

Stanton Weirsdale Elementary School



2014-15 School Improvement Plan

Stanton Weirsdale Elementary School

16705 SE 134TH TER, Weirsdale, FL 32195

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

37%

Alternative/ESE Center

No

Charter School

No

Minority

30%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

B

A

A

School Board Approval

This plan is pending approval by the Marion 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	18
Appendix 1: Implementation Timeline	21
Appendix 2: Professional Development and Technical Assistance Outlines	21
Professional Development Opportunities	22
Technical Assistance Items	23
Appendix 3: Budget to Support Goals	24

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We are united in challenging students to reach their fullest potential in a safe, positive, caring environment which is conducive to teaching and learning.

Provide the school's vision statement

Students striving to do their best are responsible for owning their learning and their own behavior.

School Environment

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

Many opportunities are provided for parents and students to attend school activities which helps them to learn more about the learning process. Parents meet the teachers to gain a better understanding of how the teacher creates a positive learning environment, classroom procedures and expectations, and how the parent can support learning at home. Furthermore, fun activities at these events create a relaxed atmosphere where parents and students can be themselves further opening opportunities for conversation for the teacher to learn more about the child and his/her home environment.

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

Students enter a safe environment from the moment they enter the campus being met by an employee at every entrance. Classrooms are well structured with student-based rules and high expectations. In the classroom, students are given the opportunity to express his or her opinions, question learning, and be heard. After school programs are well structured and monitored to assure that all students are located in the proper place, with a teacher, and assured transportation to safely return home.

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

Positive Behavior Schoolwide expectations are posted in every classroom and throughout the school. On daily morning announcements, students are reminded and given examples of how they own their own behavior. Classroom rules are created by student input and are prominently displayed and reviewed. Protocols for a teacher needing assistance with disruptive students have been established and supported by the Dean of Students. All teachers have been exposed to and have access to the Harry Wong Classroom Management Series books and tapes.

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

Social and emotional needs are met on an individual basis as needed with the school counselor. Furthermore, a mentoring program for at risk students pairs up educators and a student for support and encouragement.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/53950>.

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

One of the strongest partnerships our school has is through its volunteers. There are over 100 volunteers that actively serve in the school helping students learn and achieve. Furthermore, many local churches help support the school with school supply drives and donations of clothing and food for identified needy families. Several local businesses sponsor projects throughout the year either financially or with supplies as needed.

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
Sandy, Christine	Principal
	Instructional Coach
Hughes, Marilyn	Assistant Principal
Wright, Jean	Guidance Counselor
Samuel, Almendrita	Dean
Vostrejs, Mary	Instructional Coach

Duties

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

The school based Leadership Team members as related to the school's MTSS and the SIP is comprised of the members of the Instructional Improvement Team.

Members and reasons for including are:

Principal, Mrs. Sandy- administration for final decisions

Assistant Principal of Curriculum, Mrs. Hughes- administration for final curriculum decisions

Dean, Mrs. Samuel- for input into behavior reports and recommendations
Guidance Counselor, Mrs. Wright- for processes and clarification on staffing recommendations
Classroom Teacher- Directly involved with student being discussed
Reading Coach, Mrs. Vostrejs- input into reading needs and resources
Academic Coach, Mrs. Swinehart- input into writing and math needs and resources
School Psychologist- for observation and testing input
Social Worker- for input and/or communication to or from parent
Behavior Specialist- for behavior and observation input
and others 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 functions through the following problem-solving process:

Step 1: Problem Recognition – The Instructional Leadership team will identify and define the target problem

Step 2: Problem Analysis – attempt to determine why the problem is occurring through data analysis and other input

Step 3: Intervention Design – determine best approach to solve the problem

Step 4: Implementation of Intervention – design tactics to resolve problem

Step 5: Response to Intervention – Monitor progress and determine effectiveness

Title I Part A -Services are provided to ensure students requiring additional remediation through after-school tutoring programs. Title I – Part C – Migrant Program: N/A

Title I –Part D- Neglected and Delinquent N/A

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X - District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI) - N/A

Exceptional Student Education - The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Health Department - District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Voluntary Pre-Kindergarten Program - State funded Pre-K program offered at select school sites during the school year and summer.

Classroom teacher's duty is to assign intervention and monitor it. All other team members duties are to support the classroom teacher in providing interventions and support.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Chris Sandy	Principal
Tammy Swinehart	Teacher
Vic Burke	Business/Community
Aida Morrell	Education Support Employee
Lily Ulate	Parent
Tracy Byrd	Parent
Scott Byrd	Parent
James Rowe	Parent
Nadine Ohlinger	Parent
Judy Farring	Business/Community
Jean Wright	Teacher
Michelle Hill	Parent
Barbara Howard	Parent
Rashunda Robinson	Parent
Sally Reyes	Parent
Tamikia Terry	Parent

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council assists in reviewing the effectiveness of of last year's school improvement plan through verbal and written input.

Development of this school improvement plan

The School Advisory Council assists in the preparation and evaluation of the School Improvement Plan in order to achieve the state education goals and student performance standards. .

Preparation of the school's annual budget and plan

The School Advisory Council assists in preparing and reviewing the annual budget and plan during scheduled SAC meetings.

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

If funds are made available, they will be used for student incentives for attendance, honor roll, student of the month and other achievements.

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
Sandy, Christine	Principal
	Instructional Coach
Smith, Emily	Teacher, K-12
Rowe, Cristine	Teacher, K-12
Vostrejs, Mary	Instructional Coach
Powell, Trina	Teacher, K-12
Hughes, Marilyn	Assistant Principal
Counselman, Rebecca	Teacher, K-12
Brady, Kara	Teacher, K-12
Adams, Mandy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The team is in charge of the task of gathering and analyzing data regarding literacy in order to make adjustments to instructional approaches and to inform staff of areas of importance or concern.

Public and Collaborative Teaching

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

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

Teachers are encouraged to meet weekly to collaborate on planning and instruction at the appropriate grade level. Protected common grade level planning time offers this opportunity. Furthermore, teachers are provided a TDE day to disaggregate data and plan new strategies according to the grade level needs identified.

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

The District office advertises position openings on the Marion County Schools website. Once a teacher is hired, an orientation is conducted by the district to help acclimate new employees to the district policies and procedures. District based inservices are provided for teachers to maintain and/or learn quality educational information in order to maintain certification and keep up-to-date on educational strategies and research. At the school level, we maintain an active website that highlights the many positive achievements and activities that occur on campus in order to help potential job seekers to be informed of the daily functions of the school. The Principal and Assistant Principal are diligent in public relation efforts in the community to create an interest in our school and are available to discuss how to become a part of the staff. Once a new staff member is hired, he or she is assigned a mentor teacher to help understand and navigate the process of implementing curriculum requirements and effectiveness of instruction and communication. Administration helps with retention process by providing a mentor teacher and giving feedback from observations throughout the school year. As a result of utilization of the previously mentioned strategies, teacher "turnover" rate is almost non-existent.

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

Each beginning teacher or new to the school teacher will be assigned a mentor teacher withing the grade level he or she is working in. Each new teacher will be provided school policies and procedures in written form through the School Policy Handbook and Faculty Newsletter. In addition, an orientation to the school through ongoing, personal interaction with the administration: tour, introductions, orientation to appropriate curriculum support material and school policies will be provided. He or she will meet with the mentor teacher on a weekly basis to maintain open communication, review the events which occurred prior in the week, and make sure that the teacher is following the curriculum maps from the district and that all district assessments are given on time.

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

All instructional programs used by the teachers is aligned to Florida Standards. Evidence of such is displayed through implementation of the Curriculum Maps, Teacher's Lesson Plans, and Administration administrative observations.

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 from formal and informal assessments is disaggregated and used in an ongoing process of diverse and differentiated instruction. Instruction is focused on areas of difficulty identified by the data and individual students in need are identified and worked with during remediation time. Instructional modifications/accomodations may include presentation, setting, responses, and schedule. Furthermore, supplemental educational sources will be used as needed.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 60

After-school tutoring in reading, writing and math is offered to students in third, fourth, and fifth grade. This program begins second semester.

Strategy Rationale

Reasoning for this program is that offering extra small-group instruction to struggling students can help increase his or her understanding of a given subject.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hughes, Marilyn, marilyn.hughes@marion.k12.fl.us

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

A skills pretest and post-test will be administered to assess students' growth during the program. Ongoing progress monitoring will occur to moderate effectiveness.

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

Stagger Start is a district initiative to assist kindergarten students in transitioning into local elementary schools. Small groups of Kindergarten students attend school for the first three days, giving staff the opportunity to administer assessments, to develop one-on-one relationship with students and to eliminate anxiety is the primary focus of Stagger Start. FAIR and FLKRS are tools used to determine readiness needs. Florida's Voluntary PreK program is currently implemented throughout the district to assist preschoolers with early literacy skills. Ongoing communication is provided to parents regarding these programs. Federal and state funding is used to provide programs for our preschool children. Information is provided for the VPK program and pre-registration of kindergarteners by the guidance office.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Highly effective teachers will continue to implement a rigorous and relevant curriculum through a high quality learning environment in order for all students to meet the vertical scale score required for learning gains.

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. Highly effective teachers will continue to implement a rigorous and relevant curriculum through a high quality learning environment in order for all students to meet the vertical scale score required for learning gains. 1a

G036112

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0

Resources Available to Support the Goal 2

- Reading Coach, Wonders Reading Series, Curriculum Maps, Tier 2/Tier 3 interventions, paraprofessionals, volunteers, parents, Literacy Night programs, technology support, RWAs, DBQs, and professional development

Targeted Barriers to Achieving the Goal 3

- Implementing block scheduling with decreased planning time, adjustment to Florida Standards/Common Core, lack of collaborative planning time, increased class size, reduction in funding and decreased paraprofessional support. In addition, it appears there is a weakness in K-2 foundational skills and students lack the foundational development for reading.

Plan to Monitor Progress Toward G1. 8

Amisweb and progress monitoring

Person Responsible

Christine Sandy

Schedule

Quarterly, from 8/26/2014 to 5/29/2015

Evidence of Completion

AimsWeb student results

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. Highly effective teachers will continue to implement a rigorous and relevant curriculum through a high quality learning environment in order for all students to meet the vertical scale score required for learning gains. **1**

 **G036112**

G1.B1 Implementing block scheduling with decreased planning time, adjustment to Florida Standards/Common Core, lack of collaborative planning time, increased class size, reduction in funding and decreased paraprofessional support. In addition, it appears there is a weakness in K-2 foundational skills and students lack the foundational development for reading. **2**

 **B086435**

G1.B1.S1 Phonetic and multisyllabic word reading strategies has been identified as a reading focus skill for all grade levels. **4**

 **S097150**

Strategy Rationale

Action Step 1 **5**

Post in every classroom phonetic and multisyllabic word reading strategies and train students on how to apply these strategies in all content areas.

Person Responsible

Christine Sandy

Schedule

Daily, from 8/25/2014 to 6/2/2015

Evidence of Completion

Observed by classroom visits.

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

Formal progress monitoring at least three times a year.

Person Responsible

Christine Sandy

Schedule

Quarterly, from 8/26/2014 to 5/29/2015

Evidence of Completion

AimsWeb and progress monitoring

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

Monitor individual student responses of reading phonetic and multisyllabic words.

Person Responsible

Christine Sandy


Schedule

Quarterly, from 8/29/2014 to 5/29/2015

Evidence of Completion

Teacher observation during weekly reading groups

G1.B1.S2 Targeted small group(s) will receive specific support for phonetics and multisyllabic word reading by trained paraprofessional(s) and teachers on a weekly basis. 4

 S097151

Strategy Rationale

Action Step 1 5

Reading coach will train and support paraprofessionals and teachers in strategies and activities to strengthen phonetic and multisyllabic word reading and core vocabulary to be utilized in the classroom. Title One funded in the amount of \$222.00.

Person Responsible

Christine Sandy

Schedule

Quarterly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Paraprofessional student log of dates and activities completed.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Check paraprofessional student record logs and lesson plans for tutoring.

Person Responsible

Christine Sandy

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Completion of student log .

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Students skills in reading phonetic and multisyllabic words will improve.

Person Responsible

Christine Sandy

Schedule

Quarterly, from 8/29/2014 to 5/29/2015

Evidence of Completion

AimsWeb results

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	Post in every classroom phonetic and multisyllabic word reading strategies and train students on how to apply these strategies in all content areas.	Sandy, Christine	8/25/2014	Observed by classroom visits.	6/2/2015 daily
G1.B1.S2.A1	Reading coach will train and support paraprofessionals and teachers in strategies and activities to strengthen phonetic and multisyllabic word reading and core vocabulary to be utilized in the classroom. Title One funded in the amount of \$222.00.	Sandy, Christine	8/19/2014	Paraprofessional student log of dates and activities completed.	5/29/2015 quarterly
G1.MA1	Amisweb and progress monitoring	Sandy, Christine	8/26/2014	AimsWeb student results	5/29/2015 quarterly
G1.B1.S1.MA1	Monitor individual student responses of reading phonetic and multisyllabic words.	Sandy, Christine	8/29/2014	Teacher observation during weekly reading groups	5/29/2015 quarterly
G1.B1.S1.MA1	Formal progress monitoring at least three times a year.	Sandy, Christine	8/26/2014	AimsWeb and progress monitoring	5/29/2015 quarterly
G1.B1.S2.MA1	Students skills in reading phonetic and multisyllabic words will improve.	Sandy, Christine	8/29/2014	AimsWeb results	5/29/2015 quarterly
G1.B1.S2.MA1	Check paraprofessional student record logs and lesson plans for tutoring.	Sandy, Christine	9/2/2014	Completion of student log .	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.

G1. Highly effective teachers will continue to implement a rigorous and relevant curriculum through a high quality learning environment in order for all students to meet the vertical scale score required for learning gains.

G1.B1 Implementing block scheduling with decreased planning time, adjustment to Florida Standards/Common Core, lack of collaborative planning time, increased class size, reduction in funding and decreased paraprofessional support. In addition, it appears there is a weakness in K-2 foundational skills and students lack the foundational development for reading.

G1.B1.S1 Phonetic and multisyllabic word reading strategies has been identified as a reading focus skill for all grade levels.

PD Opportunity 1

Post in every classroom phonetic and multisyllabic word reading strategies and train students on how to apply these strategies in all content areas.

Facilitator

Reading coach and administration

Participants

Reading coach, teachers, administration

Schedule

Daily, from 8/25/2014 to 6/2/2015

G1.B1.S2 Targeted small group(s) will receive specific support for phonetics and multisyllabic word reading by trained paraprofessional(s) and teachers on a weekly basis.

PD Opportunity 1

Reading coach will train and support paraprofessionals and teachers in strategies and activities to strengthen phonetic and multisyllabic word reading and core vocabulary to be utilized in the classroom. Title One funded in the amount of \$222.00.

Facilitator

Reading Coach and administrator

Participants

Reading Coach, Paraprofessionals, teachers

Schedule

Quarterly, from 8/19/2014 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
Goal 1: Highly effective teachers will continue to implement a rigorous and relevant curriculum through a high quality learning environment in order for all students to meet the vertical scale score required for learning gains.	222
Grand Total	222

Goal 1: Highly effective teachers will continue to implement a rigorous and relevant curriculum through a high quality learning environment in order for all students to meet the vertical scale score required for learning gains.

Description	Source	Total
B1.S2.A1 - Title 1		222
Total Goal 1		222