

# Waters Edge Elementary School



2014-15 School Improvement Plan

## Waters Edge Elementary School

21601 SHOREWIND DR, Boca Raton, FL 33428

[www.edline.net/pages/waters\\_edge\\_elementary\\_school](http://www.edline.net/pages/waters_edge_elementary_school)

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
18%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
30%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Palm Beach 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	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of Waters Edge Elementary School is to provide all students with an innovative, challenging, and stimulating environment that encourages a lifelong commitment to learning.

##### Provide the school's vision statement

The vision of Waters Edge Elementary School is to see all of our students strive to be the best they can be through an innovative, challenging, and stimulating learning environment.

#### School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

##### 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

- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional

time.

- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- School-wide recognition system is in place
  - . Promote individual incentives for the cafeteria in recognition of exemplary behavior
  - . Host student success event for students to be recognized for behavior, improvement, outstanding success
  - . Implement a "Fun Hour" once a Trimester for students demonstrating the universal guidelines and earning the most points

**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**

- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students
- Engage with school counselor or school-based team leader to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources).

**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**

- Utilize data systems to identify students who have attendance, behavioral or academic concerns

**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	4	5	
Attendance below 90 percent	1	0	0	1
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	0	2	5	7

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- SAI , iii, Tutorials, LLI, Wilson, Foundations
- Planned Discussions, Goal Setting for identified students
- Notification procedures for parents, agency and community outreach;

## 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**

Parents are invited to attend

- Open House
- Curriculum Night
- PTA family events
- Parent conferences
- SAC/PTA meetings
- Parent University
- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
- Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
- Communicate classroom and school news to parents;
- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- Create the formats for inviting parent participation in the cultural education process;
- Positive notes, letters, phone calls home;

**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**

Along with the PTA, we secure local and community Business Partners to support the mission & vision of Waters Edge Elementary School. The PTA Business Partner liaison assists with finding the community support and links their resources with the needs of our school. We invite Business Partners and community members to join our monthly SAC meetings and to the annual Appreciation Breakfast held in May.

## 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
Rivelli-Schreiber, Dianne	Principal
Hodge-Hargrove, Tonya	Assistant Principal
Gonzalez, Adriana	Teacher, ESE
Lebowitz, Dori	Teacher, K-12

### Duties

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

The school based Rtl Leadership Team will meet monthly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school based Rtl Leadership Team. The Rti/SBT will use the Problem Solving Model to conduct all meetings. The four steps to the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student, problem analysis involves analyzing why the problem is occurring by collecting data to determine possible cause of identified problem, Intervention Design and Implementation involves selecting or developing evidence based upon data previously collected then these interventions are then implemented, evaluating is also termed Response to Intervention. In this step, the effectiveness of a student 's or group of students' response to the implemented intervention is evaluated and measured. The problem solving process is self correcting, and if necessary, recycles in order to achieve the best outcomes for all students.

#### ***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 Rtl/SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic support. (supplemental or intensive). An intervention plan (PBCD Form 2284) will be developed which identifies students' specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure that the necessary resources are available and the intervention is implemented with fidelity.

The Professional Development Team will provide in-service to the faculty on designated professional days as needed. Members of the school based Rtl Leadership Team will meet with the School Advisory Council (SAC) and will help develop the FY15 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to:

- FCAT/FSA scores and the lowest 25%

- AMO's
- strengths and weaknesses of intensive programs
- mentoring, tutoring, and other services.

Waters's Edge Community Elementary School integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and monitoring SwPBS, We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS Programs.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Dianne Rivelli-Schreiber	Principal
Tonya Hodge-Hargrove	Education Support Employee
Dori Lebowitz	Teacher
Adriana Gonzalez	Teacher
Donna Vickery	Education Support Employee

#### Duties

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

##### *Evaluation of last year's school improvement plan*

At the end of the FY14 school year, the SAC met to review the expectations set-forth and evaluate their effectiveness. Some strategies are continued for FY15 and some were not based on current need.

##### *Development of this school improvement plan*

Each year, the SAC collaborates with the Staff and Parents in order to identify the needs and goals of the school. The SAC meets monthly to review the current SIP and plan future SIP goals. There's continuous review of academic and behavior reports to monitor where we are in terms of reaching higher student achievement goals.

##### *Preparation of the school's annual budget and plan*

Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
- Monies may be expended only on programs or projects selected by the School Advisory Council.
- Neither School District staff nor principals may override the recommendations of the School Advisory Council.
- The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or

project  
formerly funded under this paragraph should receive funds in a subsequent year.

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

In FY15, the SIP funds were used to purchase prompting guides and LLI intermediate kits.

**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
Rivelli-Schreiber, Dianne	Principal
Hodge-Hargrove, Tonya	Assistant Principal
Ackerman, Lindsay	Teacher, K-12
Richards, Karen	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

The major initiatives of LLT will be continued focus on reading best practices at all grade levels and implementation of Florida Standards in grades K-5 with fidelity. Another focus will be on balanced literacy & guided reading groups using LLI. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

**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 Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. 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**

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
- Participate in job fairs, interview training, and personnel workshops designed to expedite the

identification of the most talented instructional applicants

- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote the District
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

The Assistant Principal organizes the Educator Support Program (ESP) in line with the District's expectations for the program. Each new educator is provided with a buddy and mentor. They are responsible for completing required tasks in line with the program and Marzano Practices. They meet monthly to review progress and discuss ways for improvement. The new educator provides additional training as needed.

## **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***

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the 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 ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- 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 90 minute reading block

- Creating a schedule with an uninterrupted 30 minute writing block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- 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 Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction

**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:** 600

Teachers will meet monthly in the 60 minute mandatory LTM to analyze data, plan, and collaborate on best practice.

#### **Strategy Rationale**

When educators work collaboratively, you find appropriate strategies that assist all students to increase their academic achievement.

#### **Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

#### **Person(s) responsible for monitoring implementation of the strategy**

Rivelli-Schreiber, Dianne, [dianne.rivelli-schreiber@palmbeachschools.org](mailto:dianne.rivelli-schreiber@palmbeachschools.org)

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

RRR, LLI, Diagnostics, SRI, & weekly assessments provided by the teachers.

### **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**

During the Fall and Winter of the previous school year, Administration and a Team of Kindergarten Teachers attend various open house programs in the pre-schools. We host a Kindergarten Orientation in the Spring to help transition students to a full-day Kindergarten program. We have a Kindergarten Liaison parent on the PTA to assist new parents to our 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**

We will educate the students during read-alouds that promote college/career awareness. Will host a Career Day in the Spring 2015 in collaboration with our Business Partners & Community Members.

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

At elementary, we do not have specialized career academy programs.

**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**

- Counselors conduct classroom guidance and individual counseling sessions with students
- Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Students achieving proficiency in Science will increase by 8% measured on the 2015 FSA Assessment.
- G2.** Students achieving proficiency in Language Arts will increase 3% as measured on the 2015 FSA Assessment.
- G3.** Students achieving proficiency in mathematics will increase 8% as measured on the 2015 FSA Assessment.

## Strategic Goals Detail

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

**G1. Students achieving proficiency in Science will increase by 8% measured on the 2015 FSA Assessment.**

1a

G053421

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	93.0

**Resources Available to Support the Goal** 2

- Host a science night to promote using hands on science.
- Promote the use of websites and/or computer programs that offer interactive science skills.
- Mandatory use of hands on science experiments in all grade levels.

**Targeted Barriers to Achieving the Goal** 3

- Limited access to computers
- Limited access to supplies

**Plan to Monitor Progress Toward G1.** 8

Ongoing process monitoring on assessments

**Person Responsible**

Dianne Rivelli-Schreiber

**Schedule**

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

**Evidence of Completion**

Diagnostic data and FSA results

**G2. Students achieving proficiency in Language Arts will increase 3% as measured on the 2015 FSA Assessment.** 1a

G053422

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	91.0

**Resources Available to Support the Goal** 2

- Use of computer programs ex: Reading from A-Z, Raz Kids, Riverdeep, Reading Counts, Performance Matters
- Implement a reading intervention program in primary (K-2) in order to support struggling readers early on in their schooling
- Host Parent University Meetings/Trainings to involve parents in techniques that assist children in the reading process

**Targeted Barriers to Achieving the Goal** 3

- Student motivation to independently read.

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

- Ongoing Progress Monitoring of assessments
- A record of strategies and interventions utilized
- Analyzing Reading Count data through the Management Tool

**Person Responsible**

Dianne Rivelli-Schreiber

**Schedule**

Monthly, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

EDW data, SRI data, Diagnostic and FSA Results

**G3. Students achieving proficiency in mathematics will increase 8% as measured on the 2015 FSA Assessment.** 1a

G053423

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	91.0

**Resources Available to Support the Goal** 2

- Host a Math Night to promote using math in real world applications.
- Implement a math drill programs school wide (K-5) to foster numeric fluency. Ex: SMAD, VMATH, and IXL

**Targeted Barriers to Achieving the Goal** 3

- Students do not have access to computers.

**Plan to Monitor Progress Toward G3.** 8

- Lesson plans
- Formal and informal Observations

**Person Responsible**

Dianne Rivelli-Schreiber

**Schedule**

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

**Evidence of Completion**

- EDW Data - Diagnostic and FSA Results

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** Students achieving proficiency in Science will increase by 8% measured on the 2015 FSA Assessment.

**1**

 G053421

**G1.B1** Limited access to computers **2**

 B134788

**G1.B1.S1** Attend computer labs to use various programs. Allow students to use computers in the classroom and media center. **4**

 S146649

### Strategy Rationale

#### Action Step 1 **5**

Teachers will use computer labs and the science lab to enrich classroom lessons.

#### Person Responsible

Dianne Rivelli-Schreiber

#### Schedule

Monthly, from 9/1/2014 to 6/5/2015

#### Evidence of Completion

Lesson plans

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

Teachers will sign up to use computers labs for digital lessons, and other science related lessons

**Person Responsible**

Dianne Rivelli-Schreiber

**Schedule**

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

**Evidence of Completion**

Administration will monitor sign up sheets and lesson plans

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

The computer lab and science lab will be used to enrich lessons

**Person Responsible**

Dianne Rivelli-Schreiber

**Schedule**

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

**Evidence of Completion**

Lesson plans and sign up sheets

**G1.B2 Limited access to supplies** 2

 B134789

**G1.B2.S1 Teachers can use the science lab to conduct experiments and investigations.** 4

 S146650

**Strategy Rationale**

**Action Step 1** 5

Teachers may use the science lab to conduct science labs, and or investigations with their classes.

**Person Responsible**

Dianne Rivelli-Schreiber

**Schedule**

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

***Evidence of Completion***

Lesson plan books and lab sign up sheet

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

Teachers will use sign up sheet to allocate time in the science lab to conduct science investigations/labs with their classes

**Person Responsible**

Dianne Rivelli-Schreiber

**Schedule**

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

***Evidence of Completion***

Sign up sheets, lesson plans

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

Administration will monitor usage through sign up sheets and lesson plans

**Person Responsible**

Dianne Rivelli-Schreiber

**Schedule**

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

**Evidence of Completion**

Diagnostic Data and FSA Results

**G2.** Students achieving proficiency in Language Arts will increase 3% as measured on the 2015 FSA Assessment. 1

 G053422

**G2.B1** Student motivation to independently read. 2

 B134790

**G2.B1.S1** Reward students success with reading independently. (Reading Counts awards, Reading Log recognition and Raz Kids). 4

 S146651

**Strategy Rationale**

**Action Step 1** 5

Recognizing student success

**Person Responsible**

Dianne Rivelli-Schreiber

**Schedule**

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

**Evidence of Completion**

Reading Counts Points, verbally share student success

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

Increase reading proficiency

**Person Responsible**

Dianne Rivelli-Schreiber

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

***Evidence of Completion***

Guided Reading and lesson plans

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

Increase reading proficiency

**Person Responsible**

Dianne Rivelli-Schreiber

**Schedule**

Monthly, from 9/1/2014 to 6/4/2015

***Evidence of Completion***

RRR, Diagnostic Data, and FSA Results

**G3.** Students achieving proficiency in mathematics will increase 8% as measured on the 2015 FSA Assessment. **1**

 G053423

**G3.B1** Students do not have access to computers. **2**

 B134791

**G3.B1.S1** Students may utilize computers in the computer labs, classroom and media center.. **4**

 S146652

### Strategy Rationale

#### Action Step 1 **5**

Usage will be monitored through the management tools.

#### **Person Responsible**

Dianne Rivelli-Schreiber

#### **Schedule**

On 6/5/2015

#### **Evidence of Completion**

Lesson plans, Usage reports, EDW Data, Diagnostic Data, and FSA Results.

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

Administration will monitor usage through lesson plans.

#### **Person Responsible**

Dianne Rivelli-Schreiber

#### **Schedule**

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

#### **Evidence of Completion**

Lesson plans, Diagnostic Data, and FSA Results

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

Administration will monitor usage through lesson plans.

**Person Responsible**

Dianne Rivelli-Schreiber

**Schedule**

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

**Evidence of Completion**

Lesson plans, Diagnostic Data, and FSA Results

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

Administration will monitor usage.

**Person Responsible**

Dianne Rivelli-Schreiber

**Schedule**

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

**Evidence of Completion**

Lesson plans, Diagnostic Data, FSA Results

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

Administration will monitor usage

**Person Responsible**

Dianne Rivelli-Schreiber

**Schedule**

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

**Evidence of Completion**

Lesson plans, Diagnostic Data, FSA Results

**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	Teachers will use computer labs and the science lab to enrich classroom lessons.	Rivelli-Schreiber, Dianne	9/1/2014	Lesson plans	6/5/2015 monthly
G1.B2.S1.A1	Teachers may use the science lab to conduct science labs, and or investigations with their classes.	Rivelli-Schreiber, Dianne	8/18/2014	Lesson plan books and lab sign up sheet	6/5/2015 monthly
G2.B1.S1.A1	Recognizing student success	Rivelli-Schreiber, Dianne	8/18/2014	Reading Counts Points, verbally share student success	6/5/2015 monthly
G3.B1.S1.A1	Usage will be monitored through the management tools.	Rivelli-Schreiber, Dianne	8/18/2014	Lesson plans, Usage reports, EDW Data, Diagnostic Data, and FSA Results.	6/5/2015 one-time
G1.MA1	Ongoing process monitoring on assessments	Rivelli-Schreiber, Dianne	8/18/2014	Diagnostic data and FSA results	6/5/2015 monthly
G1.B1.S1.MA1	The computer lab and science lab will be used to enrich lessons	Rivelli-Schreiber, Dianne	8/18/2014	Lesson plans and sign up sheets	6/5/2015 monthly
G1.B1.S1.MA1	Teachers will sign up to use computers labs for digital lessons, and other science related lessons	Rivelli-Schreiber, Dianne	8/18/2014	Administration will monitor sign up sheets and lesson plans	6/5/2015 monthly
G1.B2.S1.MA1	Administration will monitor usage through sign up sheets and lesson plans	Rivelli-Schreiber, Dianne	8/18/2014	Diagnostic Data and FSA Results	6/5/2015 monthly
G1.B2.S1.MA1	Teachers will use sign up sheet to allocate time in the science lab to conduct science investigations/labs with their classes	Rivelli-Schreiber, Dianne	8/18/2014	Sign up sheets, lesson plans	6/5/2015 monthly
G2.MA1	- Ongoing Progress Monitoring of assessments - A record of strategies and interventions utilized - Analyzing Reading Count data through the Management Tool	Rivelli-Schreiber, Dianne	9/1/2014	EDW data, SRI data, Diagnostic and FSA Results	6/4/2015 monthly
G2.B1.S1.MA1	Increase reading proficiency	Rivelli-Schreiber, Dianne	9/1/2014	RRR, Diagnostic Data, and FSA Results	6/4/2015 monthly
G2.B1.S1.MA1	Increase reading proficiency	Rivelli-Schreiber, Dianne	9/1/2014	Guided Reading and lesson plans	6/5/2015 monthly
G3.MA1	- Lesson plans - Formal and informal Observations	Rivelli-Schreiber, Dianne	8/18/2014	- EDW Data - Diagnostic and FSA Results	6/5/2015 monthly
G3.B1.S1.MA1	Administration will monitor usage.	Rivelli-Schreiber, Dianne	8/18/2014	Lesson plans, Diagnostic Data, FSA Results	6/5/2015 monthly
G3.B1.S1.MA1	Administration will monitor usage	Rivelli-Schreiber, Dianne	8/18/2014	Lesson plans, Diagnostic Data, FSA Results	6/5/2015 monthly
G3.B1.S1.MA1	Administration will monitor usage through lesson plans.	Rivelli-Schreiber, Dianne	8/18/2014	Lesson plans, Diagnostic Data, and FSA Results	6/5/2015 monthly
G3.B1.S1.MA1	Administration will monitor usage through lesson plans.	Rivelli-Schreiber, Dianne	8/18/2014	Lesson plans, Diagnostic Data, and FSA Results	6/5/2015 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.

**G2.** Students achieving proficiency in Language Arts will increase 3% as measured on the 2015 FSA Assessment.

**G2.B1** Student motivation to independently read.

**G2.B1.S1** Reward students success with reading independently. (Reading Counts awards, Reading Log recognition and Raz Kids).

### PD Opportunity 1

Recognizing student success

#### Facilitator

Tonya Hargrove

#### Participants

K-5 Reading teachers

#### Schedule

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

**G3.** Students achieving proficiency in mathematics will increase 8% as measured on the 2015 FSA Assessment.

**G3.B1** Students do not have access to computers.

**G3.B1.S1** Students may utilize computers in the computer labs, classroom and media center..

### PD Opportunity 1

Usage will be monitored through the management tools.

#### Facilitator

PDD Committee

#### Participants

K-5 Teachers

#### Schedule

On 6/5/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Grand Total	0