

Greensboro Elementary School



2014-15 School Improvement Plan

Greensboro Elementary School

559 GREENSBORO HWY, Quincy, FL 32351

<http://www.gcps.k12.fl.us/>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
55%

Alternative/ESE Center
No

Charter School
No

Minority
87%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 8 |
| 8-Step Planning and Problem Solving Implementation | 17 |
| Goals Summary | 17 |
| Goals Detail | 17 |
| Action Plan for Improvement | 21 |
| Appendix 1: Implementation Timeline | 26 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 27 |
| Professional Development Opportunities | 28 |
| Technical Assistance Items | 29 |
| Appendix 3: Budget to Support Goals | 30 |

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

The mission of the Greensboro Elementary School, is to provide students with opportunities to learn valuable skills in Reading , Writing, Math, and Science from caring and supportive teachers and staff.

Provide the school's vision statement

Our vision at Greensboro Elementary, is to foster a love of learning in an innovative, cooperative climate using research based programs and educational best practices.

School Environment

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

Greensboro Elementary teachers and staff are culturally aware of the students and their community. Administration ensures that all new teachers are acclimated to the community by taking teachers on tours of the community. Parent EXPOS and Parent involvement nights also give teachers an opportunity to interact with parents/guardians in an effort to build by in from parents.

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

Greensboro Elementary teachers take an active role in securing the safety of its students. All students are instructed to inform adults about any situation they need help with. Furthermore, they are instructed to report any situation the teacher does not address to the Principal, Assistant Principal, or Guidance Counselor. The guidance counselor works with individual students and small groups of students on conflict resolution strategies. Teachers and parents are encouraged to communicate frequently so the students progress academically and socially can be discussed.

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

The school wide behavioral system or PBS is a positive reinforcement system that rewards good behavior and outlines the behaviors that are expected from the students on a daily basis. Bulldog bucks are used to track students behavior a compliance to expected behaviors. There are dates on the calendar that are set aside so students earning Bulldog Bucks have an opportunity to spend on different activities or items.

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

The school's Student Study Team is responsible for monitoring students needs as reported by teachers, The team meets weekly when teachers have any concerns about academics or behavior that may influence a child's well being.

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

NA

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | Total |
|---------------------------------|-------------|-------|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

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

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

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

NA

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

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

NA

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 |
|----------------------|---------------------|
| Pitts, Stephen | Principal |
| Jackson, Sheila | Assistant Principal |
| Logue, Joane | Teacher, K-12 |
| Savage, Christine | Teacher, K-12 |
| Bradwell, Tanya | Teacher, K-12 |
| Weeks, Dawn | Instructional Media |
| Joseph, Sandra | Teacher, K-12 |
| Bates-Jackson, Erica | Teacher, K-12 |
| Castenada, Gloria | Teacher, K-12 |

Duties

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

A member of administration (Principal or Assistant Principal) participates in the MTSS team meetings and provides valuable information about the allocation of resources, and monitors intervention fidelity. School coaches assist in monitoring intervention fidelity, providing teachers with appropriate interventions and conducting progress monitoring probes. School Counselors generally schedule MTSS team meetings, facilitate meetings, discuss student referrals with teachers, conduct observations of referred students, and monitor intervention fidelity. School Psychologists play a critical role in ensuring that all parties understand the MTSS process. In addition, School Psychologists assist in facilitating meetings, analyzing data, suggesting appropriate interventions and monitoring intervention fidelity.

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 effectiveness of core intervention is assessed by analyzing student performance on measures such as I-Ready and District assessments as well as through weekly classroom assessments. As a rule of thumb, at least 70% of the students should be achieving at or above grade level expectations. Within an MTSS framework, student data is entered into Skyward where the class average for each student is computed automatically. Consequently, classroom performance can be easily analyzed. Retention information, FCAT scores, I-Ready Diagnostics, and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing. The gap between students' performance and that of their peers is also analyzed to determine the level of support that students require.

Teachers receive support through a Multi-tiered System of Supports as they are a very integral part of the Student Study Team meetings that are held to determine which support and resources are necessary in order to meet the needs of individual students. Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.

Title I, Part A

Part A Title I, Part A funds will be used to fund supplemental resources, activities and personnel in the areas where the school failed to make AYP, specifically reading, mathematics and science. Such funding includes salaries for teachers and paraprofessionals, licensure for computer-assisted instruction and supplemental resources such as reading intervention kits, science kits and Kaplan resources. Title I, Part A will also provide support to teachers to become highly-qualified through tuition reimbursement for college courses or fee reimbursement for the teacher certification examination. Eligible students will be encouraged to enroll in Supplemental Educational Services (SES), and free tutoring, which is funded through Title I, Part A, and NCLB Public School Options. Title I, Part A will also support the school in parent involvement activities and resources by offering funding for attendance of in-services and conferences for parents and parent liaisons. Further, Title I, Part A will support the VPK program by through a program extension to include teacher and paraprofessional salaries and the provision of supplemental supplies.

Title I, Part C- Migrant

Title I, Part D

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide after-school support for Level 1 readers

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|------------------------------|----------------------------|
| Jennifer Rodriguez | Parent |
| Melissa Pride | Parent |
| Shone Matthews | Parent |
| Monica Grimaldo | Parent |
| Ashley Battles | Parent |
| Buddy Pitts | Business/Community |
| Greensboro Methodist Church | Business/Community |
| Paula Avalos | Parent |
| Dawn Weeks | Teacher |
| Chedric Chandler | Education Support Employee |
| Joshue Matos | Teacher |
| Gloria Castenada | Teacher |
| Mary Hudgins | Parent |
| Norma Quijada | Parent |
| Sycamore Methodist Church | Teacher |
| Miracle Temple Church of God | Business/Community |
| Sherry Taylor | Education Support Employee |
| | Student |

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 SAC met and discussed the school performance from the previous year in relation to the goals that were created. We looked at what goals needed to be addressed for the current year and came up with strategies to best help us meet those goals.

Development of this school improvement plan

The SAC meets at the beginning of the school year to discuss the school's previous year's performance and recommendations to foster student achievement. The plan is presented to the SAC to approve after revising with their input.

Preparation of the school's annual budget and plan

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

School improvement funds include \$2,000 allocated for the purchase of benches for the bus pick up area.

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

No

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 |
|-------------------|---------------------|
| Jackson, Sheila | Assistant Principal |
| Bradwell, Tanya | Teacher, K-12 |
| Bryant, Cynthia | |
| Clark, Debra | |
| Joseph, Sandra | |
| Kauffman, Megan | |
| Logue, Joane | Teacher, K-12 |
| Murphy, Sallie | Teacher, K-12 |
| Savage, Christine | Teacher, K-12 |
| Taylor, Jeanne | Teacher, ESE |
| Weeks, Dawn | Instructional Media |

Duties

Describe how the LLT promotes literacy within the school

The team will work to effectively use the results of the I-Ready Diagnostic test to move our students and their teachers in appropriate goal setting for learning to read and reading to learn. We will also work to significantly increase the complexity of our reading instruction and student tasks to better align with Florida Standards. The Literacy Leadership Team will meet to review the most recent data and problem solve ways to meet the needs of students at the individual, class and school levels. The team will also spend time developing ways to provide enrichment to those students who are showing continual mastery. The Read N Quiz program was selected to by the LLT team to give students more eye to print opportunities and devise a rewards program for participation. Professional development needs will also be discussed, planned and implemented through the input of the team. Some modeling and PD opportunities will be provided by the LLT. Community involvement activities will be planned to bridge the gap between home and school literacy. GES participated in the Read for the Record during Literacy Week to boost student independent reading.

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

Common planning times are established to ensure that all teachers have adequate time to plan with colleagues and participate in lesson study.

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

1. In order to assist instructors and paraprofessionals who are not highly qualified to satisfy the requirements for becoming highly qualified employees, the district/school level support includes, but is

not limited to the following:

- 1) Securing highly knowledgeable subject area trainers and mentors;
- 2) Continuing partnership with Panhandle Area Educational Consortium (PAEC), Florida Agricultural and Mechanical University (FAMU), Florida State University (FSU), Tallahassee Community College (TCC), and the Department of Education Teacher Recruitment and Retention Office;

The focus of the partnership above is to continue to utilize the expertise and services offered by each of the constituents to provide resources and/or professional development opportunities that will help the district to develop, as well as recruit and/or retain highly qualified personnel; and

- 3) The district's Human Resource Department and the school level administrators are also assisting instructional employees with meeting the requirements for highly qualified through the HOUSSE process, Alternative Certification, and by providing assistance with tuition or examination fees to targeted employees.

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

New teachers are paired with highly effective veteran teachers to guide them through their first year of teaching. The mentoring teacher is responsible for answering questions and providing opportunities for the new teacher to grow. Shadowing and modeling opportunities are provided so the new teacher has a frame of reference when setting up his/her classroom and behavior plan.

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

All instructional programs go through a review process at the school level. Teachers are selected to review different programs and meet in their respective grade groups to discuss how each program addresses the standards and the overall needs of the school. Representatives from the school are then sent to the district adoption meeting, where they will give the schools selection to the and insight to the district committee.

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

Standardized Test Data is reviewed at the beginning of each year so teachers are aware of students that need intervention. Teachers use core programs and their intervention pieces to instruct students in tier I and tier II. When students do not respond positively to the tier II instruction, a MTSS meeting is held to determine the next step for the student. Small group activities are utilized to determine if a smaller setting with direct instruction is more effective. If the student responds to this intervention and can catch up he/she is placed back in the tier II instruction. If the student is not successful when returned to tier II, the student is referred for testing.

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: 36,720

The 21st Century After School program is offered to 3rd - 5th grade students. Preference is given to students that scored a level 1 or 2 on FCAT 2.0 Math or Reading.

Strategy Rationale

Through the use of PBLs students will use math and reading skills to complete thematic projects.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pitts, Stephen, pittss@gcpsmail.com

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

I-Ready CAI is used daily for students that attend the after school program. This system allows us to take a look at time on task, grade level equivalence, and percentage correct.

Strategy: Extended School Day

Minutes added to school year: 10,800

Increase Reading instruction for an additional hour daily.

Strategy Rationale

Increased time on task and eye to print should improve reading skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pitts, Stephen, pittss@gcpsmail.com

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

I-Ready will be used to progress monitor and determine growth for all students.

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

There are currently 2 Pre-K classes on campus funded by Title I and VPK Pre-K parents will be invited to a "Get Acquainted" session during the last month of school. They will meet the Kindergarten teachers, discuss school and district policies concerning attendance, curriculum, and discipline. They will meet the principal and special area teachers, as well. During the last week of school the Pre-K

classes will be divided among the three kindergarten classes and they will attend lunch, and special area classes with kindergarten. Informational materials pertaining to this transition from the district's Pre-K office will be shared with parents. The success of these efforts will be monitored by evaluating students during the early weeks of school. The school in conjunction with West Gadsden High School provides rising sixth grades a day to visit the High School and meet the administration and staff. It also gives them an opportunity to fill out registration papers.

College and Career Readiness

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

NA

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

NA

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

NA

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

NA

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 50% of the students will score a level 3 or higher on FCAT Science.
- G2.** 50% of the students taking the FL Standards Math test will achieve proficiency.
- G3.** 50% of the students will achieve proficiency on the new FL Standards ELA test.

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. 50% of the students will score a level 3 or higher on FCAT Science. 1a

G059160

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 50.0 |

Resources Available to Support the Goal 2

- Pearson
- FCAT Explorer
- Adaptive Curriculum
- ETO Science specialist

Targeted Barriers to Achieving the Goal 3

- Limited Science exposure.

Plan to Monitor Progress Toward G1. 8

The District mid year and end of the year test

Person Responsible

Stephen Pitts

Schedule

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

Evidence of Completion

Performance Matters data.

G2. 50% of the students taking the FL Standards Math test will achieve proficiency. 1a

G059161

Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
| | 50.0 |

Resources Available to Support the Goal 2

- GO Math
- Acaletics
- I-Ready

Targeted Barriers to Achieving the Goal 3

- Familiarity of test design

Plan to Monitor Progress Toward G2. 8

FL Standards test data, I-Ready Diagnostics and Acaletics testing.

Person Responsible

Stephen Pitts

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

G3. 50% of the students will achieve proficiency on the new FL Standards ELA test. 1a

G059162

Targets Supported 1b

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 61.0 |

Resources Available to Support the Goal 2

- Journeys Core Reading Program
- I-Ready
- Journeys Intervention Program for tier 2 students.
- Florida Ready Workbooks aligned with FL Standards
- Read and Quiz

Targeted Barriers to Achieving the Goal 3

- Core Reading program being taught without fidelity.
- Insufficient amount of time spent actively engaged with text on a daily basis.

Plan to Monitor Progress Toward G3. 8

Progress monitoring

Person Responsible

Sheila Jackson

Schedule

Biweekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

walk-throughs, data chats, lesson plans, and formal and informal assessments.

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. 50% of the students will score a level 3 or higher on FCAT Science. **1**

 G059160

G1.B1 Limited Science exposure. **2**

 B150563

G1.B1.S1 Use Adaptive Curriculum Science to give students more opportunities to interact with science experiments. **4**

 S162389

Strategy Rationale

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G1.B1.S3 Conduct hands on experiments weekly to give students opportunities to connect concepts and text in to real life application. 4

 S162391

Strategy Rationale

Action Step 1 5

The teacher will help students conduct hands on lab activities weekly.

Person Responsible

Stephen Pitts

Schedule

On 5/1/2015

Evidence of Completion

walk throughs , lesson plans

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

ETO Specialist will coordinate with teacher to be available for lab day.

Person Responsible

Schedule

On 5/4/2015

Evidence of Completion

Walk throughs, sign in sheets, and observations

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

FCAT data

Person Responsible

Stephen Pitts

Schedule

On 6/9/2015


Evidence of Completion

FCAT Science Scores


G2. 50% of the students taking the FL Standards Math test will achieve proficiency. 1

 G059161

G2.B2 Familiarity of test design 2

 B150565

G2.B2.S1 Use FLDOE web-sites, assessment portals, and C-Palms to Familiarize teachers with test design. 4

 S162392

Strategy Rationale

Action Step 1 5

Continue to offer professional development on the use of curriculum web-sites.

Person Responsible

Stephen Pitts

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, walk throughs, and sign in sheets.

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

Data gathered from Performance Matters and I-Ready progress monitoring.

Person Responsible

Stephen Pitts

Schedule

On 5/29/2015

Evidence of Completion

I-Ready reports and Performance matters data.

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

Person Responsible

Schedule

Evidence of Completion

G3. 50% of the students will achieve proficiency on the new FL Standards ELA test. 1

G059162

G3.B1 Core Reading program being taught without fidelity. 2

B150566

G3.B1.S1 ETO specialist will assist teachers with Journeys implementation. 4

S162393

Strategy Rationale

Action Step 1 5

ETO Specialist will work with teachers in grades 3-5 to strengthen their delivery of the Journeys Reading Program

Person Responsible

Sheila Jackson

Schedule

Evidence of Completion

ETO Specialist will observe instruction, plan with teachers , model for teachers, and debrief with administration.

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

Planning schedules for teachers will be set to meet with ETO and administration.

Person Responsible

Sheila Jackson

Schedule

Every 2 Months, from 11/12/2014 to 5/29/2015

Evidence of Completion

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

Administrators will participate in the planning between grade group levels and ETO.

Person Responsible

Stephen Pitts

Schedule

Evidence of Completion

Walk-throughs and observations

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|---|-----------------|--------------------------------|--|---------------------|
| G1.B1.S1.A1 | [no content entered] | | | one-time | |
| G1.B1.S3.A1 | The teacher will help students conduct hands on lab activities weekly. | Pitts, Stephen | 9/8/2014 | walk throughs , lesson plans | 5/1/2015 one-time |
| G2.B2.S1.A1 | Continue to offer professional development on the use of curriculum web-sites. | Pitts, Stephen | 8/18/2014 | Lesson Plans, walk throughs, and sign in sheets. | 5/29/2015 biweekly |
| G3.B1.S1.A1 | ETO Specialist will work with teachers in grades 3-5 to strengthen their delivery of the Journeys Reading Program | Jackson, Sheila | 5/29/2015 | ETO Specialist will observe instruction, plan with teachers , model for teachers, and debrief with administration. | weekly |
| G1.MA1 | The District mid year and end of the year test | Pitts, Stephen | 9/29/2014 | Performance Matters data. | 5/29/2015 quarterly |
| G1.B1.S1.MA1 | [no content entered] | | | one-time | |
| G1.B1.S1.MA1 | [no content entered] | | | one-time | |
| G1.B1.S3.MA1 | FCAT data | Pitts, Stephen | 5/4/2015 | FCAT Science Scores | 6/9/2015 one-time |
| G1.B1.S3.MA1 | ETO Specialist will coordinate with teacher to be available for lab day. | | 9/8/2014 | Walk throughs, sign in sheets, and observations | 5/4/2015 one-time |
| G2.MA1 | FL Standards test data, I-Ready Diagnostics and Acaletics testing. | Pitts, Stephen | 10/1/2014 | | 5/29/2015 quarterly |
| G2.B2.S1.MA1 | [no content entered] | | | one-time | |
| G2.B2.S1.MA1 | Data gathered from Performance Matters and I-Ready progress monitoring. | Pitts, Stephen | 10/1/2014 | I-Ready reports and Performance matters data. | 5/29/2015 one-time |
| G3.MA1 | Progress monitoring | Jackson, Sheila | 8/11/2014 | walk-throughs, data chats, lesson plans, and formal and informal assessments. | 5/29/2015 biweekly |
| G3.B1.S1.MA1 | Administrators will participate in the planning between grade group levels and ETO. | Pitts, Stephen | Walk-throughs and observations | one-time | |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|--|-----------------|-------------------------------|---------------------------------------|-----------------------------|
| G3.B1.S1.MA1 | Planning schedules for teachers will be set to meet with ETO and administration. | Jackson, Sheila | 11/12/2014 | | 5/29/2015 every-2-months |

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.

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 |