

Shadeville Elementary School

45 WARRIOR WAY, Crawfordville, FL 32327

<http://www.wakullaschooldistrict.org/ses.cfm>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	48%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	20%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	C	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Wakulla County School Board on 10/19/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 Shadeville Elementary is to ensure that every student by the end of fifth grade:

- * Reads and comprehends meaning from a variety of literature and non-fiction materials.
- * Writes clear, concise narrative, and expository compositions, as well as, be able to write informative/explanatory texts to examine a topic and convey ideas and information.
- * Analyzes text and multi-media presentations and is able to respond and give examples to support their answers from the text or multi-media materials.
- * Solves and explains multi-step real world math problems.
- * Utilizes educational technology as a tool for research, word processing, skills practice, and for audio-visual presentations.
- * Demonstrates positive, healthy character traits.
- * Defines a problem, uses appropriate reference materials to support scientific understanding, plans and carries out scientific investigations in Earth, Physical, and Life Science.

Provide the school's vision statement

The vision of Shadeville's Administration, Faculty, and Staff is founded upon the belief that every child is unique and has the right to be treated as an individual. We will provide a rigorous, developmentally appropriate, child-centered learning environment that guides our students in achieving educational excellence, that prepares them to live in a rapidly changing technological world, and that will produce contributing, responsible, and healthy citizens.

School Environment

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

Shadeville's Faculty and Staff learns about their students' cultures through the following activities:

- * All About Me Activities
- * Holidays Around the World
- * Black History Month
- * United Nations / Field Day
- * Through Grade Level Guidance Lessons
- * Parent Education Nights
- * Child Study Team Meetings

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

Shadeville provides the following activities to ensure that our students feel safe and respected throughout their school day:

- * School staff supervises students as the buses arrive and as the buses load in the afternoon.
- * School staff monitors the buses through out their travels in the mornings and afternoons.
- * School staff monitors and directs a safe drop-off and pick-up operation for car riders.
- * School staff monitors safe movement of students throughout the hallways during morning and

afternoon
transitions.

- * All visitors to the campus are required to sign in and receive a pass through the office / School Check In Program.
- * School staff monitors for student safety and smooth operations in the cafeteria before and during school.
- * School wide implementation of Positive Behavior Support activities.
- * Peace Keepers a Student Anti-Bullying Club implemented through the Guidance Office.
- * School wide monthly Character Education activities.
- * Student Council and Safety Patrol for students in 3rd through 5th grade.
- * District provided part-time Resource Officer.
- * School wide and individual classroom behavior management plans.
- * As students travel throughout the school they do so using the buddy system.
- * School wide Drug and Violence Education: Red Ribbon Week and SAVE Program at 5th Grade

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

Shadeville Elementary incorporates the Positive Behavior Support Program school wide to ensure that behavioral distractions are minimized through out the school setting. Through the PBS Program there are school wide expectations and all classroom behavior plans mirror the school wide expectations. Protocol for disciplinary incidents is covered in the Wakulla County School Code of Conduct that each parent receives during Open House. Protocol for disciplinary incidents is also established and reviewed for teachers in the annual Teacher Handbook. All teachers and staff have been trained in Automatic RTI for behavior support. Students with behavioral issues are monitored annually through child study team meetings.

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

Shadeville ensures that the social - emotional needs of all students are being met through the following:

- * Classroom guidance lessons
- * Targeted guidance groups meet based on individual social - emotional needs
- * Recommending students to services provided through the Wakulla County One - Stop Community Center
- * Students may be referred to a District wide licensed Clinical Social Worker
- * The RTI/MTSS process helps ensure that the social-emotional needs of students are met and interventions are in place if needed
- * Parent conferences are held if students are identified as possibly needing additional services.
- * District/school provided mentors

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

During the first quarter of the school year all teachers create a "student watch list" based on current and the previous year's data which is gathered through FCAT/FSA, Discovery Education, STAR reading and math, ELA and mathematics grades, attendance records, previous retentions, and discipline referrals and suspensions. Students who have scored a level 1 or 2 on the English Language Arts or Mathematics statewide standardized assessments are automatically added to the watch lists. Any student that failed courses in English Language Arts or Mathematics are also added to the watch lists. The watch-lists are reviewed each quarter for progress toward mastery of grade level FL Standards. Attendance is monitored and reviewed to meet 90% attendance rate. Students with one or more suspensions are added to the watch list each quarter.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	18	12	15	11	11	13	80
One or more suspensions	0	1	0	0	1	0	2
Course failure in ELA or Math	0	4	3	6	4	0	17
Level 1 on statewide assessment	0	0	0	6	18	5	29

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	4	3	6	4	5	22

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

Shadeville's teachers may request an IST/MTSS/RTI Leadership Team Meeting through the school's guidance office. The Principal or the Assistant Principal are present for all meetings. Prior to the initial MTSS/RTI meeting teachers must have completed TIER I paperwork, including parent conferences. The school level MTSS/RTI Leadership Team meets with teachers weekly to review data, suggest strategies to be implemented for academic and behavioral needs, as well as make recommendations based on student progress. The school's Reading Coach will assist teachers by: conducting observations, understanding student data, and searching for research based strategies that will assist students with targeted areas of weakness. The Leadership Team will continue to incorporate the program "Automatic RTI" by Baker Wright, PhD, to assist in identifying student behaviors that interfere with classroom achievement and possible strategies to incorporate in the classroom and the necessary logs to monitor the success of the strategies over time. Together the Leadership Team makes the determination to continue the Tier I strategies because they have been effective or to move to Tier II/Tier III strategies and possible referral for more intensive interventions through Exceptional Student Education. Teachers keep a notebook/folder on each child brought before the team to keep notes and monitor progress toward achieving grade level expectations. Research based programs are selected based on data driven student needs such as: Harcourt Journeys, Harcourt Go Math, Fast Forward, IXL Math, Moby Max, Accelerated Reading and Math, FCRR Reading Activities, SRA, and Making Words activities.

When a student's attendance falls below 90% of the school days the teacher will follow the following interventions:

Upon the first absence the student will receive an automatic phone call, after 3 absences the teacher

will call the parents, and after 10 absences the parents/guardians will receive an official letter from the principal. If the student continues to be absent the district attendance coordinator will be notified.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/208658>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school district partners with the Wakulla County One Stop Community Center to assist the school with students and families who are in need of social services.

The school seeks out business partners to support the educational programs both financially and with personnel who come into the school to share their expertise / careers.

The school has an active volunteer/mentor program in place that supports classroom learning, school programs, and school functions.

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:

Name	Title
Brazier, Susan	Principal
Redfern, Jennifer	Teacher, ESE
Reeves, Kay	Teacher, K-12
Scott, Kim	Teacher, K-12
Seidler, Amy	Other
Everton, Mandy	Teacher, K-12
Harvey, Kelley	Teacher, K-12
marsh, debra	Teacher, K-12
Braley, Laura	Teacher, K-12
Hernandez, Louis	Assistant Principal
Jamison, Susan	Instructional Media

Duties

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

Principal - Meeting Facilitator / LEA

Grade Level Team Leaders - To disseminate information to fellow team members regarding curriculum implementation, plan school wide events, facilitate grade level data team meetings.

ESE Teachers - School Improvement Chairperson. Provides strategies and interventions for classroom teachers to work with specific students, creates the IEP for students placing in programs other than speech/language, teaches small groups of students who have received and IEP or are working on TIER III interventions, work with students who have received an IEP that places the student in a self contained classroom setting, and assists in monitoring student progress.

Reading Coach - Provides interventions and strategies for classroom teachers to work with students in need of additional assistance, assists in monitoring student progress, and provides specific teacher training opportunities.

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 principal and leadership team members meet as needed to interview candidates to fill school level teaching positions.

The school leadership team meets monthly to align available resources and to discuss curricular needs, share ideas for implementation of curriculum and the MTSS/RTI process, review goals, facilitate data team meetings, and design program activities such as Positive Behavior System, Project Learning Tree, Holidays Around the World, Career Day, Read Across America / Author Study, and Professional Development needs.

At Shadeville Elementary Title I funds provide additional classroom materials, equipment, teacher salaries and educational technology. The funds also provide for professional development, remediation opportunities for targeted students, and parent involvement activities.

Federal Title I funds are available to provide an after school 1hour per day / 8 week remediation program for targeted 3rd, 4th and 5th grade students in ELA standards and math standards. The students will be targeted based on information gained through review of student data provided by: Discovery Education Assessment, FSA / FCAT 2.0 and teacher recommendation.

Title II funds are used to provide a Reading Coach, 2 days a week, and for professional development based on reviewed data trends and individual teacher deliberate practice goals.

Our district does not receive Title I part D or Title III funds. The needs of our small population of English Language Learners are provided through the Student Services Department and coordinated through the school level guidance office.

Persons responsible: School Level Administrative Team, Guidance Office, and District Coordinator
Our district's Student Services Department assists in providing resources (clothing, school supplies, and social services) for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.

Persons responsible: School Level Administrative Team and District Coordinator

Our 5th grade students participate in an eight week drug awareness and violence prevention program (S.A.V.E.) in coordination with one of the district's School Resource Officers. Students have a 35 minute class once a week for the eight week period. Students must pass a written assessment and produce an essay to be eligible for graduation from the program.

Persons Responsible: School Level Administrative Team and School Resource Officer

Shadeville's Supplemental Academic Instruction funds will be allocated in the following manner:
Targeted 3rd, 4th, and 5th grade students will participate in an 8 week after school remediation

program in one hour sessions. The students will be targeted based on information gained through review of student data provided by: Discovery Education Assessment, FSA / FCAT 2.0 and teacher recommendation. Students will be provided with additional instruction in ELA standards and math standards. SAI funds will be used to pay for: teacher salaries and materials to support the program. Persons Responsible: School Level Administrative Team

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
John Braley	Parent
Tara Kieser	Parent
Jennifer Redfern	Teacher
Susan Brazier	Principal
Starla Perry	Teacher
Suzanne McCord	Teacher
Meagan Cronan	Teacher
Chiquinta Daniels	Parent
Kristin Dow	Parent
Shealyn Estes	Parent
Karen Moody	Parent

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 first meeting of the School Advisory Council the members will review the 2014 - 2015 goals and strategies for additions and deletions to each area. Additionally, the council will analyze the Discovery Education Assessment Learning Gains / Proficiency Data FCAT 2.0 science data, FSA/ ELA 3rd grade bottom quintile, student grades data in reading and math for school trends. The council will review the current vision and mission statement and update as needed.

Development of this school improvement plan

The School Advisory Council meets in September, October, February, and May to review goals and to begin developing the school improvement plan for the following school year. The team uses data available to look for trends using FSA / FCAT 2.0 data, Discovery Education Assessments, individual student grades in ELA and Math, as well as attendance and discipline records. The strategies are reviewed and updated based on our school, classroom, student population, and program strengths and weakness as indicated by the data. The plan is further reviewed as additional data from State Assessments arrives. In October the team incorporates additional strategies for success into the plan if data shows a need. The School Advisory Council is also charged with determining how the allotted funds are utilized to support the School Improvement Plan. As part of its responsibilities the School Advisory Council also discusses and approves the Parent Involvement Plan, as well as how the funds for this program are spent.

Preparation of the school's annual budget and plan

The school level administration reviews the previous year's annual budget expenditures and the needed resources for the upcoming year to determine expenditures. The school level administration also collaborates with the district level administration to review the previous years annual budgets and needed resources for the upcoming year. The school level administration meets throughout the school year with members of the leadership team and school advisory council to plan for needed resources such as: textbooks, educational technology, Title I Parent Night events, Project Learning Tree events, Field Day events, Positive Behavior System supplies, literacy/science events, and professional development.

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

The full amount of allocated SIP funds will be used for the purchase of educational technology resources (both hardware and software), parent education activities, and classroom materials to enhance the implementation of Florida Standards across the curriculum.

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:

Name	Title
Brazier, Susan	Principal
Everton, Mandy	Teacher, K-12
Harvey, Kelley	Teacher, K-12
marsh, debra	Teacher, K-12
Scott, Kim	Teacher, K-12
Braley, Laura	Teacher, K-12
Jamison, Susan	Instructional Media
Reeves, Kay	Teacher, K-12
Seidler, Amy	Instructional Coach
Hernandez, Louis	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Initiatives that have been identified for the 2015-2016 school year are:

1. To implement the Florida Standards in English Language Arts at every grade level with fidelity.
2. To purchase materials needed to support the implementation of the Florida Standards such as: educational technology, classroom book sets that match the social studies and science curriculum, SRA kits, and books for read aloud.
3. To support professional development for teachers at all grade levels in the implementation of the English Language Arts / Math and Science Florida Standards.
4. To provide Parent Education in September to assist parents in understanding the Florida Standards / Wakulla County School's Curriculum for their child's grade level and strategies parents

can use at home to increase their child's success.

5. To coordinate and over see the implementation of the following: School wide Read Across America / Author Study, Story Tellers Assemblies / Parent Night, Grade Level Reading AR Goals / Million Word Reader club, Book Fairs, and the Accelerated Reader program.

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

Positive working relationships are encouraged through the following activities:

- * Mentors are assigned for every new teacher. The mentor is selected based on similar teaching assignments.
- * Grade level teachers have similar planning times daily to collaborate and plan instruction.
- * Shadeville has a "Sunshine Committee" that recognizes important life events and plans for school socials and events that support a positive working relationship between all school employees.
- * Co-Teaching is implemented in select classrooms to support learning.
- * The "Inclusion Mode" is implemented into classrooms when the Child Study Team deems that it is appropriate for meeting a specific child's academic needs.

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

Our school implements the following strategies to recruit, retain highly qualified, certified-in-field, effective teacher to the school:

1. We have an extensive interview process that includes: administrators and teachers as part of a team that recommends to the principal candidates that are highly qualified for positions available at the school. Susan Brazier / Principal
2. We support a collegial culture through: Weekly Team Meetings, Sunshine Committee sponsored events, school based Technology Assistant, and Grade Level Mentors for new teachers. Susan Brazier/ Principal, Mentors, and Team / Committee Chairman
3. We provide staff development for teachers based on individual requests, and school/district wide curriculum needs. Susan Brazier / Principal
4. Time provided for new teachers to visit and observe veteran teachers in action modeling best practices. Susan Brazier / Principal
5. Reading Coach: 2 days a week to support teachers with effective - data driven reading strategies and assessment information. Amy Seidler / Reading Coach
6. Encourage teachers to complete the clinical education training and apply for an intern from Flagler, FSU or FAMU.
7. Encourage teachers to attend training in our district to earn their "Gifted & Reading Endorsement". Tanya English / Director of ESE Programs
8. Encourage teachers to attend the district wide ESE Academy and earn 20hours in ESE information and training. Tanya English / Director of ESE Programs
9. Encourage teachers to attend sessions to become ESOL endorsed and meet state requirements.

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

Our school / district level administrations provide new teachers with mentoring through the following:

1. Each new educator attends a two day training provided by WCS-HR department prior to the first day of school. Additionally, they receive further information monthly on select topics after school at trainings

provided by WCS-HR department presentors.

2. Each selected mentor received a highly effective or effective evaluation and must attend a three hour training provided by WCS-HR department in September.

3. The mentor & new teacher pairings have a similar grade level assignments or job descriptions.

4. The mentor has exhibited highly effective classroom management and parent involvement.

5. The mentor and teacher meet regularly to discuss school wide expectations, classroom curriculum needs and strategies, classroom management techniques and district wide expectations. The new educator completes a notebook with the mentor throughout the school year that is provided by the WCS-HR department.

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

The school ensures its core instructional programs and materials are aligned to the Florida Standards by adopting core curriculum programs district wide. Textbook materials used to implement the curriculum are purchased from the state approved list. Teachers and Administrators have an opportunity to preview the materials prior to selection. Educational technology implemented is reviewed by district and school staff prior to purchase and implementation to assure alignment to FL 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 following programs and materials are used to differentiate instruction to meet the diverse needs of students:

- * Co-Teaching Model
- * Inclusion Model for students with disabilities when deemed appropriate
- * 5th Grade Subject Area Teaming
- * Educational Technology (IXL Math, Moby Max, Accelerated Reader, Accelerated Math, Wakulla Writes, and Fast Forward)
- * Self-Contained V.E. Classrooms
- * After-school remediation camp each semester for ELA and Math.
- * Gifted Inclusion Model
- * Odyssey of the Mind after school program
- * Geography Club

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: Extended School Day

Minutes added to school year: 11,400

During the first semester students in the third, fourth, and fifth grade whose achievement level is below expected grade level expectations of the FL Standards/ ELA and FL Standards/Math based on the data obtained from: FSA ELA and Math, Discovery Education Assessment, STAR reading and math, and Wakulla Writes will be offered a 60 minute remediation session, once a week, for eight weeks. Students will use the following programs: IXL Math, Flocabulary, Brain Pop, Moby Max, SRA lab, and Accelerated Math.

During the second semester students in third, fourth, and fifth grade students who have been identified as not achieving grade level expectations using data from the following sources, FSA ELA and Math, STAR reading and math, Discovery Education, Wakulla Writes, and classroom performance, will receive 60 minutes per week for eight weeks of remediation in ELA and Math. Students will use the following programs: IXL Math, Brain-Pop, SRA lab, and Accelerated Math. Each session will consist of 30 minutes of classroom instruction and 30 minutes of computer based instruction.

Strategy Rationale

To increase student achievement for students identified as needing additional and differentiated instruction in FSA/ELA and FSA/Math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hernandez, Louis, louis.hernandez@wcsb.us

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

Data is collected through Discovery Education Assessment, STAR reading and math, Florida Standards Assessment, and classroom performance (grades earned). The program's success is analyzed by school and district administrators, as well as classroom teachers at the end of each year and prior to the implementation of any remediation programs the following year.

Strategy: After School Program

Minutes added to school year: 1,380

Geography Club for students in fourth and fifth grades after school for 60 minutes a week. Each year students in fourth and fifth grade are offered an opportunity to participate in the "Geography Club". Students learn information concerning each state and the capitals. The club meets once a week, 60 minutes a week after school, for approximately 30 weeks. Each semester the students participate in a geography bee. Parents are invited to attend the event.

Strategy Rationale

Enrichment for students in the intermediate grades

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

marsh, debra, debra.marsh@wcsb.us

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

A Geography Bee will be held each semester. Students classroom performance in geography will be used to determine effectiveness.

Strategy: After School Program

Minutes added to school year: 1,380

Odyssey of the Mind

Strategy Rationale

Enrichment for students in the top quartile in reading and math as measured by FSA and Discovery Education.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Seidler, Amy, amy.seidler@wcsb.us

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

Data from the FSA, Discovery Education, and classroom performance will be used to determine effectiveness of the after school program.

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

Each spring local pre-school children are invited to visit Shadeville's kindergarten classrooms for a morning of excitement and participation in kindergarten activities. Children are introduced to procedures, routines, and skills that will be expected of them as kindergarten students. Additionally, Shadeville's Principal, SLP, and Kindergarten ESE Teacher visits the Wakulla Education Center's Pre-kindergarten to gain information pertaining to individual students, especially those with a current IEP. Prior to the first day of school we host a school wide Open House and children / parents have an opportunity to meet their teachers and visit their classrooms.

In May Shadeville's Fifth Grade Teachers will meet with the Riversprings and Wakulla Middle Schools Sixth Grade Teachers to share information that pertains to individual students especially those with a current IEP or are in the MTSS/RTI process. Teachers share information concerning students that might benefit from being included in the middle schools AVID program as well. Both RMS and WMS have incoming fifth grade students visit for a morning of induction into the expectations of the middle school experience. The school's principals share information concerning class schedules and guidelines, the band performs and student athletes share information.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** The percent of students scoring at or above proficiency in English Language Arts on the FL Standards Assessment will increase to at least 70% .

- G2.** The percent of students scoring at or above the proficiency level in math on the Florida Standards Assessment will increase to at least 70%.

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. The percent of students scoring at or above proficiency in English Language Arts on the FL Standards Assessment will increase to at least 70% . 1a

G069637

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0

Resources Available to Support the Goal 2

- Harcourt Journeys / Florida Grade Level / District approved Trade Books that enhance the core ELA curriculum Renaissance Learning: Accelerated Reading Time Magazine for Kids World Book Web Advanced Fast Forward AVID materials Social Studies trade books at each grade level have been provided. FS/ELA Moby Max educational technology program Brainpop Brainpop Jr. SRA Reading Labs. Implementation of the LDC modules / lessons
- Self contained ESE classrooms to meet the academic or behavioral needs of students identified through their IEP goals. Inclusion/ Co-Teaching classroom environments for students scoring below grade level proficiency on FSA/ELA working on TIER II / III interventions, or identified through their IEP goals. Reading Coach (3 days a week) Para-Professionals assigned to classrooms to assist in providing instruction. 120 minute ELA block for all classrooms is required. After school remediation for students scoring below grade level proficiency on the FSA / ELA, students identified through MTSS/RTI or teacher recommendation.
- Professional Development for teachers: Implementation of Florida Standards and strategies in English Language Arts. (Dr. Oropallo) Lesson Study for select grade levels: Implementation of Florida ELA Standards. Reading Coach Data Day: Looking at Data Trends: Creating Watch-Lists, Identifying Barriers and Implementing Strategies toward meeting SIP goals. Implementing AVID (5th grade) Creating and Implementing LDC modules at 3rd, 4th and 5th grades Educational Technology: Implementation of programs and use of equipment (District Consultant - Margo Gunnarsson) Vertical ELA Teams that share Best Practices with grade level team members.

Targeted Barriers to Achieving the Goal 3

- Exposure to rigorous, grade level appropriate vocabulary and complex text.
- Limited prior knowledge and the ability to analyze complex text and respond to text-based questions.
- Parent Involvement

Plan to Monitor Progress Toward G1. 8

Student data from FSA/ELA, STAR reading, and Discovery Education Assessments will be used to determine if this strategy was successful in achieving the goal.

Person Responsible

Susan Brazier

Schedule

Triannually, from 8/20/2015 to 6/10/2016

Evidence of Completion

The last administration of the following assessments will be reviewed to determine success of this strategy: STAR reading, Discovery Education Assessment, and FSA/ELA.

G2. The percent of students scoring at or above the proficiency level in math on the Florida Standards Assessment will increase to at least 70%. 1a

G069638

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	70.0

Resources Available to Support the Goal 2

- The following resources are in place to assist students in mastery of the Florida Standards in mathematics: . * Harcourt Go Math / FL * Educational Technology: Accelerated Math, IXL Math, Moby Max * Daily " High Yield Routines" practice * Daily use of math manipulatives
- Professional Development: Vertical Teams will receive professional development on "Best Practices" for differentiated math instruction through out the school year.
- * Small group instruction provided by ESE Resource Teacher * After school remediation for 3rd, 4th, and 5th grade students identified through previous FSA Mathematics, Discovery Education Assessment, MTSS/RTI intervention strategies, and classroom teacher recommendation.
*Subject Area Teaming at 5th grade

Targeted Barriers to Achieving the Goal 3

- Students prior math knowledge and skills acquisition, as well as understanding of the 8 mathematical practices
- Parent Involvement
- Teacher training: The implementation of Best Practices in math instruction through Grade Level Vertical Team meetings.

Plan to Monitor Progress Toward G2. 8

FSA Mathematics, Discovery Education Assessment, and STAR math data will be reviewed throughout the year.

Person Responsible

Susan Brazier

Schedule

Triannually, from 8/20/2015 to 6/10/2016

Evidence of Completion

Assessment data will be collected and reviewed throughout the year to monitor progress toward meeting the math goal.

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. The percent of students scoring at or above proficiency in English Language Arts on the FL Standards Assessment will increase to at least 70% . **1**

 G069637

G1.B1 Exposure to rigorous, grade level appropriate vocabulary and complex text. **2**

 B181121

G1.B1.S1 Daily classroom read aloud with grade level appropriate vocabulary words identified, discussed and used in classroom activities. **4**

 S192531

Strategy Rationale

Increase exposure to rigorous - grade level vocabulary.

Action Step 1 **5**

Every classroom teacher will provide students with Florida ELA grade appropriate daily read aloud opportunities that focus on vocabulary development.

Person Responsible

Susan Brazier

Schedule

Daily, from 8/20/2015 to 6/10/2016

Evidence of Completion

Teachers' lesson plans will document individual classroom read aloud. Classroom walk through and observation will document individual classroom read aloud.

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

Administrators will observe daily read aloud lessons and monitor lesson plans

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/20/2015 to 6/10/2016

Evidence of Completion

Lesson plans will be collected at the end of 2014-15. Walk through and observation notes will be reflected in classroom teachers' evaluations.

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

Classroom lesson plans, walk through and observation notes

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/20/2015 to 6/10/2016

Evidence of Completion

Lesson plans & Evaluations

G1.B1.S2 Every classroom will utilize a working word wall for acquisition of grade level appropriate vocabulary. **4**

 S192532

Strategy Rationale

Repeated exposure to rigorous - grade level vocabulary to increase retention of new vocabulary.

Action Step 1 **5**

Working word walls will be incorporated into every classroom throughout the school setting.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/20/2015 to 6/10/2016

Evidence of Completion

Observations will note that working word walls have been implemented into classroom instruction.

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

Classroom walk through and observations notes and conferences will be used to monitor the implementation of working word walls into the classroom instruction. Assistance will be provided by the Reading Coach if necessary.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/20/2015 to 6/10/2016

Evidence of Completion

Classroom walk through and observations noted in teachers' evaluations.

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

FSA, Discovery Education Assessments, and STAR reading student data will be reviewed. A higher percentage of students scoring at or above proficiency levels as measured by the above named assessments will determine the success of this strategy.

Person Responsible

Susan Brazier

Schedule

Annually, from 8/20/2015 to 6/10/2016

Evidence of Completion

A notebook will be completed for the School Administration and SAC members that contains related data.

G1.B1.S3 Teachers will implement Florida ELA Standards into reading instruction through the use of : Harcourt Journeys, Renaissance Learning, LDC Modules incorporating more complex text, written text based response to reading across the curriculum, periodic cold read, chunking strategies for reading understanding, vocabulary illustration, word games, as well as using the select grade level vocabulary in communication and in writing. 4

 S192533

Strategy Rationale

Students need a variety of learning opportunities to become proficient in meeting the ELA Florida Standards.

Action Step 1 5

Classroom teachers will incorporate grade level appropriate vocabulary that has been identified in the WCS curriculum and FSA/ELA Standards into their lesson plans across the curriculum.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/20/2015 to 6/10/2016

Evidence of Completion

Classroom walk through & observation notes, as well as individual lesson plans

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

Classroom walk through and observation notes, as well as data from Discovery Education Assessments with support provided by School Level Administration and the Reading Coach will be used to monitor for the fidelity of implementation of this strategy.

Person Responsible

Susan Brazier

Schedule

Triannually, from 8/20/2015 to 6/10/2016

Evidence of Completion

Lesson plans, classroom walk through, observation notes and DEA data.

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

FSA, Discovery Education Assessments, and STAR reading student data will be reviewed.

Person Responsible

Susan Brazier

Schedule

Triannually, from 8/20/2015 to 6/10/2016

Evidence of Completion

Student data from FSA/ELA, STAR reading, and Discovery Education Assessments will be used to determine if this strategy was successful in achieving the goal. STAR reading and Discovery Education Assessment will be monitored at least 3 times a year. FSA/ELA will be reviewed annually as the data is available.

G1.B1.S4 Students will have an opportunity to practice FS/ ELA standards through the use of the following educational technology programs: Accelerated Reader, SRA kits, Moby Max, Fast Forward, Starfall, Harcourt Think Central, Brain Pop, Brain Pop Jr. 4

 S192534

Strategy Rationale

The use of educational technology provides individualized practice of skills and exposes students to new vocabulary and ideas.

Action Step 1 5

Students will be provided with daily opportunities to practice differentiated grade level reading skills through the use of educational technology.

Person Responsible

Susan Brazier

Schedule

Daily, from 8/20/2015 to 6/10/2016

Evidence of Completion

STAR reading assessments, FSA, and Discovery Education Assessments will be used to monitor success toward meet the goal.

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

Student data reviews will be used to determine student achievement as well as the students time using educational technology programs.

Person Responsible

Susan Brazier

Schedule

Quarterly, from 8/20/2015 to 6/10/2016

Evidence of Completion

Student data concerning time of students' use of school's educational technology and increased student achievement data .

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

FSA, Discovery Education Assessments, and STAR reading student data will be reviewed.

Person Responsible

Schedule

Triannually, from 8/20/2015 to 6/10/2016

Evidence of Completion

Student data from FSA, STAR reading, and Discovery Education Assessments will be used to determine if this strategy was successful in achieving the goal. STAR reading and Discovery Education Assessment will be monitored at least 3 times a year. FSA will be monitored 1 time a year.

G1.B1.S5 Time for kids will be purchased for students at all grade levels. 4

 S192535

Strategy Rationale

Exposes students to an enriched vocabulary and current events.

Action Step 1 5

Time for Kids will be purchased for students at all grade levels and reviewed in class.

Person Responsible

Susan Brazier

Schedule

Weekly, from 8/20/2015 to 6/10/2016

Evidence of Completion

Lesson Plans will show the use of Time for Kids for vocabulary enrichment.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Use of Time for Kids at all grade levels to enrich vocabulary development.

Person Responsible

Susan Brazier

Schedule

Weekly, from 8/20/2015 to 6/10/2016

Evidence of Completion

Lesson plans will show use of the student magazine to enrich vocabulary development.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Acquisition of grade level appropriate vocabulary.

Person Responsible

Susan Brazier

Schedule

Triannually, from 9/14/2015 to 6/10/2016

Evidence of Completion

Students will show acquisition of grade level vocabulary as evidenced through: Discovery Education Assessment and FSA Reading.

G1.B1.S6 AVID implementation materials will be purchased for 5th grade students such as: planners, pocket folders, dividers, pencil pouches, and binders **4**

 S192536

Strategy Rationale

To assist students in organization skills and parent information.

Action Step 1 **5**

AVID strategies will be implemented at 5th grade.

Person Responsible

Louis Hernandez

Schedule

Daily, from 8/20/2015 to 6/10/2016

Evidence of Completion

Students will use binders, pocket folders, pencil pouches, dividers, and planners to assist in the implementation of AVID strategies.

Plan to Monitor Fidelity of Implementation of G1.B1.S6 **6**

Teachers lesson plans will reflect implementation of AVID strategies in 5th grade.

Person Responsible

Louis Hernandez

Schedule

Quarterly, from 8/20/2015 to 6/10/2016

Evidence of Completion

Lesson plans will be reviewed throughout the school year.

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

Effectiveness will be measured by an increase in FSA/ELA scores, Discovery Education Assessment levels and STAR reading assessment scores of 5th grade students.

Person Responsible

Susan Brazier

Schedule

Triannually, from 8/20/2015 to 6/10/2016

Evidence of Completion

FSA, Discovery Education Assessments, and STAR reading assessment data will be collected and reviewed quarterly or as available for review.

G1.B1.S7 All classrooms will implement "Six Traits Writing" into the English Language Arts daily, 120 minutes block. 4

 S192537

Strategy Rationale

Student achievement and acquisition of grade level expectations will be increased through the implementation of the "Six Traits of Writing" into the ELA curriculum. Teachers will have a research based program to assist students in writing skills across the curriculum.

Action Step 1 5

Teachers will use "The Six Traits Writing Program" across the curriculum to increase student acquisition of the FS/ELA Standards for writing.

Person Responsible

Susan Brazier

Schedule

Daily, from 8/20/2015 to 6/10/2016

Evidence of Completion

Teachers lesson plans will reflect the use of "The Six Traits of Writing" as well as classroom observation information.

Plan to Monitor Fidelity of Implementation of G1.B1.S7 6

The School Level Administration will review student writing portfolios and data from the FSA assessment.

Person Responsible

Susan Brazier

Schedule

On 6/10/2016

Evidence of Completion

At least three sample writing portfolios will be collected from each classroom teacher at the end of the school year and reviewed with the teacher. FSA data will be reviewed when available.

Plan to Monitor Effectiveness of Implementation of G1.B1.S7 7

New classroom teachers will receive professional development to assist in the implementation of "The Six Traits of Writing" into classroom practice. Periodic student portfolios will be reviewed.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 12/14/2015 to 5/27/2016

Evidence of Completion

Data from review of individual student portfolios will be shared with teachers and kept for end of the year evaluation purposes.

G1.B1.S8 Odyssey of the Mind will be implemented in 4th and 5th grade as an after school enrichment program. 4

 S192538

Strategy Rationale

Enrichment for identified students will increase the number of students who achieve reading proficiency.

Action Step 1 5

Targeted 4th and 5th grade students will participate in an after school enrichment activity through Odyssey of the Mind.

Person Responsible

Amy Seidler

Schedule

Weekly, from 10/15/2015 to 5/26/2016

Evidence of Completion

The students attendance, created project , and attendance at the FL Odyssey Conference will serve as evidence.

Plan to Monitor Fidelity of Implementation of G1.B1.S8 6

The school administration will provide support for the implementation of Odyssey of the Mind activities.

Person Responsible

Susan Brazier

Schedule

Weekly, from 10/15/2015 to 5/26/2016

Evidence of Completion

Creation of the Odyssey of the Mind's student team's project will serve as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B1.S8 7

Effectiveness will be judged using the program's criteria for successful implementation of the Odyssey of the Mind activities.

Person Responsible

Susan Brazier

Schedule

Annually, from 10/15/2015 to 5/26/2016

Evidence of Completion

Odyssey of the Mind criteria and successful implementation by the team.

G1.B1.S9 Grade Level Vertical Writing Teams will be created to assist teachers in the implementation of FL writing standards. 4

 S192539

Strategy Rationale

Student achievement will be increased if lessons are provided by high quality instructors.

Action Step 1 5

Grade level Vertical Writing Teams will meet during the summer and throughout the school year to assure high quality instruction.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 7/13/2015 to 6/10/2016

Evidence of Completion

ePDC attendance and follow up will be reviewed. Student data will be reviewed as available through the use of FSA and Write Score.

Plan to Monitor Fidelity of Implementation of G1.B1.S9 6

School level vertical writing teams will report to grade level teams important information and grade level team notes will serve as documentation.

Person Responsible

Susan Brazier

Schedule

Monthly, from 8/20/2015 to 6/10/2016

Evidence of Completion

Grade level team meeting notes will be collected monthly.

Plan to Monitor Effectiveness of Implementation of G1.B1.S9 7

Classroom lesson plans and observations will be used to monitor effectiveness of this strategy.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/20/2015 to 6/10/2016

Evidence of Completion

Lesson Plans and Observation notes will be collected to serve as evidence that this strategy is being implemented through out the school setting.

G1.B1.S10 Students identified as "Gifted" under Florida regulations will be provided instruction by a certified gifted instructor in an inclusion classroom. 4

 S192540

Strategy Rationale

Students identified as "Gifted" need to be challenged using strategies that have been identified as "Best Practice" for gifted education.

Action Step 1 5

Students identified as "Gifted" based on Florida requirements will be provided with instruction by a certified gifted teacher in an inclusion setting. Teachers will be provided with opportunities to earn their gifted endorsement through the WCS and FDLRS trainings.

Person Responsible

Susan Brazier

Schedule

Daily, from 6/15/2015 to 6/10/2016

Evidence of Completion

Classroom teachers lesson plans will be used to verify "Best Practice" gifted strategies. Identified students EP's will verify that students are placed with a certified gifted teacher and in an inclusion classroom.

Plan to Monitor Fidelity of Implementation of G1.B1.S10 6

Lesson plans will be used to check for the fidelity of implementation, as well as class lists that indicate student is being instructed by a gifted certified teacher in an inclusion setting.

Person Responsible

Susan Brazier

Schedule

Daily, from 8/20/2015 to 6/10/2016

Evidence of Completion

Lesson plans will be collected annually and reviewed periodically through the school year.

Plan to Monitor Effectiveness of Implementation of G1.B1.S10 7

Mastery of EP goals, Statewide Assessments, and Discovery Education Assessments will be reviewed to indicated student progress.

Person Responsible

Susan Brazier

Schedule

Triannually, from 8/20/2015 to 6/10/2016

Evidence of Completion

EP goal mastery and assessment data will be collected annually.

G1.B1.S11 Students identified with learning disabilities (language, autism, other health impaired, and/or specific learning disabilities) will be provided with instruction on grade level FL Standards in an inclusion model setting when appropriate as deemed by the school's Child Study Team. 4

 S192541

Strategy Rationale

Students will be exposed to grade level vocabulary, text, and grammar with additional strategies provided by a certified ESE teacher.

Action Step 1 5

Students identified with learning disabilities in the areas of language, autism, other health impaired, and/or specific learning disabilities will be provided with additional strategies by a certified ESE teacher.

Person Responsible

Jennifer Redfern

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student assessments on grade level FL Standards, Discovery Education, STAR Reading, and Fast Forward will provide evidence of students' mastery toward grade level standards in ELA.

Plan to Monitor Fidelity of Implementation of G1.B1.S11 6

Students' progress toward meeting the FL grade level standards in ELA will be monitored at least 3 times per year through Discovery Education Assessment, STAR reading, and Cold Reads.

Person Responsible

Schedule

Triannually, from 9/14/2015 to 5/2/2016

Evidence of Completion

Students' assessment reports will be collected to monitor progress toward meeting FL grade level standards in ELA.

Plan to Monitor Effectiveness of Implementation of G1.B1.S11 7

During each student's annual IEP meeting the progress toward meeting FL grade level standards and IEP goals will be reviewed and changes will be made if deemed necessary by the Child Study Team.

Person Responsible

Jennifer Redfern

Schedule

Annually, from 8/24/2015 to 6/3/2016

Evidence of Completion

Review of each student's IEP and assessment information will be done annually to determine adequate academic progress in FL ELA standards

G1.B2 Limited prior knowledge and the ability to analyze complex text and respond to text-based questions.

2

 B181122

G1.B2.S1 Harcourt Journeys / FL, SRA labs, Brain Pop, Brain Pop Jr., Discovery Education United Streaming, Field Trips, and Community Experts will be used to provide students with prior knowledge of grade level information. 4

 S192542

Strategy Rationale

Students need multiple exposures complex text and real world experiences to acquire the needed prior knowledge to become proficient readers.

Action Step 1 5

Teachers will have an opportunity to refresh, explore, and learn additional information through professional development opportunities: Project Learning Tree, Harcourt Journeys, and Discovery Education throughout the school year. Students will be offered opportunities to add to their prior knowledge base through the use of Harcourt Journeys, Discovery Education United Streaming, Project Learning Tree activities, Field Trips and Community Experts.

Person Responsible

Louis Hernandez

Schedule

Daily, from 8/20/2015 to 6/10/2016

Evidence of Completion

Teachers' lesson plans will document use of Harcourt Journeys, United Streaming, Project Learning Tree activities, Field Trips, and Community Experts. The ePDC attendance and follow up will document participation in Professional Development.

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

Classroom observations and review of lesson plans will be used to monitor implementation of the strategy.

Person Responsible

Susan Brazier

Schedule

Daily, from 8/20/2015 to 6/10/2016

Evidence of Completion

Classroom observation notes and lesson plans.

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

Student data from FSA, Discovery Education Assessments and STAR reading will be reviewed to determine the success of this strategy.

Person Responsible

Susan Brazier

Schedule

Triannually, from 8/20/2015 to 6/10/2016

Evidence of Completion

Student data will show an increase in the number of students who are proficient in FS/ELA.

G1.B2.S2 Students identified as needing additional instruction in meeting grade level FS/ELA standards in 3rd, 4th, and 5th grade will have an opportunity to attend an after school remediation camp. The camp will meet for 60 minutes x 1 day per week for 8 weeks. 4

 S192543

Strategy Rationale

Students acquisition of grade level skills will increase with additional instructional time with highly qualified instructors.

Action Step 1 5

After school remediation camp will be offered to students identified as needing additional instructional time to master the FS/ELA standards.

Person Responsible

Louis Hernandez

Schedule

Weekly, from 10/6/2015 to 11/19/2015

Evidence of Completion

Targeted students' FSA and DEA scores will be used as evidence, as well as attendance in the camp.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Student attendance and assessment data will be used to monitor fidelity of implementation.

Person Responsible

Louis Hernandez

Schedule

Weekly, from 10/6/2015 to 11/19/2015

Evidence of Completion

Student attendance records and assessment data will be kept for camp participants.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration will monitor and and keep data on the effectiveness of the strategy through data from FSA, Discovery Education Assessments and STAR reading.

Person Responsible

Louis Hernandez

Schedule

Weekly, from 10/6/2015 to 11/19/2015

Evidence of Completion

Student attendance and data provided through FSA,Discovery Education Assessments and STAR reading.

G1.B3 Parent Involvement 2

B181123

G1.B3.S1 Parents will be offered multiple opportunities to become involved in their child's academic careers throughout the school year such as: September Parent Education Night, Parent and Teacher Organization meetings, Volunteer opportunities, Parent and Teacher conferences, and student daily planners. Additionally parents will receive a monthly newsletter published by the Principal. 4

S192544

Strategy Rationale

Student achievement is improved through active parent involvement through out the school year.

Action Step 1 5

Open House, Parent Education Night, Title I Parent Nights for Literacy, PTO meetings, Volunteer opportunities, Parent and Teacher conferences, student daily planners, and Parent / Student information handlers.

Person Responsible

Susan Brazier

Schedule

Annually, from 8/18/2015 to 6/10/2016

Evidence of Completion

Sign in sheets documenting parent attendance at Parent Nights, Title I Parent Nights for Literacy, Open House, Teacher and Parent conferences. Warrior Way Parent Newsletters

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

Review sign in sheets that document parent participation in parent involvement activities.
Review classroom parent conference logs.

Person Responsible

Susan Brazier

Schedule

Annually, from 8/18/2015 to 6/1/2016

Evidence of Completion

The number of parents in attendance as documented by sign in sheets. Volunteer hours documented through the School Check-In computer program.

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

Success of this strategies will be determined by an increase in the number of parents involved in their child's education during the 2015 - 2016 school year.

Person Responsible

Susan Brazier

Schedule

Annually, from 9/17/2015 to 6/3/2016

Evidence of Completion

The percent of parents that where involved in their child's education through school provided activities will be reported to the SAC members.

G1.B3.S2 Parents will receive a school handler / with handbook information included such as: Vision, Mission, Dress Code, Discipline Code, Title I, PTO, Lunchroom and Bus Expectations, at the school's Open House in August and throughout the school year upon registration. 4

 S192545

Strategy Rationale

Student achievement is improved through clear and open communication with parents through out the school year.

Action Step 1 5

Parent Handler / Handbook and Monthly Parent Newsletter

Person Responsible

Susan Brazier

Schedule

Monthly, from 8/20/2015 to 6/10/2016

Evidence of Completion

Handler and Newsletters

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

Handlers will be provided to all students at Open House and all new students upon registration. The Parent Newsletter will be sent home monthly with all students.

Person Responsible

Susan Brazier

Schedule

Monthly, from 8/20/2015 to 6/10/2016

Evidence of Completion

Monthly Parent Newsletters and a copy of the Parent/Student Handler

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

An increase in parent participation of school wide activities will be noted through our schools annual climate survey.

Person Responsible

Susan Brazier

Schedule

Annually, from 1/6/2016 to 6/10/2016

Evidence of Completion

Climate survey data concerning parent participation in school wide activities.

G2. The percent of students scoring at or above the proficiency level in math on the Florida Standards Assessment will increase to at least 70%. 1

G069638

G2.B1 Students prior math knowledge and skills acquisition, as well as understanding of the 8 mathematical practices 2

B181124

G2.B1.S1 All classrooms will provide at least 90 minutes per day to the instruction of grade level FL math standards. 4

S192546

Strategy Rationale

To be proficient in math students need adequate time to gain understanding and practice math concepts and skills.

Action Step 1 5

All teachers' schedules will allow for at least 90 minutes of math instruction daily.

Person Responsible

Susan Brazier

Schedule

Daily, from 8/20/2015 to 6/10/2016

Evidence of Completion

Lesson plans will document 90 minutes of math instruction in all classrooms. Classroom observations will verify the 90 minutes of instructions.

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

Administrators will review lesson plans and observe classrooms during math instruction throughout the school year to monitor for the fidelity of implementation.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/20/2015 to 6/10/2016

Evidence of Completion

Lesson plans and classroom observation notes.

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

Individual student report card grades, FSA, Discovery Education Assessment, and STAR math data will be used to monitor effectiveness.

Person Responsible

Susan Brazier

Schedule

Quarterly, from 8/20/2015 to 5/27/2016

Evidence of Completion

Randomly selected student report cards will be reviewed and data from FSA, Discovery Education and STAR math will be reviewed as available.

G2.B1.S2 Continue to use educational technology such as IXL Math, Moby Max, and Accelerated Math to enhance the math curriculum and assist in providing differentiated instructional practice in math at all grade levels. 4

 S192547

Strategy Rationale

Students need daily individualized opportunities to practice skills to make progress toward mastery of the FL Standards in math.

Action Step 1 5

Classroom teachers will use available educational technology to support and enhance the FL math standards curriculum.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/20/2015 to 6/10/2016

Evidence of Completion

Teacher lesson plans and classroom observation notes will show evidence of the use of educational technology to enhance and differentiate math instruction.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Classroom teachers' lesson plans will note the implementation of educational technology such as: IXL, Moby Max, and Accelerated Math to enhance the FL math standards curriculum.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/20/2015 to 6/10/2016

Evidence of Completion

Classroom lesson plans will be collected at the end of the school year and reviewed during teacher evaluations.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Student achievement toward mastery of the grade level FL standards math curriculum will be reviewed using FSA, Discovery Education Assessments, and classroom performance.

Person Responsible

Susan Brazier

Schedule

Triannually, from 8/20/2015 to 6/10/2016

Evidence of Completion

Student data will be reviewed as information becomes available through out the school year.

G2.B1.S3 Students will participate daily in "The High Yield Routines" and keep a math journal at all grade levels. 4

 S192548

Strategy Rationale

Students must be able to explain the math concepts and skills in order to show understanding.

Action Step 1 5

All teachers will be provided with the book "High Yield Routines" and implement a new routine each 9 weeks per district curriculum guidelines. Students will keep a math journal of work related to the routines.

Person Responsible

Susan Brazier

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plans, classroom observations, and student journals will document the implementation of these routines daily.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Classroom teachers' lesson plans will note implementation of the "High Yield Routine" activities, as well as periodic review of individual student math journals.

Person Responsible

Susan Brazier

Schedule

Daily, from 10/5/2015 to 6/10/2016

Evidence of Completion

Classroom Lesson plans and select student journals will be collected at the end of the school year and reviewed during teacher evaluations.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

The effectiveness of this strategy will be reflected in the number of students who show proficiency in math as measured by: FSA, Discovery Education Assessments, and classroom performance.

Person Responsible

Susan Brazier

Schedule

Triannually, from 10/5/2015 to 5/27/2016

Evidence of Completion

Student data will be reviewed as it becomes available.

G2.B1.S4 Identified students in 3rd, 4th and 5th grade students will receive additional math instruction for 60 minutes X 1 day per week for 7 weeks through an after school math camp. 4

 S192549

Strategy Rationale

Providing additional opportunities to practice math skills will increase the number of students who are proficient in math.

Action Step 1 5

After school math camp - 60 minutes x 1 day per week for 7 weeks for identified students in 3rd, 4th and 5th grades.

Person Responsible

Louis Hernandez

Schedule

Weekly, from 10/6/2015 to 11/19/2015

Evidence of Completion

Student attendance records and assessment data will be used as available from Discovery Education Assessments, STAR math, and FSA.

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Student attendance and an increase in proficiency of math skills using IXL or Moby Max.

Person Responsible

Louis Hernandez

Schedule

Weekly, from 10/6/2016 to 11/19/2016

Evidence of Completion

Attendance records and data from IXL and Moby Max math.

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Teacher / Administrators will meet to discuss the student data used to monitor the camps effectiveness.

Person Responsible

Louis Hernandez

Schedule

On 11/19/2015

Evidence of Completion

Meeting notes and student data will be used to verify that the effectiveness of the strategy was monitored.

G2.B1.S5 Teachers will review available data (Discovery Education & STAR Math) to drive instruction at least 3 times per year. 4

 S192550

Strategy Rationale

Students will be more successful in math when grade level skills are monitored and differentiated math instruction is provided at all grade levels.

Action Step 1 5

All classroom teachers will review the data from Discovery Education Assessment and STAR Math Assessments to drive instruction at least 3 times yearly. Teachers with students who have an IEP or 504 will ensure that appropriate accommodations are provided daily.

Person Responsible

Susan Brazier

Schedule

Triannually, from 9/23/2015 to 5/27/2016

Evidence of Completion

Math lesson plans will be adjusted based on assessment data.

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Classroom Teachers lesson plans will be monitored to ensure data driven instruction. Teachers will record accommodations provided to each ESE and 504 students on a daily basis.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 10/5/2015 to 5/27/2016

Evidence of Completion

Lesson plans and accommodation forms will be collected at the end of the school year and reviewed with teachers individually.

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Classroom walk through and observations will be done and teacher conferences will take place as needed.

Person Responsible

Susan Brazier

Schedule

Quarterly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Lesson plans and accommodation forms will be collected annually and discussed with teachers.

G2.B1.S6 Students with identified learning disabilities (language, autism, other health impaired, and/or specific learning disability in math) will be provided with instruction toward meeting the FL Math Standards at grade level in an inclusion setting when deemed appropriate by the school's Child Study Team. 4

 S192551

Strategy Rationale

Students will be exposed to grade level FL Math Standards, but will be provided with additional strategies to meet the standards by a certified ESE teacher.

Action Step 1 5

Students identified with learning disabilities (language, autism, and/or specific learning disabilities) will be provided with instruction in an inclusion model when deemed appropriate by the school's Child Study Team.

Person Responsible

Jennifer Redfern

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Students' assessments using FSA, Discovery Education, and STAR Math will be used to show implementation of this strategy and its success.

Plan to Monitor Fidelity of Implementation of G2.B1.S6 6

Classroom observations will be done to monitor the implementation of this strategy, as well as a review of students' assessments in math toward meeting grade level standards.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 10/19/2015 to 5/23/2016

Evidence of Completion

Classroom observation notes will be collected as evidence of monitoring the implementation of this strategy.

Plan to Monitor Effectiveness of Implementation of G2.B1.S6 7

Students' assessments and mastery toward IEP goals will be used to monitor the effectiveness of this strategy.

Person Responsible

Susan Brazier

Schedule

Annually, from 8/31/2015 to 6/3/2016

Evidence of Completion

Students' assessments and IEP's will be collected and reviewed annually by the school's Child Study Team to monitor the effectiveness of the inclusion model as a strategy for student progress toward meeting their grade level standards and IEP goals.

G2.B2 Parent Involvement 2

B181125

G2.B2.S1 Parents will be provided with opportunities to come to the school to assist their children in attaining the grade level FL math standards through: Parent Education Night in September and individual parent conferences. 4

S192552

Strategy Rationale

When parents are involved in their child's education student success increases.

Action Step 1 5

Parent Education Night will be held in September to assist parents with educational activities and websites that they can use to assist their child at home in mastering the FL math standards. Teachers will meet with individual parents throughout the school year to discuss and share ideas concerning their child's progress in math.

Person Responsible

Susan Brazier

Schedule

Annually, from 9/17/2015 to 6/10/2016

Evidence of Completion

Parent sign in sheets and a grade level activities agenda will be collected during Parent Education Night. Teachers will document parent conferences.

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

Parent Sign -In sheets will be collected for Parent Night. Annual climate survey will be reviewed when available concerning data about parent opportunities to come to the school for assistance with math instruction.

Person Responsible

Susan Brazier

Schedule

Annually, from 9/17/2015 to 6/10/2016

Evidence of Completion

Sign in sheets and climate survey data.

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

Student data will show an increase in the number of students proficient in meeting the grade level FL math standards.

Person Responsible

Susan Brazier

Schedule

Annually, from 10/5/2015 to 6/3/2016

Evidence of Completion

Student data from FSA and Discovery Education Assessments will be used to monitor effectiveness of this strategy.

G2.B3 Teacher training: The implementation of Best Practices in math instruction through Grade Level Vertical Team meetings. 2

 B181126

G2.B3.S1 Vertical Math Team: Grade level representatives will be provided with training throughout the year on "Best Practices" in teaching differentiated math lessons. 4

 S192553

Strategy Rationale

Student achievement is increased when taught by highly qualified math instructors.

Action Step 1 5

Vertical Math Team members will meeting during the summer for planning and during the year to increase their knowledge of providing effective differentiated math instruction at all grade levels.

Person Responsible

Susan Brazier

Schedule

Annually, from 7/13/2015 to 6/10/2016

Evidence of Completion

Attendance and follow up activities of the professional development activities will be kept through the ePDC.

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

Participants attendance will be monitored using the ePDC and implementation of practices will be observed by the school's administration throughout the year.

Person Responsible

Susan Brazier

Schedule

Annually, from 8/20/2015 to 6/10/2016

Evidence of Completion

Data from the ePDC concerning attendance and follow up, as well as classroom observation notes will be used to monitor the fidelity of implementation of this strategy.

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

Data from FSA, DEA, and STAR math will show that student achievement toward achieving proficiency on grade level FL math standards will increase at all grade levels.

Person Responsible

Susan Brazier

Schedule

Triannually, from 8/20/2015 to 6/10/2016

Evidence of Completion

Student data from FSA, STAR math, and Discovery Education Assessments will be reviewed as it becomes available.

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	Every classroom teacher will provide students with Florida ELA grade appropriate daily read aloud opportunities that focus on vocabulary development.	Brazier, Susan	8/20/2015	Teachers' lesson plans will document individual classroom read aloud. Classroom walk through and observation will document individual classroom read aloud.	6/10/2016 daily
G1.B1.S2.A1	Working word walls will be incorporated into every classroom throughout the school setting.	Brazier, Susan	8/20/2015	Observations will note that working word walls have been implemented into classroom instruction.	6/10/2016 semiannually
G1.B1.S3.A1	Classroom teachers will incorporate grade level appropriate vocabulary that has been identified in the WCS curriculum and FSA/ELA Standards into	Brazier, Susan	8/20/2015	Classroom walk through & observation notes, as well as individual lesson plans	6/10/2016 semiannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	their lesson plans across the curriculum.				
G1.B1.S4.A1	Students will be provided with daily opportunities to practice differentiated grade level reading skills through the use of educational technology.	Brazier, Susan	8/20/2015	STAR reading assessments, FSA, and Discovery Education Assessments will be used to monitor success toward meet the goal.	6/10/2016 daily
G1.B1.S5.A1	Time for Kids will be purchased for students at all grade levels and reviewed in class.	Brazier, Susan	8/20/2015	Lesson Plans will show the use of Time for Kids for vocabulary enrichment.	6/10/2016 weekly
G1.B1.S6.A1	AVID strategies will be implemented at 5th grade.	Hernandez, Louis	8/20/2015	Students will use binders, pocket folders, pencil pouches, dividers, and planners to assist in the implementation of AVID strategies.	6/10/2016 daily
G1.B1.S7.A1	Teachers will use "The Six Traits Writing Program" across the curriculum to increase student acquisition of the FS/ELA Standards for writing.	Brazier, Susan	8/20/2015	Teachers lesson plans will reflect the use of "The Six Traits of Writing" as well as classroom observation information.	6/10/2016 daily
G1.B1.S8.A1	Targeted 4th and 5th grade students will participate in an after school enrichment activity through Odyssey of the Mind.	Seidler, Amy	10/15/2015	The students attendance, created project , and attendance at the FL Odyssey Conference will serve as evidence.	5/26/2016 weekly
G1.B1.S9.A1	Grade level Vertical Writing Teams will meet during the summer and throughout the school year to assure high quality instruction.	Brazier, Susan	7/13/2015	ePDC attendance and follow up will be reviewed. Student data will be reviewed as available through the use of FSA and Write Score.	6/10/2016 semiannually
G1.B1.S10.A1	Students identified as "Gifted" based on Florida requirements will be provided with instruction in an after school teacher in an inclusion setting. Teachers will be provided with opportunities to earn their gifted endorsement through the WCS and FDLRS trainings.	Brazier, Susan	6/15/2015	Classroom teachers lesson plans will be used to verify "Best Practice" gifted strategies. Identified students EP's will verify that students are placed with a certified gifted teacher and in an inclusion classroom.	6/10/2016 daily
G1.B1.S11.A1	Students identified with learning disabilities in the areas of language, autism, other health impaired, and/or specific learning disabilities will be provided with additional strategies by a certified ESE teacher.	Redfern, Jennifer	8/24/2015	Student assessments on grade level FL Standards, Discovery Education, STAR Reading, and Fast Forward will provide evidence of students' mastery toward grade level standards in ELA.	6/3/2016 daily
G1.B2.S1.A1	Teachers will have an opportunity to refresh, explore, and learn additional information through professional development opportunities: Project Learning Tree, Harcourt Journeys, and Discovery Education throughout the school year. Students will be offered opportunities to add to their prior knowledge base through the use of Harcourt Journeys, Discovery Education United Streaming, Project Learning Tree activities, Field Trips and Community Experts.	Hernandez, Louis	8/20/2015	Teachers' lesson plans will document use of Harcourt Journeys, United Streaming, Project Learning Tree activities, Field Trips, and Community Experts. The ePDC attendance and follow up will document participation in Professional Development.	6/10/2016 daily
G1.B2.S2.A1	After school remediation camp will be offered to students identified as needing additional instructional time to master the FS/ELA standards.	Hernandez, Louis	10/6/2015	Targeted students' FSA and DEA scores will be used as evidence, as well as attendance in the camp.	11/19/2015 weekly
G1.B3.S1.A1	Open House, Parent Education Night, Title I Parent Nights for Literacy, PTO meetings, Volunteer opportunities, Parent and Teacher conferences, student daily planners, and Parent / Student information handlers.	Brazier, Susan	8/18/2015	Sign in sheets documenting parent attendance at Parent Nights, Title I Parent Nights for Literacy, Open House, Teacher and Parent conferences. Warrior Way Parent Newsletters	6/10/2016 annually
G1.B3.S2.A1	Parent Handler / Handbook and Monthly Parent Newsletter	Brazier, Susan	8/20/2015	Handler and Newsletters	6/10/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	All teachers' schedules will allow for at least 90 minutes of math instruction daily.	Brazier, Susan	8/20/2015	Lesson plans will document 90 minutes of math instruction in all classrooms. Classroom observations will verify the 90 minutes of instructions.	6/10/2016 daily
G2.B1.S2.A1	Classroom teachers will use available educational technology to support and enhance the FL math standards curriculum.	Brazier, Susan	8/20/2015	Teacher lesson plans and classroom observation notes will show evidence of the use of educational technology to enhance and differentiate math instruction.	6/10/2016 semiannually
G2.B1.S3.A1	All teachers will be provided with the book "High Yield Routines" and implement a new routine each 9 weeks per district curriculum guidelines. Students will keep a math journal of work related to the routines.	Brazier, Susan	8/24/2015	Lesson plans, classroom observations, and student journals will document the implementation of these routines daily.	6/10/2016 daily
G2.B1.S4.A1	After school math camp - 60 minutes x 1 day per week for 7 weeks for identified students in 3rd, 4th and 5th grades.	Hernandez, Louis	10/6/2015	Student attendance records and assessment data will be used as available from Discovery Education Assessments, STAR math, and FSA.	11/19/2015 weekly
G2.B1.S5.A1	All classroom teachers will review the data from Discovery Education Assessment and STAR Math Assessments to drive instruction at least 3 times yearly. Teachers with students who have an IEP or 504 will ensure that appropriate accommodations are provided daily.	Brazier, Susan	9/23/2015	Math lesson plans will be adjusted based on assessment data.	5/27/2016 triannually
G2.B1.S6.A1	Students identified with learning disabilities (language, autism, and/or specific learning disabilities) will be provided with instruction in an inclusion model when deemed appropriate by the school's Child Study Team.	Redfern, Jennifer	8/24/2015	Students' assessments using FSA, Discovery Education, and STAR Math will be used to show implementation of this strategy and it's success.	6/3/2016 daily
G2.B2.S1.A1	Parent Education Night will be held in September to assist parents with educational activities and websites that they can use to assist their child at home in mastering the FL math standards. Teachers will meet with individual parents throughout the school year to discuss and share ideas concerning their child's progress in math.	Brazier, Susan	9/17/2015	Parent sign in sheets and a grade level activities agenda will be collected during Parent Education Night. Teachers will document parent conferences.	6/10/2016 annually
G2.B3.S1.A1	Vertical Math Team members will meeting during the summer for planning and during the year to increase their knowledge of providing effective differentiated math instruction at all grade levels.	Brazier, Susan	7/13/2015	Attendance and follow up activities of the professional development activities will be kept through the ePDC.	6/10/2016 annually
G1.MA1	Student data from FSA/ELA, STAR reading, and Discovery Education Assessments will be used to determine if this strategy was successful in achieving the goal.	Brazier, Susan	8/20/2015	The last administration of the following assessments will be reviewed to determine success of this strategy: STAR reading, Discovery Education Assessment, and FSA/ELA.	6/10/2016 triannually
G1.B1.S1.MA1	Classroom lesson plans, walk through and observation notes	Brazier, Susan	8/20/2015	Lesson plans & Evaluations	6/10/2016 semiannually
G1.B1.S1.MA1	Administrators will observe daily read aloud lessons and monitor lesson plans	Brazier, Susan	8/20/2015	Lesson plans will be collected at the end of 2014-15. Walk through and observation notes will be reflected in classroom teachers' evaluations.	6/10/2016 semiannually
G1.B2.S1.MA1	Student data from FSA, Discovery Education Assessments and STAR	Brazier, Susan	8/20/2015	Student data will show an increase in the number of students who are proficient in FS/ELA.	6/10/2016 triannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	reading will be reviewed to determine the success of this strategy.				
G1.B2.S1.MA1	Classroom observations and review of lesson plans will be used to monitor implementation of the strategy.	Brazier, Susan	8/20/2015	Classroom observation notes and lesson plans.	6/10/2016 daily
G1.B3.S1.MA1	Success of this strategies will be determined by an increase in the number of parents involved in their child's education during the 2015 - 2016 school year.	Brazier, Susan	9/17/2015	The percent of parents that where involved in their child's education through school provided activities will be reported to the SAC members.	6/3/2016 annually
G1.B3.S1.MA1	Review sign in sheets that document parent participation in parent involvement activities. Review classroom parent conference logs.	Brazier, Susan	8/18/2015	The number of parents in attendance as documented by sign in sheets. Volunteer hours documented through the School Check-In computer program.	6/1/2016 annually
G1.B1.S2.MA1	FSA, Discovery Education Assessments, and STAR reading student data will be reviewed. A higher percentage of students scoring at or above proficiency levels as measured by the above named assessments will determine the success of this strategy.	Brazier, Susan	8/20/2015	A notebook will be completed for the School Administration and SAC members that contains related data.	6/10/2016 annually
G1.B1.S2.MA1	Classroom walk through and observations notes and conferences will be used to monitor the implementation of working word walls into the classroom instruction. Assistance will be provided by the Reading Coach if necessary.	Brazier, Susan	8/20/2015	Classroom walk through and observations noted in teachers' evaluations.	6/10/2016 semiannually
G1.B2.S2.MA1	Administration will monitor and and keep data on the effectiveness of the strategy through data from FSA, Discovery Education Assessments and STAR reading.	Hernandez, Louis	10/6/2015	Student attendance and data provided through FSA,Discovery Education Assessments and STAR reading.	11/19/2015 weekly
G1.B2.S2.MA1	Student attendance and assessment data will be used to monitor fidelity of implementation.	Hernandez, Louis	10/6/2015	Student attendance records and assessment data will be kept for camp participants.	11/19/2015 weekly
G1.B3.S2.MA1	An increase in parent participation of school wide activities will be noted through our schools annual climate survey.	Brazier, Susan	1/6/2016	Climate survey data concerning parent participation in school wide activities.	6/10/2016 annually
G1.B3.S2.MA1	Handlers will be provided to all students at Open House and all new students upon registration. The Parent Newsletter will be sent home monthly with all students.	Brazier, Susan	8/20/2015	Monthly Parent Newsletters and a copy of the Parent/Student Handler	6/10/2016 monthly
G1.B1.S3.MA1	FSA,Discovery Education Assessments, and STAR reading student data will be reviewed.	Brazier, Susan	8/20/2015	Student data from FSA/ELA,STAR reading,and Discovery Education Assessments will be used to determine if this strategy was successful in achieving the goal. STAR reading and Discovery Education Assessment will be monitored at least 3 times a year. FSA/ ELA will be reviewed annually as the data is available.	6/10/2016 triannually
G1.B1.S3.MA1	Classroom walk through and observation notes, as well as data from Discovery Education Assessments with support provided by School Level Administration and the Reading Coach will be used to monitor for the fidelity of implementation of this strategy.	Brazier, Susan	8/20/2015	Lesson plans, classroom walk through, observation notes and DEA data.	6/10/2016 triannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.MA1	FSA, Discovery Education Assessments, and STAR reading student data will be reviewed.		8/20/2015	Student data from FSA, STAR reading, and Discovery Education Assessments will be used to determine if this strategy was successful in achieving the goal. STAR reading and Discovery Education Assessment will be monitored at least 3 times a year. FSA will be monitored 1 time a year.	6/10/2016 triannually
G1.B1.S4.MA1	Student data reviews will be used to determine student achievement as well as the students time using educational technology programs.	Brazier, Susan	8/20/2015	Student data concerning time of students' use of school's educational technology and increased student achievement data .	6/10/2016 quarterly
G1.B1.S5.MA1	Acquisition of grade level appropriate vocabulary.	Brazier, Susan	9/14/2015	Students will show acquisition of grade level vocabulary as evidenced through: Discovery Education Assessment and FSA Reading.	6/10/2016 triannually
G1.B1.S5.MA1	Use of Time for Kids at all grade levels to enrich vocabulary development.	Brazier, Susan	8/20/2015	Lesson plans will show use of the student magazine to enrich vocabulary development.	6/10/2016 weekly
G1.B1.S6.MA1	Effectiveness will be measured by an increase in FSA/ELA scores, Discovery Education Assessment levels and STAR reading assessment scores of 5th grade students.	Brazier, Susan	8/20/2015	FSA, Discovery Education Assessments, and STAR reading assessment data will be collected and reviewed quarterly or as available for review.	6/10/2016 triannually
G1.B1.S6.MA1	Teachers lesson plans will reflect implementation of AVID strategies in 5th grade.	Hernandez, Louis	8/20/2015	Lesson plans will be reviewed throughout the school year.	6/10/2016 quarterly
G1.B1.S7.MA1	New classroom teachers will receive professional development to assist in the implementation of "The Six Traits of Writing" into classroom practice. Periodic student portfolios will be reviewed.	Brazier, Susan	12/14/2015	Data from review of individual student portfolios will be shared with teachers and kept for end of the year evaluation purposes.	5/27/2016 semiannually
G1.B1.S7.MA1	The School Level Administration will review student writing portfolios and data from the FSA assessment.	Brazier, Susan	3/2/2016	At least three sample writing portfolios will be collected from each classroom teacher at the end of the school year and reviewed with the teacher. FSA data will be reviewed when available.	6/10/2016 one-time
G1.B1.S8.MA1	Effectiveness will be judged using the program's criteria for successful implementation of the Odyssey of the Mind activities.	Brazier, Susan	10/15/2015	Odyssey of the Mind criteria and successful implementation by the team.	5/26/2016 annually
G1.B1.S8.MA1	The school administration will provide support for the implementation of Odyssey of the Mind activities.	Brazier, Susan	10/15/2015	Creation of the Odyssey of the Mind's student team's project will serve as evidence.	5/26/2016 weekly
G1.B1.S9.MA1	Classroom lesson plans and observations will be used to monitor effectiveness of this strategy.	Brazier, Susan	8/20/2015	Lesson Plans and Observation notes will be collected to serve as evidence that this strategy is being implemented through out the school setting.	6/10/2016 semiannually
G1.B1.S9.MA1	School level vertical writing teams will report to grade level teams important information and grade level team notes will serve as documentation.	Brazier, Susan	8/20/2015	Grade level team meeting notes will be collected monthly.	6/10/2016 monthly
G1.B1.S10.MA1	Mastery of EP goals, Statewide Assessments, and Discovery Education Assessments will be reviewed to indicated student progress.	Brazier, Susan	8/20/2015	EP goal mastery and assessment data will be collected annually.	6/10/2016 triannually
G1.B1.S10.MA1	Lesson plans will be used to check for the fidelity of implementation, as well as class lists that indicate student is being instructed by a gifted certified teacher in an inclusion setting.	Brazier, Susan	8/20/2015	Lesson plans will be collected annually and reviewed periodically through the school year.	6/10/2016 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S11.MA1	During each student's annual IEP meeting the progress toward meeting FL grade level standards and IEP goals will be reviewed and changes will be made if deemed necessary by the Child Study Team.	Redfern, Jennifer	8/24/2015	Review of each student's IEP and assessment information will be done annually to determine adequate academic progress in FL ELA standards	6/3/2016 annually
G1.B1.S11.MA1	Students' progress toward meeting the FL grade level standards in ELA will be monitored at least 3 times per year through Discovery Education Assessment, STAR reading, and Cold Reads.		9/14/2015	Students' assessment reports will be collected to monitor progress toward meeting FL grade level standards in ELA.	5/2/2016 triannually
G2.MA1	FSA Mathematics, Discovery Education Assessment, and STAR math data will be reviewed throughout the year.	Brazier, Susan	8/20/2015	Assessment data will be collected and reviewed throughout the year to monitor progress toward meeting the math goal.	6/10/2016 triannually
G2.B1.S1.MA1	Individual student report card grades, FSA, Discovery Education Assessment, and STAR math data will be used to monitor effectiveness.	Brazier, Susan	8/20/2015	Randomly selected student report cards will be reviewed and data from FSA, Discovery Education and STAR math will be reviewed as available.	5/27/2016 quarterly
G2.B1.S1.MA1	Administrators will review lesson plans and observe classrooms during math instruction throughout the school year to monitor for the fidelity of implementation.	Brazier, Susan	8/20/2015	Lesson plans and classroom observation notes.	6/10/2016 semiannually
G2.B2.S1.MA1	Student data will show an increase in the number of students proficient in meeting the grade level FL math standards.	Brazier, Susan	10/5/2015	Student data from FSA and Discovery Education Assessments will be used to monitor effectiveness of this strategy.	6/3/2016 annually
G2.B2.S1.MA1	Parent Sign -In sheets will be collected for Parent Night. Annual climate survey will be reviewed when available concerning data about parent opportunities to come to the school for assistance with math instruction.	Brazier, Susan	9/17/2015	Sign in sheets and climate survey data.	6/10/2016 annually
G2.B3.S1.MA1	Data from FSA, DEA, and STAR math will show that student achievement toward achieving proficiency on grade level FL math standards will increase at all grade levels.	Brazier, Susan	8/20/2015	Student data from FSA, STAR math, and Discovery Education Assessments will be reviewed as it becomes available.	6/10/2016 triannually
G2.B3.S1.MA1	Participants attendance will be monitored using the ePDC and implementation of practices will be observed by the school's administration throughout the year.	Brazier, Susan	8/20/2015	Data from the ePDC concerning attendance and follow up, as well as classroom observation notes will be used to monitor the fidelity of implementation of this strategy.	6/10/2016 annually
G2.B1.S2.MA1	Student achievement toward mastery of the grade level FL standards math curriculum will be reviewed using FSA, Discovery Education Assessments, and classroom performance.	Brazier, Susan	8/20/2015	Student data will be reviewed as information becomes available through out the school year.	6/10/2016 triannually
G2.B1.S2.MA1	Classroom teachers' lesson plans will note the implementation of educational technology such as: IXL, Moby Max, and Accelerated Math to enhance the FL math standards curriculum.	Brazier, Susan	8/20/2015	Classroom lesson plans will be collected at the end of the school year and reviewed during teacher evaluations.	6/10/2016 semiannually
G2.B1.S3.MA1	The effectiveness of this strategy will be reflected in the number of students who show proficiency in math as measured by: FSA, Discovery Education Assessments, and classroom performance.	Brazier, Susan	10/5/2015	Student data will be reviewed as it becomes available.	5/27/2016 triannually
G2.B1.S3.MA1	Classroom teachers' lesson plans will note implementation of the "High Yield Routine" activities, as well as periodic	Brazier, Susan	10/5/2015	Classroom Lesson plans and select student journals will be collected at the	6/10/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	review of individual student math journals.			end of the school year and reviewed during teacher evaluations.	
G2.B1.S4.MA1	Teacher / Administrators will meet to discuss the student data used to monitor the camps effectiveness.	Hernandez, Louis	10/6/2015	Meeting notes and student data will be used to verify that the effectiveness of the strategy was monitored.	11/19/2015 one-time
G2.B1.S4.MA1	Student attendance and an increase in proficiency of math skills using IXL or Moby Max.	Hernandez, Louis	10/6/2016	Attendance records and data from IXL and Moby Max math.	11/19/2016 weekly
G2.B1.S5.MA1	Classroom walk through and observations will be done and teacher conferences will take place as needed.	Brazier, Susan	10/5/2015	Lesson plans and accommodation forms will be collected annually and discussed with teachers.	5/27/2016 quarterly
G2.B1.S5.MA1	Classroom Teachers lesson plans will be monitored to ensure data driven instruction. Teachers will record accommodations provided to each ESE and 504 students on a daily basis.	Brazier, Susan	10/5/2015	Lesson plans and accommodation forms will be collected at the end of the school year and reviewed with teachers individually.	5/27/2016 semiannually
G2.B1.S6.MA1	Students' assessments and mastery toward IEP goals will be used to monitor the effectiveness of this strategy.	Brazier, Susan	8/31/2015	Students' assessments and IEP's will be collected and reviewed annually by the school's Child Study Team to monitor the effectiveness of the inclusion model as a strategy for student progress toward meeting their grade level standards and IEP goals.	6/3/2016 annually
G2.B1.S6.MA1	Classroom observations will be done to monitor the implementation of this strategy, as well as a review of students' assessments in math toward meeting grade level standards.	Brazier, Susan	10/19/2015	Classroom observation notes will be collected as evidence of monitoring the implementation of this strategy.	5/23/2016 semiannually

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. The percent of students scoring at or above proficiency in English Language Arts on the FL Standards Assessment will increase to at least 70% .

G1.B1 Exposure to rigorous, grade level appropriate vocabulary and complex text.

G1.B1.S7 All classrooms will implement "Six Traits Writing" into the English Language Arts daily, 120 minutes block.

PD Opportunity 1

Teachers will use "The Six Traits Writing Program" across the curriculum to increase student acquisition of the FS/ELA Standards for writing.

Facilitator

Beth Mims

Participants

All new classroom teachers

Schedule

Daily, from 8/20/2015 to 6/10/2016

G1.B1.S9 Grade Level Vertical Writing Teams will be created to assist teachers in the implementation of FL writing standards.

PD Opportunity 1

Grade level Vertical Writing Teams will meet during the summer and throughout the school year to assure high quality instruction.

Facilitator

Beth Mims

Participants

Grade Level Vertical Writing Team

Schedule

Semiannually, from 7/13/2015 to 6/10/2016

G1.B1.S10 Students identified as "Gifted" under Florida regulations will be provided instruction by a certified gifted instructor in an inclusion classroom.

PD Opportunity 1

Students identified as "Gifted" based on Florida requirements will be provided with instruction by a certified gifted teacher in an inclusion setting. Teachers will be provided with opportunities to earn their gifted endorsement through the WCS and FDLRS trainings.

Facilitator

Amy Seidler, FDLRS, Tanya English / ESE Director

Participants

Classroom Teachers

Schedule

Daily, from 6/15/2015 to 6/10/2016

G1.B2 Limited prior knowledge and the ability to analyze complex text and respond to text-based questions.

G1.B2.S1 Harcourt Journeys / FL, SRA labs, Brain Pop, Brain Pop Jr., Discovery Education United Streaming, Field Trips, and Community Experts will be used to provide students with prior knowledge of grade level information.

PD Opportunity 1

Teachers will have an opportunity to refresh, explore, and learn additional information through professional development opportunities: Project Learning Tree, Harcourt Journeys, and Discovery Education throughout the school year. Students will be offered opportunities to add to their prior knowledge base through the use of Harcourt Journeys, Discovery Education United Streaming, Project Learning Tree activities, Field Trips and Community Experts.

Facilitator

Michelle Hunter and PLT State Facilitator Susan Brazier

Participants

Teaching Staff

Schedule

Daily, from 8/20/2015 to 6/10/2016

G2. The percent of students scoring at or above the proficiency level in math on the Florida Standards Assessment will increase to at least 70%.

G2.B1 Students prior math knowledge and skills acquisition, as well as understanding of the 8 mathematical practices

G2.B1.S5 Teachers will review available data (Discovery Education & STAR Math) to drive instruction at least 3 times per year.

PD Opportunity 1

All classroom teachers will review the data from Discovery Education Assessment and STAR Math Assessments to drive instruction at least 3 times yearly. Teachers with students who have an IEP or 504 will ensure that appropriate accommodations are provided daily.

Facilitator

Christina Nall, Amy Seidler and Louis Hernandez

Participants

Classroom Teachers

Schedule

Triannually, from 9/23/2015 to 5/27/2016

G2.B3 Teacher training: The implementation of Best Practices in math instruction through Grade Level Vertical Team meetings.

G2.B3.S1 Vertical Math Team: Grade level representatives will be provided with training throughout the year on "Best Practices" in teaching differentiated math lessons.

PD Opportunity 1

Vertical Math Team members will meeting during the summer for planning and during the year to increase their knowledge of providing effective differentiated math instruction at all grade levels.

Facilitator

Beth Mims / FDLRS

Participants

Grade level representatives on the school's Vertical Math Team

Schedule

Annually, from 7/13/2015 to 6/10/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Every classroom teacher will provide students with Florida ELA grade appropriate daily read aloud opportunities that focus on vocabulary development.				\$4,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0091 - Shadeville Elementary School	Title I Part A		\$4,600.00
			<i>Notes: Social Studies Trade Books to enhance grade level vocabulary & curriculum \$4,600.00</i>			
2	G1.B1.S10.A1	Students identified as "Gifted" based on Florida requirements will be provided with instruction by a certified gifted teacher in an inclusion setting. Teachers will be provided with opportunities to earn their gifted endorsement through the WCS and FDLRS trainings.				\$0.00
3	G1.B1.S11.A1	Students identified with learning disabilities in the areas of language, autism, other health impaired, and/or specific learning disabilities will be provided with additional strategies by a certified ESE teacher.				\$0.00
4	G1.B1.S2.A1	Working word walls will be incorporated into every classroom throughout the school setting.				\$0.00
5	G1.B1.S3.A1	Classroom teachers will incorporate grade level appropriate vocabulary that has been identified in the WCS curriculum and FSA/ELA Standards into their lesson plans across the curriculum.				\$5,064.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0091 - Shadeville Elementary School	General Fund		\$314.00
			<i>Notes: Harcourt Journeys: \$314.00</i>			
			0091 - Shadeville Elementary School	Other		\$4,750.00
			<i>Notes: Dr. Oropallo : FL ELA Standards Implementation in 2nd and 3rd grades \$4,750.00</i>			
6	G1.B1.S4.A1	Students will be provided with daily opportunities to practice differentiated grade level reading skills through the use of educational technology.				\$17,881.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0091 - Shadeville Elementary School	General Fund		\$7,340.00
			<i>Notes: Renaissance Learning: \$7,340.00</i>			

Budget Data						
			0091 - Shadeville Elementary School	General Fund		\$533.00
			<i>Notes: Moby Max: \$533.00</i>			
			0091 - Shadeville Elementary School	General Fund		\$2,415.00
			<i>Notes: IXL: \$2,415.00.00</i>			
			0091 - Shadeville Elementary School	Title I Part A		\$1,912.00
			<i>Notes: Brain Pop - Brain Pop Jr. \$ 1,912.00</i>			
			0091 - Shadeville Elementary School	Title I Part A		\$2,615.00
			<i>Notes: Discovery Education Assessment ELA: \$2,615.00</i>			
			0091 - Shadeville Elementary School	Title I Part A		\$1,466.00
			<i>Notes: Discovery Education - United Streaming: \$1,466.00</i>			
			0091 - Shadeville Elementary School	Title I Part A		\$1,600.00
			<i>Notes: Flocabulary \$1,600.00</i>			
7	G1.B1.S5.A1	Time for Kids will be purchased for students at all grade levels and reviewed in class.				\$2,502.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0091 - Shadeville Elementary School	Title I Part A		\$2,502.00
			<i>Notes: Time for Kids: \$ 2,502.00</i>			
8	G1.B1.S6.A1	AVID strategies will be implemented at 5th grade.				\$208.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0091 - Shadeville Elementary School	Title I Part A		\$208.00
			<i>Notes: AVID binders, pocket folders, and planners:\$208.00</i>			
9	G1.B1.S7.A1	Teachers will use "The Six Traits Writing Program" across the curriculum to increase student acquisition of the FS/ELA Standards for writing.				\$0.00
10	G1.B1.S8.A1	Targeted 4th and 5th grade students will participate in an after school enrichment activity through Odyssey of the Mind.				\$135.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$135.00
			<i>Notes: Odyssey of the Mind: \$ 135.00</i>			

Budget Data

11	G1.B1.S9.A1	Grade level Vertical Writing Teams will meet during the summer and throughout the school year to assure high quality instruction.				\$1,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$1,400.00
			<i>Notes: Vertical Writing Team Professional Development: \$1,400.00</i>			
12	G1.B2.S1.A1	Teachers will have an opportunity to refresh, explore, and learn additional information through professional development opportunities: Project Learning Tree, Harcourt Journeys, and Discovery Education throughout the school year. Students will be offered opportunities to add to their prior knowledge base through the use of Harcourt Journeys, Discovery Education United Streaming, Project Learning Tree activities, Field Trips and Community Experts.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0091 - Shadeville Elementary School	General Fund		\$500.00
			<i>Notes: Curriculum Related Fieldtrips \$500.00</i>			
			0091 - Shadeville Elementary School	Other		\$1,500.00
			<i>Notes: Project Learning Tree activities \$1,500.00</i>			
13	G1.B2.S2.A1	After school remediation camp will be offered to students identified as needing additional instructional time to master the FS/ELA standards.				\$5,775.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0091 - Shadeville Elementary School	Other		\$2,700.00
			<i>Notes: SAI/ After school remediation camp for 3rd, 4th and 5th grades. \$2,700.00</i>			
			0091 - Shadeville Elementary School	Title I Part A		\$3,075.00
			<i>Notes: After school remediation camp / 3rd, 4th and 5th grades: \$3,075.00</i>			
14	G1.B3.S1.A1	Open House, Parent Education Night, Title I Parent Nights for Literacy, PTO meetings, Volunteer opportunities, Parent and Teacher conferences, student daily planners, and Parent / Student information handlers.				\$1,868.50
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0091 - Shadeville Elementary School			\$368.00
			<i>Notes: 4th grade student planners \$ 368.00</i>			
			0091 - Shadeville Elementary School	Title I Part A		\$1,000.50

Budget Data

							<i>Notes: Story Teller (3 student sessions & parent event) \$1,00.50</i>						
			0091 - Shadeville Elementary School			Title I Part A						\$500.00	
							<i>Notes: BINGO for Science Books Parent Night \$500.00</i>						
15	G1.B3.S2.A1	Parent Handler / Handbook and Monthly Parent Newsletter										\$798.00	
	Function	Object	Budget Focus			Funding Source	FTE	2015-16					
			0091 - Shadeville Elementary School			Title I Part A						\$798.00	
							<i>Notes: School Student Handlers / Title I Parent Involvement \$798.00</i>						
16	G2.B1.S1.A1	All teachers' schedules will allow for at least 90 minutes of math instruction daily.										\$350.00	
	Function	Object	Budget Focus			Funding Source	FTE	2015-16					
			0091 - Shadeville Elementary School			General Fund						\$350.00	
							<i>Notes: Harcourt Go Math: \$350.00</i>						
17	G2.B1.S2.A1	Classroom teachers will use available educational technology to support and enhance the FL math standards curriculum.										\$8,576.00	
	Function	Object	Budget Focus			Funding Source	FTE	2015-16					
			0091 - Shadeville Elementary School			General Fund						\$835.00	
							<i>Notes: Accelerated Math scan cards \$835.00</i>						
			0091 - Shadeville Elementary School			Title I Part A						\$7,284.00	
							<i>Notes: HP student stations for AM math implementation \$7, 284.00</i>						
			0091 - Shadeville Elementary School			Title I Part A						\$457.00	
							<i>Notes: 5th grade math planners \$ 457.00</i>						
18	G2.B1.S3.A1	All teachers will be provided with the book "High Yield Routines" and implement a new routine each 9 weeks per district curriculum guidelines. Students will keep a math journal of work related to the routines.										\$0.00	
19	G2.B1.S4.A1	After school math camp - 60 minutes x 1 day per week for 7 weeks for identified students in 3rd, 4th and 5th grades.										\$4,000.00	
	Function	Object	Budget Focus			Funding Source	FTE	2015-16					
			0091 - Shadeville Elementary School			Other						\$2,000.00	
							<i>Notes: SAI funds: After School Remediation Camp: Second Semester: \$2,000.00</i>						

Budget Data						
			0091 - Shadeville Elementary School	Title I Part A		\$2,000.00
			<i>Notes: After School Remediation Camp: First Semester: \$2,000.00</i>			
20	G2.B1.S5.A1	All classroom teachers will review the data from Discovery Education Assessment and STAR Math Assessments to drive instruction at least 3 times yearly. Teachers with students who have an IEP or 504 will ensure that appropriate accommodations are provided daily.				\$0.00
21	G2.B1.S6.A1	Students identified with learning disabilities (language, autism, and/or specific learning disabilities) will be provided with instruction in an inclusion model when deemed appropriate by the school's Child Study Team.				\$0.00
22	G2.B2.S1.A1	Parent Education Night will be held in September to assist parents with educational activities and websites that they can use to assist their child at home in mastering the FL math standards. Teachers will meet with individual parents throughout the school year to discuss and share ideas concerning their child's progress in math.				\$0.00
23	G2.B3.S1.A1	Vertical Math Team members will meeting during the summer for planning and during the year to increase their knowledge of providing effective differentiated math instruction at all grade levels.				\$1,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$1,400.00
			<i>Notes: Professional Development / Vertical Math Team: \$1,400.00</i>			
					Total:	\$56,557.50