

Gibbons Street Elementary School



2014-15 School Improvement Plan

Gibbons Street Elementary School

1860 GIBBONS ST E, Bartow, FL 33830

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
83%

Alternative/ESE Center
No

Charter School
No

Minority
68%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To make conscious decisions to reach and teach ALL students.

Provide the school's vision statement

To create a safe learning environment while fostering responsibility, respect, and active learning in an effort to prepare our students for success in college, career, and citizenship.

School Environment

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

Teachers are required to review students' cumulative folders each year and conduct student data chats after each progress monitoring assessment period. Parent conferences are conducted as needed. Family nights are also planned throughout the year in an effort to promote family and community involvement.

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

Gibbons Street Elementary School is a Positive Behavior Support School which emphasizes the use of preventative teaching and reinforcement based strategies. Established school-wide expectations are continuously taught and reinforced with all students throughout the year.

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

There are rules for every area of our school. The rules are posted so that students know what is expected of them at all times and all staff members consistently reinforce the school-wide expectations. All staff members receive PBS training at the beginning of each school year. In addition, all staff members received verbal deescalation training at the beginning of the 2014-2015 school year. All staff members are provided with a disciplinary flow chart at the beginning of the school year outlining classroom managed vs. office managed disciplinary matters. Adherence to the district's Code of Conduct is upheld with all office-managed disciplinary referrals.

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

As part of the PBS process, select students are provided with mentors through the Check-In, Check-Out system. The school's guidance counselor is readily available to meet with students on an as needed basis. Additionally, mental health counseling is available to qualifying students.

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

Using the data within IDEAS, staff members are able to track students' state assessment data, ESE/504/ELL/Lunch status, attendance record, out-of-school suspensions as well as overage students and retention status.

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	8	5	7	9	1	2	32
One or more suspensions	1	0	1	1	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	10	10	12	32

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

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

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

The school's Reading Interventionist works with all students in grades 3-5 identified as scoring an achievement level 1 or Level 2 on the 2014 FCAT Reading Assessment. After school tutoring is offered to select students in grades 3-5 identified as struggling in the area of reading and/or math. The master schedule affords additional time for remediation or acceleration in the area of reading and math for all students in grades K-5. During this time classroom teachers provide intensive intervention instruction to identified students. Reading Pals mentors sponsored through United Way are assigned to select kindergarten students identified as below grade level in reading and high school mentors from Bartow High School within the Teen Trendsetter program provide tutoring select students in grades 1-2 identified as below grade level in reading.

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/193561>.

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

Gibbons Street Elementary partners with Bartow High School to offer the Teen Trendsetters program one afternoon per week for students in grades One and Two who are below level in the area of reading and Bartow High School students in the Future Educator's Academy provide weekly services to the students/staff of Gibbons Street. Additionally, Gibbons Street Elementary actively participates in the United Way Foundation's Reading Pal's Program where individual mentor/tutoring in the area of reading is provided to select Kindergarten students two days per week.

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
Browning, Michelle	Principal
Quirk, Elizabeth	Assistant Principal
Edwards, James	Instructional Coach
Thomas, Patricia	Guidance Counselor
McDowell, Lindsey	Instructional Coach

Duties

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

Principal: (Required Member) The principal provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of PS/Rtl; ensures that the school-based team is implementing PS/ Rtl; conducts assessment of PS/Rtl skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support PS/Rtl implementation; develops a culture of expectation with the school staff for the implementation of PS/Rtl school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based PS/Rtl plans and activities.

Assistant Principal: Assists principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of PS/Rtl, further assists the principal in the assessment of PS/Rtl skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning PS/ Rtl plans and activities.

Selected General Education Teachers: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.

Reading and Math Contact: Develops, leads, and evaluates school core content standards/programs;

identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk,” assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

PS/Rtl Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students’ academic, emotional, behavioral, and social success.

Parent Engagement Facilitator: School-to-home liaison. Communicates with child-serving community agencies to support the students’ academic, emotional, behavioral, and social success.

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

The PS/Rtl Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The PS/Rtl Leadership Team will meet every other week (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Title I, Part A

Title I, Part A, funds school-wide services to Gibbons Street Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for

parents.

Title I, Part C- Migrant

Migrant students enrolled in Gibbons Street Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. At Gibbons Street, these funds will be used to provide substitutes, or Special Activities Pay, to facilitate curriculum development.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Gibbons Street Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school is a location for a summer feeding program for the community.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

Head Start

Head Start is located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Michelle Browning	Principal
Rodney White	Education Support Employee
James Micah Edwards	Teacher
Betty Drake	Business/Community
JoEllen Brogdon	Business/Community
Roderick Hudnell	Business/Community
Ruby Young	Business/Community
Elizabeth Quirk	Education Support Employee
Phyllis Forrest	Business/Community

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

At the initial SAC meeting of the 2014-2015 school year, SAC members will review the 2014 School Grade as compared to the 2013-2014 SIP goals/strategies to determine overall effectiveness. In addition, they will make recommendations as to which goals/strategies need to be added, revised, continued or discontinued for the upcoming school year.

Development of this school improvement plan

The Council makes recommendations and assists the school administration in all areas of school improvement. These functions are performed through participatory decision-making by parents, educators, school staff, business people, and other community members who are stakeholders in the school.

Preparation of the school's annual budget and plan

School Advisory Councils assists in the preparation, implementation, and evaluation of the School Improvement Plan, approval of the school's budget, lottery allocation and recognition funds.

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

School Improvement funds were used to purchase additional support staff (Title One Facilitator \$59,251, Reading Coach \$26,157), and professional development materials for teacher development (\$2,416).

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
Browning, Michelle	Principal
Quirk, Elizabeth	Assistant Principal
Edwards, James	Instructional Coach
Thomas, Patricia	Guidance Counselor
Herman, Jane	Teacher, K-12
McDowell, Lindsey	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes improvement in school-wide reading performance by monitoring student's performance on all progress monitoring assessments and identifying appropriate intervention strategies for individual students. Additionally, the LLT supports the Accelerated Reader Program and rewards students who participate. Reading Nights are also provided to parents throughout the year emphasizing appropriate literacy activities at home.

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

All grade level teachers are afforded common planning for the purpose of collaboration. Instructional coaches meet with grade level teachers weekly by content area to facilitate standards-based instruction.

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

1. Bi-monthly Professional Learning Communities - Leadership Team
2. Common planning time for grade levels at least one day a week - Leadership Team
3. RHS System - Administration
4. Vertical teaming to facilitate collaboration among grade levels - Leadership Team
5. Diversity Action Plan

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

James Edwards and Jane Herman will mentor new teachers. Based on years of experience they will assist new teachers with: Curriculum Development, Classroom Management, Parent/Teacher conferences, and Progress Monitoring.

School Based Leadership Team will mentor struggling teachers. Based on years of experience they will assist struggling teachers with: Curriculum Development, Classroom Management, Parent/Teacher conferences, and

Progress Monitoring.

All new teachers will participate in monthly New Teacher PLCs facilitated by Elizabeth Quirk, AP.

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

Instructional coaches facilitate grade level collaborative planning by content area to ensure lesson plans and student tasks are designed to address Florida standards.

Instructional Strategies

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

All teachers are responsible for collecting and analyzing progress monitoring data for the purpose of aligning the instructional program with individual student needs. The school-wide instructional framework supports daily differentiated instruction through literacy and math centers as well as an additional hour of reading for the purpose of strengthening students' foundational reading skills or providing enrichment opportunities for students on or above grade level.

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:

Select students are provided with enrichment/remediation during summer months. Criteria of selection is based upon progress monitoring and/or state assessment data.

Strategy Rationale

Students performing at or above grade level are exposed to curriculum at the next grade level in an effort to accelerate their learning; students performing below grade level are provided with additional instruction and support in an effort to remediate reading deficiencies.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Browning, Michelle, michelle.browning@polk-fl.net

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

SAT-10 will be administered at the end of the summer reading program to all third grade students to determine proficiency in grade level ELA standards.

Strategy: After School Program

Minutes added to school year: 2,520

After school tutoring will be provided to select students in grades 3-5 in the area of reading and math.

Strategy Rationale

Extra support/time for is provided to students in the areas of reading and math in an effort of increasing academic performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Edwards, James, james.edwards@polk-fl.net

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

FAIR FS, Reading Wonders weekly assessments, Go Math BOY, MOY, EOY assessments, MFAS weekly benchmark assessments: All data will be analyzed to determine individual students' progress towards mastery of FS Standards.

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

Gibbons Street Elementary has several programs to assist preschool children in transition from early childhood programs to elementary programs that are supervised by the Assistant Principal. This school year Gibbons Street Elementary will have 2 Head Start units.

GSE Kindergarten Round-Up allows parents and children to

- register for school
- learn about the things that parents can do to prepare their children for kindergarten
- receive necessary information

At the August orientation

- parents meet the teacher
- tour the school
- receive supply lists and other information
- students take a brief screening test

Parents are notified about the transitional programs by

- notices sent home with all elementary school students
- flyers that are put in all local daycare centers/ apartments/ churches
- notices sent to newspapers and radio stations
- GSE Parent Outreach Facilitator

Two Head Start classrooms are located on Gibbons Street Elementary Schools campus in an effort to prepare students for entering Kindergarten. 85% of the students matriculating from the GSE Pre-Kindergarten program are zoned for and attend other K-5 schools. The relevant data from the COR, Ages and Stages, and High Scope assessments for those children is distributed to the respective schools for their use. Most of GSEs Kindergarten population enters the school without having taken

prior achievement inventories, and therefore, for GSE's incoming Kindergarteners, there is minimal information to disaggregate. As a method of evaluating the overall success of the transition from Preschool to Kindergarten, Kindergarten students are given the FLKRS test within the first 30 days of school to provide teachers, as well as other key personnel, valuable indicators of academic readiness and needs. The principal and assistant principal review these results.

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students are actively engaged in standards-based curriculum and instruction on a daily basis.
- G2.** Increase purposeful writing across all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Students are actively engaged in standards-based curriculum and instruction on a daily basis. 1a

G057563

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0
AMO Math - All Students	55.0
FCAT 2.0 Science Proficiency	66.0
AMO Math - African American	47.0
AMO Math - ED	53.0
AMO Math - ELL	47.0
AMO Reading - African American	47.0
AMO Reading - ED	56.0
AMO Reading - ELL	40.0
CELLA Writing Proficiency	100.0
FAA Writing Proficiency	100.0

Resources Available to Support the Goal 2

- Learning Structures
- Instructional Coaches
- Collaborative Planning
- C-PALMS

Targeted Barriers to Achieving the Goal 3

- Teachers lack an understanding of how to teach and assess the Florida Standards.
- Lack of high expectations for all students to demonstrate mastery of the Florida Standards.
- Students lack grade level reading skills necessary to comprehend complex text.

Plan to Monitor Progress Toward G1. 8

Student Work Samples and Progress Monitoring Data will be analyzed.

Person Responsible

Michelle Browning

Schedule

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

Evidence of Completion

Data should evidence student achievement toward grade level standards.

G2. Increase purposeful writing across all content areas. 1a

G057564

Targets Supported 1b

Indicator	Annual Target
CELLA Writing Proficiency	100.0
FAA Writing Proficiency	100.0
AMO Reading - All Students	57.0

Resources Available to Support the Goal 2

- Reading Wonders
- 120 minute Literacy Block plus additional hour of reading allotted in master schedule
- Instructional Coaches
- Additional human capital support: Americorps tutors and Reading Pals (United Way)
- District Learning Schedules/Curriculum maps
- Collaborative planning provided within master schedule
- PLC meetings scheduled weekly

Targeted Barriers to Achieving the Goal 3

- Students lack grade level writing skills.
- Lack of teacher training in developing grade level lessons as well as scaffolding to support cross-curricular writing.

Plan to Monitor Progress Toward G2. 8

Collection and analysis of student writing data will evidence an increase in student writing proficiency.

Person Responsible

Michelle Browning

Schedule

Annually, from 10/1/2014 to 6/5/2015

Evidence of Completion

Student writing samples, writing rubrics, state assessment data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Students are actively engaged in standards-based curriculum and instruction on a daily basis. **1**

 G057563

G1.B1 Teachers lack an understanding of how to teach and assess the Florida Standards. **2**

 B145610

G1.B1.S1 Communication of expectations including roles and tasks for collaborative planning **4**

 S157860

Strategy Rationale

Action Step 1 **5**

Implementation of pre-planning tool to facilitate teacher preparedness for collaborative planning.

Person Responsible

Michelle Browning

Schedule

On 8/18/2014

Evidence of Completion

pre-planning tool, PLC agenda

Action Step 2 5

Weekly grade level, collaborative planning sessions will be scheduled.

Person Responsible

James Edwards

Schedule

On 8/11/2014

Evidence of Completion

weekly calendar submitted to administration, coaches' logs, sign-in sheets

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

Coaches will require sign-in sheets at all collaborative planning sessions, teachers will bring a hard copy of the pre-planning tool to the planning sessions and submit an electronic copy to administration.

Person Responsible

Michelle Browning

Schedule

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

Evidence of Completion

sign-in sheets, pre-planning sheets

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

Classroom Observations, Lesson Plans, Student Work Samples

Person Responsible

Michelle Browning

Schedule

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

Evidence of Completion

Data should evidence grade level curriculum and instruction.

G1.B1.S2 Communicate expectations of Instructional Delivery 4

S157861

Strategy Rationale

Action Step 1 5

Review the instructional framework from District's K-12 Literacy Plan and adopt/adapt framework to address school's needs.

Person Responsible

Michelle Browning

Schedule

On 7/28/2014

Evidence of Completion

Reading and Math Instructional Framework

Action Step 2 5

Communicate expectations of framework to instructional staff.

Person Responsible

Michelle Browning

Schedule

On 9/3/2014

Evidence of Completion

PLC Agenda

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor pre-planning tool and lesson plans for implementation of framework, classroom walkthroughs will be conducted to ensure adherence to the instructional framework.

Person Responsible

Michelle Browning

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

pre-planning tools, lesson plans, Journey data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Conduct classroom walk throughs with feedback to determine implementation of instructional framework.

Person Responsible

Michelle Browning


Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

classroom walk through data in Journey

G1.B1.S3 Implement coaching cycle for planning and delivery of standards-based instruction 4

 S157862

Strategy Rationale

Action Step 1 5

Instructional coaches will model planning and instructional delivery for classroom teachers.

Person Responsible

James Edwards

Schedule

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

Evidence of Completion

coach's log, coach's anecdotal notes

Action Step 2 5

Instructional coaches will provide professional development to increase teacher knowledge and application of Florida Standards.

Person Responsible

James Edwards

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Agendas, PowerPoints/Materials from PD, Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Coach's Logs will be monitored monthly to determine implementation of coaching cycle, Artifacts from PD will be monitored to determine implementation of PD trainings

Person Responsible

Michelle Browning

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Coach's Log, PD artifacts

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Implementation of PD

Person Responsible

Michelle Browning

Schedule

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

Evidence of Completion

Classroom walkthrough data should evidence implementation of strategies delivered through PD and coaching cycle support

G1.B1.S4 Develop a system of data collection, analysis and monitoring of students' progress toward mastery of Florida Standards. 4

 S157863

Strategy Rationale

Action Step 1 5

Create progress monitoring tool for Florida Standards.

Person Responsible

James Edwards

Schedule

On 10/31/2014

Evidence of Completion

Progress monitoring tool

Action Step 2 5

Communicate expectations/purpose of progress monitoring tool to instructional staff.

Person Responsible

Michelle Browning

Schedule

On 11/12/2014

Evidence of Completion

PLC Agenda

Action Step 3 5

Train teachers on the collection, analysis and disaggregation of data to provide differentiated student support.

Person Responsible

Jane Herman

Schedule

On 12/3/2014

Evidence of Completion

PD artifacts and calendar

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

Monthly data chats will be conducted with teachers to determine need for differentiated support.

Person Responsible

Patricia Thomas

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

MTSS log, teacher data collection/documentation form

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

Classroom observation during whole group and small group instruction with feedback.

Person Responsible

Michelle Browning


Schedule

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


Evidence of Completion

classroom walkthrough data and feedback

G1.B2 Lack of high expectations for all students to demonstrate mastery of the Florida Standards. 2

 B145611

G1.B2.S1 Analyze student trend data (gender, ethnicity, ELL, ESE) to reach and teach all students equitably. 4

 S157864

Strategy Rationale

Action Step 1 5

Analyze and share trend data during monthly PLCs to plan for next steps.

Person Responsible

Michelle Browning

Schedule

Monthly, from 11/12/2014 to 6/5/2015

Evidence of Completion

PLC agenda, trend data, next step plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Review of monthly PLC trend data and next steps.

Person Responsible

Michelle Browning

Schedule

Monthly, from 11/12/2014 to 6/5/2015

Evidence of Completion

PLC calendar, trend data, next steps plans, classroom walkthrough calendar

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Classroom observations will be conducted to ensure equitable learning opportunities are being provided to all students.

Person Responsible

Michelle Browning


Schedule

Monthly, from 11/17/2014 to 6/5/2015


Evidence of Completion

CWT data , Student Work Samples

G1.B3 Students lack grade level reading skills necessary to comprehend complex text. 2

 B145612

G1.B3.S1 Assign school-based Reading Interventionist to students demonstrating a deficiency in reading as evidenced on the state assessment and progress monitoring data 4

 S157865

Strategy Rationale

Additional support will be provided to students during the extended reading hour

Action Step 1 5

A school-based Reading Interventionist will be assigned to support all students identified as below grade level in the area of reading.

Person Responsible

Michelle Browning

Schedule

On 8/18/2014

Evidence of Completion

Reading Interventionist will be hired for the 2014-2015 school year.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

A weekly scheduled will be developed to ensure students in grades 3-5 are being serviced in the area of reading.

Person Responsible

Michelle Browning

Schedule

On 8/29/2014

Evidence of Completion

Completed schedule for Reading Interventionist

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Progress Monitoring Data (FAIR) will be analyzed to determine student progress

Person Responsible

Jane Herman

Schedule

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

Evidence of Completion

Students will demonstrate improvement as evidenced by FAIR scores.

G1.B3.S2 After School Tutoring 4

 S157866

Strategy Rationale

Extended School Day

Action Step 1 5

After School tutoring will be provided for students struggling in the areas of reading and/or math.

Person Responsible

James Edwards

Schedule

On 2/26/2015

Evidence of Completion

parent letter, student roster

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Tutoring Scheduled will be created and select students will be invited to participate in after school tutoring.

Person Responsible

James Edwards

Schedule

On 10/28/2014

Evidence of Completion

Completed schedule, list of students

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Weekly attendance logs will be analyzed to determine the level of student participation.

Person Responsible

James Edwards

Schedule

Weekly, from 11/6/2014 to 2/26/2015


Evidence of Completion

attendance logs


G2. Increase purposeful writing across all content areas. 1

 G057564

G2.B1 Students lack grade level writing skills. 2

 B145613

G2.B1.S1 Use of literacy block, extra reading and iii time to provide scaffolding and necessary support to increase student achievement and writing proficiency. 4

 S157867

Strategy Rationale

Dedicated instructional framework to ensure literacy block is implemented with fidelity.

Action Step 1 5

Analyze student writing samples and develop differentiated instructional activities to address individual students' strengths and weaknesses

Person Responsible

Jane Herman

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Differentiated instructional activities will be observable during classroom observations as well as documented in teachers' lesson plans

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

Monitor lesson plans and conduct classroom observations to ensure writing instruction is occurring in all classrooms.

Person Responsible

Michelle Browning

Schedule

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

Evidence of Completion

Lesson plans, student writing samples, classroom walk through data

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

Student work samples will evidence grade level writing skills as compared to grade level rubrics.

Person Responsible

Jane Herman


Schedule

Quarterly, from 10/1/2014 to 6/5/2015


Evidence of Completion

Student writing artifacts, writing rubrics

G2.B2 Lack of teacher training in developing grade level lessons as well as scaffolding to support cross-curricular writing. 2

 B145614

G2.B2.S1 Provide professional development to increase teacher knowledge and application of researched-based writing strategies in all content areas. 4

 S157868

Strategy Rationale

Action Step 1 5

Provide professional development on appropriate grade level writing strategies.

Person Responsible

Lindsey McDowell

Schedule

Monthly, from 11/10/2014 to 6/5/2015

Evidence of Completion

PD calendar, agenda, artifacts

Action Step 2 5

Teachers will bring student writing artifacts to grade level PLCs to analyze, discuss and compare to anchor sets to determine the quality of student writing in all content areas.

Person Responsible

Lindsey McDowell

Schedule

Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Anchor sets, student writing artifacts, data, writing rubrics

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Observation of participation in professional development trainings and PLCs.

Person Responsible

Michelle Browning

Schedule

Quarterly, from 11/12/2014 to 6/5/2015

Evidence of Completion

Sign-in sheets, PD calendar, PD artifacts, Data sheets

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student writing samples, classroom walk throughs and lesson plans will evidence effective implementation of appropriate grade level writing strategies.

Person Responsible

Michelle Browning

Schedule

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

Evidence of Completion

Lesson plans, student writing samples, classroom observations

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	Implementation of pre-planning tool to facilitate teacher preparedness for collaborative planning.	Browning, Michelle	8/18/2014	pre-planning tool, PLC agenda	8/18/2014 one-time
G1.B1.S2.A1	Review the instructional framework from District's K-12 Literacy Plan and adopt/ adapt framework to address school's needs.	Browning, Michelle	7/28/2014	Reading and Math Instructional Framework	7/28/2014 one-time
G1.B1.S3.A1	Instructional coaches will model planning and instructional delivery for classroom teachers.	Edwards, James	8/18/2014	coach's log, coach's anecdotal notes	6/5/2015 weekly
G1.B1.S4.A1	Create progress monitoring tool for Florida Standards.	Edwards, James	9/1/2014	Progress monitoring tool	10/31/2014 one-time
G1.B2.S1.A1	Analyze and share trend data during monthly PLCs to plan for next steps.	Browning, Michelle	11/12/2014	PLC agenda, trend data, next step plans	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	A school-based Reading Interventionist will be assigned to support all students identified as below grade level in the area of reading.	Browning, Michelle	8/18/2014	Reading Interventionist will be hired for the 2014-2015 school year.	8/18/2014 one-time
G1.B3.S2.A1	After School tutoring will be provided for students struggling in the areas of reading and/or math.	Edwards, James	11/6/2014	parent letter, student roster	2/26/2015 one-time
G2.B1.S1.A1	Analyze student writing samples and develop differentiated instructional activities to address individual students' strengths and weaknesses	Herman, Jane	9/8/2014	Differentiated instructional activities will be observable during classroom observations as well as documented in teachers' lesson plans	6/5/2015 quarterly
G2.B2.S1.A1	Provide professional development on appropriate grade level writing strategies.	McDowell, Lindsey	11/10/2014	PD calendar, agenda, artifacts	6/5/2015 monthly
G1.B1.S1.A2	Weekly grade level, collaborative planning sessions will be scheduled.	Edwards, James	8/11/2014	weekly calendar submitted to administration, coaches' logs, sign-in sheets	8/11/2014 one-time
G1.B1.S2.A2	Communicate expectations of framework to instructional staff.	Browning, Michelle	9/3/2014	PLC Agenda	9/3/2014 one-time
G1.B1.S3.A2	Instructional coaches will provide professional development to increase teacher knowledge and application of Florida Standards.	Edwards, James	9/8/2014	Agendas, PowerPoints/Materials from PD, Sign-in Sheets	6/5/2015 quarterly
G1.B1.S4.A2	Communicate expectations/purpose of progress monitoring tool to instructional staff.	Browning, Michelle	11/12/2014	PLC Agenda	11/12/2014 one-time
G2.B2.S1.A2	Teachers will bring student writing artifacts to grade level PLCs to analyze, discuss and compare to anchor sets to determine the quality of student writing in all content areas.	McDowell, Lindsey	10/1/2014	Anchor sets, student writing artifacts, data, writing rubrics	6/5/2015 quarterly
G1.B1.S4.A3	Train teachers on the collection, analysis and disaggregation of data to provide differentiated student support.	Herman, Jane	12/3/2014	PD artifacts and calendar	12/3/2014 one-time
G1.MA1	Student Work Samples and Progress Monitoring Data will be analyzed.	Browning, Michelle	8/18/2014	Data should evidence student achievement toward grade level standards.	6/5/2015 weekly
G1.B1.S1.MA1	Classroom Observations, Lesson Plans, Student Work Samples	Browning, Michelle	8/18/2014	Data should evidence grade level curriculum and instruction.	6/5/2015 weekly
G1.B1.S1.MA1	Coaches will require sign-in sheets at all collaborative planning sessions, teachers will bring a hard copy of the pre-planning tool to the planning sessions and submit an electronic copy to administration.	Browning, Michelle	8/18/2014	sign-in sheets, pre-planning sheets	6/5/2015 weekly
G1.B2.S1.MA1	Classroom observations will be conducted to ensure equitable learning opportunities are being provided to all students.	Browning, Michelle	11/17/2014	CWT data, Student Work Samples	6/5/2015 monthly
G1.B2.S1.MA1	Review of monthly PLC trend data and next steps.	Browning, Michelle	11/12/2014	PLC calendar, trend data, next steps plans, classroom walkthrough calendar	6/5/2015 monthly
G1.B3.S1.MA1	Progress Monitoring Data (FAIR) will be analyzed to determine student progress	Herman, Jane	8/18/2014	Students will demonstrate improvement as evidenced by FAIR scores.	6/5/2015 quarterly
G1.B3.S1.MA1	A weekly schedule will be developed to ensure students in grades 3-5 are being serviced in the area of reading.	Browning, Michelle	8/18/2014	Completed schedule for Reading Interventionist	8/29/2014 one-time
G1.B1.S2.MA1	Conduct classroom walk throughs with feedback to determine implementation of instructional framework.	Browning, Michelle	9/8/2014	classroom walk through data in Journey	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Monitor pre-planning tool and lesson plans for implementation of framework, classroom walkthroughs will be conducted to ensure adherence to the instructional framework.	Browning, Michelle	9/8/2014	pre-planning tools, lesson plans, Journey data	6/5/2015 weekly
G1.B3.S2.MA1	Weekly attendance logs will be analyzed to determine the level of student participation.	Edwards, James	11/6/2014	attendance logs	2/26/2015 weekly
G1.B3.S2.MA1	Tutoring Scheduled will be created and select students will be invited to participate in after school tutoring.	Edwards, James	10/20/2014	Completed schedule, list of students	10/28/2014 one-time
G1.B1.S3.MA1	Implementation of PD	Browning, Michelle	9/15/2014	Classroom walkthrough data should evidence implementation of strategies delivered through PD and coaching cycle support	6/5/2015 monthly
G1.B1.S3.MA1	Coach's Logs will be monitored monthly to determine implementation of coaching cycle, Artifacts from PD will be monitored to determine implementation of PD trainings	Browning, Michelle	9/30/2014	Coach's Log, PD artifacts	6/5/2015 monthly
G1.B1.S4.MA1	Classroom observation during whole group and small group instruction with feedback.	Browning, Michelle	8/18/2014	classroom walkthrough data and feedback	6/5/2015 monthly
G1.B1.S4.MA1	Monthly data chats will be conducted with teachers to determine need for differentiated support.	Thomas, Patricia	9/8/2014	MTSS log, teacher data collection/ documentation form	6/5/2015 monthly
G2.MA1	Collection and analysis of student writing data will evidence an increase in student writing proficiency.	Browning, Michelle	10/1/2014	Student writing samples, writing rubrics, state assessment data	6/5/2015 annually
G2.B1.S1.MA1	Student work samples will evidence grade level writing skills as compared to grade level rubrics.	Herman, Jane	10/1/2014	Student writing artifacts, writing rubrics	6/5/2015 quarterly
G2.B1.S1.MA1	Monitor lesson plans and conduct classroom observations to ensure writing instruction is occurring in all classrooms.	Browning, Michelle	8/18/2014	Lesson plans, student writing samples, classroom walk through data	6/5/2015 weekly
G2.B2.S1.MA1	Student writing samples, classroom walk throughs and lesson plans will evidence effective implementation of appropriate grade level writing strategies.	Browning, Michelle	8/18/2014	Lesson plans, student writing samples, classroom observations	6/5/2015 monthly
G2.B2.S1.MA1	Observation of participation in professional development trainings and PLCs.	Browning, Michelle	11/12/2014	Sign-in sheets, PD calendar, PD artifacts, Data sheets	6/5/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Students are actively engaged in standards-based curriculum and instruction on a daily basis.

G1.B1 Teachers lack an understanding of how to teach and assess the Florida Standards.

G1.B1.S1 Communication of expectations including roles and tasks for collaborative planning

PD Opportunity 1

Implementation of pre-planning tool to facilitate teacher preparedness for collaborative planning.

Facilitator

Michelle Browning

Participants

All Instructional Staff

Schedule

On 8/18/2014

G1.B1.S2 Communicate expectations of Instructional Delivery

PD Opportunity 1

Communicate expectations of framework to instructional staff.

Facilitator

Michelle Browning

Participants

All Instructional Staff

Schedule

On 9/3/2014

G1.B1.S3 Implement coaching cycle for planning and delivery of standards-based instruction

PD Opportunity 1

Instructional coaches will model planning and instructional delivery for classroom teachers.

Facilitator

James Edwards/Lindsey McDowell

Participants

All reading and math teachers

Schedule

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

PD Opportunity 2

Instructional coaches will provide professional development to increase teacher knowledge and application of Florida Standards.

Facilitator

James Edwards/Lindsey McDowell

Participants

All reading and math teachers.

Schedule

Quarterly, from 9/8/2014 to 6/5/2015

G1.B1.S4 Develop a system of data collection, analysis and monitoring of students' progress toward mastery of Florida Standards.

PD Opportunity 1

Communicate expectations/purpose of progress monitoring tool to instructional staff.

Facilitator

Michelle Browning

Participants

All instructional staff

Schedule

On 11/12/2014

PD Opportunity 2

Train teachers on the collection, analysis and disaggregation of data to provide differentiated student support.

Facilitator

James Edwards/Lindsey McDowell

Participants

All instructional staff

Schedule

On 12/3/2014

G1.B2 Lack of high expectations for all students to demonstrate mastery of the Florida Standards.

G1.B2.S1 Analyze student trend data (gender, ethnicity, ELL, ESE) to reach and teach all students equitably.

PD Opportunity 1

Analyze and share trend data during monthly PLCs to plan for next steps.

Facilitator

Michelle Browning

Participants

All Instructional Staff

Schedule

Monthly, from 11/12/2014 to 6/5/2015

G2. Increase purposeful writing across all content areas.

G2.B2 Lack of teacher training in developing grade level lessons as well as scaffolding to support cross-curricular writing.

G2.B2.S1 Provide professional development to increase teacher knowledge and application of researched-based writing strategies in all content areas.

PD Opportunity 1

Provide professional development on appropriate grade level writing strategies.

Facilitator

Lindsey McDowell

Participants

All ELA teachers

Schedule

Monthly, from 11/10/2014 to 6/5/2015

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 1: Students are actively engaged in standards-based curriculum and instruction on a daily basis.	105,755
Grand Total	105,755

Goal 1: Students are actively engaged in standards-based curriculum and instruction on a daily basis.		
Description	Source	Total
B1.S3.A1 - Professional Development Coach Salary	Title I Part A	26,650
B3.S1.A1 - Reading Interventionist	Title I Part A	68,685
B3.S2.A1 - Teacher Stipends for Tutoring		10,420
Total Goal 1		105,755