

Auburndale Central Elementary School

320 LEMON ST, Auburndale, FL 33823

<http://schools.polk-fl.net/ace/>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

69%

Alternative/ESE Center

No

Charter School

No

Minority

55%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	36
Appendix 2: Professional Development and Technical Assistance Outlines	38
Professional Development Opportunities	39
Technical Assistance Items	43
Appendix 3: Budget to Support Goals	44

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
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is for every learner to become a compassionate leader while reaching academic excellence through taking academic risks, seizing opportunities to become creative problem solvers, and change makers.

Provide the school's vision statement

Our vision is to provide a nurturing environment committed to achieving excellence. All students are challenged to reach their maximum potential through the development of a solid foundation of skills, knowledge and values to prepare them for college or career.

School Environment

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

Auburndale Central learns about student cultures through an event of "Cultures Around the World" held during a family night event. Each grade level represents a different culture and students and families are given passports to visit the different countries and experience the different cultures. We also introduce cultures through text in the language arts classrooms. Auburndale Central studies different cultures through music and art class as well. During the months of October and February we celebrate Hispanic Heritage and African American History month during a Saturday in the library event. Through the foundation of the 7 Habits of Happy Kids we learn to accept individuals and cultures. We have a Hispanic secretary that assists in building bridges between the teachers and the Hispanic families and their children by attending meetings to translate and being one of the first faces families are greeted by in the office.

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

Auburndale Central Elementary Staff creates an environment where children feel safe and respected before, during and after school by setting clear school-wide procedures and expectations both academically and behaviorally. Academically we have a set of school-wide and high yield strategies that are followed by the teachers in each classroom and the children are introduced to these expectations and know what to expect during the learning day. Writing rubrics that are used consistently across the grade levels are implemented are built on the knowledge previously learned from one grade to the next. In every classroom "Thinking Maps" are used as our primary graphic organizers, writing expectations are posted in every classroom and followed in all writing across the curriculum. Journals are implemented in all academic areas at all grade levels and the procedures for the use of those journals stay consistent; therefore, students know the expectations and format as they matriculate from one grade to the next and the work becomes more rigorous in nature. We also have a school-wide Positive Behavior Support System with a manual that is sent home and signed by parents. All classrooms use the "Clip System" and the recognition of "Exemplary Leader" tickets. With consistency across the school in academic expectations and behavioral expectations children feel safe and respected.

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

Auburndale Central Elementary implements the "7 Habits of Happy Kids" school wide and follows the Positive Behavior Support (PBS) System that focuses on increasing positive behavior so that we can focus on student achievement and learning. The PBS system includes a tracking form to collect data that is necessary to identify effective ways of changing inappropriate behavior (teacher managed) before it becomes an office discipline referral. The tracking Form assists in identifying the pattern of behavior and determining the interventions that will be most effective; the purpose is to modify behavior so that the focus can return to learning. Clear and consistent behavioral expectations are school-wide and all staff members are trained on the "7 Habits of Happy Kids" and the PBS system during the pre-planning week prior to the students return to school. Students are taught the 7 habits and the school-wide behavioral expectations during the first week of school. Each classroom also monitors behavior through a "clip system" that is described in a parent handbook that is sent home and reviewed by each parent.

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

Auburndale Central Elementary (ACE) ensures the social-emotional needs of all students are being met by providing the following: counseling, mentoring, creating a safe atmosphere, meeting students individual needs, establishing a support network, and developing student character and academics. The guidance counselor provides counseling to students when students need someone to talk to or they cannot cope in the classroom because of psychological needs, social needs and the lack of resources that effect the student academically. The counselor provides the students with coping skills to help them get through their academic day. Teachers and administration provide counseling also when time permits. Mental Health services are also available when needed through Winter Haven Behavioral Health.

ACE has joined forces with the Big Brother Big Sister program, Reading PALS, and the City of Auburndale for mentoring. Teachers make sure the students feel safe and not insecure by providing specific strategies to create a safe atmosphere. Teachers meet students' individual needs through assessment prompts, small groups, Kagan, collaborative pairs, and Tier plans. ACE is great at providing a support team for the student. The teachers, administration, school psychologist, and guidance counselor work with parents and ensure the students are supported 100%. Students are taught social skills throughout the day and are praised for a job well done to help develop character along with academics.

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

Polk County Public Schools has an early warning system that automatically notifies the schools of students that are absent 10 or more days of enrollment regardless of whether the absence is excused or a result of out-of-school suspension, total number of in-school and out-of-school suspensions greater than three days, and students over age 2 or more years for the grade level. The principal reviews all report cards quarterly and notes course failures in English Language Arts and mathematics. She communicates with parents and meets with teachers to implement a plan for academic success. All level 1 scores on statewide, standardized assessments in English Language Arts and mathematics are analyzed and instructional adjustments are made to ensure success.

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	19	11	11	8	6	9	64
One or more suspensions	15	12	13	11	9	22	82
Course failure in ELA or Math	3	1	0	3	2	0	9
Level 1 on statewide assessment	0	0	0	19	18	28	65

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

Indicator	Grade Level				Total
	K	2	3	5	
Students exhibiting two or more indicators	2	1	3	3	9

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

Auburndale Central Elementary (ACE) monitors students who are falling behind on academic knowledge and skills so that we can provide extra help and interventions such as: mentoring, tutoring, targeted literacy and math curricula support, extended school time, and a wide range of other supports to keep students on track for graduation.

The attendance committee monitors attendance and the school social worker sends home letters when 5 and 10 absences have occurred. We meet with parents to assist the families with understanding the importance of attendance and to develop a plan of action to assist with attendance issues.

ACE also monitors behavior through a school-wide behavioral tracking system and we refer children with constant discipline referrals to our MTSS team to be supported through a behavioral plan and/or Tier plan.

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/56437>.

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

Auburndale Central builds and sustains partnerships with the local community by having 10 members of the City of Auburndale as Reading Pals to our kindergarten students. The school stays in close contact with the Auburndale City Manager and communicates needs of the school. The SAC chair is a community member and several community members sit on the SAC committee. Auburndale Central Elementary maintains several business partners that donate time to volunteer and assist with school-wide projects, as well as donate resources to the school. We sustain our partnerships through constant communication, thank you notes, and celebrations.

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
Dardis, Badonna	Principal
Jones, Nikki	Assistant Principal
Morris-Freeman, Tonetta	Teacher, ESE
Reinacher, Shelley	Instructional Coach
Edmonds, Laura	Instructional Technology
Calderon, Betty	Instructional Technology
Seefeldt, Dawn	Psychologist
Lott, Sandria	Guidance Counselor
Bryan, Jackie	Attendance/Social Work

Duties

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

Badonna M. Dardis: The principal provides a common vision for the use of data-based decision-making; models the problem solving process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities. Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

Nikki Jones: Assists the principal in providing a common vision for the use of data-based decision-making; assists in the development of a strong infrastructure of resources for the implementation of MTSS; further assists the principal in the assessment of MTSS skills, implementation of intervention support, and documentation; ensures and participates in professional learning; and communicates with parents concerning MTSS plans and activities. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity

and documentation; assists with professional development for behavior concerns; assists in facilitation of data-based decision making activities.

Tonetta Morris-Freeman: Participates in student data collection; integrates core instructional activities/materials/instruction in tiered interventions; and collaborates with administration and general education teachers.

Shelley Reinacher: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and models/coaches teachers in areas that need development in order to better meet student educational needs.

Laura Edmonds/Betty Calderon – Manages existing instructional software; collects and reports data with the MTSS team; organizes testing and progress monitoring schedules and accommodations for student needs; coordinates and provides training of technology software to enhance learning in the classroom; facilitates the use of existing and emerging technology by staff and students; integrates technology use in order to increase student engagement throughout the school; and assists with STEM integration.

Dawn Seefeldt: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; and assists in facilitation of data-based decision making activities.

Sandria Lott: Provides quality services and expertise on issues ranging from program design to assessment; guides and provides intervention with individual students, in small group, and in whole classroom settings; communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

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

The MTSS Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (rigor, relevance, and relationships); facilitated the development of a systematic approach to teaching (gradual release, essential questions, activating strategies, teaching strategies, extended thinking, refining, and summarizing); and aligned processes and procedures.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs. The district coordinates with Title II and Title III in ensuring staff development.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. (Ex. Purchase new technology for classrooms.)

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Badonna Dardis	Principal
Nikki Jones	Education Support Employee
Gary Henson	Business/Community
Judy Lott	Business/Community
Elizabeth Padila	Business/Community
Melanie Reichert	Parent
Olivia Hoyos	Parent
Heather Garcia	Parent
Terrie Zanella	Parent
Peggy Shadrick	Parent
Josephina Martinez	Parent
Holley White	Parent
Oscar Loya	Teacher
Madison Paye	Teacher
Tonetta Morris-Freeman	Teacher
Hope Jackson	Teacher
Melissa Harder	Teacher
Kristin McCain	Teacher
Kathy Cabbage	Teacher

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council will meet five times in the upcoming school year. The School Advisory Council will assist in the preparation, implementation, and evaluation of the School Improvement Plan

as it is a working document and if adjustments need to occur this will be discussed and reviewed with our SAC. The Council makes recommendations and assists the school administration in areas of school improvement. These functions are performed through participatory decision-making by parents, educators, school staff, business people, and other community members who are stakeholders in the school.

Development of this school improvement plan

SAC chair assisted with the foundational piece of the school improvement plan (SIP) along with the faculty. The SAC made recommendations and approved the SIP at the October 14, 2014 meeting.

Preparation of the school's annual budget and plan

The annual budget was reviewed and discussed with the SAC during our May 13, 2014 meeting. We do not have any special projects at this time.

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

Currently we do not have any funds allocated for projects.

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
Dardis, Badonna	Principal
Jones, Nikki	Assistant Principal
Comparato, Lisa	Instructional Media
Paye, Madison	Teacher, K-12
Dunn, Andrea	Teacher, K-12
Pigg, Dana	Teacher, K-12
Schenkenberg, Karie	Teacher, K-12
Stoquert, Sara	Teacher, K-12
Henry, Sheryl	Teacher, K-12
Dawson, Beth	Instructional Coach
Morris-Freeman, Tonetta	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The major initiatives involve increasing student achievement by analyzing and improving reading plans and instruction, close reading strategies, vocabulary development, building background knowledge, as well as, reading in the content areas. We discuss how to promote Accelerated

Reading and reading across the school with accountability and how to increase the student comprehension rates on passing quizzes.

Public and Collaborative Teaching

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

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

Teachers will have collaborative planning two days each week where they will focus on data driven instruction that correlates with the rigor of the Florida Standards. Grade level teams will meet with administration once a week for professional learning communities focusing on lesson plans, instruction and data.

We also encourage a positive work environment through our PBS system that implements not only student exemplary leader initiatives but also exemplary staff leader recognition each morning on the announcements.

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

Administration meets monthly with new teachers. New teachers are partnered with a mentor (veteran teacher).

Administration works closely with college campus job fairs and recruiting at universities, as well as working with district personnel to hire highly qualified staff. We maintain and hire highly qualified interns.

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

Mrs. Edwards is being mentored by Mrs. Reinacher our science coach. Mrs. Reinacher is well versed in our school-wide best practices. Mrs. Nunez is being mentored by Ms. Dunn, a highly qualified, experienced teacher who has shown significant gains in her 2013-2014 FAIR data. Both the mentee and mentor teacher instruct 1st grade students. New teacher meetings will take place monthly, as well as modeling and coaching of effective instructional practices by the mentor teachers and other staff.

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

We ensure our core instruction and materials align with the Florida Standards by confirming the overlay of standards, item specifications (3rd -5th) and curriculum maps during the planning process. We note as to whether our core instructional activities meet the rigor and cognitive complexity of each standard as set forth in the Florida Standards during our common planning and administrative PLC meetings. The matching of the instructional materials to the standards is extremely important as resources are often pulled in to meet the rigor of the standards, when the adopted materials may not meet the standards complexity requirements.

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

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: 1,320

Leveled readers will be used for the after school extended reading program and V-math will be used for the after school extended math program.

Strategy Rationale

Both the leveled readers being implemented and the V-math are research based materials that have proven to increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Reinacher, Shelley, shelly.reinacher@polk-fl.net

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

Data will be collected periodically to measure reading growth through assessments on the FOCUS web-site. V-math assessments will be given to measure math growth.

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

Parents of in-coming Kindergarten students are invited to participate in our "Bridge Bus" that visits the community twice a week. Families become familiar with our school by visiting the bus. We give families books. They also have access to online activities with the computers on the bus. Literature and Scholastic books are given to the parents to promote the importance of reading and to share Kindergarten GLEs.

A Kindergarten readiness skills test is administered to each student. A copy of the assessment is provided to the parent with specific instructions on activities which they may do with their child to improve his/her readiness. Auburndale Central has four Pre-Kindergarten Head Start classrooms housing 18 students each under the supervision of a certified teacher and CDAT. Once the preschool student completes the transition to Kindergarten student, the FKLRS and F.A.I.R. are administered.

Data collected is used to differentiate instruction and design activities to fill gaps or provide enrichment in school readiness and socialization.

The guidance counselor dedicates time and materials to assist the Kindergarten students and parents to make a successful transition into Kindergarten.

Students from the on campus Head start program are given the opportunity to experience a day of Kindergarten at Auburndale Central.

Parents of both preschool and school-aged children are identified and encouraged to make use of the materials in the parent resource room.

If the percentage of students who are ready to start school according to the FKLRS data continues to increase, then our preschool plan will be deemed effective.

The personnel involved in this program include: media specialist, guidance counselor, math coach, teacher trainer, para-educators, principal, assistant principal, and kindergarten teachers.

Pre-kindergarten students and their parents participate in school-wide programs that provide them with literature and information to make the transition into Kindergarten a smooth process.

Parent feedback is another tool used in evaluating the effectiveness of the Round Up and other parent activities.

Parents of outgoing 5th graders are invited to the local middle schools to an orientation and the 5th graders go on a field trip to the local middle schools prior to matriculation to 6th grade.

The strings teacher teaches at our school and at the middle school.

Guidance Counselors from the middle school come over prior to testing to discuss middle school options with the 5th graders and why they need to focus on learning and becoming proficient in math and reading.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Data will inform instruction across all content areas to improve student learning gains.

- G2.** Increase proficiency levels through effective instructional practices.

- G3.** All teachers will implement effective teaching instruction aligned to the New Florida State Standards through the Gradual Release Model.

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. Data will inform instruction across all content areas to improve student learning gains. 1a

G037595

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	52.0
AMO Reading - All Students	56.0
FCAT 2.0 Science Proficiency	31.0

Resources Available to Support the Goal 2

- Administration
- Support team
- District Personnel
- F.A.I.R., FLKRS, FCAT data, and formative benchmark assessments
- Walk-through data

Targeted Barriers to Achieving the Goal 3

- Lack of collaborative formative data analysis to drive instruction

Plan to Monitor Progress Toward G1. 8

Monitor implementation of instructional practices based on data analysis

Person Responsible

Badonna Dardis

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Walk-throughs, lesson plans, and data notebooks

G2. Increase proficiency levels through effective instructional practices. 1a

G037596

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	52.0
AMO Reading - All Students	56.0
FCAT 2.0 Science Proficiency	31.0

Resources Available to Support the Goal 2

- Lesson Study Facilitor
- Support Staff
- District Support
- Administrative PLCs
- Professional Development
- Learning Schedules
- Department of Education Support

Targeted Barriers to Achieving the Goal 3

- Best practices not utilized with fidelity
- Explicit content language used by students and teachers throughout the lesson

Plan to Monitor Progress Toward G2. 8

Increase of student achievement noted through the analysis of F.A.I.R., Unit assessments, Progress monitoring tools and formative assessment data.

Person Responsible

Badonna Dardis

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data notebooks and data discussions

G3. All teachers will implement effective teaching instruction aligned to the New Florida State Standards through the Gradual Release Model. 1a

G037597

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	56.0
AMO Math - All Students	52.0
FCAT 2.0 Science Proficiency	31.0

Resources Available to Support the Goal 2

- Administration
- Content area instructional materials
- District Support Staff
- Teacher Resource Library
- Common Core Resources
- K-5 Reading Curriculum
- Writing rubrics across the curriculum

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge of the New Florida Standards in Reading and Math
- Teacher's low level of expectations

Plan to Monitor Progress Toward G3. 8

Monitoring lessons for standards-based instruction and implementation of the gradual release model.

Person Responsible

Badonna Dardis

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Lesson plans and student artifacts

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. Data will inform instruction across all content areas to improve student learning gains. **1**

 G037595

G1.B1 Lack of collaborative formative data analysis to drive instruction **2**

 B090365

G1.B1.S1 Professional development on data analysis to drive instruction **4**

 S101119

Strategy Rationale

Rationale is to increase student achievement based on driving instruction using data analysis.

Action Step 1 **5**

Organization of teacher and student data notebooks with relevant data needed based on content focus, standards and test item specifications for analysis to drive instruction.

Person Responsible

Badonna Dardis

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Student and teacher data notebooks

Action Step 2 5

MTSS Tier 2 and Tier 3 data collection, graphing, and analysis

Person Responsible

Sandria Lott

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Tier data collection

Action Step 3 5

Student data chats and goal setting

Person Responsible

Nikki Jones

Schedule

Quarterly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Student data notebooks

Action Step 4 5

Best instructional practices and interventions based on the data.

Person Responsible

Badonna Dardis

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Student work samples, walk-through data, and student artifacts

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

Monitor data notebooks through data discussions with teachers. Monitor implementation of data analysis results through data collection in data notebooks and adjustments of instruction to meet the data results. Monitor lesson plans for adjustments based on data.

Person Responsible

Badonna Dardis

Schedule

Monthly, from 9/9/2014 to 6/5/2015

Evidence of Completion

Formative assessments - Mastery

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

Effectiveness will be noted through student mastery of skills and data collected from monitoring of instructional practices

Person Responsible

Badonna Dardis

Schedule

Monthly, from 9/9/2014 to 6/5/2015

Evidence of Completion

Data evidence of student mastery and quantitative data collected from observations of instructional practices

G1.B1.S4 Data analysis timeline 4

S101122

Strategy Rationale

Pacing Guide with Assessments noted in order to guarantee data analysis is occurring.

Action Step 1 5

Pacing Guides with Assessment Dates Developed

Person Responsible

Badonna Dardis

Schedule

Annually, from 9/1/2014 to 9/5/2014

Evidence of Completion

Pacing guides for instruction are being followed and assessment dates are followed

Action Step 2 5

Documented Assessment Scores

Person Responsible

Badonna Dardis

Schedule

Weekly, from 9/1/2014 to 1/2/2015

Evidence of Completion

Evidence will be noted in teacher data notebooks and through progress monitoring data.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Feedback and monitoring of pacing guides and matching of the data collection to the standards being taught.

Person Responsible

Badonna Dardis

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative data collection matched against pacing guide.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Monitor mastery of Standards for each individual child and the re-teaching of un-mastered skills.

Person Responsible

Badonna Dardis


Schedule

Monthly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Data evidence, mastery of skills, re-teaching lesson plans and flexible groupings


G2. Increase proficiency levels through effective instructional practices. 1

 G037596

G2.B1 Best practices not utilized with fidelity 2

 B090368

G2.B1.S2 Best practices noted in lesson plans and observed with fidelity during walk-throughs 4

 S101125

Strategy Rationale

High Yield strategies are research based and have been proven to increase student achievement.

Action Step 1 5

Introduce and review best practices (high yield strategies) the first week of school.

Person Responsible

Badonna Dardis

Schedule

Every 6 Weeks, from 9/2/2014 to 6/5/2015

Evidence of Completion

Evidence will be noted in agenda that practices were discussed and expectations were given to the staff.

Action Step 2 5

These five areas will be the focus:
Explicit vocabulary instruction,
Implementation of graphic organizers,
Higher order questioning and justification of answers,
Collaborative/Cooperative learning
Reading and writing in the curriculum

Person Responsible

Badonna Dardis

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence collection will be on-going in lesson plans, observations, and student work samples.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Best practices will be monitored with the focus on vocabulary instruction, graphic organizers, higher order questioning and justification of answers, cooperative/collaborative groups, and reading and writing across the curriculum.

Person Responsible

Badonna Dardis

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Evidence will be noted in lesson plans throughout the year; data will be collected on the teacher evaluation system as to whether the school-wide best practices are implemented with fidelity in order to improve instruction.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

We will review whether these best practices, in conjunction with student learning, are increasing student achievement: explicit vocabulary instruction, graphic organizers for summarizing, high order questioning with justification of answers, cooperative/collaborative learning, and reading and writing across the curriculum.

Person Responsible

Badonna Dardis

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Student increased achievement through formative assessments and student work samples.

G2.B5 Explicit content language used by students and teachers throughout the lesson 2

 B090372

G2.B5.S1 Marzano's six step Vocabulary Instruction 4

 S101126

Strategy Rationale

Action Step 1 5

Introduction and review of Marzano's 6 Step Vocabulary instruction

Person Responsible

Badonna Dardis

Schedule

On 9/9/2014

Evidence of Completion

PLC sign-in sheet and notes

Action Step 2 5

Implementation of Marzano's 6 Step Vocabulary instruction throughout the content areas

Person Responsible

Nikki Jones

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Student journals

Action Step 3 5

Monitoring of Marzano's 6 Step Vocabulary instruction throughout the content areas

Person Responsible

Nikki Jones

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Student journals, instructional observations, and student artifacts

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Implementation of the Marzano's 6 Step Vocabulary

Person Responsible

Nikki Jones

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Student journals, instructional observations and student artifacts

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Journey Walk-throughs will note vocabulary instruction

Person Responsible

Nikki Jones

Schedule

Quarterly, from 9/15/2014 to 6/5/2015


Evidence of Completion

Lesson plans, data results, and instructional observations on Journey

G3. All teachers will implement effective teaching instruction aligned to the New Florida State Standards through the Gradual Release Model. 1

 G037597

G3.B1 Lack of teacher knowledge of the New Florida Standards in Reading and Math 2

 B090373

G3.B1.S1 Professional Development on Unpacking standards, ELL strategies and Gradual Release Model 4

 S101129

Strategy Rationale

Teachers must know the standards and how to unpack them in order to understand the standards and what is to be taught at their grade level.

Action Step 1 5

School-based leadership will collaborate with District Personnel to design Professional Development for all grade levels to unpack standards in reading and math.

Person Responsible

Badonna Dardis

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Lesson plans aligned with New Florida Standards.

Action Step 2 5

School-based leadership will collaborate with District Personnel to design Professional Development for addressing ELL strategies and implementation of the gradual release model.

Person Responsible

Badonna Dardis

Schedule

Monthly, from 9/16/2014 to 6/5/2015

Evidence of Completion

Create and utilize a rubric that supports students answering text dependent questions.

Action Step 3 5

School-based leadership will collaborate with District Personnel to design Professional Development for addressing writing embedded in the reading standards and writing to text.

Person Responsible

Badonna Dardis

Schedule

Monthly, from 9/9/2014 to 6/5/2015

Evidence of Completion

Lesson plans and student artifacts

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

Vertical progression of rigor noted in math, and language arts standards

Person Responsible

Badonna Dardis

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, student artifacts, and observations

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

Monitor rigor of math, and reading and writing connections through data chats and student artifact observations.

Person Responsible

Nikki Jones


Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student artifacts, lesson plans and observations

G3.B1.S2 Administration: set a calendar/schedule for common data, lesson planning and implementation of the New Florida Standards 4

 S101130

Strategy Rationale

Common planning is important for increasing student achievement.

Action Step 1 5

Principal will inform the faculty of the structure of weekly PLC meetings and classroom observation data collection, expectations, objectives, and roles of PLCs on September 2, 2014.

Person Responsible

Badonna Dardis

Schedule

On 9/2/2014

Evidence of Completion

PLC agenda

Action Step 2 5

Leadership Team will establish agendas for biweekly data meetings and biweekly lesson planning implementing the New Florida Standards.

Person Responsible

Badonna Dardis

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC agendas

Action Step 3 5

Development of a master calendar for data collection in Gradual Release, Standards-based instruction, and Data driven differentiated instruction.

Person Responsible

Badonna Dardis

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Pacing Calendar

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

Monthly PLC's to discuss, support and ensure fidelity of implementation.

Person Responsible

Badonna Dardis

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

PLC agendas, lesson plans and student artifacts

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

Implementation of a school-wide Pacing calendar

Person Responsible

Nikki Jones


Schedule

Weekly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Classroom walk-throughs, data notebooks, and lesson plans

G3.B4 Teacher's low level of expectations 2

 B090376

G3.B4.S1 Vertical student writing and work samples will be compared and discussed to increase rigor from grade level to grade level. Rigorous rubrics will be developed to increase rigor and spiral curriculum up through the grade levels. 4

 S101133

Strategy Rationale

Action Step 1 5

Review grade level journals and writing expectation samples from the 2013-2014 school year to increase the rigor from one grade to the next.

Person Responsible

Badonna Dardis

Schedule

On 9/30/2014

Evidence of Completion

DOE rubrics for analytical, narrative and explanatory to grade student writing.

Action Step 2 5

Evidence that the rigorous rubric for writing across the curriculum is being implemented and the scoring using the rubric has evidence of high student writing expectations

Person Responsible

Badonna Dardis

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Student work samples with teachers' grades and specific feedback using the developed rubric.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Vertical grade levels will critique and discuss grade level work of the grades below their grade level and above their grade level to ensure rigor and high level of expectations.

Person Responsible

Badonna Dardis

Schedule

On 9/8/2014

Evidence of Completion

Agenda of vertical teaming and written feedback of next steps to fidelity and rigor.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Monitor rigor of teacher expectations connecting reading and writing.

Person Responsible

Nikki Jones

Schedule

Weekly, from 9/9/2014 to 6/5/2015

Evidence of Completion

Student work samples, walk-through data and written vertical teaming critiques of expectations noted through graded student samples.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Organization of teacher and student data notebooks with relevant data needed based on content focus, standards and test item specifications for analysis to drive instruction.	Dardis, Badonna	9/2/2014	Student and teacher data notebooks	6/5/2015 weekly
G2.B1.S2.A1	Introduce and review best practices (high yield strategies) the first week of school.	Dardis, Badonna	9/2/2014	Evidence will be noted in agenda that practices were discussed and expectations were given to the staff.	6/5/2015 every-6-weeks
G2.B5.S1.A1	Introduction and review of Marzano's 6 Step Vocabulary instruction	Dardis, Badonna	9/9/2014	PLC sign-in sheet and notes	9/9/2014 one-time
G3.B1.S1.A1	School-based leadership will collaborate with District Personnel to design Professional Development for all grade levels to unpack standards in reading and math.	Dardis, Badonna	9/2/2014	Lesson plans aligned with New Florida Standards.	6/5/2015 monthly
G3.B4.S1.A1	Review grade level journals and writing expectation samples from the 2013-2014 school year to increase the rigor from one grade to the next.	Dardis, Badonna	9/30/2014	DOE rubrics for analytical, narrative and explanatory to grade student writing.	9/30/2014 one-time
G1.B1.S4.A1	Pacing Guides with Assessment Dates Developed	Dardis, Badonna	9/1/2014	Pacing guides for instruction are being followed and assessment dates are followed	9/5/2014 annually
G3.B1.S2.A1	Principal will inform the faculty of the structure of weekly PLC meetings and classroom observation data collection, expectations, objectives, and roles of PLCs on September 2, 2014.	Dardis, Badonna	9/2/2014	PLC agenda	9/2/2014 one-time
G1.B1.S1.A2	MTSS Tier 2 and Tier 3 data collection, graphing, and analysis	Lott, Sandria	9/1/2014	Tier data collection	6/5/2015 monthly
G2.B1.S2.A2	These five areas will be the focus: Explicit vocabulary instruction, Implementation of graphic organizers, Higher order questioning and justification of answers, Collaborative/ Cooperative learning Reading and writing in the curriculum	Dardis, Badonna	8/18/2014	Evidence collection will be on-going in lesson plans, observations, and student work samples.	6/5/2015 daily
G2.B5.S1.A2	Implementation of Marzano's 6 Step Vocabulary instruction throughout the content areas	Jones, Nikki	9/15/2014	Student journals	6/5/2015 monthly
G3.B1.S1.A2	School-based leadership will collaborate with District Personnel to design Professional Development for addressing ELL strategies and implementation of the gradual release model.	Dardis, Badonna	9/16/2014	Create and utilize a rubric that supports students answering text dependent questions.	6/5/2015 monthly
G3.B4.S1.A2	Evidence that the rigorous rubric for writing across the curriculum is being implemented and the scoring using the rubric has evidence of high student writing expectations	Dardis, Badonna	9/2/2014	Student work samples with teachers' grades and specific feedback using the developed rubric.	6/5/2015 monthly
G1.B1.S4.A2	Documented Assessment Scores	Dardis, Badonna	9/1/2014	Evidence will be noted in teacher data notebooks and through progress monitoring data.	1/2/2015 weekly
G3.B1.S2.A2	Leadership Team will establish agendas for biweekly data meetings and biweekly lesson planning implementing the New Florida Standards.	Dardis, Badonna	8/18/2014	PLC agendas	6/5/2015 quarterly

Polk - 0851 - Auburndale Central Elementary - 2014-15 SIP
Auburndale Central Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A3	Student data chats and goal setting	Jones, Nikki	9/1/2014	Student data notebooks	6/5/2015 quarterly
G2.B5.S1.A3	Monitoring of Marzano's 6 Step Vocabulary instruction throughout the content areas	Jones, Nikki	9/15/2014	Student journals, instructional observations, and student artifacts	6/5/2015 monthly
G3.B1.S1.A3	School-based leadership will collaborate with District Personnel to design Professional Development for addressing writing embedded in the reading standards and writing to text.	Dardis, Badonna	9/9/2014	Lesson plans and student artifacts	6/5/2015 monthly
G3.B1.S2.A3	Development of a master calendar for data collection in Gradual Release, Standards-based instruction, and Data driven differentiated instruction.	Dardis, Badonna	8/18/2014	Pacing Calendar	6/5/2015 quarterly
G1.B1.S1.A4	Best instructional practices and interventions based on the data.	Dardis, Badonna	9/1/2014	Student work samples, walk-through data, and student artifacts	6/5/2015 daily
G1.MA1	Monitor implementation of instructional practices based on data analysis	Dardis, Badonna	9/1/2014	Walk-throughs, lesson plans, and data notebooks	6/5/2015 weekly
G1.B1.S1.MA1	Effectiveness will be noted through student mastery of skills and data collected from monitoring of instructional practices	Dardis, Badonna	9/9/2014	Data evidence of student mastery and quantitative data collected from observations of instructional practices	6/5/2015 monthly
G1.B1.S1.MA1	Monitor data notebooks through data discussions with teachers. Monitor implementation of data analysis results through data collection in data notebooks and adjustments of instruction to met the data results. Monitor lesson plans for adjustments based on data.	Dardis, Badonna	9/9/2014	Formative assessments - Mastery	6/5/2015 monthly
G1.B1.S4.MA1	Monitor mastery of Standards for each individual child and the re-teaching of un-mastered skills.	Dardis, Badonna	8/18/2014	Data evidence, mastery of skills, re-teaching lesson plans and flexible groupings	6/5/2015 monthly
G1.B1.S4.MA1	Feedback and monitoring of pacing guides and matching of the data collection to the standards being taught.	Dardis, Badonna	8/18/2014	Formative data collection matched against pacing guide.	6/5/2015 monthly
G2.MA1	Increase of student achievement noted through the analysis of F.A.I.R., Unit assessments, Progress monitoring tools and formative assessment data.	Dardis, Badonna	8/18/2014	Data notebooks and data discussions	6/5/2015 monthly
G2.B5.S1.MA1	Journey Walk-throughs will note vocabulary instruction	Jones, Nikki	9/15/2014	Lesson plans, data results, and instructional observations on Journey	6/5/2015 quarterly
G2.B5.S1.MA1	Implementation of the Marzano's 6 Step Vocabulary	Jones, Nikki	9/15/2014	Student journals, instructional observations and student artifacts	6/5/2015 monthly
G2.B1.S2.MA1	We will review whether these best practices, in conjunction with student learning, are increasing student achievement: explicit vocabulary instruction, graphic organizers for summarizing, high order questioning with justification of answers, cooperative/collaborative learning, and reading and writing across the curriculum.	Dardis, Badonna	9/2/2014	Student increased achievement through formative assessments and student work samples.	6/5/2015 weekly
G2.B1.S2.MA1	Best practices will be monitored with the focus on vocabulary instruction, graphic organizers, higher order questioning and justification of answers, cooperative/collaborative groups, and reading and writing across the curriculum.	Dardis, Badonna	9/2/2014	Evidence will be noted in lesson plans throughout the year; data will be collected on the teacher evaluation system as to whether the school-wide best practices are implemented with fidelity in order to improve instruction.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1	Monitoring lessons for standards-based instruction and implementation of the gradual release model.	Dardis, Badonna	8/25/2014	Lesson plans and student artifacts	6/5/2015 monthly
G3.B1.S1.MA1	Monitor rigor of math, and reading and writing connections through data chats and student artifact observations.	Jones, Nikki	8/18/2014	Student artifacts, lesson plans and observations	6/5/2015 weekly
G3.B1.S1.MA1	Vertical progression of rigor noted in math, and language arts standards	Dardis, Badonna	8/18/2014	Lesson plans, student artifacts, and observations	6/5/2015 weekly
G3.B4.S1.MA1	Monitor rigor of teacher expectations connecting reading and writing.	Jones, Nikki	9/9/2014	Student work samples, walk-through data and written vertical teaming critiques of expectations noted through graded student samples.	6/5/2015 weekly
G3.B4.S1.MA1	Vertical grade levels will critique and discuss grade level work of the grades below their grade level and above their grade level to ensure rigor and high level of expectations.	Dardis, Badonna	9/8/2014	Agenda of vertical teaming and written feedback of next steps to fidelity and rigor.	9/8/2014 one-time
G3.B1.S2.MA1	Implementation of a school-wide Pacing calendar	Jones, Nikki	8/18/2014	Classroom walk-throughs, data notebooks, and lesson plans	6/5/2015 weekly
G3.B1.S2.MA1	Monthly PLC's to discuss, support and ensure fidelity of implementation.	Dardis, Badonna	9/2/2014	PLC agendas, lesson plans and student artifacts	6/5/2015 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. Data will inform instruction across all content areas to improve student learning gains.

G1.B1 Lack of collaborative formative data analysis to drive instruction

G1.B1.S1 Professional development on data analysis to drive instruction

PD Opportunity 1

Organization of teacher and student data notebooks with relevant data needed based on content focus, standards and test item specifications for analysis to drive instruction.

Facilitator

Administration

Participants

Administration/Support Staff/Teachers

Schedule

Weekly, from 9/2/2014 to 6/5/2015

PD Opportunity 2

MTSS Tier 2 and Tier 3 data collection, graphing, and analysis

Facilitator

School Psychologist and guidance counselor

Participants

School Psychologist/Guidance/Teachers/Support Staff

Schedule

Monthly, from 9/1/2014 to 6/5/2015

G2. Increase proficiency levels through effective instructional practices.

G2.B1 Best practices not utilized with fidelity

G2.B1.S2 Best practices noted in lesson plans and observed with fidelity during walk-throughs

PD Opportunity 1

Introduce and review best practices (high yield strategies) the first week of school.

Facilitator

Administration

Participants

Administration

Schedule

Every 6 Weeks, from 9/2/2014 to 6/5/2015

G2.B5 Explicit content language used by students and teachers throughout the lesson

G2.B5.S1 Marzano's six step Vocabulary Instruction

PD Opportunity 1

Introduction and review of Marzano's 6 Step Vocabulary instruction

Facilitator

Badonna Dardis

Participants

Teachers

Schedule

On 9/9/2014

G3. All teachers will implement effective teaching instruction aligned to the New Florida State Standards through the Gradual Release Model.

G3.B1 Lack of teacher knowledge of the New Florida Standards in Reading and Math

G3.B1.S1 Professional Development on Unpacking standards, ELL strategies and Gradual Release Model

PD Opportunity 1

School-based leadership will collaborate with District Personnel to design Professional Development for all grade levels to unpack standards in reading and math.

Facilitator

Administration/Regional Coaches

Participants

Support Staff/Administration

Schedule

Monthly, from 9/2/2014 to 6/5/2015

PD Opportunity 2

School-based leadership will collaborate with District Personnel to design Professional Development for addressing ELL strategies and implementation of the gradual release model.

Facilitator

Administration/Regional Coaches

Participants

Support Staff/Administration

Schedule

Monthly, from 9/16/2014 to 6/5/2015

PD Opportunity 3

School-based leadership will collaborate with District Personnel to design Professional Development for addressing writing embedded in the reading standards and writing to text.

Facilitator

District Reading Coach

Participants

Teachers and Administration

Schedule

Monthly, from 9/9/2014 to 6/5/2015

G3.B4 Teacher's low level of expectations

G3.B4.S1 Vertical student writing and work samples will be compared and discussed to increase rigor from grade level to grade level. Rigorous rubrics will be developed to increase rigor and spiral curriculum up through the grade levels.

PD Opportunity 1

Review grade level journals and writing expectation samples from the 2013-2014 school year to increase the rigor from one grade to the next.

Facilitator

District Coach

Participants

Administration and Teachers

Schedule

On 9/30/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0