

Hobe Sound Elementary School



2014-15 School Improvement Plan

Hobe Sound Elementary School

11555 SE GOMEZ AVE, Hobe Sound, FL 33455

hse.sbmc.org

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
50%

Alternative/ESE Center
No

Charter School
No

Minority
31%

School Grades History

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

School Board Approval

This plan is pending approval by the Martin 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

Our mission is to encourage positive behavior patterns in our school community by teaching and reinforcing school-wide expectations.

Provide the school's vision statement

Hobe Sound Elementary School soars to greater heights by continuously striving to promote academic, social, and emotional growth. We are a team of students, teachers, parents, and community members working cooperatively to create a positive, safe, and successful environment.

School Environment

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

Hobe Sound Elementary has various parent involvement and family activities that promote a positive school culture and allows interactions between students and families. These activities are both social and academic and are sponsored by PTA or via the Parent Involvement team.

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

Hobe Sound Elementary has established school-wide expectations that are designed to create a positive learning environment based on demonstrating appropriate behavior and taking responsibility for one's actions. School-wide expectations are posted in all areas of the school and are specific to a given area. Expectations are taught, reviewed and reinforced by teachers and staff. HSE follows the state's MTSS process when meeting the social-emotional needs of students. Members of the crisis team have been trained to provide interventions to students within the classroom. This technique provides immediate interventions to students to help deescalate a situation. Students who need more intensive social-emotional interventions are seen by a contracted licensed counselor.

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

Hobe Sound Elementary utilizes Positive Behavior Intervention Supports (PBIS) to minimize distractions and to keep students engaged during instructional time. School-wide expectations are communicated, taught and followed as standard protocol for the school.

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

Positive Behavior Intervention Supports provide a school culture and climate that allows students to develop socially while feeling safe, supported, and valued. Character education is also implemented to further enhance a feeling of well-being and safety. Group counseling is provided as well as counseling agencies that work with the school to assist students. Teachers and Staff also mentor students and provide extra academic support.

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

The School Leadership and MTSS teams review early warning student data and takes action to arrest the problem and reduce barriers to lower academic performance by the student.

The following early warning indicators are used to track and intervene before students exhibit a decline in classroom performance or student achievement:

1. One or more suspensions, whether in school or out of school
2. 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
	K	1	2	3	4	5	
Attendance below 90 percent	2	3	1	3	6	5	20
One or more suspensions	2	3	2	2	0	1	10
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	8	10	20	38

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

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

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

Students exhibiting two or more early warning indicators are reviewed via the School Leadership and MTSS teams to determine appropriate intervention strategies to arrest the problem and reduce barriers that promote lower academic performance by the student.

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 available at the school site.

Description

100% of Hobe Sound Elementary School families will participate in at least one Parent Involvement event during the 2014-2015 school year. Please see our detailed Parent Involvement Plan which describes family literacy nights, conferencing, training and various other methods to support each school family.

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

Hobe Sound builds partnerships with local businesses to support the students and school. Through donations of time and other resources, students have benefited from the support given from the local community. Community partners volunteer and are invited to visit and have an opportunity to witness the learning occurring in the school. Community partners are also invited to various family nights to see first hand what and how students learn at school.

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
Gibbons, Joan	Principal
Gore, Willie	Assistant Principal
Stellman, Julie	Teacher, ESE
Church, Janet	Instructional Coach
Slavin, Mary	Instructional Coach
McCree, Michelle	Guidance Counselor
Walker, Alice	Instructional Coach

Duties

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

The MTSS Leadership Team meets each week to review academic and behavioral data. Expertise in specific areas of need and collaboration enables the group to support students and teachers with core and tiered levels of academic and behavioral interventions.

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

Our Core Team consists of these members:
 Mary Slavin, Problem Solving Intervention Coach
 Alice Walker, Interventionist
 Michelle McCreen, Guidance Counselor

Janet Church, Reading/Writing Coach
 Julie Stellman, Speech and Language Therapist
 Kathryn Picano-Morton, School Psychologist
 Willie Gore, Assistant Principal
 Joan Gibbons, Principal

Other teacher members will join after-school meetings based upon student academic or behavioral, grade level needs.

Title I funds three staff positions at the school. The literacy coach (reading and writing) offers instructional support and professional development to teachers. An interventionist has been added to support at risk students. A home-school parent liaison offers support to our parent involvement strategies. Four "Family Learning Nights" will take place this year. Topics for these events are: Literacy, Math/Science, Assessment/Technology and Preparing for a Summer of Learning. Our Parent Library, housed in our front office reception area is for parents to use when visiting the school and will be enhanced with additional resources. Professional development programs will offer instructional staff members training in strategies and best practices for science, math, reading and technology. Funds will be used for consultants in these subject areas not supported by an instructional coach. Funds will also be used in these subject areas for supplementary school assembly style programs for students and parents. Home/School Communication folders will be used daily to facilitate a smooth line of information sharing. Technology for math instruction, writing workshop materials such as journals, post-it notes, and folders will supplement the instructional focus of our teachers.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Liliana Martinez	Parent
Monica Graham	Parent
Kathy Creswell	Teacher
Lane Jackson	Parent
Ruth March	Education Support Employee
Joan Gibbons	Principal
Marina Emerson	Education Support Employee
Stephanie Devoe	Teacher

Duties

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

Evaluation of last year's school improvement plan

SAC members are presented data and are actively involved with the monitoring and evaluation of the School Improvement Plan. The plan is reviewed at various times during the year and progress updates are presented to SAC.

Development of this school improvement plan

SAC members are actively involved with the development and monitoring of the School Improvement Plan. SAC is involved in the safety and enhancement of the school facility.

Preparation of the school's annual budget and plan

SAC members are actively involved with input into the annual budget.. SAC is active in the process to allocate funding for the enhancement of student learning and the school facility.

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

SAC authorized School Improvement funds to train teachers in Balanced Literacy to be implemented in the classroom (Literacy Training - \$500.00). Teachers were trained in technology to implement the usage of Ipads, smart-boards and other technologies in the classroom (Technology Training - 500.00).

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Gore, Willie	Assistant Principal
Gibbons, Joan	Principal
Stellman, Julie	Teacher, ESE
Picano-Morton, Kathryn	Psychologist
Church, Janet	Instructional Coach
Slavin, Mary	Instructional Coach
Walker, Alice	Instructional Coach
McCree, Michelle	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

Identify areas of need after analyzing student performance data at each meeting. Plan, develop and execute professional development with all teachers in the areas of literacy, technology, and behavior, specifically focusing on strategies for lower performing students and at risk populations.

Public and Collaborative Teaching

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

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

Teachers have been trained on how to work as collaborative teams. Ground rules and norms have been established and ongoing professional development is conducted to ensure a positive school culture exists. The core instruction is divided into STEM and ELA teams. Members of grade level teams represent one of the academic areas. Mutual respect and collaboration is an expectation for all.

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

The Principal will on an ongoing basis review HR Novus online applicants to identify high quality teachers and continue networking with FAU Department of Education Chair to host interns at HSE.

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

Hobe Sound Elementary supports teachers by pairing them with a mentor at a respective grade level or close to their academic assignment. The rationale for mentoring would include the following: procedures and practices common to HSE, grade level expectations, support with technology, lesson plan development, and assessments. Other reasons would include support with assessments, instructional focus in all academic areas, data analysis and technology. Grade level members would support a teacher new to a given grade level as well as one new to the school. This type of support is layered by the support of a teacher in a different grade level. HSE has paired Miss Vosburg, a first year 5th grade teacher with Mrs. Jovanovich, a veteran teacher on the same grade level team. Mrs. Sherman and Moen are new teachers in grade 2 who are paired with Mrs. Wheeler and Creswell, both veteran teachers with experience in Grade 2. Ms. Branche and Mrs. Ewing are new to grade 3 and are paired with Kathy Warner and Rebecca Goosey. Both are experienced grade 3 teachers. Lastly, Mrs Schilling a new first grade teacher to HSE is paired with Gail Newman, a teacher with extensive experience in grade 1.

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

Hobe Sound Elementary implements the school districts Instructional Frameworks which are the Florida Standards and provides a structured guide to planning and implementation of the standards. Instructional materials are also aligned with the standards and are monitored for usage. Core Instruction is monitored weekly as a school and with individual teachers to ensure effectiveness and fidelity.

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

Student performance and data will be reviewed weekly by the teacher and shared during collaborative team planning. Teachers in collaborative teams and other personnel will review data and offer suggestions to differentiate instruction. Students that are not performing well will be retaught utilizing various strategies to match a student's learning style.

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

Strategy: After School Program

Minutes added to school year: 1,920

HSE will offer tutoring of lowest quartile students in reading and math. This tutoring will take place within the school day and after school.

Strategy Rationale

Additional support in a smaller setting will allow for more individualized instruction and remedial work to build deficient skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gibbons, Joan, gibbonj@martin.k12.fl.us

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

Data will be collected and reviewed through class assessments, district science and iReady assessments. iReady assessments are aggregated via iReady progress monitoring tool (Curriculum Associates site).

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

Our kindergarten teachers coordinate kindergarten screenings and school tours in March, May and August of each year. Translators are available to support families in completing necessary paperwork. Our parent liaison works in collaboration with neighboring preschools to ensure communication of our kindergarten program. We host a VPK program on our campus which enables a smooth transition for these 20 students to our school culture and campus. All families receive a welcome letter from the Principal and monthly newsletters to support the transition of preschool students to our school. Guidance counselors at the feeder middle school for HSE hold a meeting with teachers to transition outgoing 5th grade students and place them in appropriate courses. Orientation sessions are conducted to further aide in the transition to middle school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** 70% of students in grades 3-5, will score at or above the proficient level on the 2015 FSA English Language Arts Assessment.
- G2.** 68% of students in grades 3-5, will score at or above the proficient level on the 2015 FSA Math Assessment.
- G3.** The percent of students scoring levels 3-5 in science will increase by 5%. 63% of students will score a level 3 or above on the 2015 Science FCAT Test.
- G4.** 60% of students will score at or above the proficient level on the 4th grade and 5th grade FSA writing test in the spring of 2015

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. 70% of students in grades 3-5, will score at or above the proficient level on the 2015 FSA English Language Arts Assessment. 1a

G037331

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0

Resources Available to Support the Goal 2

- The following resources are available to teachers: cPalms, Ready Books, SBR, Readers' Workshop Units of Study, Words Their Way, F and P Assessments, the Continuum of Literacy Learning (F and P Continuum), When Readers Struggle (F and P Continuum), iReady Assessments, PD Columbia Teachers' College, Literacy Coach modeling of lessons and providing resources to instructional staff.

Targeted Barriers to Achieving the Goal 3

- Ability to increase level of reading proficiency of all students.
- Increase level of instructional expertise for teachers of reading.
- Implementation of inclusion services (support facilitation) with ESE students.
- Ability to increase language acquisition and vocabulary of students.
- Ability to increase the performance of the lowest quartile.

Plan to Monitor Progress Toward G1. 8

The following process will be used to monitor the goal: data meetings with LLT and MTSS teams, administration review of lesson plans and classroom observations for evidence of implementation of components of Readers' Workshop and Curriculum Frameworks with fidelity.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

An analysis of each classroom's progress on a monthly basis, data analysis at a weekly LLT, MTSS, grade level meetings, and the results of applicable student assessment data.

G2. 68% of students in grades 3-5, will score at or above the proficient level on the 2015 FSA Math Assessment. **1a**

G037332

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	73.0

Resources Available to Support the Goal **2**

- CPALMS and opportunities for inquiry learning are available and can be supported by the Math PLC. Curriculum Frameworks for every math standard are available on the district website for teachers to access and use to increase the rigor of instruction. These standards/resources include: academic vocabulary, essential questions, and specific goals and scales. We have i-Ready curriculum for grades Kindergarten through 5. Students and teachers will utilize a technology supported program such as iReady Instruction K-5 to support student achievement and extend learning time outside of the school day. Hands on equations is also utilized.

Targeted Barriers to Achieving the Goal **3**

- Students inability to recall basic math facts with automaticity.
- Students limited ability to attack higher order questions with appropriate strategies and tenacity.
- Teachers need time to acquire a more thorough knowledge base of teaching MAFS Standards with increased academic rigor.
- Students lack experience with test taking strategies.
- Ability to increase the performance of the lowest quartile

Plan to Monitor Progress Toward G2. **8**

The following process will be used to monitor the goal: analysis of iReady Assessment, implementation of a technology supported program such as iReady Instruction for Math, (K-5) and analysis of formative assessments..

Person Responsible

Joan Gibbons

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: data analysis of student scores recorded in iReady Progress Monitoring site, i-Ready data, student achievement in classroom per quarter and PLC/ Collaborative grade level minutes.

G3. The percent of students scoring levels 3-5 in science will increase by 5%. 63% of students will score a level 3 or above on the 2015 Science FCAT Test. 1a

G037333

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal 2

- The following resources will be used to achieve the goal of increasing student achievement in Science: professional development in science instruction, inquiry-based activities, progress monitoring utilizing formative assessments, Curriculum Frameworks for science and effective use of materials for hands-on labs. Our training will be facilitated by school administrators and our district science coordinator as well as STEM-leaders at each grade level.

Targeted Barriers to Achieving the Goal 3

- The ability to increase the level of science proficiency of all students.
- The ability to increase the level of instructional expertise of each science teacher.
- Ability to increase student achievement in higher-order thinking skills needed for science proficiency.
- Ability to increase students' reading fluency and vocabulary levels to enhance cognitive skills needed for comprehension of nonfiction text.

Plan to Monitor Progress Toward G3. 8

The following process will be used to monitor the goal: analyze data and the implementation of science labs with fidelity

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: analysis of each classroom's progress on a monthly basis, data analysis at LLT, MTSS and grade level PLC meetings.

G4. 60% of students will score at or above the proficient level on the 4th grade and 5th grade FSA writing test in the spring of 2015 **1a**

G037334

Targets Supported **1b**

Indicator	Annual Target
FAA Writing Proficiency	60.0

Resources Available to Support the Goal **2**

- Professional development from Writing Coaches and ELA Coordinator, Practice Writing Assessment (online), Writers' Workshop Units of Study aligned to the LAFS, tutorial interventions before, during and after school by school-based providers and educational paraprofessionals, literacy coach modeling of lessons, facilitation of training and professional collaborative discussions to deepen knowledge of writing across content areas.

Targeted Barriers to Achieving the Goal **3**

- Ability to raise level writing in our lowest performing students
- Increasing focused instructional time in cross-curricular writing
- Ability to increase students' language acquisition, vocabulary, spelling and use of conventions

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

The following process will be used to monitor the goal: analyze performance data, implementation of writing units of study with fidelity.

Person Responsible

Willie Gore

Schedule

Monthly, from 5/29/2015 to 5/29/2015

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be collected/reported: analysis of each class' progress on a quarterly basis, data analysis at targeted LLT, MTSS, grade level PLC/ collaborative team meetings, lesson plans and classroom observations.

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. 70% of students in grades 3-5, will score at or above the proficient level on the 2015 FSA English Language Arts Assessment. **1**

 G037331

G1.B1 Ability to increase level of reading proficiency of all students. **2**

 B089662

G1.B1.S1 Analysis of Fountas/Pinnell assessments and iReady assessments (iReady Data Analysis Training Sessions) to determine the skills individual students lack and need further instruction. With this data teachers can develop small groups and provide the scaffolding necessary to increase students' reading proficiency. **4**

 S100375

Strategy Rationale

Through PLCs focused upon disaggregation of assessment data, teachers can develop differentiated instruction meeting the needs of all students.

Action Step 1 **5**

Analysis of reading assessments to determine the skills individual students lack and need for further instruction. Provide the necessary scaffolding with lessons to increase the reading proficiency of students.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be collected/reported: analysis of each class' progress on a monthly basis, data analysis at a weekly LLT meeting, MTSS Meeting, iReady data training sessions, and Grade level PLC/ Collaborative meetings.

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

Monitor analysis of reading assessments to determine the skills individual students lack and need for further instruction and the necessary scaffolding with lessons to increase the reading proficiency in students for fidelity.

Person Responsible

Willie Gore

Schedule

On 5/29/2015

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be collected/reported: An analysis of each classroom's progress on a monthly basis, data analysis at a weekly LLT, MTSS, ELA and Grade level PLC meetings to monitor the implementation of strategies.

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

Monitor analysis of reading assessments to determine the skills individual students lack and need for further instruction and the necessary scaffolding with lessons to increase the reading proficiency in students for effectiveness.

Person Responsible

Willie Gore


Schedule

Monthly, from 9/22/2014 to 5/29/2015


Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be collected/reported: An analysis of each classroom's progress on a monthly basis, data analysis at a weekly LLT, MTSS, ELA and Grade level PLC meetings to monitor the effectiveness of strategies.

G1.B2 Increase level of instructional expertise for teachers of reading. 2

 B089663

G1.B2.S1 A Consultant in Balanced Literacy will provide Professional Development at HSE to increase instructional expertise. A group of teachers will visit Columbia University to extend their learning experience and train others. Additionally, another group of teachers will participate in a summer institute at Columbia University. 4

 S100376

Strategy Rationale

Action Step 1 5

Professional Development training during grade level meetings, debriefing and the modeling of lessons for teachers. Implement strategies gained from PD.

Person Responsible

Willie Gore

Schedule

Monthly, from 5/29/2015 to 5/29/2015

Evidence of Completion

Coaches' logs, PD evaluations, Grade level meeting log

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

Monitor the implementation of strategies gained from PD, Grade level meetings and debriefing, and the modeling of lessons for teachers for fidelity.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Literacy Coach's Log, teacher feedback, student progress

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

Monitor the implementation of strategies gained from PD, Grade level meetings and debriefing, and the modeling of lessons for teachers for effectiveness.

Person Responsible

Willie Gore


Schedule

Monthly, from 9/22/2014 to 5/29/2015


Evidence of Completion

Literacy Coach's Log, teacher feedback, student progress

G1.B3 Implementation of inclusion services (support facilitation) with ESE students. 2

 B089664

G1.B3.S1 ESE teachers will provide, when appropriate, push-in services to students at risk. 4

 S100377

Strategy Rationale

Action Step 1 5

Increased implementation of inclusion services (support facilitation), providing push-in services to increase academic achievement of students at risk.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Lesson Plans and Observations of Lesson Delivery

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

Monitor the implementation of increased support from ESE support facilitators for fidelity

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Lesson plans, observations of lesson delivery and classroom teacher feedback

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

Monitor the implementation of increased support from ESE support facilitators for effectiveness

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Lesson plans, observations of lesson delivery and classroom teacher feedback

G1.B4 Ability to increase language acquisition and vocabulary of students. 2

B089665

G1.B4.S1 Teachers will implement the Reader's Workshop components increasing students language acquisition. Within Reader's Workshop, teachers will implement the Word Study component that provides an opportunity for students to build their vocabulary. 4

S100378

Strategy Rationale

Action Step 1 5

The implementation of Readers' Workshop components increasing student language acquisition. Within Readers' Workshop, teachers will implement the word study and guided reading components that provides an opportunity for students to build their vocabulary.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Lesson planning and observations of lesson delivery in the classroom

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitor the implementation of Reader's Workshop components increasing student language acquisition. Within Reader's Workshop, teachers will implement the Word Study component that provides an opportunity for students to build their vocabulary for fidelity.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Lesson plans, lesson planning and observations of lessons in the classroom

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Monitor the implementation of Reader's Workshop components increasing student language acquisition. Within Reader's Workshop, teachers will implement the Word Study component that provides an opportunity for students to build their vocabulary for effectiveness.

Person Responsible

Willie Gore


Schedule

Monthly, from 9/22/2014 to 5/29/2015


Evidence of Completion

Lesson planning and observations of lessons in the classroom

G1.B5 Ability to increase the performance of the lowest quartile. 2

 B089666

G1.B5.S1 Related Arts teachers will mentor the lowest quartile students. The interventionist will provide additional support to struggling students. Tutorial support will be offered to students. 4

 S100379

Strategy Rationale

Action Step 1 5

Mentor the lowest quartile students and provide additional support to struggling students via the Interventionist and Related Arts teachers and provide tutorial opportunities.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2014 to 4/3/2015

Evidence of Completion

Student Progress and Student Feedback

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Monitor the Mentoring of the lowest quartile students and provide additional support to struggling students via the Interventionist and Related Arts teachers and tutorial opportunities for fidelity.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2014 to 4/3/2015

Evidence of Completion

Student progress and student feedback

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Monitor the Mentoring of the lowest quartile students and provide additional support to struggling students via the Interventionist and Related Arts teachers and tutorial opportunities for effectiveness.

Person Responsible

Willie Gore


Schedule

Monthly, from 9/22/2014 to 4/3/2015


Evidence of Completion

Student progress and student feedback

G2. 68% of students in grades 3-5, will score at or above the proficient level on the 2015 FSA Math Assessment. **1**

 G037332

G2.B1 Students inability to recall basic math facts with automaticity. **2**

 B089667

G2.B1.S1 Use of iReady, a technology supported program for Instruction in math and MAFS strategies throughout daily math lessons. Provide professional development focused upon STEM lessons utilizing district resources. **4**

 S100380

Strategy Rationale

Action Step 1 **5**

Monitor the implementation of iReady, a technology supported program for Instruction in math and MAFS strategies throughout daily math lessons. Provide professional development focused upon STEM lessons utilizing district resources.

Person Responsible

Joan Gibbons

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Student work samples, formative assessments, classroom observations and lesson plans

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

Monitor the implementation of iReady, a technology supported program for Instruction in math and MAFS strategies throughout daily math lessons. Provide professional development focused upon STEM lessons utilizing district resources.

Person Responsible

Joan Gibbons

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Student work samples, formative assessments, classroom observations and lesson plans

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

Monitor the implementation of iReady, a technology supported program for Instruction in math and MAFS strategies throughout daily math lessons. Provide professional development focused upon STEM lessons utilizing district resources. The above will used in daily targeted instruction and monitored for effectiveness.

Person Responsible

Joan Gibbons

Schedule

Monthly, from 9/22/2014 to 5/29/2015


Evidence of Completion

Student work samples, formative assessments, classroom observations and lesson plans

G2.B2 Students limited ability to attack higher order questions with appropriate strategies and tenacity. 2

 B089668

G2.B2.S1 Classroom teachers will collaborate in weekly PLC meetings to provide well focused and rigorous lessons that incorporate a repertoire of higher order questions and opportunities for student exploration. Math PLC/Collaborative team members support the implementation of professional development. 4

 S100381

Strategy Rationale

Action Step 1 5

Monitor the application of math manipulatives when attacking new skills in an attempt to promote inquiry/exploration based learning, iReady Curriculum, and the increased use of interactive boards K-5 for effectiveness.

Person Responsible

Joan Gibbons

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Student work samples, assessment results

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

Monitor the application of math manipulatives when attacking new skills in an attempt to promote inquiry/exploration based learning, iReady Curriculum, and the increased use of interactive boards K-5 for effectiveness.

Person Responsible

Joan Gibbons

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Student work samples, classroom observations, lesson plans, improved assessment scores

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

Monitor the application of math manipulatives when attacking new skills in an attempt to promote inquiry/exploration based learning, iReady Curriculum, and the increased use of interactive boards K-5 for effectiveness.

Person Responsible

Joan Gibbons

Schedule

On 5/29/2015


Evidence of Completion

Student work samples, classroom observations, lesson plans, improved assessment scores

G2.B3 Teachers need time to acquire a more thorough knowledge base of teaching MAFS Standards with increased academic rigor. **2**

 B089669

G2.B3.S1 Process MAFS standards thoroughly at weekly PLC meetings and bi-monthly STEM meetings **4**

 S100382

Strategy Rationale

Action Step 1 **5**

Review MAFS as a PLC and/or team, view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards.

Person Responsible

Joan Gibbons

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Lesson plans, observations, meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Monitor the review of MAFS as a PLC and/or team, view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards with fidelity.

Person Responsible

Joan Gibbons

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Lesson plans, observations, meeting minutes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Monitor the review of MAFS as a PLC and/or team, view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards for effectiveness.

Person Responsible

Joan Gibbons

Schedule

Monthly, from 9/22/2014 to 5/29/2015


Evidence of Completion

Lesson plans, observations, meeting minutes

G2.B4 Students lack experience with test taking strategies. 2

 B089670

G2.B4.S1 The usage of supplemental materials to increase student experiences with standardized practice tests. 4

 S100383

Strategy Rationale

Action Step 1 5

The usage of supplemental materials to increase student experiences with standardized practice tests.

Person Responsible

Joan Gibbons

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Student work samples, assessment results

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Monitor the usage of supplemental materials to increase student experiences with standardized practice tests for fidelity.

Person Responsible

Joan Gibbons

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student performance, classroom observations

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Monitor the usage of supplemental materials to increase student experiences with standardized practice tests for effectiveness

Person Responsible

Joan Gibbons


Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student performance, classroom observations

G2.B5 Ability to increase the performance of the lowest quartile 2

 B109631

G2.B5.S1 Monitor progress monitoring data and providing tutorial opportunities for struggling students.

4

 S121150

Strategy Rationale

Action Step 1 5

Monitor progress monitoring data and providing tutorial opportunities for struggling students.

Person Responsible

Joan Gibbons

Schedule

Monthly, from 10/6/2014 to 4/3/2015

Evidence of Completion

Improved performance on progress monitoring and other assessments.

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

Monitoring the progress of students and providing tutorial opportunities for struggling students.

Person Responsible

Joan Gibbons

Schedule

Monthly, from 10/6/2014 to 4/3/2015

Evidence of Completion

Improved performance on progress monitoring and other assessments.

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

Monitor progress monitoring data and tutorial opportunities for struggling students for effectiveness.

Person Responsible

Joan Gibbons

Schedule

Monthly, from 9/22/2014 to 5/29/2015


Evidence of Completion

Improved performance on progress monitoring and other assessments will determine effectiveness.

G3. The percent of students scoring levels 3-5 in science will increase by 5%. 63% of students will score a level 3 or above on the 2015 Science FCAT Test. 1

 G037333

G3.B1 The ability to increase the level of science proficiency of all students. 2

 B089671

G3.B1.S1 Analysis of district science assessments to determine areas of focus to increase skill level and provide inquiry-based activities and formative assessments. 4

 S100384

Strategy Rationale

Action Step 1 5

Analysis of science assessments to determine the skills individual students lack and need for further instruction, and lesson scaffolding necessary to increase student proficiency in science.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each classroom's progress on a monthly basis, analysis at LLT, MTSS, grade level meetings, classroom observation and lesson plans.

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

Monitor analysis of science assessments to determine the skills individual students lack and need for further instruction, and lesson scaffolding necessary to increase student proficiency in science for fidelity.

Person Responsible

Willie Gore

Schedule

Biweekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: analysis of each classroom's progress on a monthly basis, data analysis at a bi-weekly LLT meeting, MTSS Meetings, grade level PLC meetings, classroom observation and review of lesson plans.

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

Monitor analysis of science assessments to determine the skills individual students lack and need for further instruction, and lesson scaffolding necessary to increase student proficiency in science for effectiveness

Person Responsible

Willie Gore


Schedule

Monthly, from 9/22/2014 to 5/29/2015


Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each classroom's progress on a monthly basis, Data analysis at a weekly LLT meetings, MTSS Meetings, and Grade level PLC meetings, classroom observation and lesson plans.

G3.B2 The ability to increase the level of instructional expertise of each science teacher. 2

 B089672

G3.B2.S1 Training in NGSSS to allow for cross content area learning; address cognitive complexity in questioning. The use of Assessment Probes and Strategies of Dr. Larry Chew 4

 S100385

Strategy Rationale

Action Step 1 5

Implement training in NGSSS to allow for cross-curricular learning; address cognitive complexity in questioning and use of Assessment Probes and Strategies of Dr. Larry Chew.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each classroom's progress on a monthly basis, data analysis at LLT, MTSS, grade level collaborative meetings, classroom observations and lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Monitor implementation of training in NGSSS to allow for cross-curricular learning, address cognitive complexity in questioning, use of Assessment Probes and Strategies of Dr. Larry Chew.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each classroom's progress on a monthly basis, data analysis at LLT meetings, MTSS meetings, grade level PLC meetings; classroom observations and lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Monitor implementation of training in NGSSS to allow for cross-curricular learning, address cognitive complexity in questioning, use of Assessment Probes and Strategies of Dr. Larry Chew for effectiveness.

Person Responsible

Willie Gore

Schedule


Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion


The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each classroom's progress on a monthly basis, data analysis at LLT meetings, MTSS meetings, grade level PLC meetings; classroom observations and lesson plans

G3.B3 Ability to increase student achievement in higher-order thinking skills needed for science proficiency.

2

 B089673

G3.B3.S1 Increased use of Science Journals in classrooms and in the lab; implementing NGSSS to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes 4

 S100386

Strategy Rationale

Action Step 1 5

Monitor the increased use of Science Journals in classrooms and in the lab; implementing NGSSS to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes.

Person Responsible

Willie Gore

Schedule

Monthly, from 5/29/2015 to 5/29/2015

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each classroom's progress on a monthly basis , data analysis at LLT, MTSS, and grade level meetings; classroom observations and lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Monitor the increased use of Science Journals in classrooms and in the lab; implementing NGSSS to allow for cross -curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes for fidelity.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/29/2014 to 5/29/2015

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis , data analysis at LLT, MTSS, and grade level PLC meetings; classroom observation and lesson plans.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Monitor the increased use of Science Journals in classrooms and in the lab; implementing NGSSS to allow for cross -curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes for effectiveness.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/29/2014 to 5/29/2015


Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis , data analysis at LLT, MTSS, and Grade level PLC meetings; classroom observation and lesson plans.

G3.B4 Ability to increase students' reading fluency and vocabulary levels to enhance cognitive skills needed for comprehension of nonfiction text. 2

 B089674

G3.B4.S1 Increased use of Science Journals and nonfiction text to increase reading fluency, vocabulary and cognitive skills needed for comprehension 4

 S100387

Strategy Rationale

Action Step 1 5

Monitor the increased use of Science Journals and nonfiction text to increase reading fluency, vocabulary and cognitive skills needed for comprehension.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis , data analysis at LLT, MTSS, and grade level collaborative meetings; classroom observation and lesson plans.

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

Monitor the Increased use of Science Journals and nonfiction text to increase reading fluency, vocabulary and cognitive skills needed for comprehension with fidelity

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis , data analysis at LLT, MTSS, and grade level collaborative meetings; classroom observation and lesson plans.

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

Monitor the Increased use of Science Journals and nonfiction text to increase reading fluency, vocabulary and cognitive skills needed for comprehension and effectiveness

Person Responsible

Willie Gore


Schedule

Monthly, from 9/22/2014 to 5/29/2015


Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis , data analysis at LLT, MTSS, and grade level collaborative meetings; classroom observation and lesson plans.

G4. 60% of students will score at or above the proficient level on the 4th grade and 5th grade FSA writing test in the spring of 2015 1

 G037334

G4.B1 Ability to raise level writing in our lowest performing students 2

 B089675

G4.B1.S1 Provide PD in Writing Units of Study by Lucy Calkins and tutoring of both low and high level students by literacy coach. Conduct monthly school-wide writing assessments and analyze data to target differentiated instruction. 4

 S100388

Strategy Rationale

Action Step 1 5

Analysis of writing assessments to determine the skills individual students lack and need with further instruction. Scaffolding lessons to increase the writing proficiency of students.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis, data analysis at at targeted LLT, MTSS, and grade level PLC meetings.

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

Monitor analysis of writing assessments to determine the skills individual students lack and need with further instruction. Scaffolding lessons to increase the writing proficiency of students for fidelity.

Person Responsible

Willie Gore

Schedule

On 5/29/2015

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class' progress on a monthly basis, data analysis at a targeted LLT, MTSS, and grade level PLC meetings.

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

Monitor analysis of writing assessments to determine the skills individual students lack and need with further instruction. Scaffolding lessons to increase the writing proficiency of students for effectiveness.

Person Responsible

Willie Gore


Schedule

Monthly, from 9/22/2014 to 5/29/2015


Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class' progress on a monthly basis, data analysis at a targeted LLT, MTSS, and grade level meetings.

G4.B2 Increasing focused instructional time in cross-curricular writing **2**

 B089676

G4.B2.S1 Increase school wide literacy blocks and integrate writing across other content areas **4**

 S100389

Strategy Rationale

Action Step 1 **5**

The implementation of more rigorous school-wide ELA blocks with integration of writing across all content areas.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: analysis of each class' progress on a monthly basis, data analysis at targeted LLT, MTSS, and grade level meetings.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 **6**

Monitoring the implementation of strategies to increase school wide ELA blocks and integrate writing in reading and across other content areas for fidelity.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis, Data analysis at at targeted LLT meetings, MTSS meetings, and grade level collaborative meetings.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

The monitoring of the implementation of strategies to increase school wide ELA blocks and Integrate writing in reading and across other content areas for effectiveness

Person Responsible

Willie Gore


Schedule

Monthly, from 9/22/2014 to 5/29/2015


Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis, data analysis at targeted LLT meetings, MTSS meetings, and grade level collaborative meetings.

G4.B3 Ability to increase students' language acquisition, vocabulary, spelling and use of conventions 2

 B089677

G4.B3.S1 Provide professional development opportunities for K-5 (all teachers) to increase knowledge, strengthen skills with LAFS, and Writing Units of Study by Lucy Calkins. 4

 S100390

Strategy Rationale

Action Step 1 5

Implement strategies gained from professional development with LAFS and Writing Units of Study by Lucy Calkins.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Lesson plans and observations of lesson delivery

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Monitor the implementation of strategies gained from professional development with LAFS and Writing Units by Lucy Calkins for fidelity.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Lesson plans and observations of lessons

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Monitor the implementation of strategies gained from professional development with LAFS and Writing Units by Lucy Calkins for effectiveness.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Lesson plans and observations of lessons

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	Analysis of reading assessments to determine the skills individual students lack and need for further instruction. Provide the necessary scaffolding with lessons to increase the reading proficiency of students.	Gore, Willie	9/22/2014	The following process will be used as evidence of completion of monitoring activities that will be collected/reported: analysis of each class' progress on a monthly basis, data analysis at a weekly LLT meeting, MTSS Meeting, iReady data training sessions, and Grade level PLC/ Collaborative meetings.	5/29/2015 monthly
G1.B2.S1.A1	Professional Development training during grade level meetings, debriefing and the modeling of lessons for teachers. Implement strategies gained from PD.	Gore, Willie	5/29/2015	Coaches' logs, PD evaluations, Grade level meeting log	5/29/2015 monthly
G1.B3.S1.A1	Increased implementation of inclusion services (support facilitation), providing	Gore, Willie	9/22/2014	Lesson Plans and Observations of Lesson Delivery	5/29/2015 monthly

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Hobe Sound Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	push-in services to increase academic achievement of students at risk.				
G1.B4.S1.A1	The implementation of Readers' Workshop components increasing student language acquisition. Within Readers' Workshop, teachers will implement the word study and guided reading components that provides an opportunity for students to build their vocabulary.	Gore, Willie	9/22/2014	Lesson planning and observations of lesson delivery in the classroom	5/29/2015 monthly
G1.B5.S1.A1	Mentor the lowest quartile students and provide additional support to struggling students via the Interventionist and Related Arts teachers and provide tutorial opportunities.	Gore, Willie	9/22/2014	Student Progress and Student Feedback	4/3/2015 monthly
G2.B1.S1.A1	Monitor the implementation of iReady, a technology supported program for instruction in math and MAFS strategies throughout daily math lessons. Provide professional development focused upon STEM lessons utilizing district resources.	Gibbons, Joan	9/22/2014	Student work samples, formative assessments, classroom observations and lesson plans	5/29/2015 monthly
G2.B2.S1.A1	Monitor the application of math manipulatives when attacking new skills in an attempt to promote inquiry/ exploration based learning, iReady Curriculum, and the increased use of interactive boards K-5 for effectiveness.	Gibbons, Joan	9/22/2014	Student work samples, assessment results	5/29/2015 monthly
G2.B3.S1.A1	Review MAFS as a PLC and/or team, view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards.	Gibbons, Joan	9/22/2014	Lesson plans, observations, meeting minutes	5/29/2015 monthly
G2.B4.S1.A1	The usage of supplemental materials to increase student experiences with standardized practice tests.	Gibbons, Joan	9/22/2014	Student work samples, assessment results	5/29/2015 monthly
G3.B1.S1.A1	Analysis of science assessments to determine the skills individual students lack and need for further instruction, and lesson scaffolding necessary to increase student proficiency in science.	Gore, Willie	9/29/2014	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each classroom's progress on a monthly basis, analysis at LLT, MTSS, grade level meetings, classroom observation and lesson plans.	5/29/2015 monthly
G3.B2.S1.A1	Implement training in NGSSS to allow for cross-curricular learning; address cognitive complexity in questioning and use of Assessment Probes and Strategies of Dr. Larry Chew.	Gore, Willie	9/29/2014	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each classroom's progress on a monthly basis, data analysis at LLT, MTSS, grade level collaborative meetings, classroom observations and lesson plans.	5/29/2015 monthly
G3.B3.S1.A1	Monitor the increased use of Science Journals in classrooms and in the lab; implementing NGSSS to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes.	Gore, Willie	5/29/2015	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each classroom's progress on a monthly basis , data analysis at LLT, MTSS, and grade level meetings; classroom observations and lesson plans.	5/29/2015 monthly

Martin - 0111 - Hobe Sound Elementary School - 2014-15 SIP
Hobe Sound Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B4.S1.A1	Monitor the increased use of Science Journals and nonfiction text to increase reading fluency, vocabulary and cognitive skills needed for comprehension.	Gore, Willie	9/22/2014	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each class's progress on a monthly basis , data analysis at LLT, MTSS, and grade level collaborative meetings; classroom observation and lesson plans.	5/29/2015 monthly
G4.B1.S1.A1	Analysis of writing assessments to determine the skills individual students lack and need with further instruction. Scaffolding lessons to increase the writing proficiency of students.	Gore, Willie	9/22/2014	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each class's progress on a monthly basis, data analysis at at targeted LLT, MTSS, and grade level PLC meetings.	5/29/2015 monthly
G4.B2.S1.A1	The implementation of more rigorous school-wide ELA blocks with integration of writing across all content areas.	Gore, Willie	9/22/2014	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: analysis of each class' progress on a monthly basis, data analysis at targeted LLT, MTSS, and grade level meetings.	5/29/2015 monthly
G4.B3.S1.A1	Implement strategies gained from professional development with LAFS and Writing Units of Study by Lucy Calkins.	Gore, Willie	9/22/2014	Lesson plans and observations of lesson delivery	5/29/2015 monthly
G2.B5.S1.A1	Monitor progress monitoring data and providing tutorial opportunities for struggling students.	Gibbons, Joan	10/6/2014	Improved performance on progress monitoring and other assessments.	4/3/2015 monthly
G1.MA1	The following process will be used to monitor the goal: data meetings with LLT and MTSS teams, administration review of lesson plans and classroom observations for evidence of implementation of components of Readers' Workshop and Curriculum Frameworks with fidelity.	Gore, Willie	9/22/2014	An analysis of each classroom's progress on a monthly basis, data analysis at a weekly LLT, MTSS, grade level meetings, and the results of applicable student assessment data.	5/29/2015 monthly
G1.B1.S1.MA1	Monitor analysis of reading assessments to determine the skills individual students lack and need for further instruction and the necessary scaffolding with lessons to increase the reading proficiency in students for effectiveness.	Gore, Willie	9/22/2014	The following process will be used as evidence of completion of monitoring activities that will be collected/reported: An analysis of each classroom's progress on a monthly basis, data analysis at a weekly LLT, MTSS, ELA and Grade level PLC meetings to monitor the effectiveness of strategies.	5/29/2015 monthly
G1.B1.S1.MA1	Monitor analysis of reading assessments to determine the skills individual students lack and need for further instruction and the necessary scaffolding with lessons to increase the reading proficiency in students for fidelity.	Gore, Willie	10/10/2014	The following process will be used as evidence of completion of monitoring activities that will be collected/reported: An analysis of each classroom's progress on a monthly basis, data analysis at a weekly LLT, MTSS, ELA and Grade level PLC meetings to monitor the implementation of strategies.	5/29/2015 one-time
G1.B2.S1.MA1	Monitor the implementation of strategies gained from PD, Grade level meetings and debriefing, and the modeling of lessons for teachers for effectiveness.	Gore, Willie	9/22/2014	Literacy Coach's Log, teacher feedback, student progress	5/29/2015 monthly
G1.B2.S1.MA1	Monitor the implementation of strategies gained from PD, Grade level meetings and debriefing, and the modeling of lessons for teachers for fidelity.	Gore, Willie	9/22/2014	Literacy Coach's Log, teacher feedback, student progress	5/29/2015 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.MA1	Monitor the implementation of increased support from ESE support facilitators for effectiveness	Gore, Willie	9/22/2014	Lesson plans, observations of lesson delivery and classroom teacher feedback	5/29/2015 monthly
G1.B3.S1.MA1	Monitor the implementation of increased support from ESE support facilitators for fidelity	Gore, Willie	9/22/2014	Lesson plans, observations of lesson delivery and classroom teacher feedback	5/29/2015 monthly
G1.B4.S1.MA1	Monitor the implementation of Reader's Workshop components increasing student language acquisition. Within Reader's Workshop, teachers will implement the Word Study component that provides an opportunity for students to build their vocabulary for effectiveness.	Gore, Willie	9/22/2014	Lesson planning and observations of lessons in the classroom	5/29/2015 monthly
G1.B4.S1.MA1	Monitor the implementation of Reader's Workshop components increasing student language acquisition. Within Reader's Workshop, teachers will implement the Word Study component that provides an opportunity for students to build their vocabulary for fidelity.	Gore, Willie	9/22/2014	Lesson plans, lesson planning and observations of lessons in the classroom	5/29/2015 monthly
G1.B5.S1.MA1	Monitor the Mentoring of the lowest quartile students and provide additional support to struggling students via the Interventionist and Related Arts teachers and tutorial opportunities for effectiveness.	Gore, Willie	9/22/2014	Student progress and student feedback	4/3/2015 monthly
G1.B5.S1.MA1	Monitor the Mentoring of the lowest quartile students and provide additional support to struggling students via the Interventionist and Related Arts teachers and tutorial opportunities for fidelity.	Gore, Willie	9/22/2014	Student progress and student feedback	4/3/2015 monthly
G2.MA1	The following process will be used to monitor the goal: analysis of iReady Assessment, implementation of a technology supported program such as iReady Instruction for Math, (K-5) and analysis of formative assessments..	Gibbons, Joan	9/22/2014	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: data analysis of student scores recorded in iReady Progress Monitoring site, i-Ready data, student achievement in classroom per quarter and PLC/ Collaborative grade level minutes.	5/29/2015 monthly
G2.B1.S1.MA1	Monitor the implementation of iReady, a technology supported program for Instruction in math and MAFS strategies throughout daily math lessons. Provide professional development focused upon STEM lessons utilizing district resources. The above will used in daily targeted instruction and monitored for effectiveness.	Gibbons, Joan	9/22/2014	Student work samples, formative assessments, classroom observations and lesson plans	5/29/2015 monthly
G2.B1.S1.MA1	Monitor the implementation of iReady, a technology supported program for Instruction in math and MAFS strategies throughout daily math lessons. Provide professional development focused upon STEM lessons utilizing district resources.	Gibbons, Joan	9/22/2014	Student work samples, formative assessments, classroom observations and lesson plans	5/29/2015 monthly
G2.B2.S1.MA1	Monitor the application of math manipulatives when attacking new skills in an attempt to promote inquiry/ exploration based learning, iReady Curriculum, and the increased use of interactive boards K-5 for effectiveness.	Gibbons, Joan	9/22/2014	Student work samples, classroom observations, lesson plans, improved assessment scores	5/29/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	Monitor the application of math manipulatives when attacking new skills in an attempt to promote inquiry/ exploration based learning, iReady Curriculum, and the increased use of interactive boards K-5 for effectiveness.	Gibbons, Joan	9/22/2014	Student work samples, classroom observations, lesson plans, improved assessment scores	5/29/2015 monthly
G2.B3.S1.MA1	Monitor the review of MAFS as a PLC and/or team, view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards for effectiveness.	Gibbons, Joan	9/22/2014	Lesson plans, observations, meeting minutes	5/29/2015 monthly
G2.B3.S1.MA1	Monitor the review of MAFS as a PLC and/or team, view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards with fidelity.	Gibbons, Joan	9/22/2014	Lesson plans, observations, meeting minutes	5/29/2015 monthly
G2.B4.S1.MA1	Monitor the usage of supplemental materials to increase student experiences with standardized practice tests for effectiveness	Gibbons, Joan	9/22/2014	Lesson plans, student performance, classroom observations	5/29/2015 monthly
G2.B4.S1.MA1	Monitor the usage of supplemental materials to increase student experiences with standardized practice tests for fidelity.	Gibbons, Joan	9/22/2014	Lesson plans, student performance, classroom observations	5/29/2015 monthly
G2.B5.S1.MA1	Monitor progress monitoring data and tutorial opportunities for struggling students for effectiveness.	Gibbons, Joan	9/22/2014	Improved performance on progress monitoring and other assessments will determine effectiveness.	5/29/2015 monthly
G2.B5.S1.MA1	Monitoring the progress of students and providing tutorial opportunities for struggling students.	Gibbons, Joan	10/6/2014	Improved performance on progress monitoring and other assessments.	4/3/2015 monthly
G3.MA1	The following process will be used to monitor the goal: analyze data and the implementation of science labs with fidelity	Gore, Willie	9/22/2014	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: analysis of each classroom's progress on a monthly basis, data analysis at LLT, MTSS and grade level PLC meetings.	5/29/2015 monthly
G3.B1.S1.MA1	Monitor analysis of science assessments to determine the skills individual students lack and need for further instruction, and lesson scaffolding necessary to increase student proficiency in science for effectiveness	Gore, Willie	9/22/2014	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each classroom's progress on a monthly basis, Data analysis at a weekly LLT meetings, MTSS Meetings, and Grade level PLC meetings, classroom observation and lesson plans.	5/29/2015 monthly
G3.B1.S1.MA1	Monitor analysis of science assessments to determine the skills individual students lack and need for further instruction, and lesson scaffolding necessary to increase student proficiency in science for fidelity.	Gore, Willie	9/29/2014	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: analysis of each classroom's progress on a monthly basis, data analysis at a bi-weekly LLT meeting, MTSS Meetings, grade level PLC meetings, classroom observation and review of lesson plans.	5/29/2015 biweekly
G3.B2.S1.MA1	Monitor implementation of training in NGSSS to allow for cross-curricular learning, address cognitive complexity in questioning, use of Assessment Probes and Strategies of Dr. Larry Chew for effectiveness.	Gore, Willie	9/22/2014	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each classroom's progress on a monthly basis, data analysis at LLT meetings,	5/29/2015 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
				MTSS meetings, grade level PLC meetings; classroom observations and lesson plans	
G3.B2.S1.MA1	Monitor implementation of training in NGSSS to allow for cross-curricular learning, address cognitive complexity in questioning, use of Assessment Probes and Strategies of Dr. Larry Chew.	Gore, Willie	9/29/2014	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each classroom's progress on a monthly basis, data analysis at LLT meetings, MTSS meetings, grade level PLC meetings; classroom observations and lesson plans	5/29/2015 monthly
G3.B3.S1.MA1	Monitor the increased use of Science Journals in classrooms and in the lab; implementing NGSSS to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes for effectiveness.	Gore, Willie	9/29/2014	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each class's progress on a monthly basis , data analysis at LLT, MTSS, and Grade level PLC meetings; classroom observation and lesson plans.	5/29/2015 monthly
G3.B3.S1.MA1	Monitor the increased use of Science Journals in classrooms and in the lab; implementing NGSSS to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes for fidelity.	Gore, Willie	9/29/2014	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each class's progress on a monthly basis , data analysis at LLT, MTSS, and grade level PLC meetings; classroom observation and lesson plans.	5/29/2015 monthly
G3.B4.S1.MA1	Monitor the Increased use of Science Journals and nonfiction text to increase reading fluency, vocabulary and cognitive skills needed for comprehension and effectiveness	Gore, Willie	9/22/2014	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each class's progress on a monthly basis , data analysis at LLT, MTSS, and grade level collaborative meetings; classroom observation and lesson plans.	5/29/2015 monthly
G3.B4.S1.MA1	Monitor the Increased use of Science Journals and nonfiction text to increase reading fluency, vocabulary and cognitive skills needed for comprehension with fidelity	Gore, Willie	9/22/2014	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each class's progress on a monthly basis , data analysis at LLT, MTSS, and grade level collaborative meetings; classroom observation and lesson plans.	5/29/2015 monthly
G4.MA1	The following process will be used to monitor the goal: analyze performance data, implementation of writing units of study with fidelity.	Gore, Willie	5/29/2015	The following process will be used as evidence of completion of monitoring activities that will be collected/reported: analysis of each class' progress on a quarterly basis, data analysis at targeted LLT, MTSS, grade level PLC/ collaborative team meetings, lesson plans and classroom observations.	5/29/2015 monthly
G4.B1.S1.MA1	Monitor analysis of writing assessments to determine the skills individual students lack and need with further instruction. Scaffolding lessons to increase the writing proficiency of students for effectiveness.	Gore, Willie	9/22/2014	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each class' progress on a monthly basis, data analysis at a targeted LLT, MTSS, and grade level meetings.	5/29/2015 monthly
G4.B1.S1.MA1	Monitor analysis of writing assessments to determine the skills individual students lack and need with further instruction. Scaffolding lessons to	Gore, Willie	9/22/2014	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each class' progress on a monthly basis, data	5/29/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	increase the writing proficiency of students for fidelity.			analysis at a targeted LLT, MTSS, and grade level PLC meetings.	
G4.B2.S1.MA1	The monitoring of the implementation of strategies to increase school wide ELA blocks and Integrate writing in reading and across other content areas for effectiveness	Gore, Willie	9/22/2014	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each class's progress on a monthly basis, data analysis at at targeted LLT meetings, MTSS meetings, and grade level collaborative meetings.	5/29/2015 monthly
G4.B2.S1.MA1	Monitoring the implementation of strategies to increase school wide ELA blocks and integrate writing in reading and across other content areas for fidelity.	Gore, Willie	9/22/2014	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each class's progress on a monthly basis, Data analysis at at targeted LLT meetings, MTSS meetings, and grade level collaborative meetings.	5/29/2015 monthly
G4.B3.S1.MA1	Monitor the implementation of strategies gained from professional development with LAFS and Writing Units by Lucy Calkins for effectiveness.	Gore, Willie	9/22/2014	Lesson plans and observations of lessons	5/29/2015 monthly
G4.B3.S1.MA1	Monitor the implementation of strategies gained from professional development with LAFS and Writing Units by Lucy Calkins for fidelity.	Gore, Willie	9/22/2014	Lesson plans and observations of lessons	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. 70% of students in grades 3-5, will score at or above the proficient level on the 2015 FSA English Language Arts Assessment.

G1.B1 Ability to increase level of reading proficiency of all students.

G1.B1.S1 Analysis of Fountas/Pinnell assessments and iReady assessments (iReady Data Analysis Training Sessions) to determine the skills individual students lack and need further instruction. With this data teachers can develop small groups and provide the scaffolding necessary to increase students' reading proficiency.

PD Opportunity 1

Analysis of reading assessments to determine the skills individual students lack and need for further instruction. Provide the necessary scaffolding with lessons to increase the reading proficiency of students.

Facilitator

Literacy Coach, PLC Leader, Literacy Consultant, iReady trainer

Participants

Classroom Teachers, Interventionist, Problem Solving Coach, Literacy Coach, Administration

Schedule

Monthly, from 9/22/2014 to 5/29/2015

G1.B2 Increase level of instructional expertise for teachers of reading.

G1.B2.S1 A Consultant in Balanced Literacy will provide Professional Development at HSE to increase instructional expertise. A group of teachers will visit Columbia University to extend their learning experience and train others. Additionally, another group of teachers will participate in a summer institute at Columbia University.

PD Opportunity 1

Professional Development training during grade level meetings, debriefing and the modeling of lessons for teachers. Implement strategies gained from PD.

Facilitator

Consultant in Balanced Literacy(Enid Martinez)

Participants

Classroom teachers

Schedule

Monthly, from 5/29/2015 to 5/29/2015

G1.B3 Implementation of inclusion services (support facilitation) with ESE students.

G1.B3.S1 ESE teachers will provide, when appropriate, push-in services to students at risk.

PD Opportunity 1

Increased implementation of inclusion services (support facilitation), providing push-in services to increase academic achievement of students at risk.

Facilitator

Intervention Problem Solving Coach, District Coordinator, Administrator

Participants

Support Facilitation Teachers, Classroom Teachers

Schedule

Monthly, from 9/22/2014 to 5/29/2015

G1.B4 Ability to increase language acquisition and vocabulary of students.

G1.B4.S1 Teachers will implement the Reader's Workshop components increasing students language acquisition. Within Reader's Workshop, teachers will implement the Word Study component that provides an opportunity for students to build their vocabulary.

PD Opportunity 1

The implementation of Readers' Workshop components increasing student language acquisition. Within Readers' Workshop, teachers will implement the word study and guided reading components that provides an opportunity for students to build their vocabulary.

Facilitator

Literacy Coach, Administration

Participants

Classroom teachers, Reading PLC leaders

Schedule

Monthly, from 9/22/2014 to 5/29/2015

G1.B5 Ability to increase the performance of the lowest quartile.

G1.B5.S1 Related Arts teachers will mentor the lowest quartile students. The interventionist will provide additional support to struggling students. Tutorial support will be offered to students.

PD Opportunity 1

Mentor the lowest quartile students and provide additional support to struggling students via the Interventionist and Related Arts teachers and provide tutorial opportunities.

Facilitator

Literacy Coach

Participants

Classroom teachers, Reading PLC leaders, Interventionist

Schedule

Monthly, from 9/22/2014 to 4/3/2015

G2. 68% of students in grades 3-5, will score at or above the proficient level on the 2015 FSA Math Assessment.

G2.B1 Students inability to recall basic math facts with automaticity.

G2.B1.S1 Use of iReady, a technology supported program for Instruction in math and MAFS strategies throughout daily math lessons. Provide professional development focused upon STEM lessons utilizing district resources.

PD Opportunity 1

Monitor the implementation of iReady, a technology supported program for Instruction in math and MAFS strategies throughout daily math lessons. Provide professional development focused upon STEM lessons utilizing district resources.

Facilitator

District Math Coordinator, PLC leaders, Curriculum Associates Math Trainer

Participants

Classroom Teachers, Interventionist, Administration, Guidance Counselor

Schedule

Monthly, from 9/22/2014 to 5/29/2015

G2.B2 Students limited ability to attack higher order questions with appropriate strategies and tenacity.

G2.B2.S1 Classroom teachers will collaborate in weekly PLC meetings to provide well focused and rigorous lessons that incorporate a repertoire of higher order questions and opportunities for student exploration. Math PLC/Collaborative team members support the implementation of professional development.

PD Opportunity 1

Monitor the application of math manipulatives when attacking new skills in an attempt to promote inquiry/exploration based learning, iReady Curriculum, and the increased use of interactive boards K-5 for effectiveness.

Facilitator

Math PLC leader, District Coordinator, iReady Consultant

Participants

Math PLC/Collaborative team members

Schedule

Monthly, from 9/22/2014 to 5/29/2015

G2.B3 Teachers need time to acquire a more thorough knowledge base of teaching MAFS Standards with increased academic rigor.

G2.B3.S1 Process MAFS standards thoroughly at weekly PLC meetings and bi-monthly STEM meetings

PD Opportunity 1

Review MAFS as a PLC and/or team, view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards.

Facilitator

Math PLC and STEM/SIP leader

Participants

Math PLC/collaborative team members

Schedule

Monthly, from 9/22/2014 to 5/29/2015

G2.B4 Students lack experience with test taking strategies.

G2.B4.S1 The usage of supplemental materials to increase student experiences with standardized practice tests.

PD Opportunity 1

The usage of supplemental materials to increase student experiences with standardized practice tests.

Facilitator

PLC/Collaborative team leaders

Participants

Math PLC/Collaborative team members

Schedule

Monthly, from 9/22/2014 to 5/29/2015

G3. The percent of students scoring levels 3-5 in science will increase by 5%. 63% of students will score a level 3 or above on the 2015 Science FCAT Test.

G3.B1 The ability to increase the level of science proficiency of all students.

G3.B1.S1 Analysis of district science assessments to determine areas of focus to increase skill level and provide inquiry-based activities and formative assessments.

PD Opportunity 1

Analysis of science assessments to determine the skills individual students lack and need for further instruction, and lesson scaffolding necessary to increase student proficiency in science.

Facilitator

Science PLC/Collaborative Team Leader, STEM Leader

Participants

Classroom Teachers, Interventionist, Problem Solving Coach,

Schedule

Monthly, from 9/29/2014 to 5/29/2015

G3.B2 The ability to increase the level of instructional expertise of each science teacher.

G3.B2.S1 Training in NGSSS to allow for cross content area learning; address cognitive complexity in questioning. The use of Assessment Probes and Strategies of Dr. Larry Chew

PD Opportunity 1

Implement training in NGSSS to allow for cross-curricular learning; address cognitive complexity in questioning and use of Assessment Probes and Strategies of Dr. Larry Chew.

Facilitator

PLC/STEM Science Leaders, District Coordinator, Dr. Larry CHew

Participants

Classroom Teachers, Interventionist, Problem Solving Intervention Coach, PLC/STEM Leaders

Schedule

Monthly, from 9/29/2014 to 5/29/2015

G3.B3 Ability to increase student achievement in higher-order thinking skills needed for science proficiency.

G3.B3.S1 Increased use of Science Journals in classrooms and in the lab; implementing NGSSS to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes

PD Opportunity 1

Monitor the increased use of Science Journals in classrooms and in the lab; implementing NGSSS to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes.

Facilitator

PLC Leaders, District Science Coordinator, Dr. Larry Chew

Participants

Classroom Teachers, PLC Leaders, STEM Leaders

Schedule

Monthly, from 5/29/2015 to 5/29/2015

G3.B4 Ability to increase students' reading fluency and vocabulary levels to enhance cognitive skills needed for comprehension of nonfiction text.

G3.B4.S1 Increased use of Science Journals and nonfiction text to increase reading fluency, vocabulary and cognitive skills needed for comprehension

PD Opportunity 1

Monitor the increased use of Science Journals and nonfiction text to increase reading fluency, vocabulary and cognitive skills needed for comprehension.

Facilitator

District Coordinator

Participants

Classroom Teachers, PLC Leaders, STEM Leaders

Schedule

Monthly, from 9/22/2014 to 5/29/2015

G4. 60% of students will score at or above the proficient level on the 4th grade and 5th grade FSA writing test in the spring of 2015

G4.B1 Ability to raise level writing in our lowest performing students

G4.B1.S1 Provide PD in Writing Units of Study by Lucy Calkins and tutoring of both low and high level students by literacy coach. Conduct monthly school-wide writing assessments and analyze data to target differentiated instruction.

PD Opportunity 1

Analysis of writing assessments to determine the skills individual students lack and need with further instruction. Scaffolding lessons to increase the writing proficiency of students.

Facilitator

Writing PLC/Collaborative team leader, Writing coach

Participants

Classroom teachers, Interventionist, Literacy coach, Problem Solving coach, Principal and Assistant Principal will take ownership and responsibility for monitoring the goal.

Schedule

Monthly, from 9/22/2014 to 5/29/2015

G4.B2 Increasing focused instructional time in cross-curricular writing

G4.B2.S1 Increase school wide literacy blocks and integrate writing across other content areas

PD Opportunity 1

The implementation of more rigorous school-wide ELA blocks with integration of writing across all content areas.

Facilitator

Writing Coach, PLC Leaders, Administration

Participants

Classroom teachers, PLC/Collaborative team members

Schedule

Monthly, from 9/22/2014 to 5/29/2015

G4.B3 Ability to increase students' language acquisition, vocabulary, spelling and use of conventions

G4.B3.S1 Provide professional development opportunities for K-5 (all teachers) to increase knowledge, strengthen skills with LAFS, and Writing Units of Study by Lucy Calkins.

PD Opportunity 1

Implement strategies gained from professional development with LAFS and Writing Units of Study by Lucy Calkins.

Facilitator

Literacy Consultant (Enid Martinez), Literacy coach

Participants

Classroom Teachers, Literacy Coach, Problem Solving Coach, Administration, Interventionist

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: 70% of students in grades 3-5, will score at or above the proficient level on the 2015 FSA English Language Arts Assessment.	6,000
Goal 2: 68% of students in grades 3-5, will score at or above the proficient level on the 2015 FSA Math Assessment.	1,200
Goal 4: 60% of students will score at or above the proficient level on the 4th grade and 5th grade FSA writing test in the spring of 2015	500
Grand Total	7,700

Goal 1: 70% of students in grades 3-5, will score at or above the proficient level on the 2015 FSA English Language Arts Assessment.

Description	Source	Total
B1.S1.A1 - Title I District supported PD for data analysis of iReady assessments	Title I Part A	6,000
Total Goal 1		6,000

Goal 2: 68% of students in grades 3-5, will score at or above the proficient level on the 2015 FSA Math Assessment.

Description	Source	Total
B4.S1.A1	General Fund	200
B5.S1.A1	School Improvement Funds	1,000
Total Goal 2		1,200

Goal 4: 60% of students will score at or above the proficient level on the 4th grade and 5th grade FSA writing test in the spring of 2015

Description	Source	Total
B1.S1.A1	Title I Part A	500
Total Goal 4		500