Avon Elementary School

2014-15 School Improvement Plan

Avon Elementary School

705 WINTHROP ST, Avon Park, FL 33825

http://www.highlands.k12.fl.us/~aes/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	83%

Alternative/ESE Center	Charter School	Minority
No	No	63%

School Grades History

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

School Board Approval

This plan is pending approval by the Highlands 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	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Avon Elementary is to educate and encourage our students to reach their full potential as productive citizens and leaders in an ever changing society.

Provide the school's vision statement

Learning to Lead, Leading to Learn

School Environment

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

Learning about students' cultures provides for a supportive learning environment and builds relationships between the teacher and students. At Avon Elementary teachers build and foster relationships and make a critical impact on student achievement by showing interest and concern for their students, by having conversations with families, by expressing respect, and by holding their students to high expectations.

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

At Avon Elementary we practice Stephen Covey's 7 Habits of Highly Effective Kids. We teach students how to apply the 7 habits in order to build character, citizenship, and strong work habits. By teaching/applying the 7 Habits we have established a positive and respectful school culture. Through the 7 Habits, students are encouraged to show thoughtfulness and respect for peers, adults, and the school at all times. We encourage students to report any incidents that make them feel unsafe. We have a bully box where students can report incidents of bullying confidentially without the fear of retaliation. Avon Elementary has a zero tolerance policy for bullying.

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

Avon Elementary's school-wide behavior program incorporates a positive behavior clip chart. With the behavior clip chart, teachers are able to reinforce classroom procedures/expectations consistently while reinforcing positive behavior. This minimizes distractions and keeps students engaged and focused on learning.

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

Avon Elementary is able to ensure the social-emotional needs of all students are being met through the provision of a school guidance counselor and a tri-county counselor. The guidance counselor also brokers with the Child Advocacy Center to secure additional services that may be needed. The school also provides an on-site staff mentoring program where staff members are paired up with students in need of additional support.

Early Warning Systems

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

Avon Elementary's school based leadership team met in July 2014 to analyze data and identify students with 2 more early warning indicators. The early warning indicators included:
Attendance
Suspensions ~ 1 or more days
Level 1 in Reading on the state assessment
Level 1 in math on the state assessment

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
	1	2	3	4	5	
Attendance below 90 percent	9	9	9	2	11	40
One or more suspensions	14	7	6	6	16	49
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	13	16	29
	0	0	0	0	0	
	0	0	0	0	0	

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	1	1	1	6	10

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

The students identified at Avon Elementary with 2 or more Early Warning Indicators are receiving some or all of the following intervention strategies:
• ESE Services
• Tier 2 – MTSS
• Differentiated Instruction
• Small Group Instruction
• Parent Contact ~ Communication
• Counseling

Family and Community Involvement

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

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/177570.

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

Avon Elementary builds partnerships with the community to secure resources to support achievement in a variety of ways. Avon Elementary partners each year with the Avon Park Noon Rotary Club, who purchases/provides dictionaries to all of our 4th grade students, we partner with Park Elementary and host a community Harvest Festival to raise funds to purchase resources that support student learning, we partner with Bill Jarrett Ford who provides funds to implement our Leader In Me initiative, and we partner with Wells Motor Company where we host a Chrysler Drive where we are raising funds to purchase new playground equipment.

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
Ball, Carla	Principal
Spencer, Jon	Assistant Principal
Brannon, Lucretia	Instructional Technology
Brooker, Martie	Guidance Counselor
Cobb, Cindy	Teacher, K-12
Elder, Lisa	Teacher, ESE
Franza, Sara	Instructional Coach
Gause, Lisa	Teacher, K-12
Hargrove, Marcia	Teacher, K-12
Jones, Megan	Teacher, K-12
Miller, Ana	Teacher, K-12
Murphy, Cindy	Instructional Coach
Richardson, Laura	Teacher, K-12
Sinclair, Terri	Instructional Media
Welch, Erin	Dean

Duties

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

The leadership team members serve as liasons to their grade levels. Progress monitoring requires scheduling, shared decision making on grade level benchmarks/expectations for each 9 weeks period. Additionally, strategies for delivering tier 2 and tier 3 interventions/scheduling are based on feedback from team leader input. The MTSS team consults with these team members monthly (or as needed).

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

The MTSS leadership team meets monthly with all team members. The school psychologist, reading coach and guidance counselor review and input data weekly. Students may be referred to this team for assistance when experiencing difficulty academically or behaviorally. This is done through progress monitoring, or directly to the guidance counselor, administration, reading coach, or other team member when ordinary classroom accomodations and intervention strategies fail to resolve the student's deficiency. A meeting is then scheduled for the MTSS team to meet with the classroom teacher to share concerns and look cooperatively with the team for solutions. Parents are invited to attend these meetings as well. The team clarifies the concern and reviews available data in order to specifically define the issue (hypothesis and goal setting take place at this time).
Title I Part A-provides funds to target academic assistance to all students, professional development for teachers, and parent involvement activities.
Title I part C-provides services to migrant students and their families. Parent involvement and education is an integral part of the migrant program.
Title I Part D-provides services to children who are delinquent or neglected.
Title II-Part A provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.
Title III-supports activities to assist students to become proficient in English. Title III supports teacher professional development in ELL strategies, parent involvement and education.
SAI-SAI funds will be coordinated with Title I funds to provide summer school for level 1 readers.
Homeless-District student services coordinates with title I A to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Breakfast In The Classroom-provided to all students free of cost to the students.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Ball, Carla	Principal
Spencer, Jon	Principal
Deen, Stacia	Teacher
Webley, Donna	Teacher
Gause, Lisa	Teacher
Welch, Erin	Teacher
Branca, Bonnie	Teacher
McCracken, Shannon	Business/Community
Barben, William	Business/Community
Pruitt, Glenda	Parent
Moore, Laura	Parent
Saldana, Marisela	Parent
Pritchett, Kari	Parent
Miller, Dawn	Parent
Gonzalez, Jenny	Parent
Regino, Claudia	Parent
Zavala, Marlen	Parent
Rivera, Stephanie	Education Support Employee
Vegas, Susy	Education Support Employee
Massey, Natalie	Teacher

Duties

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

Evaluation of last year's school improvement plan

The school advisory council met in September 2014 to review the previous years School Improvement Plan (SIP)and to analyze data. We looked at Spring 2014 FCAT data, 4 year trend data and we looked to see if SIP targets were met. We also discussed strategies that were in place to reach those targets, we made revisions as necessary for the current SIP.

Development of this school improvement plan

The School Advisory Council (SAC) plays an active role in the development and evaluation of the school improvement plan and assist with the annual school budget. The SAC reviews relevant data, identifies areas for improvement, develops improvement strategies, and monitors the implementation of the strategies. This is an on-going process. Data is constantly being analyzed and adjustments made to ensure the strategies we are implementing are positively impacting student achievement. Funds are allocated to provide resources for the implementation of research based strategies.

Preparation of the school's annual budget and plan

The School Advisory Council (SAC) reviews and provides advisory input on the school budget and action plan. Funds are allocated to provide resources for the implementation of research based strategies and they provide input on discretionary spending.

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

NA

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
Ball, Carla	Principal
Spencer, Jon	Assistant Principal
Cobb, Cindy	Teacher, K-12
Elder, Lisa	Teacher, ESE
Brooker, Martie	Guidance Counselor
Franza, Sara	Instructional Coach
Gause, Lisa	Teacher, K-12
Hargrove, Marcia	Teacher, K-12
Jones, Megan	Teacher, K-12
Miller, Ana	Teacher, K-12
Murphy, Cindy	Instructional Coach
Richardson, Laura	Teacher, K-12
Sinclair, Terri	Instructional Media
Welch, Erin	Dean

Duties

Describe how the LLT promotes literacy within the school

The function of Avon Elementary's Literacy Leadership Team (LLT) is to build a culture of academic rigor through ongoing professional learning for teachers. The LLT will meet monthly to assess the school's literacy needs, establish goals and priorities for literacy, and develop a professional development agenda to meet the established goals. The Literacy Leadership Team also serve as liaisons to the rest of the staff, bringing messages and information to grade-level teams, as well as to other school committees, such as parent groups. The primary goal is to increase literacy learning and student achievement for all students.

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

Avon Elementary builds working relationships and fosters collaboration by providing a common planning block for each grade level, through weekly grade level planning meetings, and each grade level is allocated a 1/2 day planning day each nine weeks to analyze data, collaborate and plan.

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

Avon Elementary utilizes the Human Resources Recruitment and Professional Development (HRRPD) department at the district office. This department posts all vacancies on the website, as well as attending college/university recruitment fairs throughout the state. The Teach-In Florida.com and Teacher-
Teacher.com websites are also used to locate potential applicants who will meet the criteria to be highly qualified. An interview team consisting of the administration, literacy/curriculum resource teacher, grade level
appropriate teacher leader and other staff members, as needed, interviews each applicant who meets the
criteria to be interviewed and considered for the vacancy. References are checked via the telephone. The
HRRPD department performs the critical duty of screening interested applicants for verification of professional preparation and certification. This department is crucial to hiring highly qualified teachers.
New teachers are assigned grade level/job-alike mentors to assist and support the transition to Avon Elementary. Under the guidance and direction of the Curriculum Leadership team members, each grade level/department meets weekly to plan together, share successes, and problem solve.
In addition to the support provided by the team leader and administration, first year teachers are assigned a
Peer Evaluator. Using Charlotte Danielson's Frameworks for Teaching model, teachers are trained on the
content of the 4 Domains, the Rubrics and the Evidence to be observed. Peer Evaluators also serve to coach
new teachers on areas of need.

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

Avon Elementary provides mentoring for beginning teachers and teachers in need of improvement in a variety of methods. Highlands County School District Human Resources, Recruitment and Professional Development department is instrumental in verifying certification, highly qualified, and other requirements
that determine the teachers who are in need of the Professional Education Competence (PEC) program. Once those teachers who are determined to be eligible for this support program is identified, a qualified mentor/peer teacher is chosen. The criteria for selection of the mentor/peer teacher is: an experienced teacher who has the necessary skills and competencies to provide support for the beginning teacher; must
be at the same grade level or subject level; be Clinical Educator trained; participate in a peer teacher training; and attend a workshop relating to the Peer-Mentor Teacher Program Notebook. Each beginning teacher who is eligible for the PEC program has a support team that meets quarterly to provide support and
resources for the development of the beginning teacher.
Each Curriculum Leadership Team member also has the responsibility to mentor and support those beginning and/or teachers in need of improvement who are on their grade level team.
The Literacy/Curriculum Resource Teacher also provides guidance and support for beginning and/or teachers in need of improvement.

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

In order to prepare students for the rigor of the Florida Standards, Avon Elementary utilizes a core curriculum that addresses the state content standards, provides instruction that is based on the curriculum, and incorporates assessments that identify opportunities for students to demonstrate what they know and can do on the state content standards. To ensure the core instructional programs and materials are aligned to the Florida Standards opportunities are provided for teachers to map out the curriculum and unwrap the standards. This helps teachers to better understand what they are responsible for teaching and where any instructional gaps may be.

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

Avon Elementary uses data to provide and differentiate instruction to meet the diverse needs of students by:
• closely monitoring the progress of individual students and continually adjusting teaching in response
• providing tiered interventions based on student needs
• providing flexible grouping to cater for the individual needs of students and enable differing levels of support
• assisting students to monitor their own learning through data notebooks and goal setting
• communicating with parents through agendas, notes home, newsletters, parent conferences, phone calls, and parent nights to provide regular updates on student progress and to provide strategies and resources on how they can support their child's learning at home
Students who have difficulty attaining proficiency or above on state assessments are targeted for in school and/or after school tutoring opportunities to provide them with remediation and extra support. Students scoring below proficiency receive targeted support through tiered interventions in a small group setting.

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: Summer Program

Minutes added to school year: 7,560

Summer programs are available for 3rd grade reading camp students, migrant students, and ESY for qualifying ESE students.

Strategy Rationale

Additional time focusing on specific skills and student needs will improve student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Ball, Carla, ballc@highlands.k12.fl.us

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

Pre and post assessments are given to the students who attend summer school programs.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

In May of each year, the preschool agencies in the Avon Park area are scheduled for school visits. Students who will be entering school in August are given the opportunity to visit kindergarten classrooms as well as other areas of importance throughout the campus. Students are given "Welcome To School" packets with a variety of school materials in them. Parents are also given packets of information regarding what to expect as their child enters kindergarten. An open house/ orientation was held on August 15th. A kindergarten parent night was held during the second week of school. Parents were invited to come to their child's classroom to receive first hand information regarding the daily schedule, academic expectations, etc. The school guidance counselor works with any students and parents that may have difficulty adjusting to the transition to school.

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

N/A

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

N/A

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

N/A

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

N/A

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.   Increase the percent of students scoring proficient on the 2014-2015 FCAT science assessment.

G2.   To maintain and/or increase proficiency levels in math.

G3.   Use effective strategies to increase reading comprehension across all content areas.

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. Increase the percent of students scoring proficient on the 2014-2015 FCAT science assessment. `1a`

G046541

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	37.0

Resources Available to Support the Goal `2`

- Science Lab
- District Science Teacher
- Science Paraprofessional

Targeted Barriers to Achieving the Goal `3`

- Lack of direct and explicit instruction for moderate to high problem solving involving Science, Technolog, Engineering, and Math (STEM).
- Students do not have an in depth understanding of the scientific method.

Plan to Monitor Progress Toward G1. `8`

Data that will be collected and reviewed will consist of Performance Matters science assessments, classwork/science lab activities through Pinnacle grade book and FCAT science assessment.

Person Responsible

Jon Spencer

Schedule

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

Evidence of Completion

Progress monitoring charts, lesson plans, and classroom walk-thru data will be used as evidence to demonstrate the goal is being monitored.

G2. To maintain and/or increase proficiency levels in math. 1a

Targets Supported 1b

G046528

Indicator	Annual Target
AMO Math - All Students	68.0
AMO Math - African American	56.0
AMO Math - ED	65.0
AMO Math - ELL	61.0

Resources Available to Support the Goal 2

- K-5 Math Coach

- District Math Coach

- Harcourt Math Series

- iReady Software

Targeted Barriers to Achieving the Goal 3

- Students lack of conceptual understanding of grade level standards.

- Student deficits in mathematical vocabulary.

- Lack of resources and parent support at home due to language barrier.

Plan to Monitor Progress Toward G2. 8

Data collected and reviewed will consist of tutoring pre and post assessments, iReady, Pinnacle grade book

Person Responsible
Carla Ball

Schedule
Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion
Progress monitoring charts, lesson plans, and classroom walk-thru data will be used as evidence to demonstrate the goal is being monitored.

G3. Use effective strategies to increase reading comprehension across all content areas. [1a]

🔍 G037339

Targets Supported [1b]

Indicator	Annual Target
AMO Reading - All Students	72.0
AMO Reading - African American	64.0
AMO Reading - ED	68.0
AMO Reading - ELL	54.0

Resources Available to Support the Goal [2]

- District Reading Coach
- Accelerated Reader
- Technology ~ iReady
- Kagan Structures

Targeted Barriers to Achieving the Goal [3]

- Teachers are challenged with learning and implementing with fidelity the new Florida Standards and are challenged by the time involved to implement instruction effectively.
- Students' lack of readiness for school when they begin in kindergarten and students' lack of motivation to engage in learning which broadens the achievement gap.
- Lack of resources and technology to help struggling learners.

Plan to Monitor Progress Toward G3. [8]

Student academic data (iReady, weekly/unit assessments, and classroom observations

Person Responsible
Carla Ball

Schedule
Monthly, from 9/18/2014 to 5/29/2015

Evidence of Completion
Progress monitoring charts, lesson plans, and classroom walk-thru data will be used as evidence to demonstrate the goal is being monitored.

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. Increase the percent of students scoring proficient on the 2014-2015 FCAT science assessment. 1

🔑 G046541

G1.B1 Lack of direct and explicit instruction for moderate to high problem solving involving Science, Technolog, Engineering, and Math (STEM). 2

🔑 B115397

G1.B1.S1 Designate monthly early release days as STEM days. 4

🔑 S126999

Strategy Rationale

By providing time and activities focused strictly on science we will increase student knowledge of science content which will result in more students scoring at or above proficient on the state science assessment.

Action Step 1 5

Meet with grade levels to look at standards and plan monthly stem activities.

Person Responsible

Jon Spencer

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans, observation of STEM activities, grade level planning notes

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

Administration will attend grade level meetings to assist in planning and providing resources for STEM days.

Person Responsible

Carla Ball

Schedule

Weekly, from 8/27/2014 to 5/27/2015

Evidence of Completion

Grade level meeting notes, lesson plans

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

Student data will be analyzed for student growth/achievement.

Person Responsible

Carla Ball

Schedule

Monthly, from 9/17/2014 to 5/29/2015

Evidence of Completion

Pinnacle science grades, science progress monitoring assessments

G1.B2 Students do not have an in depth understanding of the scientific method. [2]

🔑 B115398

G1.B2.S1 The science lab paraprofessional will plan and pull resources for hands on activities/experiments that involves the scientific process. [4]

🔑 S127000

Strategy Rationale

With the time constraints placed on teachers, allowing the science paraprofessional to assist with planning and pulling resources will allow teachers more time to focus on delivery of the science content.

Action Step 1 [5]

The science lab paraprofessional will meet with the district science coach and 5th grade science teachers to develop a schedule and look at science content.

Person Responsible

Jon Spencer

Schedule

On 9/18/2014

Evidence of Completion

Meeting notes, lesson plans

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

Administration will attend the meeting and provide input/guidance as needed

Person Responsible

Jon Spencer

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Meeting notes, Lesson Plans

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

Administration will monitor student data for growth

Person Responsible

Jon Spencer

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Pinnacle grade book, progress monitoring science assessments, Science lab activities

G2. To maintain and/or increase proficiency levels in math. `1`

G046528

G2.B1 Students lack of conceptual understanding of grade level standards. `2`

B115378

G2.B1.S1 Provide professional development opportunities to teachers in unwrapping the Florida Standards to develop their understanding of student requirements and provide them with research based strategies to utilize when delivering instruction to students. `4`

S126952

Strategy Rationale

By deepening teacher understanding of the standards they are better able to plan and deliver instruction to students.

Action Step 1 `5`

Provide professional development opportunities for grade level teams to collaborate with district resource teachers to discuss the Florida Standards, plan rigorous activities and pull resources.

Person Responsible

Sara Franza

Schedule

On 11/6/2014

Evidence of Completion

Grade level meeting notes, lesson plans, informal/formal observations, student data results

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

Evidence of completion of PD, observations in classrooms of strategies implemented, and collaboration between administration and teachers

Person Responsible

Schedule

Monthly, from 11/6/2014 to 5/29/2015

Evidence of Completion

Attendance Rosters, Lesson Plans, Informal / Formal Observations, Grade Level Meeting Notes, Student Data Results

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

Student data will be analyzed for growth, strategies will be adjusted as needed.

Person Responsible

Schedule

Monthly, from 11/7/2014 to 5/29/2015

Evidence of Completion

Progress Monitoring Meetings, iReady data, weekly/unit assessments, FSA, classroom walk-thru data, grade level meeting notes

G2.B2 Student deficits in mathematical vocabulary. `2`

`B115379`

G2.B2.S1 Provide in-school and after school tutoring opportunities to increase students understanding of math vocabulary and concepts. `4`

`S126988`

Strategy Rationale

Student knowledge of concepts and vocabulary will increase by providing additional learning time/ opportunities for students.

Action Step 1 `5`

Develop an after school tutoring schedule allowing tutoring opportunities twice a week for selected students beginning in October.

Person Responsible

Jon Spencer

Schedule

On 10/3/2014

Evidence of Completion

Tutoring schedule with identified tutors and students.

Action Step 2 `5`

Develop an in-school tutoring schedule allowing additional tutoring times during the school day.

Person Responsible

Jon Spencer

Schedule

On 10/3/2014

Evidence of Completion

Tutoring schedule with identified tutors and students.

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

Administration will monitor the tutoring process for fidelity of implementation.

Person Responsible

Carla Ball

Schedule

Weekly, from 10/6/2014 to 3/13/2015

Evidence of Completion

Tutoring attendance, pre/post tutoring assessments, Pinnacle data, iReady math data

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

Administration will monitor student data for growth

Person Responsible

Carla Ball

Schedule

Weekly, from 10/6/2014 to 3/13/2015

Evidence of Completion

Tutoring attendance, pre/post tutoring assessments, Pinnacle data, iReady math data

G2.B3 Lack of resources and parent support at home due to language barrier. `2`

`B115380`

G2.B3.S1 Disseminate parent information (flyers, newsletters, parent call outs) in both English and Spanish. `4`

`S126973`

Strategy Rationale

By providing our ELL parents with information in Spanish we are educating and providing opportunities for them to assist their child at home.

Action Step 1 `5`

Provide information to our ELL paraprofessional and secretary for translation for parents.

Person Responsible

Carla Ball

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Samples of translated newsletters, flyers, Connect-Ed callouts in Spanish

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Administration will provide materials for translation to the ELL para and secretary for translation.

Person Responsible

Carla Ball

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Copies of translated parent materials.

G3. Use effective strategies to increase reading comprehension across all content areas. 1

G037339

G3.B1 Teachers are challenged with learning and implementing with fidelity the new Florida Standards and are challenged by the time involved to implement instruction effectively. 2

B089687

G3.B1.S1 Continue to collaborate with district resource teachers and school leadership team in providing support for teachers. Teachers have a common planning during the day to meet with academic coach and half day planning days will be provided for teachers. 4

S100398

Strategy Rationale

Through rich conversations/collaboration with the district coach, teachers can brainstorm ideas and strategies to implement the standards with fidelity. The common planning time will also allow for collaboration among their team and will allow time to plan and pull resources.

Action Step 1 5

Provide professional development opportunities for grade level teams to collaborate with district resource teachers to discuss the Florida Standards, plan rigorous activities and pull resources.

Person Responsible

Cindy Murphy

Schedule

On 10/8/2014

Evidence of Completion

Grade level meeting notes, classroom observations, lesson plans, attendance roster, and teacher evaluations both informal and formal

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

Evidence of completion of PD, observations in classrooms of strategies implemented, and collaboration between administration and teachers

Person Responsible

Carla Ball

Schedule

Monthly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Attendance Rosters, Formal / Informal Evaluations, Grade Level Meeting Agendas

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

Student data will be analyzed for growth, strategies will be adjusted as needed.

Person Responsible

Carla Ball

Schedule

Monthly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Progress Monitoring Meetings, iReady data, weekly/unit assessments, FSA, classroom walk-thru data, grade level meeting notes

G3.B2 Students' lack of readiness for school when they begin in kindergarten and students' lack of motivation to engage in learning which broadens the achievement gap. `2`

B089690

G3.B2.S1 Grade level and content area parent nights will be hosted throughout the school year to provide parents with expectations, activities and strategies to assist their child with academics at home. `4`

S100401

Strategy Rationale

It takes the school, parents, and student working together to ensure the success of the student. When students enter school not ready, it is important to provide parents with the necessary resources to help their child. When students experience success they become more engaged in the learning process.

Action Step 1 `5`

Grade level parent nights

Person Responsible

Martie Brooker

Schedule

On 5/29/2015

Evidence of Completion

Attendance Roster, Grade Level Planning Notes, Parent Night Agendas

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

Parent reminders, Connect-Ed messages, marquee messages and newsletters will be provided to parents to promote and remind parents of the various parent nights.

Person Responsible

Jon Spencer

Schedule

Monthly, from 8/20/2014 to 5/29/2015

Evidence of Completion

Parent night attendance rosters, grade level newsletters, student achievement data ~ weekly/unit assessments, iReady, Connect-Ed call out report.

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

Administration will plan parent nights with the guidance counselor and grade level teams and provide resources as needed to effective implementation.

Person Responsible

Carla Ball

Schedule

On 5/29/2015

Evidence of Completion

Student achievement data ~ iReady, weekly/unit assessments, Pinnacle grade book

G3.B3 Lack of resources and technology to help struggling learners. 2

B112504

G3.B3.S1 Implementation of the new iReady technology program. 4

S127001

Strategy Rationale

iReady is a diagnostic tool that will enable us to target student needs at their instructional level resulting in improved student achievement and reading comprehension.

Action Step 1 5

Provide professional development on the iReady program.

Person Responsible

Lucretia Brannon

Schedule

On 9/19/2014

Evidence of Completion

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

Administration will attend the training for the iReady program.

Person Responsible

Carla Ball

Schedule

On 8/19/2014

Evidence of Completion

Attendance Roster

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

Administration and teachers will monitor iReady student data reports for growth. Teachers will use data to plan small groups and will utilize digital resources to address student needs.

Person Responsible

Carla Ball

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

iReady data reports, lesson plans, lab schedules, weekly/unit lessons, Pinnacle grade book

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Provide professional development opportunities for grade level teams to collaborate with district resource teachers to discuss the Florida Standards, plan rigorous activities and pull resources.	Murphy, Cindy	10/8/2014	Grade level meeting notes, classroom observations, lesson plans, attendance roster, and teacher evaluations both informal and formal	10/8/2014 one-time
G3.B2.S1.A1	Grade level parent nights	Brooker, Martie	8/28/2014	Attendance Roster, Grade Level Planning Notes, Parent Night Agendas	5/29/2015 one-time
G2.B1.S1.A1	Provide professional development opportunities for grade level teams to collaborate with district resource teachers to discuss the Florida Standards, plan rigorous activities and pull resources.	Franza, Sara	11/6/2014	Grade level meeting notes, lesson plans, informal/formal observations, student data results	11/6/2014 one-time
G2.B3.S1.A1	Provide information to our ELL paraprofessional and secretary for translation for parents.	Ball, Carla	8/18/2014	Samples of translated newsletters, flyers, Connect-Ed callouts in Spanish	5/29/2015 weekly
G1.B1.S1.A1	Meet with grade levels to look at standards and plan monthly stem activities.	Spencer, Jon	8/18/2014	Lesson plans, observation of STEM activities, grade level planning notes	5/29/2015 weekly
G1.B2.S1.A1	The science lab paraprofessional will meet with the district science coach and 5th grade science teachers to develop a schedule and look at science content.	Spencer, Jon	9/18/2014	Meeting notes, lesson plans	9/18/2014 one-time
G3.B3.S1.A1	Provide professional development on the iReady program.	Brannon, Lucretia	8/19/2014		9/19/2014 one-time
G2.B2.S1.A1	Develop an after school tutoring schedule allowing tutoring opportunities twice a week for selected students beginning in October.	Spencer, Jon	9/22/2014	Tutoring schedule with identified tutors and students.	10/3/2014 one-time
G2.B2.S1.A2	Develop an in-school tutoring schedule allowing additional tutoring times during the school day.	Spencer, Jon	9/22/2014	Tutoring schedule with identified tutors and students.	10/3/2014 one-time
G1.MA1	Data that will be collected and reviewed will consist of Performance Matters science assessments, classwork/	Spencer, Jon	9/29/2014	Progress monitoring charts, lesson plans, and classroom walk-thru data will	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	science lab activities through Pinnacle grade book and FCAT science assessment.			be used as evidence to demonstrate the goal is being monitored.	
G1.B1.S1.MA1	Student data will be analyzed for student growth/achievement.	Ball, Carla	9/17/2014	Pinnacle science grades, science progress monitoring assessments	5/29/2015 monthly
G1.B1.S1.MA1	Administration will attend grade level meetings to assist in planning and providing resources for STEM days.	Ball, Carla	8/27/2014	Grade level meeting notes, lesson plans	5/27/2015 weekly
G1.B2.S1.MA1	Administration will monitor student data for growth	Spencer, Jon	9/22/2014	Pinnacle grade book, progress monitoring science assessments, Science lab activities	5/29/2015 monthly
G1.B2.S1.MA1	Administration will attend the meeting and provide input/guidance as needed	Spencer, Jon	9/22/2014	Meeting notes, Lesson Plans	5/29/2015 monthly
G2.MA1	Data collected and reviewed will consist of tutoring pre and post assessments, iReady, Pinnacle grade book	Ball, Carla	10/6/2014	Progress monitoring charts, lesson plans, and classroom walk-thru data will be used as evidence to demonstrate the goal is being monitored.	5/29/2015 monthly
G2.B1.S1.MA1	Student data will be analyzed for growth, strategies will be adjusted as needed.		11/7/2014	Progress Monitoring Meetings, iReady data, weekly/unit assessments, FSA, classroom walk-thru data, grade level meeting notes	5/29/2015 monthly
G2.B1.S1.MA1	Evidence of completion of PD, observations in classrooms of strategies implemented, and collaboration between administration and teachers		11/6/2014	Attendance Rosters, Lesson Plans, Informal / Formal Observations, Grade Level Meeting Notes, Student Data Results	5/29/2015 monthly
G2.B3.S1.MA1	Administration will provide materials for translation to the ELL para and secretary for translation.	Ball, Carla	8/18/2014	Copies of translated parent materials.	5/29/2015 monthly
G2.B2.S1.MA1	Administration will monitor student data for growth	Ball, Carla	10/6/2014	Tutoring attendance, pre/post tutoring assessments, Pinnacle data, iReady math data	3/13/2015 weekly
G2.B2.S1.MA1	Administration will monitor the tutoring process for fidelity of implementation.	Ball, Carla	10/6/2014	Tutoring attendance, pre/post tutoring assessments, Pinnacle data, iReady math data	3/13/2015 weekly
G3.MA1	Student academic data (iReady, weekly/ unit assessments, and classroom observations	Ball, Carla	9/18/2014	Progress monitoring charts, lesson plans, and classroom walk-thru data will be used as evidence to demonstrate the goal is being monitored.	5/29/2015 monthly
G3.B1.S1.MA1	Student data will be analyzed for growth, strategies will be adjusted as needed.	Ball, Carla	9/18/2014	Progress Monitoring Meetings, iReady data, weekly/unit assessments, FSA, classroom walk-thru data, grade level meeting notes	5/29/2015 monthly
G3.B1.S1.MA1	Evidence of completion of PD, observations in classrooms of strategies implemented, and collaboration between administration and teachers	Ball, Carla	9/18/2014	Attendance Rosters, Formal / Informal Evaluations, Grade Level Meeting Agendas	5/29/2015 monthly
G3.B2.S1.MA1	Administration will plan parent nights with the guidance counselor and grade level teams and provide resources as needed to effective implementation.	Ball, Carla	9/28/2014	Student achievement data ~ iReady, weekly/unit assessments, Pinnacle grade book	5/29/2015 one-time
G3.B2.S1.MA1	Parent reminders, Connect-Ed messages, marquee messages and newsletters will be provided to parents to promote and remind parents of the various parent nights.	Spencer, Jon	8/20/2014	Parent night attendance rosters, grade level newsletters, student achievement data ~ weekly/unit assessments, iReady, Connect-Ed call out report.	5/29/2015 monthly
G3.B3.S1.MA1	Administration and teachers will monitor iReady student data reports for growth. Teachers will use data to plan small groups and will utilize digital resources to address student needs.	Ball, Carla	9/22/2014	iReady data reports, lesson plans, lab schedules, weekly/unit lessons, Pinnacle grade book	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
G3.B3.S1.MA1	Administration will attend the training for the iReady program.	Ball, Carla	8/19/2014	Attendance Roster	8/19/2014 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 Opportuntities

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

G2. To maintain and/or increase proficiency levels in math.

G2.B1 Students lack of conceptual understanding of grade level standards.

G2.B1.S1 Provide professional development opportunities to teachers in unwrapping the Florida Standards to develop their understanding of student requirements and provide them with research based strategies to utilize when delivering instruction to students.

PD Opportunity 1

Provide professional development opportunities for grade level teams to collaborate with district resource teachers to discuss the Florida Standards, plan rigorous activities and pull resources.

Facilitator

Jennifer Westergom, Sara Franza

Participants

Classroom Teachers

Schedule

On 11/6/2014

G3. Use effective strategies to increase reading comprehension across all content areas.

G3.B1 Teachers are challenged with learning and implementing with fidelity the new Florida Standards and are challenged by the time involved to implement instruction effectively.

G3.B1.S1 Continue to collaborate with district resource teachers and school leadership team in providing support for teachers. Teachers have a common planning during the day to meet with academic coach and half day planning days will be provided for teachers.

PD Opportunity 1

Provide professional development opportunities for grade level teams to collaborate with district resource teachers to discuss the Florida Standards, plan rigorous activities and pull resources.

Facilitator

Tina Starling, Carla Ball, Cindy Murphy, and Jon Spencer

Participants

All classroom teachers

Schedule

On 10/8/2014

G3.B3 Lack of resources and technology to help struggling learners.

G3.B3.S1 Implementation of the new iReady technology program.

PD Opportunity 1

Provide professional development on the iReady program.

Facilitator

Lucretia Brannon

Participants

All teachers

Schedule

On 9/19/2014

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: Increase the percent of students scoring proficient on the 2014-2015 FCAT science assessment.	577
Goal 3: Use effective strategies to increase reading comprehension across all content areas.	3,600
Grand Total	**4,177**

Goal 1: Increase the percent of students scoring proficient on the 2014-2015 FCAT science assessment.		
Description	**Source**	**Total**
B1.S1.A1 - Science Consumables Budget Allocation	Other	577
Total Goal 1		**577**

Goal 3: Use effective strategies to increase reading comprehension across all content areas.		
Description	**Source**	**Total**
B1.S1.A1	SIG 1003(a)	3,600
B2.S1.A1 - Notes	Title I Part A	0
Total Goal 3		**3,600**