

Englewood Elementary School



2014-15 School Improvement Plan

Englewood Elementary School

150 N MCCALL RD, Englewood, FL 34223

www.sarasotacountyschools.net/englewood

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

55%

Alternative/ESE Center

No

Charter School

No

Minority

21%

School Grades History

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

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	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	49
Appendix 2: Professional Development and Technical Assistance Outlines	52
Professional Development Opportunities	53
Technical Assistance Items	62
Appendix 3: Budget to Support Goals	63

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 Englewood Elementary School is to provide students with a solid educational foundation to promote active, lifelong learning in a safe, respectful environment. This mission will be accomplished through the commitment of staff, students, parents, and the community.

Provide the school's vision statement

Englewood Elementary School students will experience a safe, respectful environment which promotes active learning in a supportive, community atmosphere.

School Environment

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

Teachers learn about students' cultures on a daily basis through writing activities and special projects in the classroom. Students also have an opportunity to share through performances throughout the school year.

Conferences are set up in order to learn more about students through their families. Teachers are also able to learn more about students during after school activities, such as family reading night.

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

Students have the opportunity to attend morning care before school and the Eagle Enrichment Program after school. During schools hours, students are expected to follow the schoolwide behavior expectations in order to keep themselves and others safe. Safety drills are practiced throughout the school year to ensure the students' safety in case an emergency should arise.

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

The Positive Behavior Committee has established a clear protocol to follow when teachers encounter inappropriate behavior. Schoolwide expectations are thoroughly discussed with students and are posted throughout campus. The positive behavior system is reinforced through Eagle Feathers, which are given out to students following these expectations.

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

A guidance counselor is available to all students, should they need social or emotional support. Many classrooms have volunteers who are working with individual students. The Big Brothers/Big Sisters Program also reaches out to those students who may need a mentor.

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

EES utilizes Data/Assessment Team, PBS Team as well as our SWST to identify, reflect and act upon the following indicators:
 Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 One or more suspensions, whether in school or out of school
 Course failure in English Language Arts or mathematics
 A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Students identified are provided intensive remediation services provided prior to school, during the school day and/or after school. These students are also carefully progress monitored by our data/assessment team.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

On average 85% of EES parents participate in school activities, volunteer and/or provide input throughout the year.

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

Local community members and business partners are encouraged to join our SAC meetings each month. In addition, we also invite a variety of people to our reading celebrations to perform or help students with activities. Many classes attend field trips to local businesses, such as dental offices and the farmer's market. We've also had visitors on campus to help students work in our garden or teach them about a particular topic.

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
Grossenbacher, Mark	Principal
shaer, penny	Guidance Counselor
lugar, pamela	Teacher, ESE
ziarnicki, ellen	Assistant Principal
beck, larry	Psychologist
gersen, robin	Other
godzer, deana	Attendance/Social Work
pechiney, anne	Other
peyton, kristen	Teacher, K-12

Duties

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

The school-based RtI/MTSS Leadership Team is comprised of general education personnel that facilitate PS/RtI as a related but distinct process from the CARE (Children At-Risk in Education) eligibility determination process. At Englewood Elementary the principal provides support in instructional resources, strategies and overall data demographics.
 Select General Education Teachers: Provides information about classroom instructional strategies, daily monitoring and progress.
 Exceptional Student Education (ESE) Liaison: Provides information about current IEP, related strategies and on-going review.
 School Guidance Counselor: Provides information about related services, groups and basic strategies.
 School Social Worker & Psychologist: Provides information related to social services, strategies and topics related.

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 team meets once a week to engage in the following activities: The team will review summative and formative data to identify school, grade, class and individual academic/behavioral needs. Student information will be reviewed. Based on data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be graphed and monitored. Individual cases reviewed periodically to determine progress and reassess further instructional interventions. Team members then work with grade level PLCs to support individual and group needs for students.

Title II funds will be used to to support goals requiring professional development.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Mark Grossenbacher	Principal
Kristen Peyton	Teacher
Nicole Henry	Teacher
Diane Brown	Teacher
Lois Collins	Teacher
Anne Smith	Teacher
Toby Delbridge	Parent
Cheryl Roeder	Parent
Tracy Mason	Parent
Cris Walton	Business/Community
Wayne Bargdill	Business/Community
Veronica Grannan	Parent
Miia Croft	Parent
Jennifer Hale	Parent
Virginia White	Business/Community
Stacy Shirley	Parent
Kim Douglas	Teacher
Kyle VanDyke	Teacher
Cindy Googins	Parent
Claudia Harker	Education Support Employee
Vicki Brewer	Education Support Employee

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 members consider the outcome and results of last year's school improvement plan as they review and make suggestions for this year's SIP.

Development of this school improvement plan

SAC members review, make suggestions and approve the SIP.

Preparation of the school's annual budget and plan

Although 0.00 dollars have been allocated to support SAC, the committee does review and approve Flexible Stipend allowances for staff.

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

Our goal would have been to use dollars to pay for substitutes to assist with professional development, testing, student and teacher support/training. Unfortunately, 0.00 dollars have been allocated to support SAC.

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
Grossenbacher, Mark	Principal
beck, larry	Psychologist
gersen, robin	Other
godzer, deana	Attendance/Social Work
lugar, pamela	Teacher, ESE
pechiney, anne	Other
peyton, kristen	Teacher, K-12
shaer, penny	Guidance Counselor
ziarnicki, ellen	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Although our school does not have a LLT, our SWST serves as our LLT at EES. Team members include, Mark Grossenbacher (Principal), Ellen Ziarnicki (Assistant Principal/Intern), Pam Lugar (ESE Liasion), Penny Shaer (Guidance Counselor), Larry Beck (School Psychologist), Robin Gersen (Speech and Language) Deana Godzer (School Social Worker).

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

Positive working relationships is a goal at Englewood Elementary. Each week, teams participate in collaborative planning sessions where they can share school news, data, strategies, curriculum and support needs. We have a Data and Assessment team who meet two times each month to analyze and review school data. Our Team Leaders meet to discuss school information and team needs. Team Leaders help maintain positive working relationships with their team members. All staff is encouraged to participate in our monthly staff meetings where staff members are celebrated and recognized. Englewood Elementary also has a social committee that helps build and maintain positive relationships between all members of our school team.

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

SCIP Mentor/Mentee program. Regular meetings with new staff. Partnering new staff with highly-qualified veteran staff

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

Follow Portfolio process led by SCIP Mentor program.

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

Englewood ensures core instructional programs are aligned to Florida Standards through the implementation of the Instructional Focus Guides. Teachers post standards in their classrooms and within their lesson plans. Englewood also offers weekly professional development sessions to support the instructional programs and Florida Standards. Staff members are also encouraged to participate in training opportunities offered by the district.

Instructional Strategies

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

Data is reviewed regularly by teachers and teams to guide classroom instruction. Twice per month, our Data & Assessment teams meets to review school wide and grade level data. Formative and summative data is reviewed. Based on the data, instructional strategies are implemented to meet student needs. Data is used to drive instruction in the classroom and allows teachers the opportunity to provide interventions or extension activities. Teachers meet with small groups of students or meet with students individually to provide them with additional instructional opportunities.

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: 25,500

Englewood Elementary School offers Eagle Enrichment as well as Y-Reads. These are before/after school educational programs for our students. We currently have approx. 100 students participate on a regular basis.

Strategy Rationale

It is our goal to provide tiered and specific intervention for our students that need additional minutes within the school day.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Grossenbacher, Mark, mark.grossenbacher@sarasotacountyschools.net

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

Data is collected based upon regular attendance and progress monitored using FAIR, SM6, Star Literacy/Star Early Literacy, Benchmark Assessments and Florida Standards Assessment.

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

Parent orientation/s are held each year to instruct, inform and provide support for all new families. PTA also hosts a BooHoo/Yahoo new parent breakfast and information session. New students are introduced to the school body during an ETV session.

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

NA

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.** Behavioral Goal--In 2013-14 7.6% of EES students received a behavioral referral resulting in an Out of School Suspension. For 2014-2015, it is our goal that 5.0% or less of the EES students receive a behavioral goal resulting in an Out of School Suspension.
- G2.** Five Star Goal--Our school-wide theme this year is Soaring to Success. In order for students to "Soar to Success" in Literacy our school-wide goal is to ensure that 90% of our students make their individualized Accelerated Reading Goal 3 out of the 4 Quarters.
- G3.** EES will decrease the percentage of students with 10 or more absences by 4% from 30.2 to 26.2.
- G4.** All Economically Disadvantaged students will show gains in their high stakes achievement tests involving Reading, Math, Science and Writing
- G5.** All White students will show gains in their high stakes achievement test involving Reading, Math, Science and Writing
- G6.** All SWD students will show gains in their high stakes achievement test involving Math.
- G7.** All ELL students will show gains in their high stakes achievement tests involving Reading and Math.
- G8.** All Hispanic students will show gains in their high stakes achievement tests involving Reading, Math, Writing and Science.
- G9.** All Students will continue to show gains in their high stakes achievement tests involving Reading, Math, Writing and Science.

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. Behavioral Goal--In 2013-14 7.6% of EES students received a behavioral referral resulting in an Out of School Suspension. For 2014-2015, it is our goal that 5.0% or less of the EES students receive a behavioral goal resulting in an Out of School Suspension. 1a

G050595

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	5.0

Resources Available to Support the Goal 2

- PBS Team, Data/Assessment Team, Eagle Feather Store, Classroom Positive Behavior Plans

Targeted Barriers to Achieving the Goal 3

- Time, some transiciency (reteaching/modeling for newer students), finances

Plan to Monitor Progress Toward G1. 8

We will use classroom, referral data as well as BIP for specific students to help monitor school-wide plan.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

We will use classroom, referral data as well as BIP for specific students to help monitor school-wide plan.

G2. Five Star Goal--Our school-wide theme this year is Soaring to Success. In order for students to "Soar to Success" in Literacy our school-wide goal is to ensure that 90% of our students make their individualized Accelerated Reading Goal 3 out of the 4 Quarters. 1a

G050522

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	83.0

Resources Available to Support the Goal 2

- Media Center, Classroom Libraries, Accelerated Reading Program

Targeted Barriers to Achieving the Goal 3

- Time, at home habits, technology

Plan to Monitor Progress Toward G2. 8

AR Data reports reflected upon by Data/Assessment and grade level teacher/s.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

AR data reports.

G3. EES will decrease the percentage of students with 10 or more absences by 4% from 30.2 to 26.2. 1a

G050493

Targets Supported 1b

Indicator	Annual Target
Attendance rate	26.2

Resources Available to Support the Goal 2

- PBS Committee, Guidance Counselor, SWST Team,

Targeted Barriers to Achieving the Goal 3

- Transportation, family norms, healthy habits

Plan to Monitor Progress Toward G3. 8

Attendance reports for all grade level

Person Responsible

Mark Grossenbacher

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Attendance reports for all grade levels reflected on by SWST.

G4. All Economically Disadvantaged students will show gains in their high stakes achievement tests involving Reading, Math, Science and Writing **1a**

G048936

Targets Supported **1b**

Indicator	Annual Target
AMO Math - ED	71.0
AMO Reading - ED	78.0
FCAT 2.0 Science Proficiency	74.0
FAA Writing Proficiency	78.0

Resources Available to Support the Goal **2**

- Resources are limited, but PD will be offered to staff by Principal and Leadership Team at TGIF-PD Friday morning throughout the year. Topics will be related to Principal's Deliberate Practice, Instructional Staff I.P.D.P. and S.I.P. goals.

Targeted Barriers to Achieving the Goal **3**

- Finances, lack of support staff, new high stakes assessment, familiarity with the depth and complexity of newer curriculum--LAFS & MAFS.

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

Data collected from FAIR, District Benchmarks, STAR Literacy as well as Successmaker will be collected and review by Data/Assessment team biweekly.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Data collected from District Benchmarks, Successmaker and/or additional math programs will be collected and reviewed by Data/Assessment team biweekly. This data will help guide progress, intervention and/or enrichment if necessary.

G5. All White students will show gains in their high stakes achievement test involving Reading, Math, Science and Writing 1a

G048924

Targets Supported 1b

Indicator	Annual Target
AMO Math - White	79.0
AMO Reading - White	84.0
FCAT 2.0 Science Proficiency	74.0
FAA Writing Proficiency	84.0

Resources Available to Support the Goal 2

- Resources are limited, but PD will be offered to staff by Principal and Leadership Team at TGIF-PD Friday morning throughout the year. Topics will be related to Principal's Deliberate Practice, Instructional Staff I.P.D.P. and S.I.P. goals.

Targeted Barriers to Achieving the Goal 3

- Finances, lack of support staff, new high stakes assessment, familiarity with the depth and complexity of newer curriculum--LAFS & MAFS.

Plan to Monitor Progress Toward G5. 8

Data collected from FAIR, District Benchmarks, STAR Literacy as well as Successmaker will be collected and review by Data/Assessment team biweekly.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Data collected from District Benchmarks, Successmaker and/or additional math programs will be collected and reviewed by Data/Assessment team biweekly. This data will help guide progress, intervention and/or enrichment if necessary.

G6. All SWD students will show gains in their high stakes achievement test involving Math. 1a

G048527

Targets Supported 1b

Indicator	Annual Target
AMO Math - SWD	62.0

Resources Available to Support the Goal 2

- Resources are limited, but PD will be offered to staff by Principal and Leadership Team at TGIF- PD Friday morning throughout the year. Topics will be related to Principal's Deliberate Practice, Instructional Staff I.P.D.P. and S.I.P. goals.

Targeted Barriers to Achieving the Goal 3

- Finances, lack of support staff, new high stakes assessment, familiarity with the depth and complexity of newer curriculum--LAFS & MAFS.

Plan to Monitor Progress Toward G6. 8

Data collected from District Benchmarks, Successmaker and/or additional math programs will be collected and review by Data/Assessment team biweekly.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Data collected from District Benchmarks, Successmaker and/or additional math programs will be collected and reviewed by Data/Assessment team biweekly. This data will help guide progress, intervention and/or enrichment if necessary.

G7. All ELL students will show gains in their high stakes achievement tests involving Reading and Math.

1a

G048520

Targets Supported 1b

Indicator	Annual Target
AMO Math - ELL	63.0
AMO Reading - ELL	63.0

Resources Available to Support the Goal 2

- Resources are limited, but PD will be offered to staff by Principal and Leadership Team at TGIF- PD Friday morning throughout the year. Topics will be related to Principal's Deliberate Practice, Instructional Staff I.P.D.P. and S.I.P. goals. ESOL Liaison will partner with District ESOL staff to offer parenting classes as well as weekly support program after school.

Targeted Barriers to Achieving the Goal 3

- Finances, lack of support staff, new high stakes assessment, familiarity with the depth and complexity of newer curriculum LAFS & MAFS.

Plan to Monitor Progress Toward G7. 8

Data collected from FAIR, District Benchmarks, STAR Literacy as well as Successmaker will be collected and review by Data/Assessment team biweekly.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Data collected from FAIR, District Benchmarks, STAR Literacy as well as Successmaker will be collected and review by Data/Assessment team biweekly. This data will help guide progress, intervention and/or enrichment necessary.

G8. All Hispanic students will show gains in their high stakes achievement tests involving Reading, Math, Writing and Science. 1a

G048498

Targets Supported 1b

Indicator	Annual Target
AMO Math - Hispanic	73.0
AMO Reading - Hispanic	87.0
FAA Writing Proficiency	67.0
FCAT 2.0 Science Proficiency	74.0

Resources Available to Support the Goal 2

- Resources are limited, but PD will be offered to staff by Principal and Leadership Team at TGIF-PD Friday morning throughout the year. Topics will be related to Principal's Deliberate Practice, Instructional Staff I.P.D.P. and S.I.P. goals. ESOL Liaison will partner with District ESOL staff to offer parenting classes as well as weekly support program after school.

Targeted Barriers to Achieving the Goal 3

- Finances, lack of support staff, new high stakes assessment, familiarity with the depth and complexity of newer curriculum LAFS & MAFS.

Plan to Monitor Progress Toward G8. 8

Students will continue to show gains in their high stakes achievement tests and progress monitoring assessments/tracking programs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Data collected from FAIR, District Benchmarks, STAR Literacy as well as Successmaker will be collected and review by Data/Assessment team biweekly. This data will help guide progress, intervention and/or enrichment necessary.

G9. All Students will continue to show gains in their high stakes achievement tests involving Reading, Math, Writing and Science. 1a

G038164

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	77.0
AMO Reading - All Students	83.0
FAA Writing Proficiency	84.0
FCAT 2.0 Science Proficiency	74.0

Resources Available to Support the Goal 2

- Resources are limited, but PD will be offered to staff by Principal and Leadership Team at TGIF-PD Friday morning throughout the year. Topics will be related to Principal's Deliberate Practice, Instructional Staff I.P.D.P. and S.I.P. goals.

Targeted Barriers to Achieving the Goal 3

- Finances, lack of support staff, new high stakes assessment, familiarity with the depth and complexity of newer curriculum LAFS & MAFS.

Plan to Monitor Progress Toward G9. 8

Students will continue to show gains in their high stakes achievement tests and progress monitoring assessments/tracking programs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Data collected from FAIR, District Benchmarks, STAR Literacy as well as Successmaker will be collected and review by Data/Assessment team biweekly. This data will help guide progress, intervention and/or enrichment necessary.

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. Behavioral Goal--In 2013-14 7.6% of EES students received a behavioral referral resulting in an Out of School Suspension. For 2014-2015, it is our goal that 5.0% or less of the EES students receive a behavioral goal resulting in an Out of School Suspension. **1**

 G050595

G1.B1 Time, some transiciency (reteaching/modeling for newer students), finances **2**

 B126723

G1.B1.S1 PBS & Data/Assessment team reflect and revise PBS plan, Celebrate School-wide behavior plan on ETV weekly, and assign mentors (accountability partners) for appropriate students. **4**

 S138674

Strategy Rationale

Our goal is to make PBS and our school-wide traits part of our students' common language. Our goal is that consistent positive exposure, discourse and celebration all students will model defined appropriate behaviors.

Action Step 1 **5**

PBS & Data/Assessment team reflect and revise PBS plan, Celebrate School-wide behavior plan on ETV weekly, and assign mentors (accountability partners) for appropriate students.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

PBS and Data/Assessment team collect behavioral data and reflect/revise plan as needed.

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

PBS and Data/Assessment team collect behavioral data and reflect/revise plan as needed.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

We will use classroom, referral data as well as BIP for specific students to help monitor school-wide plan.

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

PBS and Data/Assessment team collect behavioral data and reflect/revise plan as needed.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

We will use classroom, referral data as well as BIP for specific students to help monitor school-wide plan.

G2. Five Star Goal--Our school-wide theme this year is Soaring to Success. In order for students to "Soar to Success" in Literacy our school-wide goal is to ensure that 90% of our students make their individualized Accelerated Reading Goal 3 out of the 4 Quarters. 1

G050522

G2.B1 Time, at home habits, technology 2

B126532

G2.B1.S1 All students should have an independent reading book, have access to a computer at home or at school and time should be provided during the school week to work on the AR program. 4

S138474

Strategy Rationale

Items included with the description will help students to prioritize, gain access and ultimately successfully reach their goal.

Action Step 1 5

Students spend 20-30 minutes each day independently reading at home or school and testing within the AR program.

Person Responsible

Mark Grossenbacher

Schedule

Daily, from 8/18/2014 to 6/2/2015

Evidence of Completion

AR reports including percentage of goal met, time spent reading and accuracy of test items.

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

Data and Assessment Team review and monitor AR data.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

AR Data Reports

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

Data and Assessment Team review and Monitor Data

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

AR Data Reports.

G3. EES will decrease the percentage of students with 10 or more absences by 4% from 30.2 to 26.2. 1

 G050493

G3.B1 Transportation, family norms, healthy habits 2

 B126490

G3.B1.S1 EES will work with school, community and district resources to identify and assist families with attendance concerns. 4

 S138435

Strategy Rationale

The purpose is to provide identify families with the appropriate support and assistance needed.

Action Step 1 5

Identify students with previous and current attendance concerns and support with appropriate and specific needs.

Person Responsible

Mark Grossenbacher

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Weekly attendance reports reflected on at SWST

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

Principal will track attendance and work in partnership with SWST

Person Responsible

Mark Grossenbacher

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Attendance reports

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

Principal will track attendance and work in partnership with SWST

Person Responsible

Mark Grossenbacher

Schedule

Weekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

attendance reports


G4. All Economically Disadvantaged students will show gains in their high stakes achievement tests involving Reading, Math, Science and Writing **1**

 G048936

G4.B1 Finances, lack of support staff, new high stakes assessment, familiarity with the depth and complexity of newer curriculum--LAFS & MAFS. **2**

 B122206

G4.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs to monitor student progress. **4**

 S134150

Strategy Rationale

By increasing the instructional level of awareness teachers will become more familiar with data to guide them through teaching/assessing the curriculum for informative, enriching and intervention purposes.

Action Step 1 5

Review FAIR data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

FAIR reports as well as other reports from tracking programs.

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

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs.

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

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs.

G4.B1.S2 Use of purpose-driven lesson plan design focusing on curriculum, IFGs and assessment data and their relationship to the LAFS/MAFS. 4

 S134151

Strategy Rationale

Content Area Purposes will be guide teachers and students to the daily functioning of the LAFS/MAFS and their relationship to the curriculum.

Action Step 1 5

Inform, train and monitor use of IFGs and their relationship to the LAFS/MAFS

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Evidence from classroom walk-throughs, IPDPs and lesson plan design.

G4.B1.S3 Utilize instructional focus guides for grade level curriculum and recognize their relationship to the 4 levels of cognition. **4**

 S134152

Strategy Rationale

The IFGs will direct teachers toward the curriculum as well as the 4 cognitive levels appropriate for the standard within the LAFS/MAFS.

Action Step 1 **5**

Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessments.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015


Evidence of Completion

Evidence from classroom walk-throughs, IPDPs and lesson plan design.

G5. All White students will show gains in their high stakes achievement test involving Reading, Math, Science and Writing **1**

 G048924

G5.B1 Finances, lack of support staff, new high stakes assessment, familiarity with the depth and complexity of newer curriculum--LAFS & MAFS. **2**

 B122175

G5.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs to monitor student progress. **4**

 S134134

Strategy Rationale

By increasing the instructional level of awareness teachers will become more familiar with data to guide them through teaching/assessing the curriculum for informative, enriching and intervention purposes.

Action Step 1 5

Review FAIR data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

FAIR reports as well as reports from other tracking programs.

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

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs.

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

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher


Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Printouts of assessment and tracking reports and focused classroom walkthroughs

G5.B1.S2 Use of purpose-driven lesson plan design focusing on curriculum, IFGs and assessment data and their relationship to the LAFS/MAFS. 4

 S134135

Strategy Rationale

Content Area Purposes will be guide teachers and students to the daily functioning of the LAFS/MAFS and their relationship to the curriculum.

Action Step 1 5

Inform, train and monitor use of IFGs and their relationship to the LAFS/MAFS

Person Responsible

Mark Grossenbacher


Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Evidence from classroom walk-throughs, IPDPs and lesson plan design.

G5.B1.S3 Utilize instructional focus guides for grade level curriculum and recognize their relationship to the 4 levels of cognition. 4

 S134136

Strategy Rationale

The IFGs will direct teachers toward the curriculum as well as the 4 cognitive levels appropriate for the standard within the LAFS/MAFS.

Action Step 1 5

Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessments.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Evidence from classroom walk-throughs, IPDPs and lesson plan design.

G6. All SWD students will show gains in their high stakes achievement test involving Math. 1

G048527

G6.B1 Finances, lack of support staff, new high stakes assessment, familiarity with the depth and complexity of newer curriculum--LAFS & MAFS. 2

B121127

G6.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs to monitor student progress. 4

S133069

Strategy Rationale

By increasing the instructional level of awareness teachers will become more familiar with data to guide them through teaching/assessing the curriculum for informative, enriching and intervention purposes.

Action Step 1 5

Review Math benchmark as well as tracking programs to ensure teachers are assessing students according to the established schedule.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Math benchmark reports as well as tracking program reports such as math facts in a flash and successmaker.

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

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs.

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

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs.

G6.B1.S2 Use of purpose-driven lesson plan design focusing on curriculum, IFGs and assessment data and their relationship to the LAFS/MAFS. 4

 S133070

Strategy Rationale

Content Area Purposes will be guide teachers and students to the daily functioning of the LAFS/MAFS and their relationship to the curriculum.

Action Step 1 5

Inform, train and monitor use of IFGs and their relationship to the LAFS/MAFS

Person Responsible

Mark Grossenbacher


Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Evidence from classroom walk-throughs, IPDPs and lesson plan design.

G6.B1.S3 Utilize instructional focus guides for grade level curriculum and recognize their relationship to the 4 levels of cognition. **4**

 S133093

Strategy Rationale

The IFGs will direct teachers toward the curriculum as well as the 4 cognitive levels appropriate for the standard within the LAFS/MAFS.

Action Step 1 **5**

Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessments.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Evidence from classroom walk-throughs, IPDPs, and lesson plan design.

G7. All ELL students will show gains in their high stakes achievement tests involving Reading and Math. 1

G048520

G7.B1 Finances, lack of support staff, new high stakes assessment, familiarity with the depth and complexity of newer curriculum LAFS & MAFS. 2

B121031

G7.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs to monitor student progress. 4

S132980

Strategy Rationale

By increasing the instructional level of awareness teachers will become more familiar with data to guide them through teaching/assessing the curriculum for informative, enriching and intervention purposes.

Action Step 1 5

Review FAIR data reports as well as reports from other Reading and Math tracking programs to ensure teachers are assessing students according to the established schedule.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

FAIR data reports as well as other reports from Reading and Math tracking programs.

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

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs.

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

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs.

G7.B1.S2 Use of purpose-driven lesson plan design focusing on curriculum, IFGs and assessment data and their relationship to the LAFS/MAFS. 4

 S132982

Strategy Rationale

Content Area Purposes will be guide teachers and students to the daily functioning of the LAFS/MAFS and their relationship to the curriculum.

Action Step 1 5

Inform, train and monitor use of IFGs and their relationship to the LAFS/MAFS

Person Responsible

Mark Grossenbacher


Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Evidence from classroom walk-throughs, IPDPs and lesson plan design.

G7.B1.S3 Utilize instructional focus guides for grade level curriculum and recognize their relationship to the 4 levels of cognition. **4**

 S132983

Strategy Rationale

The IFGs will direct teachers toward the curriculum as well as the 4 cognitive levels appropriate for the standard within the LAFS/MAFS.

Action Step 1 **5**

Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessments.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Evidence from classroom walk-throughs, IPDPs, and lesson plan design.

G8. All Hispanic students will show gains in their high stakes achievement tests involving Reading, Math, Writing and Science. 1

G048498

G8.B1 Finances, lack of support staff, new high stakes assessment, familiarity with the depth and complexity of newer curriculum LAFS & MAFS. 2

B120973

G8.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs to monitor student progress. 4

S132910

Strategy Rationale

By increasing the instructional level of awareness teachers will become more familiar with data to guide them through teaching/assessing the curriculum for informative, enriching and intervention purposes.

Action Step 1 5

Review FAIR data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Reports of FAIR testing as well as other tracking programs

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

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs.

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

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher


Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Printouts of assessment and tracking reports and focused classroom walkthroughs

G8.B1.S2 Use of purpose-driven lesson plan design focusing on curriculum, IFGs and assessment data and their relationship to the LAFS/MAFS. 4

 S132911

Strategy Rationale

Content Area Purposes will be guide teachers and students to the daily functioning of the LAFS/MAFS and their relationship to the curriculum.

Action Step 1 5

Inform, train and monitor use of IFGs and their relationship to the LAFS/MAFS.

Person Responsible

Mark Grossenbacher


Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Evidence from classroom walk-throughs, IPDPs and lesson plan design.

G8.B1.S3 Utilize instructional focus guides for grade level curriculum and recognize their relationship to the 4 levels of cognition. 4

 S132913

Strategy Rationale

The IFGs will direct teachers toward the curriculum as well as the 4 cognitive levels appropriate for the standard within the LAFS/MAFS.

Action Step 1 5

Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessment.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Evidence from classroom walk-throughs, IPDPs, and lesson plan design.

G9. All Students will continue to show gains in their high stakes achievement tests involving Reading, Math, Writing and Science. 1

G038164

G9.B1 Finances, lack of support staff, new high stakes assessment, familiarity with the depth and complexity of newer curriculum LAFS & MAFS. 2

B091775

G9.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs to monitor student progress. 4

S102668

Strategy Rationale

By increasing the instructional level of awareness teachers will become more familiar with data to guide them through teaching/assessing the curriculum for informative, enriching and intervention purposes.

Action Step 1 5

Review FAIR data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Reports of FAIR testing as well as other tracking programs

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Students will continue to show gains in their high stakes achievement tests

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Printouts of assessment and tracking reports and focused classroom walkthroughs

G9.B1.S2 Use of purpose-driven lesson plan design focusing on curriculum, IFGs and assessment data and their relationship to the LAFS/MAFS. 4

 S102669

Strategy Rationale

Content Area Purposes will be guide teachers and students to the daily functioning of the LAFS/MAFS and their relationship to the curriculum.

Action Step 1 5

Inform, train and monitor use of IFGs and their relationship to the LAFS/MAFS.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Evidence from classroom walk-throughs, IPDPs and lesson plan design.

Plan to Monitor Fidelity of Implementation of G9.B1.S2 6

Students will continue to show gains in their high stakes achievement tests

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G9.B1.S2 7

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher


Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Printouts of assessment and tracking reports and focused classroom walkthroughs

G9.B1.S3 Utilize instructional focus guides for grade level curriculum and recognize their relationship to the 4 levels of cognition. **4**

 S102670

Strategy Rationale

The IFGs will direct teachers toward the curriculum as well as the 4 cognitive levels appropriate for the standard within the LAFS/MAFS.

Action Step 1 **5**

Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessment.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Evidence from classroom walk-throughs, IPDPs and lesson plan design.

Plan to Monitor Fidelity of Implementation of G9.B1.S3 **6**

Students will continue to show gains in their high stakes achievement tests

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G9.B1.S3 7

Bi-weekly review of assessments and focused classroom walkthroughs.

Person Responsible

Mark Grossenbacher

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Evidence of Completion

Printouts of assessment and tracking reports and focused classroom walkthroughs

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
G9.B1.S1.A1	Review FAIR data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.	Grossenbacher, Mark	8/18/2014	Reports of FAIR testing as well as other tracking programs	6/2/2015 biweekly
G8.B1.S1.A1	Review FAIR data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.	Grossenbacher, Mark	8/18/2014	Reports of FAIR testing as well as other tracking programs	6/2/2015 biweekly
G7.B1.S1.A1	Review FAIR data reports as well as reports from other Reading and Math tracking programs to ensure teachers are assessing students according to the established schedule.	Grossenbacher, Mark	8/18/2014	FAIR data reports as well as other reports from Reading and Math tracking programs.	6/2/2015 biweekly
G6.B1.S1.A1	Review Math benchmark as well as tracking programs to ensure teachers are assessing students according to the established schedule.	Grossenbacher, Mark	8/18/2014	Math benchmark reports as well as tracking program reports such as math facts in a flash and successmaker.	6/2/2015 biweekly
G5.B1.S1.A1	Review FAIR data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.	Grossenbacher, Mark	8/18/2014	FAIR reports as well as reports from other tracking programs.	6/2/2015 biweekly
G4.B1.S1.A1	Review FAIR data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.	Grossenbacher, Mark	8/18/2014	FAIR reports as well as other reports from tracking programs.	6/2/2015 biweekly
G4.B1.S2.A1	Inform, train and monitor use of IFGs and their relationship to the LAFS/MAFS	Grossenbacher, Mark	8/18/2014	Evidence from classroom walk-throughs, IPDPs and lesson plan design.	6/2/2015 biweekly
G5.B1.S2.A1	Inform, train and monitor use of IFGs and their relationship to the LAFS/MAFS	Grossenbacher, Mark	8/18/2014	Evidence from classroom walk-throughs, IPDPs and lesson plan design.	6/2/2015 biweekly

Sarasota - 0121 - Englewood Elementary School - 2014-15 SIP
Englewood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S2.A1	Inform, train and monitor use of IFGs and their relationship to the LAFS/MAFS	Grossenbacher, Mark	8/18/2014	Evidence from classroom walk-throughs, IPDPs and lesson plan design.	6/2/2015 biweekly
G7.B1.S2.A1	Inform, train and monitor use of IFGs and their relationship to the LAFS/MAFS	Grossenbacher, Mark	8/18/2014	Evidence from classroom walk-throughs, IPDPs and lesson plan design.	6/2/2015 biweekly
G8.B1.S2.A1	Inform, train and monitor use of IFGs and their relationship to the LAFS/MAFS.	Grossenbacher, Mark	8/18/2014	Evidence from classroom walk-throughs, IPDPs and lesson plan design.	6/2/2015 biweekly
G9.B1.S2.A1	Inform, train and monitor use of IFGs and their relationship to the LAFS/MAFS.	Grossenbacher, Mark	8/18/2014	Evidence from classroom walk-throughs, IPDPs and lesson plan design.	6/2/2015 biweekly
G4.B1.S3.A1	Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessments.	Grossenbacher, Mark	8/18/2014	Evidence from classroom walk-throughs, IPDPs and lesson plan design.	6/2/2015 biweekly
G5.B1.S3.A1	Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessments.	Grossenbacher, Mark	8/18/2014	Evidence from classroom walk-throughs, IPDPs and lesson plan design.	6/2/2015 biweekly
G6.B1.S3.A1	Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessments.	Grossenbacher, Mark	8/18/2014	Evidence from classroom walk-throughs, IPDPs, and lesson plan design.	6/2/2015 biweekly
G7.B1.S3.A1	Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessments.	Grossenbacher, Mark	8/18/2014	Evidence from classroom walk-throughs, IPDPs, and lesson plan design.	6/2/2015 biweekly
G8.B1.S3.A1	Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessment.	Grossenbacher, Mark	8/18/2014	Evidence from classroom walk-throughs, IPDPs, and lesson plan design.	6/2/2015 biweekly
G9.B1.S3.A1	Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessment.	Grossenbacher, Mark	8/18/2014	Evidence from classroom walk-throughs, IPDPs and lesson plan design.	6/2/2015 biweekly
G3.B1.S1.A1	Identify students with previous and current attendance concerns and support with appropriate and specific needs.	Grossenbacher, Mark	8/18/2014	Weekly attendance reports reflected on at SWST	6/2/2015 weekly
G2.B1.S1.A1	Students spend 20-30 minutes each day independently reading at home or school and testing within the AR program.	Grossenbacher, Mark	8/18/2014	AR reports including percentage of goal met, time spent reading and accuracy of test items.	6/2/2015 daily
G1.B1.S1.A1	PBS & Data/Assessment team reflect and revise PBS plan, Celebrate School-wide behavior plan on ETV weekly, and assign mentors (accountability partners) for appropriate students.	Grossenbacher, Mark	8/18/2014	PBS and Data/Assessment team collect behavioral data and reflect/revise plan as needed.	6/2/2015 biweekly
G1.MA1	We will use classroom, referral data as well as BIP for specific students to help monitor school-wide plan.	Grossenbacher, Mark	8/18/2014	We will use classroom, referral data as well as BIP for specific students to help monitor school-wide plan.	6/2/2015 biweekly
G1.B1.S1.MA1	PBS and Data/Assessment team collect behavioral data and reflect/revise plan as needed.	Grossenbacher, Mark	8/18/2014	We will use classroom, referral data as well as BIP for specific students to help monitor school-wide plan.	6/2/2015 biweekly

Sarasota - 0121 - Englewood Elementary School - 2014-15 SIP
Englewood 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.MA1	PBS and Data/Assessment team collect behavioral data and reflect/revise plan as needed.	Grossenbacher, Mark	8/18/2014	We will use classroom, referral data as well as BIP for specific students to help monitor school-wide plan.	6/2/2015 biweekly
G2.MA1	AR Data reports reflected upon by Data/Assessment and grade level teacher/s.	Grossenbacher, Mark	8/18/2014	AR data reports.	6/2/2015 biweekly
G2.B1.S1.MA1	Data and Assessment Team review and Monitor Data	Grossenbacher, Mark	8/18/2014	AR Data Reports.	6/2/2015 biweekly
G2.B1.S1.MA1	Data and Assessment Team review and monitor AR data.	Grossenbacher, Mark	8/18/2014	AR Data Reports	6/2/2015 biweekly
G3.MA1	Attendance reports for all grade level	Grossenbacher, Mark	8/18/2014	Attendance reports for all grade levels reflected on by SWST.	6/2/2015 weekly
G3.B1.S1.MA1	Principal will track attendance and work in partnership with SWST	Grossenbacher, Mark	8/18/2014	attendance reports	6/2/2015 weekly
G3.B1.S1.MA1	Principal will track attendance and work in partnership with SWST	Grossenbacher, Mark	8/18/2014	Attendance reports	6/2/2015 weekly
G4.MA1	Data collected from FAIR, District Benchmarks, STAR Literacy as well as Successmaker will be collected and review by Data/Assessment team biweekly.	Grossenbacher, Mark	8/18/2014	Data collected from District Benchmarks, Successmaker and/or additional math programs will be collected and reviewed by Data/Assessment team biweekly. This data will help guide progress, intervention and/or enrichment if necessary.	6/2/2015 biweekly
G4.B1.S1.MA1	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/18/2014	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs.	6/2/2015 biweekly
G4.B1.S1.MA1	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/18/2014	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs.	6/2/2015 biweekly
G5.MA1	Data collected from FAIR, District Benchmarks, STAR Literacy as well as Successmaker will be collected and review by Data/Assessment team biweekly.	Grossenbacher, Mark	8/18/2014	Data collected from District Benchmarks, Successmaker and/or additional math programs will be collected and reviewed by Data/Assessment team biweekly. This data will help guide progress, intervention and/or enrichment if necessary.	6/2/2015 biweekly
G5.B1.S1.MA1	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/18/2014	Printouts of assessment and tracking reports and focused classroom walkthroughs	6/2/2015 biweekly
G5.B1.S1.MA1	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/18/2014	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs.	6/2/2015 biweekly
G6.MA1	Data collected from District Benchmarks, Successmaker and/or additional math programs will be collected and review by Data/Assessment team biweekly.	Grossenbacher, Mark	8/18/2014	Data collected from District Benchmarks, Successmaker and/or additional math programs will be collected and reviewed by Data/Assessment team biweekly. This data will help guide progress, intervention and/or enrichment if necessary.	6/2/2015 biweekly
G6.B1.S1.MA1	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/18/2014	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs.	6/2/2015 biweekly
G6.B1.S1.MA1	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/18/2014	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs.	6/2/2015 biweekly
G7.MA1	Data collected from FAIR, District Benchmarks, STAR Literacy as well as Successmaker will be collected and review by Data/Assessment team biweekly.	Grossenbacher, Mark	8/18/2014	Data collected from FAIR, District Benchmarks, STAR Literacy as well as Successmaker will be collected and reviewed by Data/Assessment team biweekly. This data will help guide progress, intervention and/or enrichment necessary.	6/2/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.B1.S1.MA1	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/18/2014	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs.	6/2/2015 biweekly
G7.B1.S1.MA1	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/18/2014	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs.	6/2/2015 biweekly
G8.MA1	Students will continue to show gains in their high stakes achievement tests and progress monitoring assessments/ tracking programs.	Grossenbacher, Mark	8/18/2014	Data collected from FAIR, District Benchmarks, STAR Literacy as well as Successmaker will be collected and review by Data/Assessment team biweekly. This data will help guide progress, intervention and/or enrichment necessary.	6/2/2015 biweekly
G8.B1.S1.MA1	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/18/2014	Printouts of assessment and tracking reports and focused classroom walkthroughs	6/2/2015 biweekly
G8.B1.S1.MA1	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/18/2014	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs.	6/2/2015 biweekly
G9.MA1	Students will continue to show gains in their high stakes achievement tests and progress monitoring assessments/ tracking programs.	Grossenbacher, Mark	8/18/2014	Data collected from FAIR, District Benchmarks, STAR Literacy as well as Successmaker will be collected and review by Data/Assessment team biweekly. This data will help guide progress, intervention and/or enrichment necessary.	6/2/2015 biweekly
G9.B1.S1.MA1	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/18/2014	Printouts of assessment and tracking reports and focused classroom walkthroughs	6/2/2015 biweekly
G9.B1.S1.MA1	Students will continue to show gains in their high stakes achievement tests	Grossenbacher, Mark	8/18/2014	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs	6/2/2015 biweekly
G9.B1.S2.MA1	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/18/2014	Printouts of assessment and tracking reports and focused classroom walkthroughs	6/2/2015 biweekly
G9.B1.S2.MA1	Students will continue to show gains in their high stakes achievement tests	Grossenbacher, Mark	8/18/2014	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs	6/2/2015 biweekly
G9.B1.S3.MA1	Bi-weekly review of assessments and focused classroom walkthroughs.	Grossenbacher, Mark	8/18/2014	Printouts of assessment and tracking reports and focused classroom walkthroughs	6/2/2015 biweekly
G9.B1.S3.MA1	Students will continue to show gains in their high stakes achievement tests	Grossenbacher, Mark	8/18/2014	Printout of progress monitoring assessments, tracking programs and focused classroom walk-throughs	6/2/2015 biweekly

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.

G4. All Economically Disadvantaged students will show gains in their high stakes achievement tests involving Reading, Math, Science and Writing

G4.B1 Finances, lack of support staff, new high stakes assessment, familiarity with the depth and complexity of newer curriculum--LAFS & MAFS.

G4.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs to monitor student progress.

PD Opportunity 1

Review FAIR data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

Staff, We will continue to use TGIF-PD format

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

G4.B1.S2 Use of purpose-driven lesson plan design focusing on curriculum, IFGs and assessment data and their relationship to the LAFS/MAFS.

PD Opportunity 1

Inform, train and monitor use of IFGs and their relationship to the LAFS/MAFS

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

Staff, TGIF-PD

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

G4.B1.S3 Utilize instructional focus guides for grade level curriculum and recognize their relationship to the 4 levels of cognition.

PD Opportunity 1

Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessments.

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

Staff, TGIF-PD

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

G5. All White students will show gains in their high stakes achievement test involving Reading, Math, Science and Writing

G5.B1 Finances, lack of support staff, new high stakes assessment, familiarity with the depth and complexity of newer curriculum--LAFS & MAFS.

G5.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs to monitor student progress.

PD Opportunity 1

Review FAIR data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

Staff, We will continue to use TGIF-PD format

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

G5.B1.S2 Use of purpose-driven lesson plan design focusing on curriculum, IFGs and assessment data and their relationship to the LAFS/MAFS.

PD Opportunity 1

Inform, train and monitor use of IFGs and their relationship to the LAFS/MAFS

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

Staff, TGIF-PD

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

G5.B1.S3 Utilize instructional focus guides for grade level curriculum and recognize their relationship to the 4 levels of cognition.

PD Opportunity 1

Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessments.

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

Staff, TGIF-PD

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

G6. All SWD students will show gains in their high stakes achievement test involving Math.

G6.B1 Finances, lack of support staff, new high stakes assessment, familiarity with the depth and complexity of newer curriculum--LAFS & MAFS.

G6.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs to monitor student progress.

PD Opportunity 1

Review Math benchmark as well as tracking programs to ensure teachers are assessing students according to the established schedule.

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

Staff, we will continue to use TGIF-PD format

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

G6.B1.S2 Use of purpose-driven lesson plan design focusing on curriculum, IFGs and assessment data and their relationship to the LAFS/MAFS.

PD Opportunity 1

Inform, train and monitor use of IFGs and their relationship to the LAFS/MAFS

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

Staff, TGIF-PD

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

G6.B1.S3 Utilize instructional focus guides for grade level curriculum and recognize their relationship to the 4 levels of cognitivity.

PD Opportunity 1

Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessments.

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

Staff, TGIF-PD

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

G7. All ELL students will show gains in their high stakes achievement tests involving Reading and Math.

G7.B1 Finances, lack of support staff, new high stakes assessment, familiarity with the depth and complexity of newer curriculum LAFS & MAFS.

G7.B1.S1 Training and implementation of progress monitoring programs and assessements as well as other assessments/tracking programs to monitor student progress.

PD Opportunity 1

Review FAIR data reports as well as reports from other Reading and Math tracking programs to ensure teachers are assessing students according to the established schedule.

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

Staff, we will continue to use TGIF-PD format

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

G7.B1.S2 Use of purpose-driven lesson plan design focusing on curriculum, IFGs and assessment data and their relationship to the LAFS/MAFS.

PD Opportunity 1

Inform, train and monitor use of IFGs and their relationship to the LAFS/MAFS

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

Staff, TGIF-PD

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

G7.B1.S3 Utilize instructional focus guides for grade level curriculum and recognize their relationship to the 4 levels of cognition.

PD Opportunity 1

Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessments.

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

Staff, TGIF-PD

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

G8. All Hispanic students will show gains in their high stakes achievement tests involving Reading, Math, Writing and Science.

G8.B1 Finances, lack of support staff, new high stakes assessment, familiarity with the depth and complexity of newer curriculum LAFS & MAFS.

G8.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs to monitor student progress.

PD Opportunity 1

Review FAIR data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

Staff, we will continue to use TGIF-PD format

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

G8.B1.S2 Use of purpose-driven lesson plan design focusing on curriculum, IFGs and assessment data and their relationship to the LAFS/MAFS.

PD Opportunity 1

Inform, train and monitor use of IFGs and their relationship to the LAFS/MAFS.

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

Staff, TGIF-PD

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

G8.B1.S3 Utilize instructional focus guides for grade level curriculum and recognize their relationship to the 4 levels of cognition.

PD Opportunity 1

Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessment.

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

Staff, TGIF-PD

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

G9. All Students will continue to show gains in their high stakes achievement tests involving Reading, Math, Writing and Science.

G9.B1 Finances, lack of support staff, new high stakes assessment, familiarity with the depth and complexity of newer curriculum LAFS & MAFS.

G9.B1.S1 Training and implementation of progress monitoring programs and assessments as well as other assessments/tracking programs to monitor student progress.

PD Opportunity 1

Review FAIR data reports as well as reports from other Reading, Math & Science tracking programs to ensure teachers are assessing students according to the established schedule.

Facilitator

Mark Grossenbacher, Principal & Ellen Ziarnicki, Testing Coordinator

Participants

All Staff

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

G9.B1.S2 Use of purpose-driven lesson plan design focusing on curriculum, IFGs and assessment data and their relationship to the LAFS/MAFS.

PD Opportunity 1

Inform, train and monitor use of IFGs and their relationship to the LAFS/MAFS.

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

Staff, TGIF-PD

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

G9.B1.S3 Utilize instructional focus guides for grade level curriculum and recognize their relationship to the 4 levels of cognition.

PD Opportunity 1

Inform, train and monitor the relationship between grade level curriculum and the four cognitive levels applied to each standard on the Florida Standards Assessment.

Facilitator

Mark Grossenbacher & Ellen Ziarnicki

Participants

Staff, TGIF-PD

Schedule

Biweekly, from 8/18/2014 to 6/2/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 9: All Students will continue to show gains in their high stakes achievement tests involving Reading, Math, Writing and Science.	2,250
Grand Total	2,250

Goal 9: All Students will continue to show gains in their high stakes achievement tests involving Reading, Math, Writing and Science.		
Description	Source	Total
B1.S1.A1 - ESE will use Title II as well as support from PTA and local donors to assist with professional development.	Title II	2,250
Total Goal 9		2,250