

Idylwild Elementary School



2014-15 School Improvement Plan

Idylwild Elementary School

4601 SW 20TH TER, Gainesville, FL 32608

<http://www.sbac.edu/pages/acps>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
81%

Alternative/ESE Center
No

Charter School
No

Minority
80%

School Grades History

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

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Idylwild is a school community committed to providing a positive quality education in a safe environment, producing life-long learners. We believe that all students can and will learn. We are committed to academic excellence and the success of all students.

Provide the school's vision statement

Our vision for our students is that they will graduate with the knowledge, skills, and personal characteristics to be lifelong learners and independent thinkers. We want our graduates to excel in their chosen careers and be productive and contributing members of the global community.

School Environment

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

The first few weeks of school is dedicated to team and community building in the classrooms and throughout the school. The goal is to build and strengthen relationships with teachers, students and families. This is done through many different classroom activities, a school wide spirit day on the third day of school and our annual open house. Each year, we also gain information from both parents and staff through our school climate survey. Throughout the year, our social worker, along with the faculty and staff, works with families to assist them with any needs.

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

There are many procedures in place to ensure the safety of all students, faculty and staff. Students are to be dropped off and picked up in designated areas with adult supervision present. Our campus is fenced with locked gates, and our students are instructed to use the paths inside the fenced area. All visitors must check in through the front office and must wear a visitor's ID while on campus. Idylwild is a PBS school with four expectations, including "Be Safe" and "Be Respectful." These expectations are explained to the students and modeled by faculty and staff.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school is a Positive Behavior Support (PBS) with four school wide expectations. These expectations are posted in each classrooms and teachers align their classroom rules with these expectations. If these expectations are not met, the established protocol in place includes:

- *verbal warning
- *discussion with student
- *behavior noted (teacher records)
- *parent contacted by classroom teacher
- *parent conference with classroom teacher (if necessary)
- *behavior warning sheet sent home and returned
- *BRT/Principal involvement

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

Weekly meetings with teachers and leadership team take place to discuss and monitor the needs of students. The principal, school counselor, school social worker and behavior resource teacher (BRT) work closely with the classroom teachers to identify students with social and emotional needs. The services that we provide as a team include, but are not limited to:

- *one on one counseling
- *small group counseling
- *large group counseling
- *home visits
- *parent involvement

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

Attendance - Each week, the leadership team discusses students with attendance concerns. This discussion is lead by our social worker who uses Infinite Campus to track and monitor student attendance. EPT meetings are scheduled monthly to involve parents in creating a plan to address these concerns. The social worker also addresses the families with excessive tardies and early checkouts.

Behavior - During the weekly leadership team, behavior is also discussed. The BRT reviews any student(s) with significant behaviors. EPT's are scheduled to assist with these issues. Students with more than 1 referral from the previous year have a mentor assigned to them as an intervention.

Course failure - The Classroom Teacher, Principal, CRT, FCIM facilitator work closely together to review data on students with failing grades. Interventions are planned during and after school tutoring.

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	0	0	0	0	0	0	
One or more suspensions	1	0	4	1	1	1	8
Course failure in ELA or Math	7	8	8	6	2	3	34
Level 1 on statewide assessment	0	0	0	10	17	15	42

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

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

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

*Track the students with 3 or more referrals from the previous year. These students are being monitored and along with the school social worker, design a behavior and academic plan to address areas where the student would like to be more successful for the current year.

- *Title 1 Push in and Pull out
- *Extended Day Intervention Tutoring
- *EDEP Tutoring
- *Reading PALS
- *UFLI 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/180278>.

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

Administration is committed to partnerships with community members and stakeholders. Community partners are invited for a brunch to renew relationships and commitment for our students.

Effective Leadership

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Ferguson, Daniel	Principal
Bourg, Robin	Assistant Principal
Carter, Debbie	Teacher, K-12
Mavrikis, Amanda	Guidance Counselor
McGhee-Cuevas, Yvette	Attendance/Social Work
Osteen, Catherine	Teacher, K-12

Duties

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

*Principal: The Principal is the instructional leader of the school, communicates a common vision for the instructional improvement, oversees all staff development, observes teaching practices, helps develops all improvement plans, manages all community resources, works with the district on support initiatives and resources needed.

*Curriculum Resource Teacher: Provides curricular support and training for teachers, in charge of master schedule, testing coordinator.

*Behavioral Resource Teacher: Provides behavioral support and training for teachers; helps to develop and implement behavioral interventions; provides ongoing support and helps with data collection.

*Counselor: Manages school wellness and guidance programs.

*Social Worker: Serves as a liaison between school and parents.

*FCIMS Facilitator/instructional Coaches: Observe classroom practices, plan staff development with Principal, ensures all curriculum materials are provided and staff trained on use. Manages Title I Teacher Tutors

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

Weekly meetings to discuss the progress and fidelity of implementation and monitoring of the RTI process.

Title I, Part A

Pullout tutorial, Para tutor/Engagement Para directly under supervision of teacher, professional development

Title I, Part C- Migrant

We use the tutors as a resource.

Title I, Part D

Drop Out Prevention

Title II

Reading coaches, mentor coaches, digital educators

Title III

ELL services, we provide dictionaries, translations?

Title X- Homeless

We have assisted in the following ways: uniforms when available, backpacks, school supplies, and more.

Supplemental Academic Instruction (SAI)

Training for 3rd grade teachers only.

Violence Prevention Programs

Violence Prevention programs – Step Violence Prevention, Steps to Respect, Win-Win Discipline, Too Good for Drugs & Violence, and Positive Behavior Support.

Nutrition Programs

Work with our Food Service department, PTA, Community, and Business Partners to provide education and goods to promote good nutrition. Fruits & Vegetables, Back pack for weekend, summer meal program.

Housing Programs

We work with the Gainesville Housing Authority to provide communication and participation in school activities/events.

Head Start

Transition to Kindergarten, Kindergarten Round-up, Newsletters, Head Start communication.

Adult Education
 Refer to district and other resources as requested.
 Career and Technical Education Career day
 Job Training
 Parent computer training

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kelly Kostamo	Business/Community
Daniel Ferguson	Principal
Laura DiGrutolo	Parent
Robin Bourg	Teacher
	Student

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 reviewed and gave input on the School Improvement Plan for final consideration by the district.

Development of this school improvement plan

The SAC gives input on needed projects and reviews the School Improvement Plan for final consideration by the district.

Preparation of the school's annual budget and plan

The SAC will meet monthly to discuss school initiatives and determine the prioritization of outlined projects and the funding needed to complete those projects.

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

Evidence-based programs/materials

Reading Benchmark Practice Ready Florida Reading Title I \$3,300.00

Reading After School Tutoring Teacher Tutors Title I \$16,300.00

Mathematics Benchmark Practice Florida Ready Math Title I \$3,300.00

Subtotal: \$22,900.00

Technology

Reading Reading Fluency &

Vocabulary Read Naturally Title I \$500.00

Subtotal: \$500.00

Professional Development

Reading Higher Order

Questions

Higher Order Thinking

Skills Title I \$3,000.00
Subtotal: \$3,000.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Ferguson, Daniel	Principal
Bourg, Robin	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Building school culture, involving staff in a PLC to enhance teamwork techniques and strategies that will lead to academic success by students.

Public and Collaborative Teaching

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

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

- *Monthly faculty meetings
- *Monthly team leaders meetings
- *Weekly grade level meetings
- *Weekly grade level planning
- *Monthly socials

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

- * College Campus Job Fair and Recruiting with District Personnel Team - Principal is responsible
- * New Teacher Orientation Prior to Pre-Planning with Administration and Veteran Mentor Staff Members - Principal is responsible
- * Partnering New Teachers with Veteran Staff Members - Principal is responsible

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

District Beginning Teacher Mentoring Program: Beginning Teachers are paired with a Mentor Coach. The pair meet together weekly to discuss best practices and instructional strategies for teacher success. Beginning teachers must attend Cohort training with their mentor coach and other new educators.

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

Teachers are required to review standards and test item specifications. Also, Instruction is aligned to the standards. Research based material such as Ready Florida is utilized for resources to teach the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is used to drive instruction. Students that are having difficulty mastering standards are giving intensive interventions and tutoring. The RTI process is followed and monitored closely. Enrichment is provided for students successfully mastering the standards.

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

Strategy: After School Program

Minutes added to school year: 40,500

EDEP is our after school program that helps students in need of additional help in core academic subjects with a focus on reading. These programs also ensure a well rounded education by offering enrichments to all students.

Strategy Rationale

Improve academic achievement

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Bourg, Robin, bourgrm@gm.sbac.edu

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

The directors of each program collect data from assessments given to students. This data is analyzed to determine where student's deficiencies are so that the curriculum can be differentiated to meet their needs.

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

Transition from Head Start to Kindergarten, Kindergarten Round up, Kindergarten Orientation
Transitional meetings are conducted for students promoted to Middle 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

Idylwild partners with the University of Florida and Santa Fe College to advance college and career awareness.

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To improve the number of students proficient in reading.
- G2.** To improve the number of students proficient in Math.
- G3.** To improve the number of students proficient in Writing.
- G4.** To improve the number of students proficient in science.
- G5.** To increase the opportunities for parent involvement.
- G6.** 75% of students will participate in STEM related experiences.

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. To improve the number of students proficient in reading. 1a

G043446

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	59.0
AMO Reading - African American	48.0
AMO Reading - SWD	37.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	75.0

Resources Available to Support the Goal 2

- Title I Teacher Tutors, After-school Tutoring, Professional Development,

Targeted Barriers to Achieving the Goal 3

- New teachers in need of professional development

Plan to Monitor Progress Toward G1. 8

Florida Progress Monitoring Network

Person Responsible

Daniel Ferguson

Schedule

Quarterly, from 9/7/2014 to 4/24/2015

Evidence of Completion

The data will be reviewed quarterly with the school's Literacy team to determine if progress is being made toward the selected targets.

G2. To improve the number of students proficient in Math. 1a

G043447

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0
AMO Math - African American	48.0
AMO Math - SWD	44.0
Math Gains	75.0
Math Lowest 25% Gains	75.0

Resources Available to Support the Goal 2

- Title I Teacher Tutors, After-school Tutoring, Professional Development,

Targeted Barriers to Achieving the Goal 3

- Teachers in need of professional development.

Plan to Monitor Progress Toward G2. 8

OnTrack District Assessment

Person Responsible

Daniel Ferguson

Schedule

Quarterly, from 9/7/2014 to 4/17/2015

Evidence of Completion

The School Leadership team will quarterly review data to determine if adequate progress is being made.

G3. To improve the number of students proficient in Writing. 1a

G043448

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	70.0

Resources Available to Support the Goal 2

- Title One tutoring
- After school tutoring

Targeted Barriers to Achieving the Goal 3

- Transportation home for students

Plan to Monitor Progress Toward G3. 8

Data from monthly writing responses.

Person Responsible

Robin Bourg

Schedule

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

Evidence of Completion

The Leadership Team will quarterly examine the writing progress to determine if adequate progress is being made.

G4. To improve the number of students proficient in science. 1a

G043449

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Standards Review Books

Targeted Barriers to Achieving the Goal 3

- Instructional minutes for science

Plan to Monitor Progress Toward G4. 8

OnTrack District Assessment

Person Responsible

Daniel Ferguson

Schedule

Quarterly, from 9/8/2014 to 4/24/2015

Evidence of Completion

The Leadership Team will meet quarterly to review progress in science and to determine if adequate progress is being made.

G5. To increase the opportunities for parent involvement. 1a

G043450

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Phone Home service

Targeted Barriers to Achieving the Goal 3

- Parents not having a telephone to receive the phone home message.

Plan to Monitor Progress Toward G5. 8

Data collected from the parent sign-in sheets for each event.

Person Responsible

Schedule

On 5/29/2015

Evidence of Completion

When it is evident that 60% of parents got involved in school activities.

G6. 75% of students will participate in STEM related experiences. 1a

G043451

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Stem videos

Targeted Barriers to Achieving the Goal 3

- Do not have a system in place to have school wide access to the videos.

Plan to Monitor Progress Toward G6. 8

Attendance data from teachers

Person Responsible

Robin Bourg

Schedule

On 5/29/2015

Evidence of Completion

When 75% of students have participated in STEM related experiences.

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

G2. To improve the number of students proficient in Math. **1**

 G043447

G2.B1 Teachers in need of professional development. **2**

 B106507

G2.B1.S1 Provide professional development in Language Arts through school and district in-services.

4

 S117896

Strategy Rationale

To improve instruction and student learning.

Action Step 1 **5**

Provide professional development to all new teachers that teach math.

Person Responsible

Daniel Ferguson

Schedule

On 5/29/2015

Evidence of Completion

Scheduled in-service that are evident in Alachua County Information Accountability System

G3. To improve the number of students proficient in Writing. 1

 G043448

G3.B1 Transportation home for students 2

 B106508

G3.B1.S1 Inquire with transportation department about having a bus designated to take students home.

4

 S117803

Strategy Rationale

Action Step 1 5

Determine who to contact at the transportation department.

Person Responsible

Robin Bourg

Schedule

On 10/31/2014

Evidence of Completion

When contact with the transportation department has been made.

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

Documentation that contact with the transportation department has been made.

Person Responsible

Schedule

Evidence of Completion

When it has been determined that a bus is or is not available for use.

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

Having a bus is helping with enrollment of after school tutoring.

Person Responsible

Schedule

Evidence of Completion

When more students are taking the opportunity to receive after school tutoring.

G4. To improve the number of students proficient in science. 1

 G043449

G4.B1 Instructional minutes for science 2

 B106509

G4.B1.S1 Increase the instructional time for Science instruction. 4

 S117804

Strategy Rationale

Additional time to improve science achievement.

Action Step 1 5

Science instructional time will increase to 90 minutes per day.

Person Responsible

Daniel Ferguson

Schedule

On 6/5/2015

Evidence of Completion

When time has been set aside for meeting with PBS team.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

PBS and attendance data

Person Responsible

Schedule

Evidence of Completion

When data is being collected and utilized to help decrease poor attendance and tardies.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Use data collected by teachers and PBS team.

Person Responsible

Schedule

Evidence of Completion

When attendance and tardies have improved.

G5. To increase the opportunities for parent involvement. 1

G043450

G5.B1 Parents not having a telephone to receive the phone home message. 2

B106510

G5.B1.S1 Send home a certified letter explaining up coming events. 4

S117805

Strategy Rationale

Action Step 1 5

Create the letter to be sent home to parents.

Person Responsible

Robin Bourg

Schedule

On 5/29/2015

Evidence of Completion

When the letter is created to go home.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Set aside time to write the letter to parents

Person Responsible

Schedule

Evidence of Completion

When letter is created

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Discussions with parent involvement leaders to determine if more parents are asking to be involved.

Person Responsible

Schedule

Evidence of Completion

When it is evident that the letter is having an affect on more parents getting involved.

G6. 75% of students will participate in STEM related experiences. 1

 G043451

G6.B1 Do not have a system in place to have school wide access to the videos. 2

 B106511

G6.B1.S1 Meet with SAC to discuss funding the buses. 4

 S117806

Strategy Rationale

Action Step 1 5

Create a school wide morning news show and add stem videos to that program

Person Responsible

Schedule

Daily, from 8/18/2014 to 10/6/2014

Evidence of Completion

Recorded Morning News shows

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Determine when the next SAC meeting will be held.

Person Responsible

Schedule

Evidence of Completion

When the meeting time and place has been determined.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Discuss with Teams whether or not buses have been secured for Science Fair.

Person Responsible

Schedule

Evidence of Completion

When it is evident that buses are ordered and scheduled to pick up students for Science Fair.

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	Determine who to contact at the transportation department.	Bourg, Robin	9/29/2014	When contact with the transportation department has been made.	10/31/2014 one-time
G4.B1.S1.A1	Science instructional time will increase to 90 minutes per day.	Ferguson, Daniel	8/18/2014	When time has been set aside for meeting with PBS team.	6/5/2015 one-time
G5.B1.S1.A1	Create the letter to be sent home to parents.	Bourg, Robin	8/18/2014	When the letter is created to go home.	5/29/2015 one-time
G6.B1.S1.A1	Create a school wide morning news show and add stem videos to that program		8/18/2014	Recorded Morning News shows	10/6/2014 daily
G2.B1.S1.A1	Provide professional development to all new teachers that teach math.	Ferguson, Daniel	9/1/2014	Scheduled in-service that are evident in Alachua County Information Accountability System	5/29/2015 one-time
G1.MA1	Florida Progress Monitoring Network	Ferguson, Daniel	9/7/2014	The data will be reviewed quarterly with the school's Literacy team to determine if progress is being made toward the selected targets.	4/24/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	OnTrack District Assessment	Ferguson, Daniel	9/7/2014	The School Leadership team will quarterly review data to determine if adequate progress is being made.	4/17/2015 quarterly
G3.MA1	Data from monthly writing responses.	Bourg, Robin	8/18/2014	The Leadership Team will quarterly examine the writing progress to determine if adequate progress is being made.	5/29/2015 quarterly
G3.B1.S1.MA1	Having a bus is helping with enrollment of after school tutoring.		When more students are taking the opportunity to receive after school tutoring.	once	
G3.B1.S1.MA1	Documentation that contact with the transportation department has been made.		When it has been determined that a bus is or is not available for use.	once	
G4.MA1	OnTrack District Assessment	Ferguson, Daniel	9/8/2014	The Leadership Team will meet quarterly to review progress in science and to determine if adequate progress is being made.	4/24/2015 quarterly
G4.B1.S1.MA1	Use data collected by teachers and PBS team.		When attendance and tardies have improved.	once	
G4.B1.S1.MA1	PBS and attendance data		When data is being collected and utilized to help decrease poor attendance and tardies.	once	
G5.MA1	Data collected from the parent sign-in sheets for each event.		8/18/2014	When it is evident that 60% of parents got involved in school activities.	5/29/2015 one-time
G5.B1.S1.MA1	Discussions with parent involvement leaders to determine if more parents are asking to be involved.		When it is evident that the letter is having an affect on more parents getting involved.	once	
G5.B1.S1.MA1	Set aside time to write the letter to parents		When letter is created	once	
G6.MA1	Attendance data from teachers	Bourg, Robin	8/18/2014	When 75% of students have participated in STEM related experiences.	5/29/2015 one-time
G6.B1.S1.MA1	Discuss with Teams whether or not buses have been secured for Science Fair.		When it is evident that buses are ordered and scheduled to pick up students for	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Science Fair.		
G6.B1.S1.MA1	Determine when the next SAC meeting will be held.		When the meeting time and place has been determined.	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.

G2. To improve the number of students proficient in Math.

G2.B1 Teachers in need of professional development.

G2.B1.S1 Provide professional development in Language Arts through school and district in-services.

PD Opportunity 1

Provide professional development to all new teachers that teach math.

Facilitator

Debie Carter

Participants

Teachers

Schedule

On 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 2: To improve the number of students proficient in Math.	2,000
Goal 5: To increase the opportunities for parent involvement.	0
Grand Total	2,000

Goal 2: To improve the number of students proficient in Math.

Description	Source	Total
B1.S1.A1	Other	2,000
Total Goal 2		2,000

Goal 5: To increase the opportunities for parent involvement.

Description	Source	Total
B1.S1.A1		0
Total Goal 5		0