

Desoto Trail Elementary School



2014-15 School Improvement Plan

Desoto Trail Elementary School

5200 TREDINGTON PARK DR, Tallahassee, FL 32309

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	17%

Alternative/ESE Center	Charter School	Minority
No	No	22%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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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	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To Challenge Each Student to Blaze a Successful Trail To the Future!

Provide the school's vision statement

DeSoto Trail Elementary will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

School Environment

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

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

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

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

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

- Parental involvement opportunities exist throughout the school year, including parent/teacher conferences, classroom volunteers, PTO meetings, Science Fair, field trips, and fundraisers;
- Curriculum nights inform parents about grade-specific course curriculum and answer any questions parents may have. Further, to encourage parental attendance, the school is offering these informational sessions in the evenings and providing child care for those who need it;
- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;

- During curriculum nights, ensure non-threatening methods of introducing parents to teachers and administrators;
- Offer fun, interactive tutorials to parents who are unfamiliar with the Parent Portal, listservs, and other forms of educational technology;
- Communicate classroom and school news to parents;
- Discuss effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- Positive notes, letters, phone calls, emails home;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills and developing growth mindsets in children.

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

- School administrators, teachers, and staff collaborate with the PTO Business Partner Coordinator to create partnerships with local businesses to support the school and student achievement;
- Business partners are members of the School Advisory Council and offer input from a community perspective and identify needed resources for the school;
- School administrators and teachers invite individuals from the community as guest speakers, including experts in professional fields and state and local elected officials;
- School participates in local programs such as All Pro Dad program and Girls on the Run to support the social and emotional development of students and promote academic achievement;
- Local business partners provide resources to support Student Council, Accelerated Reader, Run for Fun 5K/1 Mile, and other school programs and events;
- Local business partners provide student rewards for academic achievement

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
Keltner, Michele	Principal
Poole, Cassandra	Assistant Principal
Schubert, David	Instructional Technology
Bennett, Ashley	Teacher, ESE
Denton, Pam	Teacher, ESE
Lambert, Theresa	Teacher, K-12
Forman, Debbie	Teacher, K-12
Giddings, Laura	Teacher, K-12
Morris, Kim	Teacher, K-12
Strange, Krysta	Teacher, K-12
Chrisinger, Barbara	Instructional Media
Salesses, Kim	Teacher, K-12
Stults, Louise	Teacher, K-12

Duties

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

Each member is accountable for providing input based on their area of responsibility at monthly planning meetings. Members take information from leadership meetings back to their teams of teachers.

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

The school leadership team reviews needs identified in data chats/progress monitoring meetings and input from grade level teams to determine what resources are needed to meet the needs of all students. The school uses resources available through the district, purchased with school funds, or freely available resources. School administrators review the school budget and allocates funds appropriately.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Michele Keltner	Principal
Brooke Pautsch	Business/Community
Kraig Conn	Parent
Katie Melendez	Parent
LaRoderick McQueen	Parent
Dick Walker	Business/Community
Michael Kaschak	Parent
Kim Salesses	Teacher
Teri Hodge	Teacher

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council reviews the previous year's plan to measure if goals were met and compares the plan to state assessment results. Members give input on changes to the new SIP.

Development of this school improvement plan

Select members of the School Advisory Committee participated in a district School Improvement Plan development training. These members assisted in the development of the plan. The draft plan will be submitted to the full SAC committee for review, input, and approval prior to being submitted to the school board.

Preparation of the school's annual budget and plan

The SAC reviews school needs and allocates funds from the School Improvement Budget as needed to support the goals of the School Improvement Plan.

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

There is approximately \$2,000 reserved for professional development and/or programs to support our School Improvement Plan needs throughout the year.

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
Keltner, Michele	Principal
Poole, Cassandra	Assistant Principal
Bennett, Ashley	Teacher, ESE
Denton, Pam	Teacher, ESE
Lambert, Theresa	Teacher, K-12
Forman, Debbie	Teacher, K-12
Giddings, Laura	Teacher, K-12
Morris, Kim	Teacher, K-12
Strange, Krysta	Teacher, K-12
Chrisinger, Barbara	Instructional Media
Salesses, Kim	Teacher, K-12
Stults, Louise	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This group of professionals is comprised of leaders in literacy. The team leader is Barbara Chrisinger, our Media Specialist, other members are a teacher leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and meets monthly to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways: through the 2014 – 2015 Superintendent’s Million Book Challenge, Accelerated Reader recognitions, professional development, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives. Major initiatives are: the promotion of quality children’s literature including the FRA and SSYRA books; weekly book talks by the media specialist on WDTS featuring new books or books in a particular genre; and the Summer reading program, which encourages students to read at least six books (with the school library being open and operated by volunteers for Watermelon Wednesdays) and provides recognition for achieving this goal.

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

One venue for encouraging positive working relationships with teachers is participation in Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by grade level, both during planning and a common lunch. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

- Collaborative Interview Teams; Michele Keltner & Team Leaders
- Implementation of LCS District hiring procedures; Michele Keltner
- Promote highly qualified and effective faculty and staff from within; Michele Keltner

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

Mentor teachers are assigned to beginning teachers based on grade level/certification area. The school follows the district provided mentor procedures to complete the beginning teacher program.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

- School uses district-adopted Go Math and Reading Wonders curriculum in grades K-5. These programs are written to correlate directly with the Florida Standards in Math and Reading.
- School uses pacing guides and scope/sequence provided by the school district to ensure that standards-correlated curriculum is taught with quality.
- School uses curriculum-provided assessments to determine student mastery of the Florida Standards
- Teachers supplement the district-adopted math and reading curriculum with Science and Social Studies resources that meet Next Generation Sunshine State Standards.

Instructional Strategies

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

- The school MTSS team meets regularly with teachers and administrators to create and implement individual plans for students as needed.
- The school ensures every teacher contributes to literacy improvement of every student by:
 - Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
 - Creating a schedule with an uninterrupted 120 minute (minimum) language arts block
 - Providing Tier 3 instruction based on student needs
 - Providing on-grade-level instruction for all students that aligns with the Language Arts Florida Standards
 - Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
 - Administering assessments which measure instructed standards
 - Monitoring progress at the class and grade level during Progress Monitoring meetings
 - Conducting data chats with students
 - Supplementing units of study to support skills needed based on current data
 - Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
 - Students receiving push-in/pull out services for ESE/ELL

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

Strategy: Summer Program

Minutes added to school year: 6,000

The Summer Reading Academy is a district-structured program that the school participates in for targeted first and third grade students. Students at risk of retention based on school and statewide end-of-year assessments have the opportunity to receive intensive reading instruction and take an alternative end-of-year assessment to demonstrate readiness for promotion.

Strategy Rationale

With additional learning time and intensive research-based reading instruction, students can make additional gains in reading and low-performing students can rise to grade level expectations.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Keltner, Michele, keltnerm@leonschools.net

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

Summer Reading Academy teachers administer and analyze benchmark assessments to determine student mastery of skills taught. Students who meet the targets are promoted to the next grade level.

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

- All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.
- The school asks parents to complete the Pre-K Readiness Checklist as required by the district.
- The school provides tours to families of students entering the elementary program.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** As we begin a more complex state measure of English/Language Arts, our school goal is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores.
- G2.** As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores.
- G3.** Increase the percentage of students scoring level 3.0 and above on FCAT 2.0 Science.

Strategic Goals Detail

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

G1. As we begin a more complex state measure of English/Language Arts, our school goal is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores. 1a

G041144

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	87.0

Resources Available to Support the Goal 2

- District reading coordinators
- School-based reading coach

Targeted Barriers to Achieving the Goal 3

- Students lack reading automaticity and comprehension skills.

Plan to Monitor Progress Toward G1. 8

Data Chats

Person Responsible

Michele Keltner

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Progress monitoring benchmarks within the reading programs

G2. As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores. 1a

G041145

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	86.0

Resources Available to Support the Goal 2

- District math advocate
- School based talented and gifted teacher
- School based math advocates

Targeted Barriers to Achieving the Goal 3

- Students lack math facts fluency

Plan to Monitor Progress Toward G2. 8

Data chat meetings

Person Responsible

Michele Keltner

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Students are on target to meet their goals on the prescriptive scheduling report

G3. Increase the percentage of students scoring level 3.0 and above on FCAT 2.0 Science. 1a

G041146

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	84.0

Resources Available to Support the Goal 2

- District science coordinator
- School based science advocates

Targeted Barriers to Achieving the Goal 3

- Limited instructional time is devoted to science due to the demands of other core subject areas.

Plan to Monitor Progress Toward G3. 8

Data chats

Person Responsible

Michele Keltner

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Percentage of students showing mastery of science benchmarks

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. As we begin a more complex state measure of English/Language Arts, our school goal is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores. **1**

 G041144

G1.B1 Students lack reading automaticity and comprehension skills. **2**

 B099795

G1.B1.S1 Implement interventions using Read Naturally, Jr. Great Books, Corrective Reading, and Reading Wonders texts to reinforce automaticity and comprehension. **4**

 S111050

Strategy Rationale

Action Step 1 **5**

Reading intervention programs

Person Responsible

Michele Keltner

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Master schedule, intervention data folders, and teacher lesson plans

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

Reading coach will monitor fidelity of interventions; principal will review classroom teacher lesson plans

Person Responsible

Mary Watkins

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Intervention data folders, classroom teacher lesson plans, AIMSweb assessment data

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

Observations and discussions with teachers

Person Responsible

Michele Keltner

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Student attendance reports and participation rate in intervention programs (classroom based and pull-out small groups)

G2. As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores. 1

G041145

G2.B2 Students lack math facts fluency 2

B099798

G2.B2.S1 The school will implement the math facts fluency program XtraMath in grades 1 through 5. To ensure the program is done with fidelity, computer lab classes will be scheduled with additional minutes.

4

S111052

Strategy Rationale

Action Step 1 5

Ensure students are completing the XtraMath program

Person Responsible

David Schubert

Schedule

Quarterly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Data provided from XtraMath

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

Technology coordinator will monitor XtraMath usage and communicate any issues regarding fidelity with teachers and administrators.

Person Responsible

David Schubert

Schedule

On 6/1/2015

Evidence of Completion

XtraMath provided data

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

Observing XtraMath data and receiving feedback from teachers

Person Responsible

David Schubert

Schedule

Quarterly, from 8/18/2014 to 6/1/2015


Evidence of Completion

Students demonstrate progress in XtraMath resulting in teachers seeing less math-facts-related errors during student computation.


G3. Increase the percentage of students scoring level 3.0 and above on FCAT 2.0 Science. 1

 G041146

G3.B1 Limited instructional time is devoted to science due to the demands of other core subject areas. 2

 B099799

G3.B1.S1 Integrate science with other core subject areas. 4

 S111053

Strategy Rationale

Action Step 1 5

Develop integrated lessons to incorporate science into reading, writing, and math instruction

Person Responsible

Michele Keltner

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson plans

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

Review online lesson plans

Person Responsible

Michele Keltner

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson plans show science integrated into reading, writing, and math instruction.

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

Science benchmark assessments

Person Responsible

Michele Keltner

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Percentage of students mastering science benchmarks

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	Reading intervention programs	Keltner, Michele	8/18/2014	Master schedule, intervention data folders, and teacher lesson plans	6/1/2015 monthly
G2.B2.S1.A1	Ensure students are completing the XtraMath program	Schubert, David	8/18/2014	Data provided from XtraMath	6/1/2015 quarterly
G3.B1.S1.A1	Develop integrated lessons to incorporate science into reading, writing, and math instruction	Keltner, Michele	8/18/2014	Lesson plans	6/1/2015 monthly
G1.MA1	Data Chats	Keltner, Michele	8/18/2014	Progress monitoring benchmarks within the reading programs	6/1/2015 monthly
G1.B1.S1.MA1	Observations and discussions with teachers	Keltner, Michele	8/18/2014	Student attendance reports and participation rate in intervention programs (classroom based and pull-out small groups)	6/1/2015 monthly
G1.B1.S1.MA1	Reading coach will monitor fidelity of interventions; principal will review classroom teacher lesson plans	Watkins, Mary	8/18/2014	Intervention data folders, classroom teacher lesson plans, AIMSweb assessment data	6/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Data chat meetings	Keltner, Michele	9/8/2014	Students are on target to meet their goals on the prescriptive scheduling report	6/1/2015 monthly
G2.B2.S1.MA1	Observing XtraMath data and receiving feedback from teachers	Schubert, David	8/18/2014	Students demonstrate progress in XtraMath resulting in teachers seeing less math-facts-related errors during student computation.	6/1/2015 quarterly
G2.B2.S1.MA1	Technology coordinator will monitor XtraMath usage and communicate any issues regarding fidelity with teachers and administrators.	Schubert, David	8/18/2014	XtraMath provided data	6/1/2015 one-time
G3.MA1	Data chats	Keltner, Michele	8/18/2014	Percentage of students showing mastery of science benchmarks	6/1/2015 monthly
G3.B1.S1.MA1	Science benchmark assessments	Keltner, Michele	8/18/2014	Percentage of students mastering science benchmarks	6/1/2015 monthly
G3.B1.S1.MA1	Review online lesson plans	Keltner, Michele	8/18/2014	Lesson plans show science integrated into reading, writing, and math instruction.	6/1/2015 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. As we begin a more complex state measure of English/Language Arts, our school goal is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores.

G1.B1 Students lack reading automaticity and comprehension skills.

G1.B1.S1 Implement interventions using Read Naturally, Jr. Great Books, Corrective Reading, and Reading Wonders texts to reinforce automaticity and comprehension.

PD Opportunity 1

Reading intervention programs

Facilitator

Reading Coach

Participants

Classroom teachers and instructional paraprofessionals.

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Technical Assistance Items

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

G2. As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores.

G2.B2 Students lack math facts fluency

G2.B2.S1 The school will implement the math facts fluency program XtraMath in grades 1 through 5. To ensure the program is done with fidelity, computer lab classes will be scheduled with additional minutes.

PD Opportunity 1

Ensure students are completing the XtraMath program

Facilitator

David Schubert, Technology Coordinator

Participants

Classroom teachers

Schedule

Quarterly, from 8/18/2014 to 6/1/2015