

Scenic Heights Elementary School



2014-15 School Improvement Plan

Scenic Heights Elementary School

3801 CHERRY LAUREL DR, Pensacola, FL 32504

www.escambia.k12.fl.us

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
64%

Alternative/ESE Center
No

Charter School
No

Minority
43%

School Grades History

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

School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

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	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Scenic Heights, we strive to discover and develop the promise within each child. We, the staff of Scenic Heights Elementary School, continually strive to meet the needs and interests of each child.

Provide the school's vision statement

We believe that each child should acquire the fundamental skills necessary for participation in our democratic society. To insure success in our changing society, we challenge our students to pursue the ability to change and to cope with change.

School Environment

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

Each classroom teacher maintains ongoing student achievement records for Progress Monitoring. Students that are identified as deficient in meeting expectations are discussed at the team leader meeting. Scenic Heights Elementary holds an ESOL open house to meet the parents and discuss the wants and needs of the family.

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

Scenic Heights Elementary practices monthly safety drills, fire, tornado, lock down, etc. every month with the students and faculty. These drills are reviewed during the faculty meetings with the teachers. The teachers discuss with the students what was practiced and how they could improve. All visitors on campus must check in with the office and are issued a pass. District employees are identified with a badge. Each teacher has an emergency folder and keeps in the classroom. Scenic Heights has established a Crisis Team and they are being trained on what might need to be done in an emergency situation. An alarm system and camera system has been added to our campus this year.

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

Scenic Heights Elementary has a school wide behavior plan which guides behavioral expectations of the students. The students know and recite the school guideline every morning on the morning news. Any behavior or action that helps someone grow and mature will be encouraged. Scenic Heights has a Responsibility Team which meets monthly to review and discuss behavioral expectations. The school personnel are trained every year and reviewed as often as necessary.

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

Scenic Heights Elementary has a full time Guidance Counselor who meets with the students on a regular basis. Teachers as well as parents are able request that the counselor meet with certain students. Scenic Heights has eight mentors that work with students. They meet with students once a week. Our guidance counselor hold a program once a week on the morning news called Guidance

Corner and reviews any concerns she might have for the students. She reviews how to treat each other, what is bullying and reads questions and answers that are put in the guidance box by students.

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	2	10	13	11	11	5	52
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	4	3	5	3	4	19
Level 1 on statewide assessment	0	0	0	5	23	22	50

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	1	2	4	7

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

Small group instruction in the classroom, tutoring, before, during and after school, progress monitoring by the Rtl team, leveled reading groups and math groups, parent conferences, mentors

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/173276>.

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

At Scenic Heights we contact local vendors who are interested in supporting initiatives at the school and they become our Partners in Education. We currently have 7 partners. Through their contributions we are able to support events for teachers and students both during and after school hours. Our partners are recognized each year with a partner signing event and receive a certificate of their service to the school. In addition, we have 8 members from the community who serve as youth mentors for our students. These mentors meet weekly with their students providing academic support and companionship. Our school embraces volunteerism and currently have over 100 dedicated volunteers who assist with PTA events, classroom activities and as assessment proctors. An annual training is done for staff and volunteers to ensure all parties understand and are comfortable with their roles and responsibilities. At the end of the year mentors and volunteers are honored at both a school and district luncheon.

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
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Duties

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

Mary Ellen Wiggins-Principal, Alicia LaFrance-Assistant Principal, Jennifer Etheredge-Guidance Counselor; share a common vision to make sound decisions for children based on data; they ensure implementation of the RTI process, staff development provided to keep teachers up-to-date with the RTI process, and communicate with parents school-based RTI plans.
Karla Havlina (ESE), Shekitha Willis (ESE), Lacy Zimmerman (ESE), Nadia Goulet (ESE) and Mindy Belko (SLP) Jennifer Etheredge (Guidance Counselor), Mary Ellen Wiggins (Principal), Alicia LaFrance (Assistant Principal): Participates in the TIER process, offers support and strategies to general education teachers. They provide information concerning the core curriculum, participate in student data collection, and collaborate with faculty to integrate TIER I materials/instruction in to TIER II/III process as well as implement TIER II interventions.

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

Each classroom teacher maintains ongoing student achievement records for Progress Monitoring. Students that are identified as deficient in meeting expectations (Academic & Behavior). Identified students are discussed at the Team Level to develop initial intervention strategies to be implemented and monitored. Students that continue to be deficient are discussed at the Site Based Leadership Team (SBLT) for additional strategies of intervention and Progress Monitoring. Grade Level Teams review monthly to review overall performance and share with the SBLT.

Title I:

Scenic Heights Elementary School receives support through Federal, State, and local programs. Title One funds were used to hire two technical assistants. These assistants help tutor students and work in our Science Lab. Title One funds are also used to part of part of a Technology Coordinator. Title One funds are also used for Staff Development for teachers and staff. In addition, funds are used to pay teachers' stipends, substitutes, and pay consultants to come to Scenic Heights and provide professional development which has been requested by the teachers.

Title I, Part C-Migrant:

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined there were 21 migrant students in the 2012/2013 school year at Scenic Heights. During the 2013/2014 year Scenic Heights has 12 migrant students. This year 2014/2015 Scenic Heights currently has 12 migrant students.

Title I, Part D:

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by Title I office.

Title II:

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

Title III:

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsements on their teaching certificate. Scenic Heights is an ESOL Center and we serve 81 students in grades K-5.

Title X- Homeless:

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. This year, at Scenic Heights, we have identified 8 homeless students and provide additional assistance to these students and their families.

SAI:

We used SAI monies to hire tutors to work with struggling students. We also use the funds to purchase software to assess the students' reading level.

Violence Prevention Programs:

This school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week in October with school-wide activities and guest speakers. Through Behavior Management Plan, we provide training for faculty, staff and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition beginning with the 2011-2012 School Year, our district has implemented the "Bullying" Reporting web site.

Individuals are able to report bullies anonymously.

Nutrition Programs:

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, a la carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs:

This is offered at the district level and overseen by the Title I District Office.

Head Start:

N/A

Adult Education:

Adult Education programs are offered at all high schools.

Career and Technical Education:

N/A

Job Training:

N/A

Other:

N/A

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Barrett McClean	Parent
Mike Wiggins	Business/Community
Jessica DeFranco	Education Support Employee
Lynn Campbell	Parent
Sherdina Baker	Teacher
Mary Ellen Wiggins	Principal
Jennifer Templeton	Parent
Jerry Lewis	Parent
Chris Fenner	Parent
Chris McFarland	Business/Community

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 assisted in writing and approving last year's SIP and assisted in writing the 2014-2015 SIP.

Development of this school improvement plan

The SAC will meet at least 8 times this year. The council will review the school budgets, school improvement plan, Title I Parent Involvement Plan, Discovery Education assessment data and other district/state assessment data to determine whether SIP goals for 2014-2015 have been met.

Preparation of the school's annual budget and plan

The SAC met and reviewed the needs of the school based on assessment data, input from the school principal, and community/parental input. This plan was given to the principal in preparation of the upcoming school's annual budget.

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
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Duties

Describe how the LLT promotes literacy within the school

Support the Instructional Staff in effective Reading and Language Arts instruction by reviewing instructional materials acquisition and implementation provided alongside Wonders Reading, and Six Traits to Writing

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

Daily common grade level planning time is provided for all K-5 teachers
 First year teachers have a START teacher who serve as their mentor/evaluator
 Monthly faculty meetings with an emphasis on curriculum training by teacher leaders
 Teacher leaders at each grade level to facilitate training sessions and dissemination of information
 Principal's daily morning news message
 Principal's weekly notes and calendar of events emailed to all staff
 Teachers serving on district and school curriculum committees

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

The principal assigns START/consulting teachers to first year teachers, assigns mentor teachers to teachers who are new to our school. Scenic Heights collaborates with the University of West Florida to place practicum and intern students with experienced teachers.

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

New teachers are paired with a veteran teacher on the grade level to serve as the newly hired teachers' mentoring partner. New teacher inservice is held to answer campus specific questions at the beginning of the school year. New teachers meet as often as necessary with START/consulting teacher and weekly with their grade level mentor.

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 principal makes sure that the core instructional program used by the school is aligned to the Florida Standards as overseen by the Supervisor of Elementary Curriculum and Instruction.

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

Grade levels meet to discuss the data on each child. The teachers look at each tested area and groups those students by the needs in instructional strands. The school employs tutors and technical assistants to work with struggling students to help them reach grade level or above.

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:

NA

Strategy Rationale

NA

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

NA

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

We invite day care centers and public pre-kindergarten students, who are in Scenic Heights' district, to visit our school during the Spring semester. The students tour the school, visit the classrooms, and do an activity with a kindergarten class. The students visit the media center and enjoy a story read by the media specialist.

We also invite parents to join our Boo-Hoo Breakfast in the media center after they walk their student to the kindergarten classroom on the first day of 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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the percentage of students who are proficient in science by 3%.
- G2.** Increase the number of classroom teachers implementing strategies for differentiated instructions
- G3.** Increase the number of students who are proficient in reading.

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 percentage of students who are proficient in science by 3%. 1a

G046232

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- District science resource provides nine week practice tests to the fifth grade teachers
- Teacher was sent to Colorado for a science workshop by Dr. Spangler.
- Pearson Science teacher and student text
- Moodle for science assessment aligned to standards

Targeted Barriers to Achieving the Goal 3

- Professional development in science for teachers

Plan to Monitor Progress Toward G1. 8

Discovery Ed assessment, quarterly assessments and FCAT final testing

Person Responsible

Mary Wiggins

Schedule

Monthly, from 2/2/2015 to 5/25/2015

Evidence of Completion

Data collected will be shared and displayed on data boards which are shared with teachers and principal

G2. Increase the number of classroom teachers implementing strategies for differentiated instructions 1a

G044493

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Existing resources: Daily 5, Kagan, Tyner,
- Kim Gunn with reading

Targeted Barriers to Achieving the Goal 3

- Lack of professional development,

Plan to Monitor Progress Toward G2. 8

Analyze classroom walkthrough reports,

Person Responsible

Mary Wiggins

Schedule

Evidence of Completion

Discovery Education Assessment predicted scores, FCAT 2.0 data

G3. Increase the number of students who are proficient in reading. 1a

G044494

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0

Resources Available to Support the Goal 2

- Supportive administration, staff training specialists, common planning time, professional development office, strong teacher content knowledge
- staff training specialists
- common planning time
- professional development office
- strong teacher content knowledge

Targeted Barriers to Achieving the Goal 3

- Student engagement
- classroom management challenges

Plan to Monitor Progress Toward G3. 8

Classroom walk through results should 100% of the participating teachers should show evidence more student engagement in reading

Person Responsible

Mary Wiggins

Schedule

Daily, from 9/15/2014 to 5/28/2015

Evidence of Completion

Administrators walk through documentation

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 percentage of students who are proficient in science by 3%. **1**

 G046232

G1.B2 Professional development in science for teachers **2**

 B114593

G1.B2.S1 The district could provide money for supplies, substitutes and stipends **4**

 S126116

Strategy Rationale

With this money we could hold professional development to our teachers as well as teachers in the district

Action Step 1 **5**

The step is a professional development opportunity for our faculty and staff as well as other faculty and staff at additional schools in the district.

Person Responsible

Mary Wiggins

Schedule

On 10/25/2014

Evidence of Completion

Sign in sheets, completed assigned products, observation of use in classroom

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

Classroom Walk throughs and testing scores

Person Responsible

Alicia Lafrance

Schedule

Monthly, from 11/3/2014 to 11/3/2014

Evidence of Completion

Sign in sheets, classroom walk throughs and observations

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

Assessment results

Person Responsible

Mary Wiggins

Schedule

Quarterly, from 11/3/2014 to 5/25/2015

Evidence of Completion

Assessment data

G3. Increase the number of students who are proficient in reading. 1

G044494

G3.B1 Student engagement 2

B109368

G3.B1.S1 Book study on Worksheets don't grow dentrites 4

S120876

Strategy Rationale

Action Step 1 5

a book study on the book Worksheets Don't Grow Dentrites

Person Responsible

Mary Wiggins

Schedule

Daily, from 8/4/2014 to 9/11/2014

Evidence of Completion

Sign in sheet verifying attendance

Action Step 2 5

Teachers will attend a workshop reviewing close read strategies

Person Responsible

Mary Wiggins

Schedule

On 10/13/2014

Evidence of Completion

sign in sheets

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

Classroom observation of student engagement

Person Responsible

Mary Wiggins

Schedule

Evidence of Completion

Check off list used during observation of classrooms

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

Classroom walk through and observations

Person Responsible

Mary Wiggins

Schedule

Evidence of Completion

Through observations all teachers are doing strategies which will increase student engagement and improve reading proficiencies

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G3.B2 classroom management challenges 2

 B109369

G3.B2.S1 Teachers need to have good classroom management to help their students pay attention to learning 4

 S121017

Strategy Rationale

Students must be engaged in the process to increase reading proficiency

Action Step 1 5

provide professional development, Champs

Person Responsible

Alicia Lafrance

Schedule

Evidence of Completion

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

Sign in sheets for the workshop

Person Responsible

Alicia Lafrance

Schedule

Evidence of Completion

Observations and Classroom walkthroughs

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

Observations and classroom walkthroughs

Person Responsible

Mary Wiggins

Schedule

Evidence of Completion

Discovery Education Assessments, and Florida Standards assessment

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	a book study on the book Worksheets Don't Grow Dentrines	Wiggins, Mary	8/4/2014	Sign in sheet verifying attendance	9/11/2014 daily
G3.B2.S1.A1	provide professional development, Champs	Lafrance, Alicia		one-time	
G1.B2.S1.A1	The step is a professional development opportunity for our faculty and staff as well as other faculty and staff at additional schools in the district.	Wiggins, Mary	10/25/2014	Sign in sheets, completed assigned products, observation of use in classroom	10/25/2014 one-time
G3.B1.S1.A2	Teachers will attend a workshop reviewing close read strategies	Wiggins, Mary	10/13/2014	sign in sheets	10/13/2014 one-time
G1.MA1	Discovery Ed assessment, quarterly assessments and FCAT final testing	Wiggins, Mary	2/2/2015	Data collected will be shared and displayed on data boards which are shared with teachers and principal	5/25/2015 monthly
G1.B2.S1.MA1	Assessment results	Wiggins, Mary	11/3/2014	Assessment data	5/25/2015 quarterly
G1.B2.S1.MA1	Classroom Walk throughs and testing scores	Lafrance, Alicia	11/3/2014	Sign in sheets, classroom walk throughs and observations	11/3/2014 monthly
G2.MA1	Analyze classroom walkthrough reports,	Wiggins, Mary	Discovery Education Assessment predicted scores, FCAT 2.0 data	one-time	
G3.MA1	Classroom walk through results should 100% of the participating teachers should show evidence more student engagement in reading	Wiggins, Mary	9/15/2014	Administrators walk through documentation	5/28/2015 daily
G3.B1.S1.MA1	Classroom walk through and observations	Wiggins, Mary	Through observations all teachers are doing strategies which will increase student engagement	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			and improve reading proficiencies		
G3.B1.S1.MA1	Classroom observation of student engagement	Wiggins, Mary	Check off list used during observation of classrooms	one-time	
G3.B2.S1.MA1	Observations and classroom walkthroughs	Wiggins, Mary	Discovery Education Assessments, and Florida Standards assessment	one-time	
G3.B2.S1.MA1	Sign in sheets for the workshop	Lafrance, Alicia	Observations and Classroom walkthroughs	one-time	
G3.B1.S2.MA1	[no content entered]			once	
G3.B1.S2.MA1	[no content entered]			once	

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. Increase the percentage of students who are proficient in science by 3%.

G1.B2 Professional development in science for teachers

G1.B2.S1 The district could provide money for supplies, substitutes and stipends

PD Opportunity 1

The step is a professional development opportunity for our faculty and staff as well as other faculty and staff at additional schools in the district.

Facilitator

Cathy Rudd

Participants

Teachers from various schools in the district from third, fourth and fifth grade levels

Schedule

On 10/25/2014

G3. Increase the number of students who are proficient in reading.

G3.B1 Student engagement

G3.B1.S1 Book study on Worksheets don't grow dentrites

PD Opportunity 1

a book study on the book Worksheets Don't Grow Dentrines

Facilitator

Mary Ellen Wiggins

Participants

35 teachers and administrators

Schedule

Daily, from 8/4/2014 to 9/11/2014

PD Opportunity 2

Teachers will attend a workshop reviewing close read strategies

Facilitator

Denise Walden

Participants

Faculty

Schedule

On 10/13/2014

G3.B2 classroom management challenges

G3.B2.S1 Teachers need to have good classroom management to help their students pay attention to learning

PD Opportunity 1

provide professional development, Champs

Facilitator

District facilitator

Participants

teachers

Schedule