

Wakulla County Schools

Riversink Elementary School



2015-16 School Improvement Plan

Riversink Elementary School

530 LONNIE RAKER LN, Crawfordville, FL 32327

res.wcsb.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	44%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	13%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	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 Riversink Elementary School is to facilitate the development of all students to their fullest potential by providing research-based instructional strategies and promoting the love of learning and community pride in a safe, positive environment.

Provide the school's vision statement

Every student will reach his or her highest potential in our positive learning environment provided by highly qualified professionals; every child, every chance, every day.

School Environment

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

The school offers many opportunities for parents and teachers to build relationships. Because of our small community, transition from one school to another is personal with direct contact from sending schools to receiving schools. Teachers become aware of cultural differences and are sensitive to this before they even meet the students. Through Title I parent nights, parents are invited to participate in activities along with their students. Teachers also keep communication open with parents through weekly written notes and regularly scheduled conferences. Parents are also encouraged to further build relationships by volunteering at the school and during field trips.

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

Students, teachers, and staff all participate in the school-wide Positive Behavior Support (PBS) program in which respectful behavior is defined, modeled, practiced and reinforced throughout the school day including before and after school.

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

All school personnel participate in the the school-wide PBS program with three clear expectations. Students are taught the expectations and are reinforced for engaging in positive behavior. The PBS Handbook includes protocols for disciplinary incidents, as well as outlines expectations and behavior lesson plan examples for school personnel.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The guidance counselor provides character training for all students throughout the school year. She is also available for small group and individual counseling as needed. In addition, counselors from FSU and state appointed counselors may meet with students on campus.

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

All teachers are required to attend "Data Day Training" the first quarter of the school year in which watch lists are created by teams of teachers and administrators based on review of data. Students displaying the following early warning indicators are placed on watch lists and may be referred to the school's MTSS:

Attendance below 90%

Failure in English Language Arts or Mathematics

Level 1 score on statewide standardized assessments in English Language Arts or Mathematics

1 or more behavioral referrals resulting in suspension

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	17	9	6	4	15	13	64
One or more suspensions	2	0	6	0	2	3	13
Course failure in ELA or Math	0	0	1	0	1	0	2
Level 1 on statewide assessment	0	0	0	2	12	9	23

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	2	3	1	4	3	13

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

Grade Level Teams meet to discuss interventions and review progress monitoring data. If students are not responding to differentiated instruction provided through small group instruction within the classroom, they are referred to the school's MTSS. Tier 2 interventions for ELA include PALS, REWARDS, and FCRR interventions. The Tier 3 intervention is FastForward computer instruction. Tier 2 interventions for Mathematics include Mobymax and IXL. Tier 2 and Tier 3 behavior interventions are from the Automatic RtI Behavior Intervention Program.

Positive behavior intervention to address school-wide attendance incorporated under the school-wide positive behavior plan.

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/190361>.

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 has an active PTO that works toward securing resources from parents, local community members, businesses and business organizations to support the school and student achievement. The Project Learning Tree committee invites local experts to the school to present during PLT activities yearly. The school also partners with local agencies for mutual support including the Wakulla County Senior Citizens, the Wakulla Community Center, and the Wakulla County Sheriff's Department.

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
Nelson, Simeon	Principal
Tillman, Susan	Assistant Principal
Seidler, Amy	Instructional Coach
Musgrove, Karrie	Teacher, ESE

Duties

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

- Vicki Tillman, Administrator-sets and presides over meetings.
- Bonny Salib, Guidance Counselor, Vicki Tillman if needed
- Amy Seidler, Reading Coach, brings progress monitoring data, resource for strategies/interventions
- Cori Revell, Staffing Specialist, assures that district policies and procedures are being followed properly leading up to eligibility and services
- FSU Psychology Intern, responsible for evaluations and reporting the findings of the evaluation
- Gina Mitchell, Recorder/Secretary, manages data/ paperwork
- Marc Richter, Speech/Language Pathologist, will create IEP for students qualifying for speech/ language services
- Karrie Musgrove, ESE Teacher, will create IEP for students qualifying for services other than speech /language

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

To request an IST meeting, teachers must sign up with Secretary who informs the teacher of what data and paperwork are needed at the meetings. Administrator will be responsible for setting up meeting. The team will problem-solve, collaborate, share effective instructional strategies, evaluate implementation and make decisions. The Assistant Principal or Principal will conduct classroom observations unless otherwise specified by the IST. The IST will make the determination to convene the CST and move to referral. Paraprofessionals will cover classrooms while teachers attend meetings.

Title 1, Part A: Title 1 funds provide for supplemental materials, equipment, smaller teacher pupil ratio, staff development, remediation and parent involvement activities.

Title 1, Part C-Migrant: PAEC coordinates services for migrant students. Currently we do not have any migrant students.

Title 1, Part D: The district does not receive Title 1 Part D funds.

Title II: Part A funds are used to fund an elementary Reading/Intervention Coach, and professional development for teachers from all schools based on needs determined by analyzing assessment data. Title II, Part A funds provide staff development addressing incorporating technology into instruction.

Title III: The district does not receive Title III funds. However, services for English Language Learners are provided by the district student services department.

Title X- Homeless: The District Student Services Department will assist in providing resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers from a free and appropriate education.

Supplemental Academic Instruction: After school remediation. Free after school tutoring in reading and math for 3rd, 4th and 5th grade students scoring Level 2 and below.

Violence Prevention Programs: Schools offer violence prevention programs and anti-drug programs which are supported by the community and Sheriff's Department through SAVE/ Guidance Curriculum/ Character Education, School-wide PBS programs.

Nutrition Programs: Wellness Program which includes goals for nutrition, physical activities, health and safety, and family and community involvement goals.

Head Start: Head Start students participate in Pre-K transition visits. Transition meetings are held between pre-school and elementary teachers to discuss incoming Head Start kindergarten students.

Adult Education: N/A

Career and Technical Education: N/A

Job Training: N/A

Other: N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lisa Collins	Teacher
Karrie Musgrove	Teacher
Toyia Herring	Parent
Belinda Heys	Parent
Traci Bourgeois	Parent
Simeon Nelson	Principal
Rikki Anderson	Parent
Motyka Jones	Parent
Megan McKee	Business/Community
Simeon Nelson	Principal

Duties

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

Evaluation of last year's school improvement plan

The SAC team meets at least 4 times per year to discuss the progress on the SIP. The chairperson shares reports on evaluations of Title 1 Parent Nights, Progress Monitoring Data and how it compares to SIP goals, and finally spring assessment data, including subgroup AMOs and how they compare to SIP goals.

Development of this school improvement plan

SAC Members will review trend data, climate surveys and SAC surveys. Members will hear concerns of teachers and parents in reference to the School Improvement Plan and the Parental Involvement Plan. SAC Members will also vote on amending the SIP or the PIP for the following year as well as vote to approve these documents and their changes annually. Additionally, the members will vote on the use of Title 1 and SI funds.

Preparation of the school's annual budget and plan

The SAC committee votes to approve Title 1 budget items and School Improvement budget items.

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

Saved for future technology needs.

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
Nelson, Simeon	Principal
Tillman, Susan	Assistant Principal
Seidler, Amy	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT oversees scheduling and administration of Progress Monitoring as well as providing Data Day in-service in which teachers and the LLT look at data trends vertically and across grade levels. During this time, Watch Lists are created and strategies made to help increase literacy at all levels of student scores. LLT members do walk-through observations to ensure that the district approved curriculum is being used with integrity with emphasis on daily writing in response to reading at all grade-levels. The LLT surveys teachers to find Professional Development opportunities to support literacy and to ensure that teachers have the tools they need to teach efficiently.

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

Teams of teachers across grade levels attend professional development activities and return to share within their grade teams. Teachers also participate in the practice of Lesson Studies. In addition, many teachers volunteer their time in the summer to contribute to district-wide long term lesson planning that is then shared within the school. Grade-level teams meet regularly to plan, collaborate and review progress-monitoring data. Positive working relationships are also promoted through social and community service activities.

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

1. Riversink Elementary participates with Flagler, FAMU and FSU Colleges to provide experiences for interns in order to build a pool of highly qualified faculty members
2. Teacher Mentoring; Assistant Principal
3. Needs-based inservices and trainings; Principal

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

Riversink Elementary School's teacher mentoring program pairs new teachers with veteran teachers within grade-level or area of need. Planned activities include meetings and observations to familiarize new teachers with policies, procedures and best practices.

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

Teachers at Riversink Elementary use district approved materials to deliver instruction that are aligned to Florida's standards. RES participated in district professional development activities focusing on using methods and routines to best deliver the instruction. Grade level teams develop long-range plans to ensure that all standards are taught. Additionally, vertical teams meet in order to become familiar with standards required above and below their grade level so that our students are prepared to meet the requirements of the next level in core instructional areas.

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

All teachers attend "Data Day Training" in the first quarter. Each teacher looks at the data trends of the past year in order to provide diverse instruction in identified areas of need. Teachers create watch lists in order to identify students exhibiting early warning indicators. These students are referred to RtI team for more frequent progress monitoring and to determine if the intervention strategies are effective.

Students identified as advanced learners are either served in classrooms with a teacher certified to teach gifted students or teachers share strategies across grade level to help these advanced level students attain their goals. Newspaper club and Odyssey of the Mind are offered after school for enrichment. In addition, RES participates in the annual Creative Writing Bowl and the 4-H Tropicana Speech Contests.

All teachers collect and review progress monitoring data from the district progress monitoring tool, Discovery Education, 4 times per year. Additionally, students in 3rd through 5th grade are assessed with WriteScore 3 times per year.

Grade level teams share data and strategies, as well as vertical teams across the grade levels.

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: 2,880

Remediation for grade 3,4 and 5 in reading, writing and math. Students are selected by their teacher based on data collected in data book.

Strategy Rationale

Some students need extended school day for remediation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Nelson, Simeon, simeon.nelson@wcsb.us

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

DEA, WriteScore, STAR Reading and STAR Math assessments are reviewed along with FCAT reports.

Strategy: Extended School Day

Minutes added to school year:

Professional Development Targeting Special Needs Students and Florida Standards

Strategy Rationale

Teachers learn and share best practices during Professional Development and Teacher Collaboration

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

High, Jackie, jackie.high@wcsb.us

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

Review of follow-up activities through PAEC

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

Administrators will meet annually with teachers at the pre-school to discuss upcoming kindergartners, and pre-school students visit the school. Upon entering kindergarten, students are screened using FLKRS during the first 30 days. In addition, the school provides four Title 1 Parent nights that include transitioning from grade to grade. In the final months of school, transitioning fifth graders are taken to visit and preview the middle school they will attend. Opportunities open to middle school students are presented to help them with the transition.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will increase fluency in math skills while also gaining a deeper understanding of mathematical operations, building on existing skills through the use of supplemental computer assisted learning.
- G2.** Students with disabilities will increase skills in phonics, vocabulary, and comprehension resulting in a higher percentage of SWDs demonstrating an increase in LEA scores on statewide standardized tests.
- G3.** Students will gain a deeper understanding of problem solving mathematical operations through numerous learning opportunities including multiple- algorithms, learning facts to fluency, and using language and writing to communicate their understanding.
- G4.** Students will use writing to respond to reading and math across the content areas resulting in an increase in Math and ELA scores.
- G5.** Students will make connections to science, technology and math in real world situations and in various STEM related activities.
- G6.** With explicit instruction in writing with focus, organization, evidence, elaborations and conventions; students will write effective informative/expository, opinion and narrative essays using text-based evidence.

Strategic Goals Detail

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

G1. Students will increase fluency in math skills while also gaining a deeper understanding of mathematical operations, building on existing skills through the use of supplemental computer assisted learning. 1a

G069650

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	80.0

Resources Available to Support the Goal 2

- Computer based learning
- ESE Resource Teacher
- ESE Paraprofessional
- High yield mathematics routines used to increase number sense on multiple levels.

Targeted Barriers to Achieving the Goal 3

- Sheduling
- Some students are more than 1 year below grade level
- Lack of technology

Plan to Monitor Progress Toward G1. 8

Discovery Education Assessment data, Statewide Assessment Data

Person Responsible

Simeon Nelson

Schedule

Quarterly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Discovery Education Assessment Reports, Statewide Assessment Reports

G2. Students with disabilities will increase skills in phonics, vocabulary, and comprehension resulting in a higher percentage of SWDs demonstrating an increase in LEA scores on statewide standardized tests. **1a**

 G069651

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	79.0

Resources Available to Support the Goal **2**

- ESE Resource Teacher
- Computer Assisted Instruction
- Small group instruction with ESE teacher
- Small group instruction with ESE paraprofessional

Targeted Barriers to Achieving the Goal **3**

- Scheduling conflicts

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

Discovery Education Assessment Data

Person Responsible

Simeon Nelson

Schedule

Semiannually, from 9/14/2015 to 5/20/2016

Evidence of Completion

Discovery Education Assessment reports

G3. Students will gain a deeper understanding of problem solving mathematical operations through numerous learning opportunities including multiple- algorithms, learning facts to fluency, and using language and writing to communicate their understanding. 1a

G069652

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	80.0

Resources Available to Support the Goal 2

- GoMath textbooks with technology features and manipulatives
- Computer Based Learning Program
- MobyMax Computer Based Learning Program
- Professional Development for implementing Florida Standards and Best Practices
- Math Journals

Targeted Barriers to Achieving the Goal 3

- Students may be able to get a correct answer, but may not be able to understand why it is the correct answer.
- Students may need practice outside of class to reinforce skills learned and to challenge them on their skill level.

Plan to Monitor Progress Toward G3. 8

Share Best Practices

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Reflected in lesson plans

G4. Students will use writing to respond to reading and math across the content areas resulting in an increase in Math and ELA scores. 1a

G069653

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	85.0

Resources Available to Support the Goal 2

- LEA Lesson Plans provided by the district for 3rd, 4th and 5th grade
- Anchor texts from Harcourt's Journey Series including the basal text, trade books and a variety of nonfiction books
- Wakulla Writes progress monitoring for writing in response to reading
- Math Journals used to explain mathematical problem solving procedures
- Science Journals
- Professional Development on Florida Standard implementation and best practices
- After school remediation

Targeted Barriers to Achieving the Goal 3

- Some students have not successfully responded to writing prompts across the content areas.
- Some students are struggling with spelling and conventions of writing and work is slow and tedious.
- Some students are missing key pieces to instruction due to frequent absences.

Plan to Monitor Progress Toward G4. 8

Review of student performance data

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Adjustment of goals

G5. Students will make connections to science, technology and math in real world situations and in various STEM related activities. 1a

G069654

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	74.0

Resources Available to Support the Goal 2

- National Geographic Science Texts with electronic components
- Various presenters including local experts and scientists during PLT Activities throughout the year
- Science Lab Classroom
- Hands-on manipulatives, models, visuals and diagrams
- Odyssey of the Mind Competitions
- Access to internet

Targeted Barriers to Achieving the Goal 3

- Students may lack hands-on experiences in science concepts.
- Students may lack science background knowledge as it pertains to the world around them.

Plan to Monitor Progress Toward G5. 8

Review student assessment data

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Adjustment to long range plans

G6. With explicit instruction in writing with focus, organization, evidence, elaborations and conventions; students will write effective informative/expository, opinion and narrative essays using text-based evidence.

1a

G069655

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Writing Proficiency	74.0

Resources Available to Support the Goal 2

- Wakulla Writes progress monitoring
- Writing Portfolios
- Six Traits Professional Development
- Writing in response to reading across the curriculum

Targeted Barriers to Achieving the Goal 3

- Students may not be able to organize, their writing provide evidence and elaborations, and edit and revise their writing effectively.

Plan to Monitor Progress Toward G6. 8

Review of statewide assessment data

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Revision of goals, long-term plans

Action Plan for Improvement


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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Students will increase fluency in math skills while also gaining a deeper understanding of mathematical operations, building on existing skills through the use of supplemental computer assisted learning. **1**

 G069650

G1.B1 Scheduling **2**

 B181169

G1.B1.S1 Students with disabilities will use computer based learning to increase their math skills. **4**

 S192583

Strategy Rationale

Computer based learning will allow for flexible scheduling.

Action Step 1 **5**

Students with disabilities will use computer based learning to increase flexibility in scheduling.

Person Responsible

Simeon Nelson

Schedule

Weekly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Scheduling will show time for remediation of students with disabilities.

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

Documentation in lesson plans and computer program reports will show time spent in computer-assisted learning.

Person Responsible

Simeon Nelson

Schedule

Quarterly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Lesson plans and computer program reports

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

Review the number of students with disabilities receiving remediation in math

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Lesson plans and computer based reports

G1.B2 Some students are more than 1 year below grade level **2**

 B181170

G1.B2.S1 Students will use the IXL computer assisted learning program set on the developmental level established by the initial assessment. **4**

 S192584

Strategy Rationale

Students will build on existing knowledge to develop a deeper understanding of mathematical concepts.

Action Step 1 **5**

Students will use the computer assisted learning program to build on existing knowledge of mathematical concepts.

Person Responsible

Simeon Nelson

Schedule

Weekly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Computer reports, Statewide assessment data

Action Step 2 **5**

Teachers will receive training on computer assisted programs

Person Responsible

Simeon Nelson

Schedule

Evidence of Completion

Computer reports from programs used

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

Observations through classroom walk-throughs

Person Responsible

Simeon Nelson

Schedule

Semiannually, from 9/14/2015 to 5/20/2016

Evidence of Completion

Walk-through evaluation notes.

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

Review of statewide assessment data

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Statewide assessment reports

G1.B5 Lack of technology **2**

 B181173

G1.B5.S1 Allocate funding, including SAC, Title 1 and PTO money toward technology. **4**

 S192585

Strategy Rationale

Students respond positively to computer based instruction.

Action Step 1 **5**

Title 1, SIP, PTO money will be allocated for technology.

Person Responsible

Simeon Nelson

Schedule

Annually, from 9/15/2015 to 5/20/2016

Evidence of Completion

Budget reports of money spent on technology

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

Review of budget reports.

Person Responsible

Simeon Nelson

Schedule

Annually, from 9/14/2015 to 5/20/2016

Evidence of Completion

Budget reports and inventories of technology.

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

Progress monitoring reports for students using computer assisted learning.

Person Responsible

Simeon Nelson


Schedule

Quarterly, from 9/14/2015 to 5/20/2016


Evidence of Completion

Progress monitoring reports.


G2. Students with disabilities will increase skills in phonics, vocabulary, and comprehension resulting in a higher percentage of SWDs demonstrating an increase in LEA scores on statewide standardized tests. 1

 G069651

G2.B1 Scheduling conflicts 2

 B181174

G2.B1.S1 Students with disabilities will access computer assisted instructional program for intensive instruction in the ESE Resource Room which will be available throughout the day. 4

 S192586

Strategy Rationale

General Education teachers are not all on the same schedule and flexible scheduling is required for these students with disabilities to gain access to additional intensive instruction in reading.

Action Step 1 5

Students with learning disabilities needing additional intensive instruction in reading will use the ESE Resource room to access computer assisted learning.

Person Responsible

Simeon Nelson

Schedule

Daily, from 9/14/2015 to 5/20/2016

Evidence of Completion

Computer assisted learning student reports

Action Step 2 5

ESE Teachers and Reading Coach will receive training in computer assisted instructional program

Person Responsible

Simeon Nelson

Schedule

Semiannually, from 9/14/2015 to 5/20/2016

Evidence of Completion

Computer generated reports

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

Observation through classroom walk-throughs

Person Responsible

Simeon Nelson

Schedule

Semiannually, from 9/14/2015 to 5/20/2016

Evidence of Completion

Calendar

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

Review of statewide testing data

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Statewide assessment reports

G3. Students will gain a deeper understanding of problem solving mathematical operations through numerous learning opportunities including multiple- algorithms, learning facts to fluency, and using language and writing to communicate their understanding. 1

G069652

G3.B1 Students may be able to get a correct answer, but may not be able to understand why it is the correct answer. 2

B181178

G3.B1.S1 Students will use verbal and written communication to think about and explain mathematical problem solving. 4

S192588

Strategy Rationale

Students need to be able to effectively communicate mathematical concepts and how they are used in problem solving, becoming more proficient in their quantitative reasoning.

Action Step 1 5

Teachers will give students multiple opportunities to talk and write to explain problem solving strategies they use.

Person Responsible

Simeon Nelson

Schedule

Weekly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Math Journals

Action Step 2 5

Teacher will meet in vertical teams to understand foundations that are built on at each grade level in order to plan instruction more effectively.

Person Responsible

Simeon Nelson

Schedule

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

Evidence of Completion

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

Lesson plans

Person Responsible

Simeon Nelson

Schedule

Annually, from 9/14/2015 to 5/20/2016

Evidence of Completion

Math lesson plans will reflect strategy

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

Review of statewide assessment data

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Statewide assessment reports

G3.B1.S2 Students will use manipulatives and communication skills to model and explain mathematical problem solving. 4

 S192589

Strategy Rationale

Students need to be able to choose and use mathematical tools to present viable mathematical arguments and communicate these effectively.

Action Step 1 5

Teachers will give students opportunities to use manipulative and cooperative groups to model and explain problem solving

Person Responsible

Simeon Nelson

Schedule

Weekly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Student products/ demonstrations

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Walk-through observations and lesson plans

Person Responsible

Simeon Nelson

Schedule

Annually, from 9/14/2015 to 5/20/2016

Evidence of Completion

Reflected in lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Shared Best Practices

Person Responsible

Simeon Nelson

Schedule

Annually, from 9/14/2015 to 5/20/2016

Evidence of Completion

Lesson Plans

G3.B3 Students may need practice outside of class to reinforce skills learned and to challenge them on their skill level. 2

 B181180

G3.B3.S1 Students will use computer-based instruction program to reinforce skills and challenge them on their skill levels outside of class. 4

 S192590

Strategy Rationale

Students working on computer-based instruction programs can be focused on concentrated areas of need.

Action Step 1 5

Will provide students with opportunity to use computer-based instructional programs

Person Responsible

Simeon Nelson

Schedule

Weekly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Computer Student Reports, Lesson Plans

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

Will review computer reports, lesson plans

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Computer reports, lesson plans

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

Review student data

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Interventions for students on watch lists adjusted

G4. Students will use writing to respond to reading and math across the content areas resulting in an increase in Math and ELA scores. **1**

 G069653

G4.B1 Some students have not successfully responded to writing prompts across the content areas. **2**

 B181181

G4.B1.S4 Students targeted for remediation in math, writing or reading will be offered after-school remediation. **4**

 S192594

Strategy Rationale

Student will have small group targeted instruction.

Action Step 1 **5**

Targeted students will have access to after-school remediation.

Person Responsible

Simeon Nelson

Schedule

Semiannually, from 9/14/2015 to 5/20/2016

Evidence of Completion

Operation Brain Power Student Roster and Attendance

Action Step 2 **5**

Teachers will use multiple sources of data to develop "watch lists" of students needing extra support.

Person Responsible

Susan Tillman

Schedule

Evidence of Completion

Watch Lists from teachers at all grade levels

Plan to Monitor Fidelity of Implementation of G4.B1.S4 6

Monitoring attendance of students

Person Responsible

Simeon Nelson

Schedule

Semiannually, from 9/14/2015 to 5/20/2016

Evidence of Completion

Roster of students in OBP

Plan to Monitor Effectiveness of Implementation of G4.B1.S4 7

Review of progress monitoring data for students attending OBP

Person Responsible

Simeon Nelson

Schedule

Annually, from 9/14/2015 to 5/20/2016

Evidence of Completion

G4.B2 Some students are struggling with spelling and conventions of writing and work is slow and tedious.

2

 B181182

G4.B2.S1 Teachers will provide instruction and practice in spelling and writing conventions in literacy centers. 4

 S192595

Strategy Rationale

Specific instruction in spelling and writing conventions in small group settings will increase student performance on writing tasks.

Action Step 1 5

Instruct and provide practice in literacy centers

Person Responsible

Simeon Nelson

Schedule

Weekly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Student scores on weekly spelling and dictation assessments

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

Share lesson plans

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Spelling and grammar included in long-range plans

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

Review spelling and writing scores

Person Responsible

Simeon Nelson

Schedule

Semiannually, from 9/14/2015 to 5/20/2016

Evidence of Completion

Progress reports and report cards

G4.B3 Some students are missing key pieces to instruction due to frequent absences. 2

 B181183

G4.B3.S1 All teachers will participate in a school-wide attendance program to reinforce attendance of students. 4

 S192597

Strategy Rationale

Students with regular attendance will not have gaps in learning that may cause them to fall behind.

Action Step 1 5

Teachers will award students with an "attendance coupon" every week that they have perfect attendance. Student coupons will be put into a lottery for intermittent reinforcement of perfect attendance.

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Downward trend in excessive absences school-wide.

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

Review of attendance data.

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Downward trend in excessive absences school-wide.

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

Review of attendance data at end of year compared to previous year.

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Lists of students reinforced for attendance.

G5. Students will make connections to science, technology and math in real world situations and in various STEM related activities. 1

G069654

G5.B1 Students may lack hands-on experiences in science concepts. 2

B181184

G5.B1.S1 Students will participate in various STEM related activities within the classroom and outside of the classroom. 4

S192598

Strategy Rationale

Student interest and enthusiasm of STEM related activities will increase with these experiences, enabling them to make connections to their own lives and increase their knowledge of STEM related concepts.

Action Step 1 5

Students will participate in various STEM related activities

Person Responsible

Simeon Nelson

Schedule

Annually, from 9/14/2015 to 5/20/2016

Evidence of Completion

Student products and presentations, Teacher products and presentation

Action Step 2 5

Teachers will learn best practices for providing STEM activities for their students.

Person Responsible

Simeon Nelson

Schedule

On 12/18/2015

Evidence of Completion

STEM Lesson plan

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Classroom walk-through observations, Science Night walk-through observations

Person Responsible

Simeon Nelson

Schedule

Annually, from 9/14/2015 to 5/20/2016

Evidence of Completion

Reflections on activities observed, Exit Survey Reports

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Will review statewide assessment scores

Person Responsible

Simeon Nelson


Schedule

On 5/20/2016

Evidence of Completion

New goals established upon reflections

G5.B2 Students may lack science background knowledge as it pertains to the world around them. 2

 B181185

G5.B2.S1 Students will access websites through technology to make connections between science and math in the classroom and how it applies to real-world experiences. 4

 S192599

Strategy Rationale

Using technology allows for simulated experiences in science.

Action Step 1 5

Will make websites accessible through technology for research and instruction

Person Responsible

Simeon Nelson

Schedule

Daily, from 9/14/2015 to 5/20/2016

Evidence of Completion

Student product and presentations reflected in lesson plans

Action Step 2 5

Teachers will update SmartBoard skills and share technology tips to enhance use of technology in their instruction.

Person Responsible

Susan Tillman

Schedule

On 5/20/2016

Evidence of Completion

Lesson Plan

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Classroom walk-through and lesson plans

Person Responsible

Simeon Nelson

Schedule

Semiannually, from 9/14/2015 to 5/20/2016

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Review of assessment data

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Adjustment to goals and long-term plans

G5.B2.S2 Teachers will use inquiry-based science lessons. 4

S192600

Strategy Rationale

Students will use scientific argumentation.

Action Step 1 5

Teachers will use inquiry-based science instruction.

Person Responsible

Simeon Nelson

Schedule

Weekly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

Walk-through observations, review of lesson plans

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Evidenced in lesson plans

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7

Science assessment data

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Adjustments to goals

G5.B2.S3 Students will be introduced to a variety of scientists and science careers. 4

 S192601

Strategy Rationale

Students will make connections between their interests and science careers.

Action Step 1 5

Students will be introduced to a variety of scientists and science careers

Person Responsible

Simeon Nelson

Schedule

Monthly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Reflected in lesson plans

Plan to Monitor Fidelity of Implementation of G5.B2.S3 6

Walk through observations, review of lesson plans

Person Responsible

Simeon Nelson

Schedule

Annually, from 9/14/2015 to 5/20/2016

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G5.B2.S3 7

Walk-through observations.

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Lesson plans reflecting PLT scientists and science careers.

G5.B2.S4 Teachers will integrate various science texts in reading instruction. 4

 S192602

Strategy Rationale

Students will use science texts to defend science claims.

Action Step 1 5

Students will use science texts to support their science claims

Person Responsible

Simeon Nelson

Schedule

Monthly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G5.B2.S4 6

Walk-through observations, review of lesson plans

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Reflected in lesson plans

Plan to Monitor Effectiveness of Implementation of G5.B2.S4 7

Review of science assessment data

Person Responsible

Simeon Nelson


Schedule

On 5/20/2016

Evidence of Completion

Lesson plans

G6. With explicit instruction in writing with focus, organization, evidence, elaborations and conventions; students will write effective informative/expository, opinion and narrative essays using text-based evidence. 1

 G069655

G6.B1 Students may not be able to organize, their writing provide evidence and elaborations, and edit and revise their writing effectively. 2

 B181187

G6.B1.S1 Teachers will explicitly teach focus, organization, using text-based evidence, elaborations and conventions when writing expository, opinion and narrative essays. 4

 S192603

Strategy Rationale

Students will need these tools to get started and then complete an effective essay.

Action Step 1 5

Teachers will provide explicit instruction in writing with focus, text-based evidence, elaborations and conventions, and various opportunities for publication of student writing

Person Responsible

Simeon Nelson

Schedule

Weekly, from 9/14/2015 to 5/20/2016

Evidence of Completion

Writing portfolios, WriteScore Assessment Data

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Classroom walk-through observations, lesson

Person Responsible

Simeon Nelson

Schedule

Annually, from 9/14/2015 to 5/20/2016

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Review student writing assessment data

Person Responsible

Simeon Nelson

Schedule

On 5/20/2016

Evidence of Completion

Revision of goals and watch lists

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	Students with disabilities will use computer based learning to increase flexibility in scheduling.	Nelson, Simeon	9/14/2015	Scheduling will show time for remediation of students with disabilities.	5/20/2016 weekly
G1.B2.S1.A1	Students will use the computer assisted learning program to build on existing knowledge of mathematical concepts.	Nelson, Simeon	9/14/2015	Computer reports, Statewide assessment data	5/20/2016 weekly
G1.B5.S1.A1	Title 1, SIP, PTO money will be allocated for technology.	Nelson, Simeon	9/15/2015	Budget reports of money spent on technology	5/20/2016 annually
G2.B1.S1.A1	Students with learning disabilities needing additional intensive instruction in reading will use the ESE Resource room to access computer assisted learning.	Nelson, Simeon	9/14/2015	Computer assisted learning student reports	5/20/2016 daily
G3.B1.S1.A1	Teachers will give students multiple opportunities to talk and write to explain problem solving strategies they use.	Nelson, Simeon	9/14/2015	Math Journals	5/20/2016 weekly

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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
G3.B1.S2.A1	Teachers will give students opportunities to use manipulative and cooperative groups to model and explain problem solving	Nelson, Simeon	9/14/2015	Student products/ demonstrations	5/20/2016 weekly
G3.B3.S1.A1	Will provide students with opportunity to use computer-based instructional programs	Nelson, Simeon	9/14/2015	Computer Student Reports, Lesson Plans	5/20/2016 weekly
G4.B1.S4.A1	Targeted students will have access to after-school remediation.	Nelson, Simeon	9/14/2015	Operation Brain Power Student Roster and Attendance	5/20/2016 semiannually
G4.B2.S1.A1	Instruct and provide practice in literacy centers	Nelson, Simeon	9/14/2015	Student scores on weekly spelling and dictation assessments	5/20/2016 weekly
G4.B3.S1.A1	Teachers will award students with an "attendance coupon" every week that they have perfect attendance. Student coupons will be put into a lottery for intermittent reinforcement of perfect attendance.	Nelson, Simeon	9/14/2015	Downward trend in excessive absences school-wide.	5/20/2016 one-time
G5.B1.S1.A1	Students will participate in various STEM related activities	Nelson, Simeon	9/14/2015	Student products and presentations, Teacher products and presentation	5/20/2016 annually
G5.B2.S1.A1	Will make websites accessible through technology for research and instruction	Nelson, Simeon	9/14/2015	Student product and presentations reflected in lesson plans	5/20/2016 daily
G5.B2.S2.A1	Teachers will use inquiry-based science instruction.	Nelson, Simeon	9/14/2015	Lesson plans	5/20/2016 weekly
G5.B2.S3.A1	Students will be introduced to a variety of scientists and science careers	Nelson, Simeon	9/14/2015	Reflected in lesson plans	5/20/2016 monthly
G5.B2.S4.A1	Students will use science texts to support their science claims	Nelson, Simeon	9/14/2015	Lesson Plans	5/20/2016 monthly
G6.B1.S1.A1	Teachers will provide explicit instruction in writing with focus, text-based evidence, elaborations and conventions, and various opportunities for publication of student writing	Nelson, Simeon	9/14/2015	Writing portfolios, WriteScore Assessment Data	5/20/2016 weekly
G1.B2.S1.A2	Teachers will receive training on computer assisted programs	Nelson, Simeon	9/23/2015	Computer reports from programs used	one-time
G2.B1.S1.A2	ESE Teachers and Reading Coach will receive training in computer assisted instructional program	Nelson, Simeon	9/14/2015	Computer generated reports	5/20/2016 semiannually
G3.B1.S1.A2	Teacher will meet in vertical teams to understand foundations that are built on at each grade level in order to plan instruction more effectively.	Nelson, Simeon	8/3/2015		8/3/2016 annually
G4.B1.S4.A2	Teachers will use multiple sources of data to develop "watch lists" of students needing extra support.	Tillman, Susan	9/23/2015	Watch Lists from teachers at all grade levels	annually
G5.B1.S1.A2	Teachers will learn best practices for providing STEM activities for their students.	Nelson, Simeon	9/14/2015	STEM Lesson plan	12/18/2015 one-time
G5.B2.S1.A2	Teachers will update SmartBoard skills and share technology tips to enhance use of technology in their instruction.	Tillman, Susan	9/14/2015	Lesson Plan	5/20/2016 one-time
G1.MA1	Discovery Education Assessment data, Statewide Assessment Data	Nelson, Simeon	9/14/2015	Discovery Education Assessment Reports, Statewide Assessment Reports	5/20/2016 quarterly
G1.B1.S1.MA1	Review the number of students with disabilities receiving remediation in math	Nelson, Simeon	9/14/2015	Lesson plans and computer based reports	5/20/2016 one-time
G1.B1.S1.MA1	Documentation in lesson plans and computer program reports will show time spent in computer-assisted learning.	Nelson, Simeon	9/14/2015	Lesson plans and computer program reports	5/20/2016 quarterly

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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.B2.S1.MA1	Review of statewide assessment data	Nelson, Simeon	8/8/2015	Statewide assessment reports	5/20/2016 one-time
G1.B2.S1.MA1	Observations through classroom walk-throughs	Nelson, Simeon	9/14/2015	Walk-through evaluation notes.	5/20/2016 semiannually
G1.B5.S1.MA1	Progress monitoring reports for students using computer assisted learning.	Nelson, Simeon	9/14/2015	Progress monitoring reports.	5/20/2016 quarterly
G1.B5.S1.MA1	Review of budget reports.	Nelson, Simeon	9/14/2015	Budget reports and inventories of technology.	5/20/2016 annually
G2.MA1	Discovery Education Assessment Data	Nelson, Simeon	9/14/2015	Discovery Education Assessment reports	5/20/2016 semiannually
G2.B1.S1.MA1	Review of statewide testing data	Nelson, Simeon	9/8/2015	Statewide assessment reports	5/20/2016 one-time
G2.B1.S1.MA1	Observation through classroom walk-throughs	Nelson, Simeon	9/14/2015	Calendar	5/20/2016 semiannually
G3.MA1	Share Best Practices	Nelson, Simeon	9/14/2015	Reflected in lesson plans	5/20/2016 one-time
G3.B1.S1.MA1	Review of statewide assessment data	Nelson, Simeon	9/14/2015	Statewide assessment reports	5/20/2016 one-time
G3.B1.S1.MA1	Lesson plans	Nelson, Simeon	9/14/2015	Math lesson plans will reflect strategy	5/20/2016 annually
G3.B3.S1.MA1	Review student data	Nelson, Simeon	9/14/2015	Interventions for students on watch lists adjusted	5/20/2016 one-time
G3.B3.S1.MA1	Will review computer reports, lesson plans	Nelson, Simeon	9/14/2015	Computer reports, lesson plans	5/20/2016 one-time
G3.B1.S2.MA1	Shared Best Practices	Nelson, Simeon	9/14/2015	Lesson Plans	5/20/2016 annually
G3.B1.S2.MA1	Walk-through observations and lesson plans	Nelson, Simeon	9/14/2015	Reflected in lesson plans	5/20/2016 annually
G4.MA1	Review of student performance data	Nelson, Simeon	9/14/2015	Adjustment of goals	5/20/2016 one-time
G4.B2.S1.MA1	Review spelling and writing scores	Nelson, Simeon	9/14/2015	Progress reports and report cards	5/20/2016 semiannually
G4.B2.S1.MA1	Share lesson plans	Nelson, Simeon	9/14/2015	Spelling and grammar included in long-range plans	5/20/2016 one-time
G4.B3.S1.MA1	Review of attendance data at end of year compared to previous year.	Nelson, Simeon	9/14/2015	Lists of students reinforced for attendance.	5/20/2016 one-time
G4.B3.S1.MA1	Review of attendance data.	Nelson, Simeon	9/14/2015	Downward trend in excessive absences school-wide.	5/20/2016 one-time
G4.B1.S4.MA1	Review of progress monitoring data for students attending OBP	Nelson, Simeon	9/14/2015		5/20/2016 annually
G4.B1.S4.MA1	Monitoring attendance of students	Nelson, Simeon	9/14/2015	Roster of students in OBP	5/20/2016 semiannually
G5.MA1	Review student assessment data	Nelson, Simeon	9/14/2015	Adjustment to long range plans	5/20/2016 one-time
G5.B1.S1.MA1	Will review statewide assessment scores	Nelson, Simeon	9/14/2015	New goals established upon reflections	5/20/2016 one-time
G5.B1.S1.MA1	Classroom walk-through observations, Science Night walk-through observations	Nelson, Simeon	9/14/2015	Reflections on activities observed, Exit Survey Reports	5/20/2016 annually
G5.B2.S1.MA1	Review of assessment data	Nelson, Simeon	9/14/2015	Adjustment to goals and long-term plans	5/20/2016 one-time
G5.B2.S1.MA1	Classroom walk-through and lesson plans	Nelson, Simeon	9/14/2015	Lesson plans	5/20/2016 semiannually
G5.B2.S2.MA1	Science assessment data	Nelson, Simeon	9/14/2015	Adjustments to goals	5/20/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B2.S2.MA1	Walk-through observations, review of lesson plans	Nelson, Simeon	9/14/2015	Evidenced in lesson plans	5/20/2016 one-time
G5.B2.S3.MA1	Walk-through observations.	Nelson, Simeon	9/14/2015	Lesson plans reflecting PLT scientists and science careers.	5/20/2016 one-time
G5.B2.S3.MA1	Walk through observations, review of lesson plans	Nelson, Simeon	9/14/2015	Lesson plans	5/20/2016 annually
G5.B2.S4.MA1	Review of science assessment data	Nelson, Simeon	9/14/2015	Lesson plans	5/20/2016 one-time
G5.B2.S4.MA1	Walk-through observations, review of lesson plans	Nelson, Simeon	9/14/2015	Reflected in lesson plans	5/20/2016 one-time
G6.MA1	Review of statewide assessment data	Nelson, Simeon	9/14/2015	Revision of goals, long-term plans	5/20/2016 one-time
G6.B1.S1.MA1	Review student writing assessment data	Nelson, Simeon	9/14/2015	Revision of goals and watch lists	5/20/2016 one-time
G6.B1.S1.MA1	Classroom walk-through observations, lesson	Nelson, Simeon	9/14/2015	Lesson plans	5/20/2016 annually

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. Students will increase fluency in math skills while also gaining a deeper understanding of mathematical operations, building on existing skills through the use of supplemental computer assisted learning.

G1.B2 Some students are more than 1 year below grade level

G1.B2.S1 Students will use the IXL computer assisted learning program set on the developmental level established by the initial assessment.

PD Opportunity 1

Teachers will receive training on computer assisted programs

Facilitator

School Leadership Team

Participants

Teachers k-5

Schedule

G2. Students with disabilities will increase skills in phonics, vocabulary, and comprehension resulting in a higher percentage of SWDs demonstrating an increase in LEA scores on statewide standardized tests.

G2.B1 Scheduling conflicts

G2.B1.S1 Students with disabilities will access computer assisted instructional program for intensive instruction in the ESE Resource Room which will be available throughout the day.

PD Opportunity 1

ESE Teachers and Reading Coach will receive training in computer assisted instructional program

Facilitator

District Provided Trainer

Participants

ESE Teachers and Reading Coach

Schedule

Semiannually, from 9/14/2015 to 5/20/2016

G3. Students will gain a deeper understanding of problem solving mathematical operations through numerous learning opportunities including multiple- algorithms, learning facts to fluency, and using language and writing to communicate their understanding.

G3.B1 Students may be able to get a correct answer, but may not be able to understand why it is the correct answer.

G3.B1.S1 Students will use verbal and written communication to think about and explain mathematical problem solving.

PD Opportunity 1

Teacher will meet in vertical teams to understand foundations that are built on at each grade level in order to plan instruction more effectively.

Facilitator

District Provided Facilitator

Participants

k=6 team representative

Schedule

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

G4. Students will use writing to respond to reading and math across the content areas resulting in an increase in Math and ELA scores.

G4.B1 Some students have not successfully responded to writing prompts across the content areas.

G4.B1.S4 Students targeted for remediation in math, writing or reading will be offered after-school remediation.

PD Opportunity 1

Teachers will use multiple sources of data to develop "watch lists" of students needing extra support.

Facilitator

Susan Tillman

Participants

All teachers k-5

Schedule

G4.B3 Some students are missing key pieces to instruction due to frequent absences.

G4.B3.S1 All teachers will participate in a school-wide attendance program to reinforce attendance of students.

PD Opportunity 1

Teachers will award students with an "attendance coupon" every week that they have perfect attendance. Student coupons will be put into a lottery for intermittent reinforcement of perfect attendance.

Facilitator

Leadership team members

Participants

All teachers

Schedule

On 5/20/2016

G5. Students will make connections to science, technology and math in real world situations and in various STEM related activities.

G5.B1 Students may lack hands-on experiences in science concepts.

G5.B1.S1 Students will participate in various STEM related activities within the classroom and outside of the classroom.

PD Opportunity 1

Teachers will learn best practices for providing STEM activities for their students.

Facilitator

Katrina Roddneberry

Participants

k-5 teachers

Schedule

On 12/18/2015

G5.B2 Students may lack science background knowledge as it pertains to the world around them.

G5.B2.S1 Students will access websites through technology to make connections between science and math in the classroom and how it applies to real-world experiences.

PD Opportunity 1

Teachers will update SmartBoard skills and share technology tips to enhance use of technology in their instruction.

Facilitator

Leadership Team

Participants

k-5 teachers

Schedule

On 5/20/2016

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	Students with disabilities will use computer based learning to increase flexibility in scheduling.				\$0.00
2	G1.B2.S1.A1	Students will use the computer assisted learning program to build on existing knowledge of mathematical concepts.				\$0.00
3	G1.B2.S1.A2	Teachers will receive training on computer assisted programs				\$0.00
4	G1.B5.S1.A1	Title 1, SIP, PTO money will be allocated for technology.				\$6,350.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0015 - Riversink Elementary School	Title I Part A		\$6,350.00
5	G2.B1.S1.A1	Students with learning disabilities needing additional intensive instruction in reading will use the ESE Resource room to access computer assisted learning.				\$0.00
6	G2.B1.S1.A2	ESE Teachers and Reading Coach will receive training in computer assisted instructional program				\$0.00
7	G3.B1.S1.A1	Teachers will give students multiple opportunities to talk and write to explain problem solving strategies they use.				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0015 - Riversink Elementary School	Title I Part A		\$750.00
<i>Notes: Notes</i>						
8	G3.B1.S1.A2	Teacher will meet in vertical teams to understand foundations that are built on at each grade level in order to plan instruction more effectively.				\$0.00
9	G3.B1.S2.A1	Teachers will give students opportunities to use manipulative and cooperative groups to model and explain problem solving				\$0.00
10	G3.B3.S1.A1	Will provide students with opportunity to use computer-based instructional programs				\$2,680.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0015 - Riversink Elementary School	Title I Part A		\$2,680.00
<i>Notes: Notes</i>						
11	G4.B1.S4.A1	Targeted students will have access to after-school remediation.				\$10,920.00

Budget Data

	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	Title I Part A		\$10,920.00	
12	G4.B1.S4.A2	Teachers will use multiple sources of data to develop "watch lists" of students needing extra support.					\$0.00
13	G4.B2.S1.A1	Instruct and provide practice in literacy centers					\$925.43
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0015 - Riversink Elementary School	Title I Part A		\$425.43	
			<i>Notes: Notes studies weekly (2nd)</i>				
			0015 - Riversink Elementary School	Title I Part A		\$500.00	
			<i>Notes: NotesEET</i>				
14	G4.B3.S1.A1	Teachers will award students with an "attendance coupon" every week that they have perfect attendance. Student coupons will be put into a lottery for intermittent reinforcement of perfect attendance.					\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0015 - Riversink Elementary School	School Improvement Funds		\$1,000.00	
			<i>Notes: Notes</i>				
15	G5.B1.S1.A1	Students will participate in various STEM related activities					\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0015 - Riversink Elementary School	Title I Part A		\$100.00	
			<i>Notes: Notes</i>				
			0015 - Riversink Elementary School	Title I Part A		\$100.00	
			<i>Notes: Notes</i>				
16	G5.B1.S1.A2	Teachers will learn best practices for providing STEM activities for their students.					\$0.00
17	G5.B2.S1.A1	Will make websites accessible through technology for research and instruction					\$0.00
18	G5.B2.S1.A2	Teachers will update SmartBoard skills and share technology tips to enhance use of technology in their instruction.					\$0.00
19	G5.B2.S2.A1	Teachers will use inquiry-based science instruction.					\$0.00

Budget Data						
20	G5.B2.S3.A1	Students will be introduced to a variety of scientists and science careers				\$0.00
21	G5.B2.S4.A1	Students will use science texts to support their science claims				\$0.00
22	G6.B1.S1.A1	Teachers will provide explicit instruction in writing with focus, text-based evidence, elaborations and conventions, and various opportunities for publication of student writing				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0015 - Riversink Elementary School	Title I Part A		\$750.00
			<i>Notes: Notes summer vertical teaming ela</i>			
					Total:	\$23,575.43