

Vernon Elementary School



2014-15 School Improvement Plan

Vernon Elementary School

3665 ROCHE AVE, Vernon, FL 32462

<http://ves.paec.org>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
52%

Alternative/ESE Center
No

Charter School
No

Minority
22%

School Grades History

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

School Board Approval

This plan was approved by the Washington County School Board on 11/10/2014.

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

Vernon Elementary School is committed to personal and academic excellence for all students.

Provide the school's vision statement

Vernon Elementary School will provide students the highest quality education possible, with the resources necessary, so they can achieve their maximum potential and become knowledgeable, responsible, and competent citizens.

School Environment

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

Vernon Elementary is a medium sized school in the area with a student population of approximately 627. We are fortunate in that many of our students' parents attended the Vernon schools from Kindergarten through 12th grade. There is an expectation from the parents and grandparents that our teachers understand and provide for our students. Many of our teachers are graduates of the Washington County school system, either from Vernon High School or Chipley High School. This experience gives our teachers a knowledge of the culture in our community and a better understanding of our children. Our teachers relate to our students which in turn enriches their relationship. These relationships enable VES to be successful in educating our children.

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

There is a clear message projected by the school principal that the school is a safe zone. Students are reminded of this by administration and teachers. Weekly newsletters go home reminding parents that decisions and policies implemented are to promote safety of all the students. When students or their parents feel safety is threatened they are asked to report it to administration immediately so it can be investigated and alleviated. The administration and guidance have open door policies for staff, students, parents, and community members to share their concerns.

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

The school-wide behavioral system is discussed at the beginning of the year when we discuss in pre-planning the expectations of behavior from our students. The system has the foundation of respect. Students are asked to respect others, themselves, the campus and items used on campus. We have clear rules and guidelines that are posted in the classrooms. The rules and guidelines are embedded in the student handbook that goes home with each student. It is also posted on the school website. The teachers have received training in reporting discipline issues on line with the FOCUS system. We emphasize the importance to all school personnel of being fair and consistent when working with all students.

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

When a student needs more intense counseling services than can be provided by the school counselor, referrals are made to Florida Therapy or Life Management. Both offer counseling services to students and families either at their offices or here on the school campus. Therapists usually schedule weekly visits with students and provide an excellent resource for crisis intervention. A School Counseling Program is the most encompassing department in schools. We address any and every need that may arise - hunger, clothing, abuse, neglect, learning ability, social skills, etc. It is our hope that every student's needs are met so that he/she can take advantage of the opportunities presented in life.

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

The schools' early warning systems include an attendance policy that focuses on excused and unexcused absences. At 4 unexcused absences in any 9 week period, the teacher notifies the Assistant Principal and a note is sent home. At 5 unexcused absences in a 9 week period, a child study team meeting is set up with the parent, guidance counselor, assistant principal and teacher. In this meeting the issues that contribute to the absenteeism are addressed and the team also brainstorms solutions. Suspensions (out of school) and detentions (in school) are also closely monitored by administration and teachers as the entire body of stakeholders understand that students must be in class to learn. Course failure in Language Arts and/or Math are flags for a teacher to bring a student to RTI (Response to Intervention). Students in grades 3,4, and 5 who have been retained or have scored Level 1 in Reading or in Math are also placed in RTI for further assistance as the team determines.

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	20	20	14	15	17	14	100
One or more suspensions	0	4	1	3	6	2	16
Course failure in ELA or Math	11	15	3	12	9	8	58
Level 1 on statewide assessment	0	0	0	20	22	28	70

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	5	2	10	7	10	38

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

Students who exhibit a pattern of absences have their parents contacted and a meeting is held to discuss the issues at hand and a team helps develop a list of solutions. Students who exhibit

behavior concerns that lead to suspensions also have parents contacted and a conference is held with a team to discuss what intervention plans will be implemented at school to insure the student's success at school. Course failure in Language Arts or Math also elicits parents being contacted, RTI (Response to Intervention meetings), and student conferences to get the student back on the appropriate track. Students scoring Level 1 on state assessments in Math or Language Arts are also reported to the RTI team for interventions and strategies.

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/189240>.

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

While our business partners in the community are small in number, they are very supportive of our efforts in improving student achievement. We speak with our partners and share our school goals each year. They are very willing to provide incentives for our students. Whether in the form of money, "prizes" or goods, we could not accomplish the many things that we do if our business partners did not make contributions each year.

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
Griffin, Steve	Principal
English, Latina	Assistant Principal
Simmons, Alice	Guidance Counselor
McKenzie, Renea	Teacher, K-12
Goodman, Lora	Paraprofessional
Harmon, Montez	Teacher, K-12
Young, Judy	Teacher, K-12
Richards, Cindy	Instructional Coach
Mitchell, Jennifer	Teacher, K-12
Nichols, Annette	Teacher, K-12
Bush, Debbie	Instructional Coach
Coleman, Rogers	Teacher, K-12
Mincey, Linda	Teacher, ESE

Duties

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

The roles and responsibilities of the leadership team are primarily to provide input from their team and to exchange information from administration to the grade level teams. The team leaders are selected by their team and provide leadership for their team throughout the year. In leadership team meetings, the team leaders are asked for their opinion and the teams' opinions on various issues and concerns for the school. The input from the team leaders is used by the administration to help in the decision making process for the particular item that is being discussed.

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

During the summer we receive our fiscal budgets from the district office. We begin to look at personnel, instructional, and curricular areas. As we plan, we look at other resources that can supplement areas that we feel may need additional funding for the year. Mr. Griffin works with the leadership team throughout the year with at least monthly meetings to keep abreast of the budget and to make sure the funding is sufficient and programs implemented at the beginning of the year are progressing as planned.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Steve Griffin	Principal
Stacey Balkcom	Parent
Nick Winslow	Teacher
Becky Seal	Parent
Gail Seaboch	Parent
Cindy Spence	Teacher
Latina English	Education Support Employee
Alice Simmons	Education Support Employee
Debbie Bush	Education Support Employee
Kelly Galloway	Parent
JJ Gibbens	Teacher
Lacey Spooner	Parent
Delcena Petersen	Parent
Gail Best	Teacher
Brandi Mainor	Education Support Employee
George Hutton	Teacher
Raechel Bodie	Parent
Laurie Simmons	Business/Community
Trey Hawkins	Business/Community
Holly Smith	Parent
Renea McKenzie	Teacher
Paradice O'Connor	Parent
Tara Dockery	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

SAC reviews the prior year's school improvement plan in the first meeting. The goals and targets are compared to what the students/school actually accomplished. Comparison charts and graphs are shared with the organization to show the progress made but the work that still needs to be done. This year SAC saw that VES did well with the lower group of children (Level 1) but is lacking in proficiency in all subjects as compared to other schools. This year's resources have been aimed at helping students reach proficiency in Reading, Math and Science (5th grade). Writing is embedded in the Reading test this year.

Development of this school improvement plan

SAC will help develop goals and targets for this year's school improvement plan during the first meeting. SAC meets a minimum of four times per school year. As concerns or needs are made aware, the SAC will amend the school improvement plan as it is a liquid document that is to change as the school year continues. SAC will also assist the school and administration with school site policies and procedures, and assist with fundraising ideas that will benefit VES students. They will

also discuss both student and parent concerns on better communication avenues between school and home.

Preparation of the school's annual budget and plan

The school budget and plan focuses on school safety and student achievement. SAC is an integral part of VES. Questions addressing school budget are answered as needs are addressed with SAC funds.

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

School Improvement funds last year were allocated to the following:

Radios-12(campus safety)- \$1997.64

Paper (for teacher use and student assessments)- \$2094.13

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
Griffin, Steve	Principal
English, Latina	Assistant Principal
Bush, Debbie	Instructional Coach
Richards, Cindy	Instructional Coach
Simmons, Alice	Guidance Counselor
Goodman, Lora	Paraprofessional
Coleman, Rogers	Teacher, K-12
Robarge, Angela	Teacher, K-12
Best, Gail	Teacher, K-12
Haddock, Kaye	Teacher, K-12
Brown, Amy	Teacher, K-12
Joiner, Cathie	Teacher, ESE
Wilson, Paula	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Reading Leadership Team -- The purpose of the Reading Leadership Team is to create capacity of reading

knowledge within the school and focus on areas of literacy concern across the school.

The Reading Leadership Team will:

- Engage in regular, ongoing, literacy professional development

- Use data to analyze the effectiveness of instruction
- Implement the Comprehensive Core Reading Program - Wonders
- Support and participate in classroom demonstrations and modeling of research-based reading strategies
- Mentor other teachers and present staff development
- Reflect on practice to improve instruction
- Participate in ongoing literacy dialogues with peers
- Create and share activities designed to promote literacy
- Support and participate in classroom research

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

The school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction include: common planning for most teachers in each grade level, common lunch, professional development by academic analysts and other consultants selected by the district to meet specific instructional needs, and periodic subject area meetings for K-2 and 3-5 with administration and/or academic analysts to ensure that instructional expectations are met.

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

The district has a system in place by which applicants apply for positions at the elementary school. Administration then screens those applicants and takes interested teachers through an interview process and reference review. Every measure is taken to hire teachers who are highly qualified and the right fit for the positions available in the school so that future loss will not occur. All teachers at the school receive instructional support from the academic coaches who can model in classroom, work with teachers one-on-one with planning, etc.

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

As in the past, the teachers new to the profession and new to the district go through a district level New Teacher Induction Program. The meetings for new teachers are held throughout the year, focusing on each of the teacher evaluation domains (presently Danielson Model). Teachers meet together for an hour for specific training and information which is most needed for the domain being studied for the particular meeting. District leaders, academic analysts and other guests may lead a training. The district staff works together prior to meetings to pull the resources which are given to the teachers for permanent access in a notebook they keep for future reference.

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

Our school and the other elementary school in the district spent much professional development time and work time together this past summer to ensure that the Orders of Instructions for all course descriptions were aligned to the Florida Standards or New Generation Standards (as appropriate).

Along with the Orders of Instructions which were mapped to cover all standards by testing date were more specific Curriculum Maps started or completed for each course description used in the district. This even includes special area courses (such as P.E. and Music). The academic analysts and administration meet with teachers to ensure that the expectations and requirements made by the district are being completed and followed. Core Curriculum is also aligned with the new standards or supplemented with other materials to make sure students are taught the mandatory standards. The district depends heavily on C-Palms as a resource for standards knowledge, standards mapping, lesson plans, and formative assessments.

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

At the beginning of each school year, administration uses state assessment data to make instructional decisions for students. Class placements are designed to balance the classes by gender, race, retentions, and reading levels.

In grades K and 1st grade, the FAIR will be used to progress monitor reading. Once the 1st FAIR is complete, the academic analyst will have data-chats with the teachers to discuss changing small groups and any necessary changes in whole-group instructional strategies. The progress in writing is monitored with Jacket Writes given 4 times per year. The teachers use grade-level rubrics to score their students writing. In grades K and 1, we also have report card assessments in the middle and at the end of every nine weeks. Teachers use this data to decide what needs to be retaught and also to make changes in small group instruction.

In grades 2-5, students are progress-monitored three times a year in Mathematics, Reading and Writing, and Science (for grades 3-5), starting with a baseline in September. For Mathematics, Discovery Education Assessment (DEA) computer testing is used. For Language Arts, Florida Assessments for Instruction in Reading, Florida Standards (FAIR-FS) is used. For Science, testing created by a Science consultant is generated and tested through Performance Matters. Jacket Writes, a school generated response writing, is used for Writing,

Once testing is completed for students, the academic analyst assists teachers in acquiring and interpreting data after the results have been imported into Performance Matters. In grades, 2-5, the analyst sits one-on-one to help teachers who are responsible for the subject data to make grouping decisions and to determine instructional needs of students and small groups. It has been determined for this year, based on data from last year that it is equally important to remember the needs of high achieving students when instructional decisions are being made. In Performance Matters, groups of targeted students can be managed and studied throughout the year. For instance, bubble students can be grouped and placed in a report to be carefully watched. At various points throughout the year, it will be important to monitor these groups to see if adequate progress is being made and instructional changes need to be made. With Performance Matters, there is the advantage of being able to quickly determine students' past performance and to determine who must have more. More, for example, may include small group time with a teacher or paraprofessional or extra time later in the year through an afterschool program.

Academic analysts are involved in training for FAIR-FS to learn how to interpret the new data reports. This is also true for Discovery Education, where webinars are provided for understanding and clarification. The 3-5 analyst also participates in data meetings with the Science consultant and with the Science teachers.

Teachers in the school are required to use district-made Orders of Instruction and Curriculum Maps to ensure that every student is being taught the required Florida State Assessment Standards.

Progress-monitoring assists with the proof that students are learning the standards.

Teachers receive training on how to better meet the needs of students. For example, if it is determined that an Exceptional Student Education (ESE) student has an instructional need in an IEP meeting, the teacher may receive support to better know how to instruct the student. During those

meetings, the team problem solves together to meet the needs of students. Also, the academic analysts plan trainings after school, on professional development days, and during early release days to specific professional development needs of teachers.

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:

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

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

There is a meeting with all stakeholders before the third birthday to assure services continue from before preschool to the school setting. A kindergarten teacher meets with the local Headstart Center to share important information with the parents of the future students. Kindergarten teachers, school administration, and guidance conduct screenings for all first time enrolling kindergarten students and have basic conversations with parents about how the child performed on the screening. Students transitioning to the middle school have a day to follow a middle school student and talk with teacher, administration and other students about expectations.

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.** Students will achieve proficiency in all AMO target areas of the 2015 FSA Reading assessment.
- G2.** Students will achieve proficiency in all AMO target areas of the 2015 FSA Math assessment.
- G3.** Fifth grade students will achieve proficiency in science as demonstrated on the 2015 FCAT 2.0 Science assessment. In grade 5, 49% of students performed proficiently on the 2014 FCAT 2.0 Science Assessment. In grade 5, 65% of students will perform proficiently on the FCAT 2.0 Science assessment in 2015.

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. Students will achieve proficiency in all AMO target areas of the 2015 FSA Reading assessment. 1a

G036549

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	72.0
AMO Reading - African American	53.0
AMO Reading - ED	70.0
AMO Reading - SWD	55.0
AMO Reading - White	77.0

Resources Available to Support the Goal 2

- DEA probes
- Wonders Reading Program
- McGraw-Hill Connect Ed computer program (with Wonders)
- Read Naturally and Great Leaps programs

Targeted Barriers to Achieving the Goal 3

- Adjustments to instruction to comply with the state standards.

Plan to Monitor Progress Toward G1. 8

FAIR data will be collected and reviewed throughout the year to determine progress toward the goal of all students reaching Reading proficiency.

Person Responsible

Cindy Richards

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Data notebooks will include data on classroom assessments, grades, FAIR data, and Wonders assessments for teachers to utilize to monitor student progress toward Reading proficiency.

Plan to Monitor Progress Toward G1. 8

FAIR data will be collected and reviewed throughout the year to determine progress toward the goal of all students reaching Reading proficiency.

Person Responsible

Debbie Bush

Schedule

Biweekly, from 8/8/2014 to 6/3/2015

Evidence of Completion

Data notebooks will include data on classroom assessments, grades, FAIR data, and Wonders assessments for teachers to utilize to monitor student progress toward Reading proficiency.

G2. Students will achieve proficiency in all AMO target areas of the 2015 FSA Math assessment. 1a

G044944

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	70.0
AMO Math - African American	53.0
AMO Math - ED	66.0
AMO Math - SWD	53.0
AMO Math - White	75.0

Resources Available to Support the Goal 2

- Florida Go Math! Curriculum
- ThinkCentral program (with enrichment and reteaching)
- Discovery Education probes
- Hands-on Manipulatives

Targeted Barriers to Achieving the Goal 3

- Students' basic skills deficit in math

Plan to Monitor Progress Toward G2. 8

Data will be collected in data notebooks and will include: grades, DEA data, Go Math assessments, and RTI practices where relevant.

Person Responsible

Cindy Richards

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teacher discussions, RTI meetings, grade level meetings, paraprofessional meetings, student grades, DEA data, and Go Math scores

Plan to Monitor Progress Toward G2. 8

Data will be collected in data notebooks and will include: grades, DEA data, Go Math assessments, and RTI practices where relevant.

Person Responsible

Debbie Bush

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teacher discussions, RTI meetings, grade level meetings, paraprofessional meetings, student grades, DEA data, and Go Math scores

G3. Fifth grade students will achieve proficiency in science as demonstrated on the 2015 FCAT 2.0 Science assessment. In grade 5, 49% of students performed proficiently on the 2014 FCAT 2.0 Science Assessment. In grade 5, 65% of students will perform proficiently on the FCAT 2.0 Science assessment in 2015. **1a**

G044945

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0

Resources Available to Support the Goal **2**

- Spyrka Lessons
- Spyrka Assessments
- Fusion curriculum
- Science enrichment with Mrs. Yates in the Science Lab

Targeted Barriers to Achieving the Goal **3**

- Students' lack of skills in science and weak science foundation.

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

Spyrka assessment data will be collected and reviewed throughout the year to progress monitor science.

Person Responsible

Debbie Bush

Schedule

On 6/3/2015

Evidence of Completion

Spyrka assessment data will be collected and used to adjust teaching. Revamped lesson plans and data notebook information will be used to monitor the progress being made.

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. Students will achieve proficiency in all AMO target areas of the 2015 FSA Reading assessment. **1**

 G036549

G1.B1 Adjustments to instruction to comply with the state standards. **2**

 B087535

G1.B1.S1 Adjustments to instruction to comply with state standards **4**

 S126265

Strategy Rationale

Curriculum maps and orders of instruction have been developed to ensure state standards are taught through the curriculum with fidelity and to ensure students meet/ exceed grade level expectations in reading.

Action Step 1 **5**

All teachers will be trained on and implement the curriculum maps and orders of instruction to provide a better understanding of the correlation between the state standards and the Wonders curriculum.

Person Responsible

Cindy Richards

Schedule

Weekly, from 7/1/2014 to 8/15/2014

Evidence of Completion

Classroom walkthroughs, lesson plans, Wonders assessments, FAIR

Action Step 2 5

All teachers will be trained on and implement the curriculum maps and orders of instruction to provide a better understanding of the correlation between the state standards and the Wonders curriculum.

Person Responsible

Debbie Bush

Schedule

Weekly, from 7/1/2014 to 8/15/2014

Evidence of Completion

Classroom walkthroughs, lesson plans, Wonders assessments, FAIR

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

Wonders weekly assessments will be administered throughout the year

Person Responsible

Cindy Richards

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student results will be monitored weekly and placed in data notebooks. The academic analyst will have data chats with teachers twice each nine weeks.

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

FAIR will be administered 2-3 times per year.

Person Responsible

Cindy Richards

Schedule

Semiannually, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teachers will analyze student FAIR data by looking at results on PMRN. The academic analyst will have data chats with teachers twice each nine weeks.

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

Wonders weekly assessments will be administered throughout the year

Person Responsible

Debbie Bush

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student results will be monitored weekly and placed in data notebooks. The academic analyst will have data chats with teachers twice each nine weeks.

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

FAIR will be administered 2-3 times per year.

Person Responsible

Debbie Bush

Schedule

Semiannually, from 8/18/2014 to 6/3/2015

Evidence of Completion

Teachers will analyze student FAIR data by looking at results on PMRN. The academic analyst will have data chats with teachers twice each nine weeks.

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

Teachers will monitor student data and place in data notebooks.

Person Responsible

Cindy Richards

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Data notebooks inclusive of: FAIR Data, Wonders assessments, informal and formal classroom assessments; discussions with academic analysts inclusive of reflections on grades and classroom assessments, and participation in RTI (response to intervention) meetings.

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

Teachers will monitor student data and place in data notebooks.

Person Responsible

Debbie Bush

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Data notebooks inclusive of: FAIR Data, Wonders assessments, informal and formal classroom assessments; discussions with academic analysts inclusive of reflections on grades and classroom assessments, and participation in RTI (response to intervention) meetings.

G2. Students will achieve proficiency in all AMO target areas of the 2015 FSA Math assessment. 1

 G044944

G2.B1 Students' basic skills deficit in math 2

 B110790

G2.B1.S1 Intense, skill based small group instruction. 4

 S122229

Strategy Rationale

Through small group instruction with a teacher or paraprofessional, students will receive intervention based on their individual needs.

Action Step 1 5

Rigorous skill based daily small groups based on individual student needs.

Person Responsible

Cindy Richards

Schedule

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

Evidence of Completion

Data notebooks, teacher lesson plan books, paraprofessional planners and Tyner assessments.

Action Step 2 5

Rigorous skill based daily small groups based on individual student needs.

Person Responsible

Debbie Bush

Schedule

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

Evidence of Completion

Data notebooks, teacher lesson plan books, paraprofessional planners and Tyner assessments.

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

Academic analysts will meet with teachers and paraprofessional monthly to discuss effectiveness and address necessary changes.

Person Responsible

Cindy Richards

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Academic analysts will monitor teacher lesson plans, paraprofessional planners, RTI (response to intervention) documentation and Tyner assessments.

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

Academic analysts will meet with teachers and paraprofessional monthly to discuss effectiveness and address necessary changes.

Person Responsible

Debbie Bush

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Academic analysts will monitor teacher lesson plans, paraprofessional planners, RTI (response to intervention) documentation and Tyner assessments.

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

Academic Analysts will hold meetings with teachers and paraprofessionals to discuss what is happening in small group instruction.

Person Responsible

Cindy Richards

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Team chairs will take notes/minutes of the data meeting discussions. These discussions will include delving into student data, identifying student weaknesses, and addressing curriculum usage in small groups to help students achieve proficiency in their weak areas.

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

Academic Analysts will hold meetings with teachers and paraprofessionals to discuss what is happening in small group instruction.

Person Responsible

Debbie Bush

Schedule

On 6/3/2015

Evidence of Completion

Team chairs will take notes/minutes of the data meeting discussions. These discussions will include delving into student data, identifying student weaknesses, and addressing curriculum usage in small groups to help students achieve proficiency in their weak areas.

G3. Fifth grade students will achieve proficiency in science as demonstrated on the 2015 FCAT 2.0 Science assessment. In grade 5, 49% of students performed proficiently on the 2014 FCAT 2.0 Science Assessment. In grade 5, 65% of students will perform proficiently on the FCAT 2.0 Science assessment in 2015. 1

G044945

G3.B1 Students' lack of skills in science and weak science foundation. 2

B110793

G3.B1.S1 Teachers will teach science standards. 4

S122230

Strategy Rationale

Teachers will teach science using the orders of instruction focusing on Dr. Spyrka lessons and the FUSION curriculum to ensure that Florida Standards in Science are taught with fidelity.

Action Step 1 5

Teachers will follow the orders of instruction and curriculum maps when teaching Science.

Person Responsible

Debbie Bush

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Progress Monitoring through Spyrka assessments, classroom observations, lesson plans

Action Step 2 5

Teachers will use Dr. Spyrka curriculum to teach standards.

Person Responsible

Steve Griffin

Schedule

On 6/3/2015

Evidence of Completion

Progress Monitoring through Spyrka assessments, classroom observations, lesson plans

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

Classroom observations, walkthroughs, and data notebook discussions

Person Responsible

Debbie Bush

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Spyrka assessments measuring student knowledge of the standards will be used to determine if the strategy is implemented with fidelity.

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

Dr. Spyrka assessments, consultations discussing whether data supports coverage of standards

Person Responsible

Steve Griffin

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Spyrka test 3 data will be collected to demonstrate the effectiveness of the implementation.

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
G2.B1.S1.A1	Rigorous skill based daily small groups based on individual student needs.	Richards, Cindy	9/2/2014	Data notebooks, teacher lesson plan books, paraprofessional planners and Tyner assessments.	5/29/2015 daily
G3.B1.S1.A1	Teachers will follow the orders of instruction and curriculum maps when teaching Science.	Bush, Debbie	8/18/2014	Progress Monitoring through Spyrka assessments, classroom observations, lesson plans	6/3/2015 weekly
G1.B1.S1.A1	All teachers will be trained on and implement the curriculum maps and orders of instruction to provide a better understanding of the correlation between the state standards and the Wonders curriculum.	Richards, Cindy	7/1/2014	Classroom walkthroughs, lesson plans, Wonders assessments, FAIR	8/15/2014 weekly
G1.B1.S1.A2	All teachers will be trained on and implement the curriculum maps and orders of instruction to provide a better understanding of the correlation	Bush, Debbie	7/1/2014	Classroom walkthroughs, lesson plans, Wonders assessments, FAIR	8/15/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	between the state standards and the Wonders curriculum.				
G2.B1.S1.A2	Rigorous skill based daily small groups based on individual student needs.	Bush, Debbie	9/2/2014	Data notebooks, teacher lesson plan books, paraprofessional planners and Tyner assessments.	5/29/2015 daily
G3.B1.S1.A2	Teachers will use Dr. Spyrka curriculum to teach standards.	Griffin, Steve	8/18/2014	Progress Monitoring through Spyrka assessments, classroom observations, lesson plans	6/3/2015 one-time
G1.MA1	FAIR data will be collected and reviewed throughout the year to determine progress toward the goal of all students reaching Reading proficiency.	Richards, Cindy	8/18/2014	Data notebooks will include data on classroom assessments, grades, FAIR data, and Wonders assessments for teachers to utilize to monitor student progress toward Reading proficiency.	6/3/2015 biweekly
G1.MA2	FAIR data will be collected and reviewed throughout the year to determine progress toward the goal of all students reaching Reading proficiency.	Bush, Debbie	8/8/2014	Data notebooks will include data on classroom assessments, grades, FAIR data, and Wonders assessments for teachers to utilize to monitor student progress toward Reading proficiency.	6/3/2015 biweekly
G1.B1.S1.MA1	Teachers will monitor student data and place in data notebooks.	Richards, Cindy	8/18/2014	Data notebooks inclusive of: FAIR Data, Wonders assessments, informal and formal classroom assessments; discussions with academic analysts inclusive of reflections on grades and classroom assessments, and participation in RTI (response to intervention) meetings.	6/3/2015 biweekly
G1.B1.S1.MA6	Teachers will monitor student data and place in data notebooks.	Bush, Debbie	8/18/2014	Data notebooks inclusive of: FAIR Data, Wonders assessments, informal and formal classroom assessments; discussions with academic analysts inclusive of reflections on grades and classroom assessments, and participation in RTI (response to intervention) meetings.	6/3/2015 biweekly
G1.B1.S1.MA1	Wonders weekly assessments will be administered throughout the year	Richards, Cindy	8/18/2014	Student results will be monitored weekly and placed in data notebooks. The academic analyst will have data chats with teachers twice each nine weeks.	6/3/2015 weekly
G1.B1.S1.MA2	FAIR will be administered 2-3 times per year.	Richards, Cindy	8/18/2014	Teachers will analyze student FAIR data by looking at results on PMRN. The academic analyst will have data chats with teachers twice each nine weeks.	6/3/2015 semiannually
G1.B1.S1.MA4	Wonders weekly assessments will be administered throughout the year	Bush, Debbie	8/18/2014	Student results will be monitored weekly and placed in data notebooks. The academic analyst will have data chats with teachers twice each nine weeks.	6/3/2015 weekly
G1.B1.S1.MA5	FAIR will be administered 2-3 times per year.	Bush, Debbie	8/18/2014	Teachers will analyze student FAIR data by looking at results on PMRN. The academic analyst will have data chats with teachers twice each nine weeks.	6/3/2015 semiannually
G2.MA1	Data will be collected in data notebooks and will include: grades, DEA data, Go Math assessments, and RTI practices where relevant.	Richards, Cindy	8/18/2014	Teacher discussions, RTI meetings, grade level meetings, paraprofessional meetings, student grades, DEA data, and Go Math scores	6/3/2015 monthly
G2.MA2	Data will be collected in data notebooks and will include: grades, DEA data, Go Math assessments, and RTI practices where relevant.	Bush, Debbie	8/18/2014	Teacher discussions, RTI meetings, grade level meetings, paraprofessional meetings, student grades, DEA data, and Go Math scores	6/3/2015 monthly
G2.B1.S1.MA1	Academic Analysts will hold meetings with teachers and paraprofessionals to	Richards, Cindy	8/18/2014	Team chairs will take notes/minutes of the data meeting discussions. These	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	discuss what is happening in small group instruction.			discussions will include delving into student data, identifying student weaknesses, and addressing curriculum usage in small groups to help students achieve proficiency in their weak areas.	
G2.B1.S1.MA4	Academic Analysts will hold meetings with teachers and paraprofessionals to discuss what is happening in small group instruction.	Bush, Debbie	8/18/2014	Team chairs will take notes/minutes of the data meeting discussions. These discussions will include delving into student data, identifying student weaknesses, and addressing curriculum usage in small groups to help students achieve proficiency in their weak areas.	6/3/2015 one-time
G2.B1.S1.MA1	Academic analysts will meet with teachers and paraprofessional monthly to discuss effectiveness and address necessary changes.	Richards, Cindy	8/18/2014	Academic analysts will monitor teacher lesson plans, paraprofessional planners, RTI (response to intervention) documentation and Tyner assessments.	6/3/2015 monthly
G2.B1.S1.MA3	Academic analysts will meet with teachers and paraprofessional monthly to discuss effectiveness and address necessary changes.	Bush, Debbie	8/18/2014	Academic analysts will monitor teacher lesson plans, paraprofessional planners, RTI (response to intervention) documentation and Tyner assessments.	6/3/2015 monthly
G3.MA1	Spyrka assessment data will be collected and reviewed throughout the year to progress monitor science.	Bush, Debbie	8/18/2014	Spyrka assessment data will be collected and used to adjust teaching. Revamped lesson plans and data notebook information will be used to monitor the progress being made.	6/3/2015 one-time
G3.B1.S1.MA1	Dr. Spyrka assessments, consultations discussing whether data supports coverage of standards	Griffin, Steve	8/18/2014	Spyrka test 3 data will be collected to demonstrate the effectiveness of the implementation.	6/3/2015 biweekly
G3.B1.S1.MA1	Classroom observations, walkthroughs, and data notebook discussions	Bush, Debbie	8/18/2014	Spyrka assessments measuring student knowledge of the standards will be used to determine if the strategy is implemented with fidelity.	6/3/2015 monthly

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. Students will achieve proficiency in all AMO target areas of the 2015 FSA Reading assessment.

G1.B1 Adjustments to instruction to comply with the state standards.

G1.B1.S1 Adjustments to instruction to comply with state standards

PD Opportunity 1

All teachers will be trained on and implement the curriculum maps and orders of instruction to provide a better understanding of the correlation between the state standards and the Wonders curriculum.

Facilitator

Cindy Spence

Participants

K-2 Teachers

Schedule

Weekly, from 7/1/2014 to 8/15/2014

PD Opportunity 2

All teachers will be trained on and implement the curriculum maps and orders of instruction to provide a better understanding of the correlation between the state standards and the Wonders curriculum.

Facilitator

Debbie Bush

Participants

3-5 Teachers

Schedule

Weekly, from 7/1/2014 to 8/15/2014

G3. Fifth grade students will achieve proficiency in science as demonstrated on the 2015 FCAT 2.0 Science assessment. In grade 5, 49% of students performed proficiently on the 2014 FCAT 2.0 Science Assessment. In grade 5, 65% of students will perform proficiently on the FCAT 2.0 Science assessment in 2015.

G3.B1 Students' lack of skills in science and weak science foundation.

G3.B1.S1 Teachers will teach science standards.

PD Opportunity 1

Teachers will follow the orders of instruction and curriculum maps when teaching Science.

Facilitator

Debbie Bush

Participants

Third, Fourth and Fifth Grade Teachers

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Budget Rollup

Summary

Description	Total
Grand Total	0