Evidence will be from action plans and ongoing student assessments

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	Teachers will provide the accommodations necessary to implement the ELL plan during the school day and support will be provided during the afterschool program.	Slater, Laura	9/11/2014	Classroom grades, CELLA assessments	6/3/2015 daily
G2.B1.S1.A1	Teachers and administrators will meet regularly to review data and create focus calendars and mini-assessments by using the plan-do-check-act process.	Sealey, James	9/11/2014	Monitor the number of students who pass assessments in class	5/29/2015 weekly
G3.B1.S1.A1	Grade levels will analyze data and prepare focus calendars for students at each grade level.	Sealey, James	9/11/2014	Teams will submit a plan to administration.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Student daily grades will be monitored for improvement and yearly assessments.	Slater, Laura	9/11/2014	CELLA scores, progress on core assessments	5/22/2015 monthly
G1.B1.S1.MA1	CELLA scores will be monitored	Slater, Laura	9/11/2014	CELLA scores	5/22/2015 semiannually
G1.B1.S1.MA1	Lesson plans, attendance in the afterschool program	Sealey, James	9/11/2014	Lesson Plans, CELLA assessments	6/3/2015 biweekly
G2.MA1	Classroom teachers will monitor all assessments and administrators will review data collection.	Sealey, James	9/11/2014	Benchmark assessments, weekly math assessments	5/29/2015 quarterly
G2.B1.S1.MA1	Mini-assessments, benchmarks, and district assessments will be monitor in addition to regular walk-throughs.	Sealey, James	9/11/2014	Assessment results and walk-through data.	5/29/2015 weekly
G2.B1.S1.MA1	Student's grades, assessments, mini-assessments and benchmark assessments will be monitored for progress.	Sealey, James	9/11/2014	Increased scores on assessments.	6/3/2015 weekly
G3.MA1	Progress will be monitored by lesson plans, mini-assessments, benchmark assessments, and progression of action plans.	Sealey, James	9/26/2014	Evidence of progress toward our goal will be in action plans	5/29/2015 biweekly
G3.B1.S1.MA1	Effectiveness will be monitored by benchmark assessments, classroom walk-throughs, feedback from teachers, and core assessments	Sealey, James	9/11/2014	Evidence will be from action plans and ongoing student assessments	5/29/2015 monthly
G3.B1.S1.MA1	Lesson plans and action plans will be monitored by administration, walk-throughs will also be conducted.	Sealey, James	9/11/2014	Evidence of completion will be through lesson plans and PLC's outcomes.	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. If students participate in focused instructional groups are monitored by mini-assessments and district benchmarks, then our students in the bottom quartile, as determined by state and district assessments, will make gains on state assessments.

G2.B1 Teachers need to provide effective rigorous instruction needed to obtain mastery of the new Florida standards.

G2.B1.S1 Provide professional development through weekly PLC meetings and data review meetings.

PD Opportunity 1

Teachers and administrators will meet regularly to review data and create focus calendars and mini-assessments by using the plan-do-check-act process.

Facilitator

Admin team

Participants

Teachers K-5

Schedule

Weekly, from 9/11/2014 to 5/29/2015

G3. If teachers, para-professionals, support staff, and parents receive professional development to promote relevance and rigor in all classroom instruction, then cross curricular proficiency will increase at all grade levels.

G3.B1 Develop teachers' understanding of effective implementation of rigorous instruction in a timely manner.

G3.B1.S1 Provide ongoing resources and staff development on rigor and relevance. Encourage teachers to meet in PLC's and analyze data. Utilize time during planning, before school, and after school to collect and reflect on data.

PD Opportunity 1

Grade levels will analyze data and prepare focus calendars for students at each grade level.

Facilitator

Leadership Team, Other available PD on data analysis and PLC's

Participants

Classroom Teachers

Schedule

Weekly, from 9/11/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0