

Alta Vista Elementary School



2014-15 School Improvement Plan

Alta Vista Elementary School

1050 S EUCLID AVE, Sarasota, FL 34237

www.sarasotacountyschools.net/altavista

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

93%

Alternative/ESE Center

No

Charter School

No

Minority

76%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	20
Action Plan for Improvement	28
Appendix 1: Implementation Timeline	40
Appendix 2: Professional Development and Technical Assistance Outlines	42
Professional Development Opportunities	43
Technical Assistance Items	45
Appendix 3: Budget to Support Goals	46

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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Alta Vista Elementary School is to help all students become productive, responsible citizens who will adapt and grow intellectually, socially, emotionally, and physically in a changing world. This will be accomplished by providing learning opportunities in an environment that reflects community, culture, values, and needs.

Provide the school's vision statement

Alta Vista students will experience school as an enjoyable place in which to learn, to solve problems (both cooperatively and independently) and to communicate effectively through a diversity of activities which begin to develop lifetime skills and prepare them for the responsibilities of citizenship.

School Environment

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

We begin our school year with a "Meet & Greet" in which all families come to school to meet their students' teachers. Early in the fall, we have an "Open House" and "Title I Meeting" in which families come to find out more about the grade level expectations, what it means to be a Title I school and we discuss the Title I Compact.

All teachers conduct one face to face parent teacher conference prior to the end of October, as well as maintaining contact throughout the year to discuss their students' progress.

We have an "ESOL Night" in which our ESOL families attend to learn about the ways the school can partner with them to meet their needs.

We have "Parent Focus" groups in the fall to discuss and understand the needs of our families in order to better provide assistance as needed. We survey our Eagle Academy parents attending "Parent University" during our summer program to determine interest in a variety of classes, including ESOL, Technology, Parenting, Budgeting, Job Marketing and Healthy Habits. We use the information from the summer to build our "Parent University" during the school year.

We also have a variety of evening activities that allow families to attend with their children in fun events, including "Friday Movie Nights", book fairs & cookouts and curriculum nights.

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

Alta Vista Elementary is a Positive Behavior Support Model School as well as a Community of Caring school. We strive to maintain effective environments across campus in which positive behavior is more effective than problem behavior. We emphasize the use of preventative, teaching and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes. These expectations are school-wide and apply to the entire day, including the bus rides to and from school. Students are recognized regularly in their classroom and on the school-wide news for making good choices. We maintain two positive behavior bulletin boards in the cafeteria, emphasizing safe and respectful behavior.

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

Alta Vista Elementary is a Positive Behavior Support Model School as well as a Community of Caring school. We have earned the "USF Rtl:PBS Gold Model School Award" for our school-wide Positive Behavior Support programs. We strive to maintain effective environments across campus in which positive behavior is more effective than problem behavior. We emphasize the use of preventative, teaching and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes. Teachers are expected to build a classroom management system that creates independent learners, raises expectations and produces responsible student behavior. Included in our PBS program are school-wide documents used by all staff to reinforce positive behavior or address negative behavior. Teachers are trained annually and provide detailed instruction for temporary personnel. The PBS team meets regularly to review the data which is then shared with the staff.

We have several recognition systems with our PBS program, including a "Caught You Being Good Store," "Caught You Being Good" notes home, "Kindness" cards and a reward program with Renaissance Awards each quarter, focusing on rewarding a variety of areas that students work to achieve. During these award ceremonies, we celebrate attendance, citizenship and academic achievement. Our cheerleaders lead us in cheers and music is playing throughout the ceremonies. Families and friends alike join us for these celebrations. Grade levels also conduct "Super Citizen" celebrations recognizing students who are making good choices, based on academics and behavior.

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

Our Eagles' Nest Volunteer Center boosts students' learning and achievement, while at the same time engaging parents and community members in the daily life of our school. The Eagles' Nest Volunteer Center provides tutoring and mentoring of at-risk students, with over 150 active volunteers over the course of the school year. Additionally, we have a full-time guidance counselor and 1.5 social workers who are able to meet individually with students and their families to address the social-emotional needs of all students. Our MTSS team meets weekly to discuss student progress and assess students' academic, behavior, social and emotional needs.

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

Absences of 5 or more in a 30 day period

One or more suspensions

K Students - Retained students in K

Grade 1 - Retained in grade 1 or progress is below grade level expectations (Performance Standard Grade Key<3) in 10 or more areas of Language Arts and/or 6 more areas of mathematics from Kindergarten report card

Grade 2 - Retained in grade 2 or progress is below grade level expectations (Performance Standard Grade Key<3) in 6 or more areas of Language Arts and/or 7 more areas of mathematics from grade 1 report card

Grade 3 - Retained in grade 3 or below level designation on the final grade 2 report card in ELA and /or math and/or SAT 10 below the 45th percentile (from Grade 2)

Grade 4 - 5

Students in Grades 4-5 who are performing below level in reading and math must be marked with the level of 1 or 2 on 2014 FCAT

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	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	8	6	1	7	22
Level 1 on statewide assessment	0	0	0	0	18	35	53
Flagged for Progress Monitoring in Reading and Math	12	27	30	62	0	0	131
Retained	12	3	1	6	0	0	22
Level 2 on statewide assessment	0	0	0	0	34	59	93

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	12	3	1	6	18	35	75

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

Our teachers use progress monitoring assessments to provide differentiated intensive instruction that is prescriptive based upon individual learning needs of students. We maintain an uninterrupted 120 minute reading block in which teachers meet daily with small groups in providing immediate, intensive interventions. These groups are fluid, based upon data and progress of students.

Intervention teachers provide small group and individualized intensive instruction for students performing in the lowest 25% on progress monitoring assessments and our ESE and ESOL staff provide instruction based on IEP and LEP goals. These daily 30 minute specialized intervention sessions are monitored to ensure rigor in targeting identified learning needs in reading, math, and writing. Intervention groups are fluid with movement as students make progress on specific skills and additional students are identified needing support.

Our focus has been on initiating programs that concentrate on intensive instruction that is prescriptive and differentiated for each of our at-risk students. The Eagle Academy is currently a comprehensive seven week summer program for entering kindergarten, first and second grade students.

Our Eagles' Nest Volunteer Center provides a specialized program for 250 at-risk students.

Community and parent volunteers provide individualized, intensive instruction in reading and math for our students performing in the lowest 25% on progress monitoring assessments. We have over 100 volunteers who are parents, corporate employees, business owners, church and YMCA members, community nonprofit organizations, and retired teachers, principals, and superintendents who reside year round or part time in Sarasota. The Eagles' Nest Volunteer Center is located in a specially designed room in the Media Center, where there are nine individual "executive" tables set up with school supplies and a colorful privacy divider board enhanced with reading, math, and writing instructional resources. While the Eagles' Nest is managed by a Volunteer Coordinator, classroom teachers provide the instructional focus and curriculum materials used by volunteers during their 30 minutes of daily or weekly individualized instruction with students. Teachers use progress monitoring

data to guide the work of the volunteers and monitor student progress each week. At the end of each session, the volunteer completes a feedback form for the teacher updating the student's progress. At varying times, the teacher meets with their students' volunteers to collaborate and share information and strategies to support student learning. In an effort to provide our volunteers with the most current instructional tools and best practices, our teachers lead training workshops in reading and math strategies and present curriculum materials. The Eagles' Nest has become a multi-generational partnership where relationships between families and the larger community benefit our at-risk students' learning needs. When responsibility for children's learning is shared by the school, home, and community, children have more opportunities for life long success.

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/208727>.

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

Through our alliance with the Community Foundation of Sarasota County and Ascend at the Aspen Institute, Two Generations...One Future focuses on educational programs that address the needs of both parent and child. Specially designed programs help family members acquire the skills necessary to increase employment

opportunities. Our partnership with the Community Foundation of Sarasota County has also provided our school with a Social Worker who is a liaison between home and school who provides social and emotional support and offers assistance with family needs. In order to support student success, home visits and parent conferences are scheduled to address academic achievement and school attendance. Our goal is to ensure that our families have access to nutritional foods on a regular basis. A food pantry, located inside the school cafeteria, will be available to our families every other week. We are grateful to the Rotary Club of Sarasota, All Faiths Food Bank and our community agencies for their support in helping ensure our students' well-being.

We have formed a partnership with several community organizations (Goodwill Manasota, YMCA, Children First, Florida Blue, SCTI, Education Foundation, Jewish Family Services, U CredAbility,) who work with our parents on a regular basis to offer our "Parent University" providing workshops that focus on strengthening parenting skills, enhancing knowledge in academic, social, and emotional development in children, promoting successful student achievement through parent involvement, and offering adult education courses. Our partnership with the Sarasota County Technical Institute provides classes on our campus for our parents in GED and ESOL. Further, the Education Foundation provides classes for our parents in technology, through TechExcellence, specifically Microsoft certification classes, as well as giving them a lap top upon successful completion of the course.

Throughout the school year, we work with several organizations in wrap-around services to support our

student and family needs, including Family Preservation and Jewish Family Services. The Rotary Club and All Faith's Food Bank provides weekly food bags for our needy families as well as a "Food Bank", weekly during the summer and bi-monthly during the school year.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Shirley, Barbara	Principal
Pirozzi, Mallory	Teacher, K-12
Morris, Kim	Teacher, K-12
McWilliams, Kelly	Teacher, K-12
Rannigan, Barbara	Other
Silva, Lisa	Teacher, K-12
Bramley, Bev	Assistant Principal
Wilson, Beth	Teacher, K-12
Busenburg, Laura	Guidance Counselor
Mays, Megan	Teacher, ESE

Duties

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

The school-based School Leadership Team will employ a continuous improvement process to create the SIP as outlined in this document. Input will be gathered from the grade level teams, the SAC and district teams composed of specialists in the areas of instructional need.

At Alta Vista Elementary School the Leadership Team is composed of:

Leadership of Principal, Dr. Barbara Shirley and Assistant Principal, Dehea Smith, at Alta Vista have focused on guiding the school's effort in supporting the improvement of teaching and learning aligned to high expectations for student achievement. Instructional programs, data analysis and data chats, professional development, collaborative planning, and shared distributive leadership are five critical components in leading and monitoring instructional practices. This comprehensive instructional focus has required organizational system changes needed to accomplish our achievement goals. During the past two years, school leadership has embraced Shared Distributive Leadership practices. By expanding and engaging new stakeholders in leading the instructional and programmatic changes, teachers are empowered to become more actively engaged in assuming personal ownership in the instructional practices needed to increase student achievement. While this organizational structure required a shift in thinking, teacher leader roles have inspired a culture of collaboration by creating teacher "experts" who provide professional development training throughout the school.

Select General Education Teachers: Barbara Rannigan, Tamara Marken, Lisa Silva, Beth Wilson, Kelly McWilliams, Karissa Corson, and Amy Mazner serve as grade level team leaders, collaborate with teams to build problem solving at all levels. Joy Bailey, Guidance Counselor, Pam Walter and Bev Bramley collaborate with the support staff on a weekly basis.

Teachers meet in Professional Learning Communities (PLC) at least once per week during common planning times. Collaborative discussions are led by a team leader, while various team members lead

training activities as their team's identified expert. These varied leadership roles enhance the dynamics of a team ensuring teacher engagement and collaborative decision making throughout the school. By sharing leadership roles, teams have the capacity to sustain their focus on improving instruction and increasing student achievement. All teachers are knowledgeable and engaged in discussions that are an in-depth examination of formative and summative student data, item analysis of progress monitoring assessments, and differentiated instruction. Teachers identify and address specific learning needs of individual students by analyzing data and discussing instructional strategies that sustain and increase learning gains. They strategically differentiate instruction using high yield and impact strategies that intensify learning and increase student achievement. The implementation of Common Core guides discussions related to text complexity, text evidence, critical thinking skills, aligning existing curriculum and comprehensive mastery of standards. Team experts provide ongoing Professional Development training in reading, math, and writing curriculum and strategies, technology, Response to Intervention, Positive Behavior Support, and "Thinking Maps" during PLC meetings.

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

Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The district coordinates with Title II in ensuring staff development needs are provided. The district supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The ID& R person coordinates with the Title I and other programs to ensure student and family needs are met.

The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.

Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. Training is provided to make all teachers highly qualified.

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district. District receives funds for programs that prevent the use of alcohol, tobacco and other drugs and violence. Programs such as Second Step and Community of Caring support prevention of substance abuse and violence in around the school as well as promote character education. Law enforcement and Juvenile Justice are also program components. These programs foster a safe, drug-free learning environment that supports student achievement.

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students.

The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided.

Nutrition Programs, Housing Programs, Head Start, Adult Education, Career and Technical Education, and Job Training do not apply.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Barbara Shirley	Principal
Megan Mays	Teacher
Beth Wolak	Teacher
Bev Leis	Teacher
Donna Yarid	Teacher
Laura Busenburg	Teacher
Lisa Lampel	Teacher
Jackie Chester	Teacher
Deborah Beese	Education Support Employee
Jaime Cope	Education Support Employee
Barbara Verity	Teacher
Joan Spencer	Parent
Kanani Kekahuna	Parent
Michelle Hopkins	Parent
Jessica Campbell	Parent
Edith Rodriguez	Parent
Maribel Aguilar	Parent
Melanie Morales	Parent
Eliabel Ramirez	Parent
Veronica Ortega	Parent
Oscar Osoros-Martinez	Parent
Alba Enriquez	Parent
Ashley Law	Parent
Linda Atriano	Parent

Duties

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

Evaluation of last year's school improvement plan

SAC reviews the plan from the previous year during regularly scheduled SAC meetings, reviews data and progress towards goals and makes recommendations for new goals for the upcoming school year based on the prior year's progress.

Development of this school improvement plan

Referring to the academic & non academic progress from the previous year, the School Advisory Council is to assist in the preparation and evaluation of the school improvement plan.

Preparation of the school's annual budget and plan

The School Advisory Council provides input as to the programs that are able to be budgeted based on the previous year's progress towards academic and non-academic goals.

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

Purchase teacher and student incentives (amount to be determined when funds are received).

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
Shirley, Barbara	Principal
Pirozzi, Mallory	Teacher, K-12
Morris, Kim	Teacher, K-12
McWilliams, Kelly	Teacher, K-12
Rannigan, Barbara	Other
Silva, Lisa	Teacher, K-12
Bramley, Bev	Assistant Principal
Mays, Megan	Teacher, ESE
Wilson, Beth	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT meets on a weekly basis to discuss the progress being made in reading throughout the school. Grade level teams review progress monitoring and response to intervention (RTI) data on a regular basis to determine trends and address areas of weakness by grade level. The LLT keeps abreast of the latest trends in reading education. We continue to review the LAFS and how best to incorporate strategies in the classroom to achieve the standards. In grade level teams, we also review the instructional focus guide on a regular basis and utilize the resources listed therein. The LLT teams frequently collaborate with each other on ideas, lesson planning, teaching strategies, and materials to best meet the needs of their students. Incentives for reading are built into our quarterly Renaissance Awards, Accelerator Reader awards and "AR dog tags" for earning points. Fall and Spring book fairs, combined with family cook-outs promote literacy. We participate in the Sunshine State Young Readers Award Program for grades 3-5 and Florida Readers Association for grades K-2 annually. The books are previewed with the students and then made available for them to check out during a set period of time.

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 meet in Professional Learning Communities (PLC) at least once per week during common planning times. Collaborative discussions are led by a team leader, while various team members lead training activities as their team's identified expert. These varied leadership roles enhance the dynamics of a team ensuring teacher engagement and collaborative decision making throughout the school. By sharing leadership roles, teams have the capacity to sustain their focus on improving instruction and increasing student achievement. The sharing and collaboration that occurs during these meetings has resulted in a positive, caring family atmosphere that permeates the culture of our school.

The PBS team and Administration provides special breakfasts, lunches and snacks intermittently during the school year as positive incentives for the staff. They have a "Staff Spotlight" bulletin board for staff to make positive comments about each other. During classroom walk-throughs and observations, the administration leaves positive notes and comments reflecting on the fabulous work being observed.

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

We have regular meetings with new teachers, partner new teachers with veteran staff and provide mentors for new teachers. New teachers also participate in weekly professional learning community meetings with their grade level peers. One of our classroom teachers serves as the Lead Mentor, facilitating meetings and providing on-going support for the new hires. Each new hire is assigned a trained Sarasota County Induction Program (SCIP) Mentor who is an experienced teacher on campus. These mentors provide weekly support for each new hire.

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

The mentor and mentee meet weekly, both, in their professional learning community and with each other to discuss school culture, procedures, routines, student progress monitoring, curriculum and instructional strategies. Our mentees are paired with a trained SCIP mentor who is teaching in the same grade level or within the same field (i.e. ESE is matched with a teacher in the field of ESE, Music is matched with someone in that department etc.).

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

At the beginning of the summer each grade level received copies of the new Florida standards in both ELA and math. Teams meet during their PLCs to review and analyze the new standards, paying close attention to the additions and deletions to their grade level. Teachers are able to plan their core instruction by reviewing the IFG, LAFS and MAFS. Teachers choose additional resources based on information in the IFG which are aligned to the new standards. Lesson plans reflect which standard they are teaching.

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

All teachers are knowledgeable and engaged in discussions that are an in-depth examination of formative and summative student data, item analysis of progress monitoring assessments, and differentiated instruction. Teachers identify and address specific learning needs of individual students by analyzing data and discussing instructional strategies that sustain and increase learning gains. They strategically differentiate instruction using high yield and impact strategies that intensify learning and increase student achievement.

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: Summer Program

Minutes added to school year: 8,100

Our Eagle Academy program is a seven week program for our incoming Kindergarten students, as well as our incoming first and second grade students. They attend school from 8:30-1:30 Monday through Thursday attending classes in English Language Arts and math.

Strategy Rationale

Students that attend the Eagle Academy are better prepared academically for the next grade level and do not experience summer learning loss.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Shirley, Barbara, barbara.shirley@sarasotacounty schools.net

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

Data is collected on a regular basis and stored in a database that all critical personnel can access. This data is analyzed in a multitude of ways to determine effectiveness (i.e. peer to peer, by ethnicity, over time comparing prior year's Eagle Academy students with the current year). Pre and post tests are administered and the data is used to drive instruction and lesson planning. Parent conferences are held with all Eagle Academy parents to review progress and share strategies that can be implemented at home, as well as discussing concerns that need to be addressed.

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

As a school, when we receive new students, we find out as much as possible about the student from their parent, review the cumulative file and contact previous school for possible concerns and to determine best possible placement for each student.

Each Spring we conduct a Kindergarten Round-up inviting prospective Kindergarten students and their families to ensure an easier transition into Kindergarten. We offer a seven week program in the summer for all of our entering Kindergarten students to assist in the transition between preschool and Kindergarten.

At the end of each year, teachers meet by grade level to discuss student placement for the following year, taking into consideration academic standing, behavior concerns and other social or related issues. This ensures the best possible placement for success the following year.

For students transitioning to middle school, opportunities are provided for students and their families to visit their districted middle school. Results from the standardized tests are used for placement in 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

NA

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

NA

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

NA

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency across Levels 3 & 4 or 2 point increase for groups over 70% proficient. Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient.
- G2.** By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. It will be a minimum of a 2 point percentage increase for groups above 70%.
- G3.** By the year 2015, there will be a minimum of a four percentage point increase in the number of student demonstrating a learning gain in the lowest quartile.
- G4.** By the year 2015, there will be a minimum of a two percentage point increase when less than 70% of students are currently demonstrating proficiency. There will be a minimum of a one percentage point increase if 70% or more are at proficiency. Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3 & 4) for any subgroup.
- G5.** By the year 2015, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups at or above 75% demonstrating 3.5 or higher on the writing essay. if a school is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% in any subgroup.
- G6.** By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum 2 percentage point increase for groups where 70% or more are currently demonstrating an annual learning gain.
- G7.** By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

- G8.** By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across levels 3, 4 and 5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35%.

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. By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficienece across Levels 3 & 4 or 2 point increase for groups over 70% proficient. Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. 1a

G037918

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	72.0

Resources Available to Support the Goal 2

- Personnel and curriculum materials, staff expertise

Targeted Barriers to Achieving the Goal 3

- Wide variety of ability levels in any given classroom.

Plan to Monitor Progress Toward G1. 8

School-wide Progress Monitoring Data Spreadsheets

Person Responsible

Barbara Shirley

Schedule

Every 6 Weeks, from 8/25/2014 to 5/29/2015

Evidence of Completion

Progress Monitoring Data Spreasheets maintained on School-wide accessible Sharepoint intranet site.

G2. By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. It will be a minimum of a 2 point percentage increase for groups above 70%. 1a

G037919

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	72.0

Resources Available to Support the Goal 2

- Support Personnel, Curriculum Materials, Contract Resource Teachers

Targeted Barriers to Achieving the Goal 3

- Reading curriculum (Reading Wonders) is at a higher text complexity level

Plan to Monitor Progress Toward G2. 8

Progress toward Learning Gain goal

Person Responsible

Barbara Shirley

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Progress Monitoring Spreadsheet Data and FCAT Data (when available)

G3. By the year 2015, there will be a minimum of a four percentage point increase in the number of student demonstrating a learning gain in the lowest quartile. 1a

G037920

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	72.0

Resources Available to Support the Goal 2

- Support Personnel, Materials

Targeted Barriers to Achieving the Goal 3

- Wide variety of proficiency levels in classrooms

Plan to Monitor Progress Toward G3. 8

Focused Differentiated Instruction

Person Responsible


Barbara Shirley

Schedule

Evidence of Completion

Progress Monitoring Spreadsheets, Teacher Observation, Data Chats

G4. By the year 2015, there will be a minimum of a two percentage point increase when less than 70% of students are currently demonstrating proficiency. There will be a minimum of a one percentage point increase if 70% or more are at proficiency. Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3 & 4) for any subgroup. **1a**

 G037921

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	66.0

Resources Available to Support the Goal **2**

- Support Personnel and Curriculum Materials

Targeted Barriers to Achieving the Goal **3**

- Gaps in the MAFS across grade levels

Plan to Monitor Progress Toward G4. **8**

Monitor student progress in math

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

Progress Monitoring Spreadsheet Data Chats, Team Leader/PLC minutes

G5. By the year 2015, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups at or above 75% demonstrating 3.5 or higher on the writing essay. if a school is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% in any subgroup. 1a

G037922

Targets Supported 1b

Indicator	Annual Target
CELLA Writing Proficiency	

Resources Available to Support the Goal 2

- Response to Literature

Targeted Barriers to Achieving the Goal 3

- Inconsistent programs among grade levels

Plan to Monitor Progress Toward G5. 8

Implementation of Response to Literature

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

Lesson plans, classroom observations, student work, PLC/Team Leader minutes

G6. By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum 2 percentage point increase for groups where 70% or more are currently demonstrating an annual learning gain. 1a

G037923

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	66.0

Resources Available to Support the Goal 2

- Support Staff and curriculum resources

Targeted Barriers to Achieving the Goal 3

- Wide variety of ability levels in any given classroom.

Plan to Monitor Progress Toward G6. 8

Monitoring progress towards Math goal

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

Progress Monitoring Spreadsheet Data Chats, Team Leader/PLC minutes, FCAT scores (when available)

G7. By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. 1a

G037924

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	66.0

Resources Available to Support the Goal 2

- Support Personnel and Curriculum Materials

Targeted Barriers to Achieving the Goal 3

- Understanding multi-step problems

Plan to Monitor Progress Toward G7. 8

Monitoring progress toward the goal

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

Progress Monitoring Spreadsheet Data Chats, Team Leader/PLC minutes

G8. By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across levels 3, 4 and 5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35%. 1a

G037925

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- Support Staff, curriculum materials

Targeted Barriers to Achieving the Goal 3

- Lack of background knowledge and vocabulary

Plan to Monitor Progress Toward G8. 8

Monitoring progress toward goal

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

Progress Monitoring Spreadsheet Data Chats, FCAT (when available)

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. By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency across Levels 3 & 4 or 2 point increase for groups over 70% proficient. Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. **1**

 G037918

G1.B1 Wide variety of ability levels in any given classroom. **2**

 B091195

G1.B1.S1 Using trained resource teachers to pull students to focus on specific instructional objectives to meet individual needs on a regular basis. **4**

 S102076

Strategy Rationale

Action Step 1 **5**

Resource Teacher scheduling

Person Responsible

Barbara Shirley

Schedule

Daily, from 10/7/2014 to 5/29/2015

Evidence of Completion

Schedule

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

Effectiveness of Resource Teachers

Person Responsible

Barbara Shirley

Schedule

On 5/29/2015

Evidence of Completion

Minutes from meetings and Observations

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

Resource Teachers

Person Responsible

Barbara Shirley

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Feedback from teachers, Team Leader minutes, observation

G2. By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. It will be a minimum of a 2 point percentage increase for groups above 70%. 1

G037919

G2.B1 Reading curriculum (Reading Wonders) is at a higher text complexity level 2

B091196

G2.B1.S1 Becoming familiar with the many components of Reading Wonders. Using data to pick and choose specific parts of series in order to increase the use of text complexity and higher order questioning strategies across academic areas in all grade levels. 4

S102077

Strategy Rationale

Action Step 1 5

Continue with becoming familiar with Reading Wonders, collaborate through PLC's, classroom observation of implementation

Person Responsible

Barbara Shirley

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, PLC Minutes, Reading Scores, Collaborative discussions, Data Chats

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

Monitoring implementation of fidelity to Reading Wonders curriculum

Person Responsible

Barbara Shirley

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Classroom Observation, Student Work Samples, Team Leader/PLC minutes

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

Monitoring implementation of Reading Wonders should result in an increase of Text Complexity across academic areas and all grade levels

Person Responsible

Barbara Shirley

Schedule

Daily, from 8/25/2014 to 5/29/2015


Evidence of Completion

Progress Monitoring Spreadsheet and Data Chats, Team Leader and PLC minutes

G3. By the year 2015, there will be a minimum of a four percentage point increase in the number of student demonstrating a learning gain in the lowest quartile. 1

 G037920

G3.B1 Wide variety of proficiency levels in classrooms 2

 B091197

G3.B1.S1 Focused differentiated instruction during academic blocks, especially reading and math. 4

 S102078

Strategy Rationale

Action Step 1 5

Focused Differentiated Instruction

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

Progress Monitoring Spreadsheet

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

Focused differentiated instruction

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

Classroom Walk-through Observations

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

Focused differentiated instruction

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

Progress Monitoring Spreadsheet data

G4. By the year 2015, there will be a minimum of a two percentage point increase when less than 70% of students are currently demonstrating proficiency. There will be a minimum of a one percentage point increase if 70% or more are at proficiency. Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3 & 4) for any subgroup. 1

G037921

G4.B1 Gaps in the MAFS across grade levels 2

B091198

G4.B1.S1 In-depth training in the new Math Florida Standards 4

S102079

Strategy Rationale

Action Step 1 5

Understanding the IFG to address the gaps in learning resulting from the revised Florida Math Standards

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

Observation, Lesson Plans, Team Leader/PLC minutes

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

Fidelity to the IFG (Instructional Focus Guide)

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

Observation, Lesson Plans, Team Leader/PLC minutes

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

Fidelity to the Instructional Focus Guide and Florida Math Standards

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

Progress Monitoring Spreadsheet Data Chats

G5. By the year 2015, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups at or above 75% demonstrating 3.5 or higher on the writing essay. If a school is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% in any subgroup. 1

G037922

G5.B1 Inconsistent programs among grade levels 2

B091199

G5.B1.S1 All staff will be trained in Response to Literature. On-going PLC meetings and professional development will be provided to ensure implementation of the program across all grade levels. 4

S102080

Strategy Rationale

Action Step 1 5

Maintain fidelity to Response to Literature

Person Responsible

Barbara Shirley

Schedule

Weekly, from 9/3/2014 to 5/22/2015

Evidence of Completion

Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs

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

Implementation of Response to Literature across the grade levels

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

Observation, Minutes from meetings

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

Implementation of Response to Literature

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

Observation of lessons, PLC minutes, Team Leader Minutes

G6. By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum 2 percentage point increase for groups where 70% or more are currently demonstrating an annual learning gain.

1

G037923

G6.B1 Wide variety of ability levels in any given classroom. 2

B091200

G6.B1.S1 Using trained resource teachers to pull students to focus on specific instructional objectives to meet individual needs on a regular basis. 4

S102081

Strategy Rationale

Action Step 1 5

Contract Resource teachers need to be hired and trained

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

Hired contract resource teachers

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

Training of Contract Resource Teachers

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

Training schedule and Observation

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

Contract Resource Teacher training and effectiveness

Person Responsible

Barbara Shirley

Schedule


Evidence of Completion

Observation, Progress Monitoring Spreadsheet Data Analysis, Classroom Teacher feedback


G7. By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. 1

 G037924

G7.B1 Understanding multi-step problems 2

 B091201

G7.B1.S1 Enhance teaching of strategies to dissect multiple step word problems 4

 S102082

Strategy Rationale

Action Step 1 5

Enhancing teaching of strategies to dissect multiple step word problems

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

PLC minutes and Team Leader minutes

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Monitoring fidelity of strategies

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

PLC/Team Leader Minutes; Classroom observations

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Effectiveness of strategy

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

Progress Monitoring Spreadsheet Data Chats, Team Leader/PLC minutes

G8. By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across levels 3, 4 and 5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35%. 1

G037925

G8.B1 Lack of background knowledge and vocabulary 2

B091202

G8.B1.S1 Incorporate Science topics into daily reading assignments including Science Leveled Readers. 4

S102083

Strategy Rationale

Action Step 1 5

Incorporation of Science topics into daily reading assignments

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

Classroom observation, review of lesson plans

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Monitoring fidelity of implementation

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

Observation and Lesson Plans, Team Leader/PLC minutes

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Monitoring effectiveness of strategy

Person Responsible

Barbara Shirley

Schedule

Evidence of Completion

Progress Monitoring Spreadsheet Data Chats, Team Leader/PLC minutes

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	Resource Teacher scheduling	Shirley, Barbara	10/7/2014	Schedule	5/29/2015 daily
G2.B1.S1.A1	Continue with becoming familiar with Reading Wonders, collaborate through PLC's, classroom observation of implementation	Shirley, Barbara	8/25/2014	Lesson Plans, PLC Minutes, Reading Scores, Collaborative discussions, Data Chats	5/29/2015 daily
G3.B1.S1.A1	Focused Differentiated Instruction	Shirley, Barbara	Progress Monitoring Spreadsheet	daily	
G4.B1.S1.A1	Understanding the IFG to address the gaps in learning resulting from the revised Florida Math Standards	Shirley, Barbara	Observation, Lesson Plans, Team Leader/ PLC minutes	one-time	
G5.B1.S1.A1	Maintain fidelity to Response to Literature	Shirley, Barbara	9/3/2014	Lesson Plans, Classroom Observations, PLC minutes, Data Chats, Classroom Walkthroughs	5/22/2015 weekly
G6.B1.S1.A1	Contract Resource teachers need to be hired and trained	Shirley, Barbara	Hired contract resource teachers	one-time	
G7.B1.S1.A1	Enhancing teaching of strategies to dissect multiple step word problems	Shirley, Barbara	PLC minutes and Team Leader minutes	one-time	
G8.B1.S1.A1	Incorporation of Science topics into daily reading assignments	Shirley, Barbara	Classroom observation, review of lesson plans	one-time	
G1.MA1	School-wide Progress Monitoring Data Spreadsheets	Shirley, Barbara	8/25/2014	Progress Monitoring Data Spreasheets maintained on School-wide accessible Sharepoint intranet site.	5/29/2015 every-6-weeks
G1.B1.S1.MA1	Resource Teachers	Shirley, Barbara	8/25/2014	Feedback from teachers, Team Leader minutes, observation	5/29/2015 daily
G1.B1.S1.MA1	Effectiveness of Resource Teachers	Shirley, Barbara	9/3/2014	Minutes from meetings and Observations	5/29/2015 one-time

Sarasota - 0012 - Alta Vista Elementary School - 2014-15 SIP
Alta Vista Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1	Progress toward Learning Gain goal	Shirley, Barbara	8/25/2014	Progress Monitoring Spreadsheet Data and FCAT Data (when available)	5/29/2015 daily
G2.B1.S1.MA1	Monitoring implementation of Reading Wonders should result in an increase of Text Complexity across academic areas and all grade levels	Shirley, Barbara	8/25/2014	Progress Monitoring Spreadsheet and Data Chats, Team Leader and PLC minutes	5/29/2015 daily
G2.B1.S1.MA1	Monitoring implementation of fidelity to Reading Wonders curriculum	Shirley, Barbara	8/25/2014	Classroom Observation, Student Work Samples, Team Leader/PLC minutes	5/29/2015 daily
G3.MA1	Focused Differentiated Instruction	Shirley, Barbara	Progress Monitoring Spreadsheets, Teacher Observation, Data Chats	one-time	
G3.B1.S1.MA1	Focused differentiated instruction	Shirley, Barbara	Progress Monitoring Spreadsheet data	one-time	
G3.B1.S1.MA1	Focused differentiated instruction	Shirley, Barbara	Classroom Walk-through Observations	one-time	
G4.MA1	Monitor student progress in math	Shirley, Barbara	Progress Monitoring Spreadsheet Data Chats, Team Leader/ PLC minutes	one-time	
G4.B1.S1.MA1	Fidelity to the Instructional Focus Guide and Florida Math Standards	Shirley, Barbara	Progress Monitoring Spreadsheet Data Chats	one-time	
G4.B1.S1.MA1	Fidelity to the IFG (Instructional Focus Guide)	Shirley, Barbara	Observation, Lesson Plans, Team Leader/ PLC minutes	one-time	
G5.MA1	Implementation of Response to Literature	Shirley, Barbara	Lesson plans, classroom observations, student work, PLC/Team Leader minutes	one-time	
G5.B1.S1.MA1	Implementation of Response to Literature	Shirley, Barbara	Observation of lessons, PLC minutes, Team Leader Minutes	one-time	
G5.B1.S1.MA1	Implementation of Response to Literature across the grade levels	Shirley, Barbara	Observation, Minutes from meetings	one-time	
G6.MA1	Monitoring progress towards Math goal	Shirley, Barbara	Progress Monitoring Spreadsheet Data Chats, Team Leader/ PLC minutes, FCAT scores (when available)	one-time	
G6.B1.S1.MA1	Contract Resource Teacher training and effectiveness	Shirley, Barbara	Observation, Progress	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
			Monitoring Spreadsheet Data Analysis, Classroom Teacher feedback		
G6.B1.S1.MA1	Training of Contract Resource Teachers	Shirley, Barbara	Training schedule and Observation	one-time	
G7.MA1	Monitoring progress toward the goal	Shirley, Barbara	Progress Monitoring Spreadsheet Data Chats, Team Leader/ PLC minutes	one-time	
G7.B1.S1.MA1	Effectiveness of strategy	Shirley, Barbara	Progress Monitoring Spreadsheet Data Chats, Team Leader/ PLC minutes	one-time	
G7.B1.S1.MA1	Monitoring fidelity of strategies	Shirley, Barbara	PLC/Team Leader Minutes; Classroom observations	one-time	
G8.MA1	Monitoring progress toward goal	Shirley, Barbara	Progress Monitoring Spreadsheet Data Chats, FCAT (when available)	one-time	
G8.B1.S1.MA1	Monitoring effectiveness of strategy	Shirley, Barbara	Progress Monitoring Spreadsheet Data Chats, Team Leader/ PLC minutes	one-time	
G8.B1.S1.MA1	Monitoring fidelity of implementation	Shirley, Barbara	Observation and Lesson Plans, Team Leader/PLC minutes	one-time	

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. By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. It will be a minimum of a 2 point percentage increase for groups above 70%.

G2.B1 Reading curriculum (Reading Wonders) is at a higher text complexity level

G2.B1.S1 Becoming familiar with the many components of Reading Wonders. Using data to pick and choose specific parts of series in order to increase the use of text complexity and higher order questioning strategies across academic areas in all grade levels.

PD Opportunity 1

Continue with becoming familiar with Reading Wonders, collaborate through PLC's, classroom observation of implementation

Facilitator

District Staff, Reading Wonders facilitators through webinars

Participants

All instructional staff

Schedule

Daily, from 8/25/2014 to 5/29/2015

G4. By the year 2015, there will be a minimum of a two percentage point increase when less than 70% of students are currently demonstrating proficiency. There will be a minimum of a one percentage point increase if 70% or more are at proficiency. Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3 & 4) for any subgroup.

G4.B1 Gaps in the MAFS across grade levels

G4.B1.S1 In-depth training in the new Math Florida Standards

PD Opportunity 1

Understanding the IFG to address the gaps in learning resulting from the revised Florida Math Standards

Facilitator

District Math Trainer

Participants

Instructional Staff

Schedule

G5. By the year 2015, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups at or above 75% demonstrating 3.5 or higher on the writing essay. If a school is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% in any subgroup.

G5.B1 Inconsistent programs among grade levels

G5.B1.S1 All staff will be trained in Response to Literature. On-going PLC meetings and professional development will be provided to ensure implementation of the program across all grade levels.

PD Opportunity 1

Maintain fidelity to Response to Literature

Facilitator

Thinking Map Teacher Trainers

Participants

Instructional Staff

Schedule

Weekly, from 9/3/2014 to 5/22/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0