

Lake County Schools

Astatula Elementary School



2015-16 School Improvement Plan

Astatula Elementary School

13925 FLORIDA AVE, Astatula, FL 34705

<http://lake.k12.fl.us/ael>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	66%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	36%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	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 is pending approval by the Lake County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	36
Professional Development Opportunities	37
Technical Assistance Items	39
Appendix 3: Budget to Support Goals	0

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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our Mission is to encourage creativity, personal pride and academic excellence. In a safe, caring environment, individuals will be challenged to become productive lifelong learners.

Provide the school's vision statement

Linking today to tomorrow.

School Environment

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

Teachers in all grade levels K-5 will build community using the Being a Writer and Making Meaning curriculms. Both Being a Writer and Making Meaning have Unit 1 - building a writing community and building a reading community where social emotional and academics are highlighred with dual goals.
Meet the Teacher
Open House

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

We talk often about showing our Bobcat PRIDE-Personal Responsibility for Daily Effort and we have a Bobcat Pledge that we all recite together during the morning announcements. During arrival and dismissal we have many adults supervising and assisting students. Our faculty and staff is very visible and always on hand to support and help our students.

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

We take a positive approach and believe in the least amount of consequences to change the behavior that needs to be changed. We provide positive thoughts for the week with all of our students and we have a Bully Proofing Character Development Program.

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

We provide students with positive messages beginning with morning announcements. We promote positive behaviors and provide opportunities to recognize those behaviors. Counselors are available for students in times of distress and also pull groups for students that may be having family issues. Faculty and staff are encouraged to notify guidance and administration of students needing any kind of assistance.

Making Meaning and Being a Writer curriculms teach social emotional learning strategies and skills in each lesson grades K-5.

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

A spreadsheet with the early warning indicators is provided by the district. This data is analyzed by the Leadership Team to determine the best ways to intervene. The early warning indicators include attendance, suspension, referrals and retentions. Data on statewide assessments is not yet available. The attendance data provided by the district is for students with 10 or more absences; however, the data below indicates the number of students with attendance below 90%.

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	2	10	8	13	12	10	55
One or more suspensions	1	1	4	2	4	4	16
Course failure in ELA or Math	13	4	1	5	1	0	24
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

PAWS groups are utilized to provide reading interventions to students who are identified by the early warning system. The MTSS/RtI process is used to provide interventions in reading, math and behavior.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

*Provide written information for parents in English and Spanish as well as utilization of bilingual call out system

*Have interpreter available at all events to interpret for Spanish Speaking and Deaf and Hard of

Hearing families.

*Continue to educate parents and teachers regarding available materials and services.

*Schedule events on a flexible schedule to meet the needs of working parents.

*Provide community service events such as the Spaghetti Dinner and the Orlando Magic family night to include community, families, teachers and students.

*Annual drama performance

*Community partnerships

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

School staff builds relationships with community organizations as well as local retail organizations in the community. Food for our homeless families is provided on a weekly basis, school supplies are donated throughout the year, clothing, eye glasses, and volunteer time are some of the resources we are able to obtain.

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
Sherman, Robert	Principal
Burnsed, Caroline	Assistant Principal
Christianson, Jacalyn	Other
Kay, Marni	Instructional Coach
Marcinkus, Amy	Instructional Coach
Fiorentino, Michelle	Guidance Counselor

Duties

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

Each member of the leadership team works as needed to fulfill the responsibilities of the MTSS and SIP. They analyze the data of students to provide supplemental and/or targeted intervention supports to assist in closing gaps in order to increase mastery of grade level standards. In Tier 1, the process is aided by the problem solving model that uses school wide and class wide data to monitor the success and difficulties of groups of students and provides for the development of academic and behavioral interventions for individuals, whole classes or school wide issues.

Leadership team meets weekly to discuss and make shared decisions regarding school needs.

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 Leadership Team assists in the identification of students who are possible candidates for the MTSS/RtI process by analyzing data throughout the year. The MTSS/RtI Team meets with teachers who refer students for MTSS/RtI and assists them in developing, implementing and monitoring interventions based on specific student needs according to data. The MTSS/RtI team provides ongoing support during the MTSS/RtI process.

Three times a year the grade levels meet with the Leadership team to analyze student data and place students in school wide intervention/enrichment groups called PAWS (Practicing and Working Strong). During these meetings teachers analyze literacy data and collaborate on effective instructional practices and adjust accordingly.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Robert Sherman	Principal
Marni Kay	Teacher
Kellyann Goring	Teacher
Elizabeth Linan	Teacher
Lori Westphal	Teacher
Velia Muruaga	Parent
Bonnie Hart	Parent
Misti McDonald	Parent
Brandy McDonald	Parent
Jennifer Long	Parent
Tim Palinski	Business/Community
Nichole Rickey	Parent
Sonia Pagan-Lopez	Education Support Employee
Edlyn Fernandez	Parent
John McGibbon	Business/Community

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 was asked for their input regarding the 2014-2015 SIP. The SAC decided the effectiveness by studying academic data, including AMOs, discipline, attendance, and in reviewing MTSS the number of at-risk students who are involved in the process. Areas of concern were discussed as well as areas of progress.

Development of this school improvement plan

SAC assists in preparation and evaluation of the School Improvement Plan

Preparation of the school's annual budget and plan

The principal presents and explains the various components of the school's annual budget and plan. Input is requested from SAC and questions encouraged.

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

SAC did not spend any funds this past year.

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

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Kay, Marni	Instructional Coach
Linan, Elizabeth	Teacher, K-12
Kase, Carissa	Teacher, K-12
Burris, Cathy	Teacher, K-12
Westphal, Lori	Teacher, ESE
Salamon, Jean	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

Text complexity and Florida State Standards, comprehension strategies, implementation of intervention/enrichment groups (PAWS groups), and the school-wide AR program, Developmental Studies Center reading/writing curriculum as well as school wide literacy initiatives.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school's strategy for encouraging positive working relationships between teachers include but are not limited to:

- *Grade Level Professional Learning Communities with a Flow Map walking the teachers through the PLC planning process step by step.
- *Thinking Map training provided to encourage collaborative instruction across every grade level and curriculum.
- *Common grade level planning.
- *Grade level workshops/meetings to share instructional strategies, discuss problem solving skills and provide support services for teachers.
- *Faculty meetings to address school wide issues and concerns which facilitate and develop positive working relationships.
- *Weekly reflective reinforcement messages via staff email and faculty meetings describing positive observations noted during daily administrative visits to classrooms. These visits are meant to build staff confidence and support classroom and grade level initiatives.

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

TQR will continue attending district meetings to provide information and support for newer teachers
Literacy Coach and CRT will provide training to new teachers regarding all aspects of curriculum and assessment

Professional Learning Communities provide education and support for all teachers

Grade level meetings provide ongoing training, data analysis and support services for teachers

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

Participate in the Teacher Orientation Program, each new teacher is paired with a mentor who teaches in his/her grade level or area of expertise to provide ongoing support. Collaborative Planning and Peer Coaching are also utilized.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All curriculum is research based and adheres to the state of Florida curriculum guidelines, thus, ensuring that our core instructional programs and materials are aligned to the Florida Standards.

Instructional Strategies

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

The school disaggregates its data on an ongoing basis and uses this information to drive our curriculum and remediation. We meet each nine weeks to analyze data which guides our instructional remediation groups and they may change due to progress or lack thereof.

MTSS creates an intervention plan for students based on data collected on each individual student. We frequently progress monitor and if an intervention is not working for a student it is modified or changed.

For example, AES uses the SIPPS program for reading intervention. Each nine weeks the intervention groups are changed (if needed) based on the data we collect through our progress monitoring.

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: 1,980

The county extended the school day in an effort to provide additional time for core academic instruction.

Strategy Rationale

The goal is to enhance student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sherman, Robert, shermanr@lake.k12.fl.us

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

IStation, IReady, STAR, LSA Science, progress monitoring will be analyzed as well as FSA, FCAT scores and school grade.

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

Kindergarten Roundup offered in the spring by our literacy coach and curriculum resource teacher for parents who have a child(ren) entering kindergarten for the following school year.

VPK is also offered at Astatula Elementary School.

College and Career Readiness

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

N/A

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

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

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

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:

.

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.** Astatula Elementary School will create a Bully-Free environment where students will feel safe and valued as individuals.
- G2.** To increase technology access to the students.
- G3.** Astatula Elementary will maintain a safe environment for student learning and personal growth for all students
- G4.** With high expectations teachers will understand, plan, deliver and differentiate standards based instruction in all content areas for all students.
- G5.** To meet and exceed the district expectation for STEM activities throughout all grade levels as evidenced by STEM school criteria.

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. Astatula Elementary School will create a Bully-Free environment where students will feel safe and valued as individuals. 1a

G071424

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	2.0
School Climate Survey - Student	95.0

Resources Available to Support the Goal 2

- Mandatory staff meeting to review plan. Documents and plan in Share folder.

Targeted Barriers to Achieving the Goal 3

- Making sure all staff members are following the Bully-Proofing plan with fidelity so that there will be consistency across the school and with the instructional delivery of the plan to the students.

Plan to Monitor Progress Toward G1. 8

Data from school discipline referral will be used to determine progress.

Person Responsible

Caroline Burnsed

Schedule

On 6/15/2016

Evidence of Completion

Copies of discipline referrals pertaining to bullying will be used as evidence of whether or not progress has been made toward the goal.

Plan to Monitor Progress Toward G1. 8

Data from students responses on the school climate survey will be evaluated to determine progress.

Person Responsible

Caroline Burnsed

Schedule

On 6/15/2016

Evidence of Completion

The exact dates for reviewing the student responses on the school climate survey are flexible as we are not sure when the results will be provided to the school. Student responses regarding bullying on the school climate survey will be used as evidence to determine if progress has been made.

G2. To increase technology access to the students. 1a

G071425

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	100.0

Resources Available to Support the Goal 2

- Three working computer labs
- 20 classroom tablets
- SmartBoards
- Access points

Targeted Barriers to Achieving the Goal 3

- Connectivity issues
- Lack of working/updated technology

Plan to Monitor Progress Toward G2. 8

Completion of needs assessment. Collection and analysis of technology needs assessment to make decisions toward meeting the goal of Increasing technology access to students

Person Responsible

Robert Sherman

Schedule

On 12/1/2015

Evidence of Completion

technology needs assessment, technology plan

G3. Astatula Elementary will maintain a safe environment for student learning and personal growth for all students **1a**

G071426

Targets Supported **1b**

Indicator	Annual Target
2+ Behavior Referrals	20.0

Resources Available to Support the Goal **2**

- Safe Schools Committee
- District Safety Newsletter
- Security cameras
- Single point of entry
- Radios
- Behavior support system
- Emergency procedure

Targeted Barriers to Achieving the Goal **3**

- Consistency in implementing discipline plan

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

Review discipline referrals

Person Responsible

Caroline Burnsed

Schedule

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

Evidence of Completion

discipline reports

G4. With high expectations teachers will understand, plan, deliver and differentiate standards based instruction in all content areas for all students. 1a

G071427

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Achievement	65.0
FSA - Mathematics - Achievement	65.0

Resources Available to Support the Goal 2

-
- *professional development opportunities in both reading and math *IReady *IStation *Thinking Maps *County Blueprints *Cooperative Structures *DSC webinars, training, side by side coaching *Literacy First Comprehension Kits *Problem Based Learning

Targeted Barriers to Achieving the Goal 3

- Implementation of new curriculum

Plan to Monitor Progress Toward G4. 8

Progress Monitoring data - Istation, IReady, STAR, Science LSA, FSA data
Lesson Plans
Classroom Walkthrough data

Person Responsible

Robert Sherman

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Progress Monitoring data - Istation, IReady, STAR, Science LSA, FSA data TEAM scores School Grade FSA scores

G5. To meet and exceed the district expectation for STEM activities throughout all grade levels as evidenced by STEM school criteria. 1a

G071428

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- *Hands on Science labs *DSC Kidz Science kits *AIMS activities *IReady *Brain Pop *Thinking Maps

Targeted Barriers to Achieving the Goal 3

- New Math Textbook

Plan to Monitor Progress Toward G5. 8

Walkthroughs
lesson plan checks
Math/Science progress monitoring data

Person Responsible

Robert Sherman

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Math/Science progress monitoring data FCAT Science scores FSA Math Assessment scores
STEM school portfolio Science Fair and STEM night

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. Astatula Elementary School will create a Bully-Free environment where students will feel safe and valued as individuals. **1**

 G071424

G1.B1 Making sure all staff members are following the Bully-Proofing plan with fidelity so that there will be consistency across the school and with the instructional delivery of the plan to the students. **2**

 B186151

G1.B1.S1 Ensure all staff members are familiar with the Bully-Proofing plan and follow the plan with fidelity. Will review the plan with the entire staff at the beginning of the the year. Will place plan and other Bully-Proofing documents in the share folder. **4**

 S197548

Strategy Rationale

If all staff members are following the plan with fidelity there will be consistency across the school and procedures will be accurately followed in all situations.

Action Step 1 **5**

Presenting Astatula Elementary School's Bully-Proofing plan to all staff members.

Person Responsible

Caroline Burnsed

Schedule

Annually, from 8/21/2015 to 6/10/2016

Evidence of Completion

Sign-in sheets

Action Step 2 5

The Bully-Proofing plan will be placed in the share folder so all staff will have access to the document. In addition, other documents pertaining to the plan will be placed in the share folder as well.

Person Responsible

Caroline Burnsed

Schedule

Annually, from 8/20/2015 to 9/15/2015

Evidence of Completion

Documents can be viewed in the Share folder under 2015-2016/Bullying

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

Staff meeting will be scheduled to review the Bully-Proofing plan.

Person Responsible

Caroline Burnsed

Schedule

On 8/21/2015

Evidence of Completion

Sign-in sheets will be kept on file in assistant principal's office.

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

Verification will be made that the Bully-Proofing plan and supporting documents are located in the share folder.

Person Responsible

Robert Sherman

Schedule

On 9/23/2015

Evidence of Completion

Mr. Sherman will visually observe that the Bully-Proofing plan and supporting documents are located in the share folder.

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

Discipline referrals regarding bullying will be reviewed and counted.

Person Responsible

Caroline Burnsed

Schedule

On 6/15/2016

Evidence of Completion

Copies of referrals regarding bullying will be kept on file in assistant principal's office.

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

Students responses regarding bullying on the school climate survey will be reviewed.

Person Responsible

Caroline Burnsed

Schedule

On 6/15/2016

Evidence of Completion

The exact dates for reviewing the student responses on the school climate survey are flexible as we are not sure when the results will be provided to the school. Copies of the student responses on the school climate survey will be kept on file in the assistant principals office.

G2. To increase technology access to the students. 1

G071425

G2.B1 Connectivity issues 2

B186152

G2.B1.S1 Complete an assessment of Wi-Fi broadband connectivity by district IT personnel 4

S197549

Strategy Rationale

Need to know the capacity of the broadband connections to determine if more is needed

Action Step 1 5

Evaluate the current technology available to the students

Person Responsible

Robert Sherman

Schedule

On 1/30/2016

Evidence of Completion

Inventory list of current on-campus technology devices

Action Step 2 5

Create a schedule for access to computer labs

Person Responsible

Amy Marcinkus

Schedule

On 10/1/2015

Evidence of Completion

Computer lab schedule

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

Monitor technology work orders completed for connectivity issues

Person Responsible

Jean Salamon

Schedule

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

Evidence of Completion

Technology work orders

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

Monitor the technology work orders for connectivity issues

Person Responsible

Jean Salamon

Schedule

Monthly, from 8/24/2015 to 6/6/2016

Evidence of Completion

technology work orders

G2.B2 Lack of working/updated technology **2**

 B186153

G2.B2.S1 To assess the need, cost, and alternatives for replacing technology for student and teacher use. **4**

 S197550

Strategy Rationale

To ensure that students and teachers have increased access to technology

Action Step 1 **5**

Assess the current technology, replacement costs, and research new technologies that may replace old technologies.

Person Responsible

Jean Salamon

Schedule

On 11/20/2015

Evidence of Completion

Lists of technology devices

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

Obtain technology needs assessment

Person Responsible

Robert Sherman

Schedule

On 11/20/2015

Evidence of Completion

Collection of the technology needs assessment

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

Utilize the technology needs assessment to address the replacement of technologies

Person Responsible

Robert Sherman

Schedule

On 12/2/2015

Evidence of Completion

Technology needs assessment for analysis, list of new technologies along with pricing

G2.B2.S2 Develop technology plan 4

 S197551

Strategy Rationale

to address issue of replacing nonperforming technology

Action Step 1 5

Develop a technology plan that addresses replacing technology in the school

Person Responsible

Robert Sherman

Schedule

On 12/15/2015

Evidence of Completion

Technology Plan

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Leadership team will meet to develop technology plan

Person Responsible

Robert Sherman

Schedule

On 12/15/2015

Evidence of Completion

Technology Plan

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Leadership Team will assess the effectiveness of plan for reducing barrier

Person Responsible

Robert Sherman


Schedule

On 12/16/2015


Evidence of Completion

Technology plan

G3. Astatula Elementary will maintain a safe environment for student learning and personal growth for all students 1

 G071426

G3.B1 Consistency in implementing discipline plan 2

 B186154

G3.B1.S1 Provide continuous training on discipline procedures to all staff members 4

 S197552

Strategy Rationale

Provide consistency to all constituents

Action Step 1 5

Provide Discipline Procedures to all staff on school share drive

Person Responsible

Caroline Burnsed

Schedule

On 11/6/2015

Evidence of Completion

Discipline procedures document

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

Discipline procedures and infractions will be reviewed

Person Responsible

Caroline Burnsed

Schedule

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

Evidence of Completion

Discipline referrals

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

Discipline documentation will be monitored

Person Responsible

Caroline Burnsed

Schedule

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

Evidence of Completion

Discipline referrals

G4. With high expectations teachers will understand, plan, deliver and differentiate standards based instruction in all content areas for all students. 1

G071427

G4.B2 Implementation of new curriculum 2

B186156

G4.B2.S1 The Florida Standards 4

S197553

Strategy Rationale

The Florida Standards are new to teachers and the support will provide time for collaboration and in depth analysis of the standards.

Action Step 1 5

The Florida Standards are new to teachers and the support will provide time for collaboration and in depth analysis of the standards.

Person Responsible

Robert Sherman

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Analyze progress monitoring data Classroom Walk Throughs Grade level PLC's Lesson Plan checks End of year FSA data

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

Lesson plan checks
Classroom walkthroughs
Team evaluations
PLC agendas and attendance
Leadership Team meetings ,Faculty meetings, Grade Level Chair meetings

Person Responsible

Robert Sherman

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Progress monitoring data - IStation, IReady, Team scores, school grade, FSA scores

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

Progress Monitoring data - Istation, IReady, STAR, Science LSA, FSA data
Lesson Plans
Classroom Walkthrough data

Person Responsible

Robert Sherman


Schedule

Weekly, from 8/24/2015 to 6/9/2016


Evidence of Completion

Progress Monitoring data - Istation, IReady, STAR, Science LSA, FSA data TEAM scores
School Grade FSA scores

G5. To meet and exceed the district expectation for STEM activities throughout all grade levels as evidenced by STEM school criteria. 1

 G071428

G5.B1 New Math Textbook 2

 B186157

G5.B1.S1 STEM PLC Science Fair training Grade Level PLC's focused on purposeful planning
Afternoon STEM club for grades 4-5 4

 S197554

Strategy Rationale

The FL Standards are new to teachers and the support will provide time for collaboration and in depth analysis of standards.

Action Step 1 5

STEM PLC - analyze Science and Math data. Implement STEM problem based learning experiences.

Person Responsible

Robert Sherman

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Math/Science Progress Monitoring FCAT Science scores FSA Math Assessment STEM school portfolio PLC Notes PLC agendas

Action Step 2 5

Grade level PLC's focused on purposeful planning

Person Responsible

Robert Sherman

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Math/Science Progress Monitoring FCAT Science scores FSA Math Assessment PLC Notes
PLC agendas

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

Walkthroughs
lesson plan checks
Math/Science progress monitoring data

Person Responsible

Robert Sherman

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Math/Science progress monitoring data FCAT Science scores FSA Math Assessment STEM
school portfolio Science Fair and STEM night

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

Walkthroughs
lesson plan checks
Math/Science progress monitoring data

Person Responsible

Robert Sherman

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Math/Science progress monitoring data FCAT Science scores FSA Math Assessment STEM school portfolio Science Fair and STEM night

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	Presenting Astatula Elementary School's Bully-Proofing plan to all staff members.	Burnsed, Caroline	8/21/2015	Sign-in sheets	6/10/2016 annually
G2.B1.S1.A1	Evaluate the current technology available to the students	Sherman, Robert	8/24/2015	Inventory list of current on-campus technology devices	1/30/2016 one-time
G2.B2.S1.A1	Assess the current technology, replacement costs, and research new technologies that may replace old technologies.	Salamon, Jean	11/20/2015	Lists of technology devices	11/20/2015 one-time
G2.B2.S2.A1	Develop a technology plan that addresses replacing technology in the school	Sherman, Robert	12/15/2015	Technology Plan	12/15/2015 one-time
G3.B1.S1.A1	Provide Discipline Procedures to all staff on school share drive	Burnsed, Caroline	11/6/2015	Discipline procedures document	11/6/2015 one-time
G4.B2.S1.A1	The Florida Standards are new to teachers and the support will provide time for collaboration and in depth analysis of the standards.	Sherman, Robert	8/24/2015	Analyze progress monitoring data Classroom Walk Throughs Grade level PLC's Lesson Plan checks End of year FSA data	6/9/2016 weekly
G5.B1.S1.A1	STEM PLC - analyze Science and Math data. Implement STEM problem based learning experiences.	Sherman, Robert	8/24/2015	Math/Science Progress Monitoring FCAT Science scores FSA Math Assessment STEM school portfolio PLC Notes PLC agendas	6/9/2016 weekly
G1.B1.S1.A2	The Bully-Proofing plan will be placed in the share folder so all staff will have access to the document. In addition, other documents pertaining to the plan will be placed in the share folder as well.	Burnsed, Caroline	8/20/2015	Documents can be viewed in the Share folder under 2015-2016/Bullying	9/15/2015 annually
G2.B1.S1.A2	Create a schedule for access to computer labs	Marcinkus, Amy	8/24/2015	Computer lab schedule	10/1/2015 one-time
G5.B1.S1.A2	Grade level PLC's focused on purposeful planning	Sherman, Robert	9/9/2014	Math/Science Progress Monitoring FCAT Science scores FSA Math Assessment PLC Notes PLC agendas	6/4/2015 weekly

Lake - 0271 - Astatula Elementary School - 2015-16 SIP
Astatula Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Data from school discipline referral will be used to determine progress.	Burnsed, Caroline	6/15/2016	Copies of discipline referrals pertaining to bullying will be used as evidence of whether or not progress has been made toward the goal.	6/15/2016 one-time
G1.MA2	Data from students responses on the school climate survey will be evaluated to determine progress.	Burnsed, Caroline	5/17/2016	The exact dates for reviewing the student responses on the school climate survey are flexible as we are not sure when the results will be provided to the school. Student responses regarding bullying on the school climate survey will be used as evidence to determine if progress has been made.	6/15/2016 one-time
G1.B1.S1.MA1	Discipline referrals regarding bullying will be reviewed and counted.	Burnsed, Caroline	6/15/2016	Copies of referrals regarding bullying will be kept on file in assistant principal's office.	6/15/2016 one-time
G1.B1.S1.MA4	Students responses regarding bullying on the school climate survey will be reviewed.	Burnsed, Caroline	5/17/2016	The exact dates for reviewing the student responses on the school climate survey are flexible as we are not sure when the results will be provided to the school. Copies of the student responses on the school climate survey will be kept on file in the assistant principals office.	6/15/2016 one-time
G1.B1.S1.MA1	Staff meeting will be scheduled to review the Bully-Proofing plan.	Burnsed, Caroline	8/21/2015	Sign-in sheets will be kept on file in assistant principal's office.	8/21/2015 one-time
G1.B1.S1.MA2	Verification will be made that the Bully-Proofing plan and supporting documents are located in the share folder.	Sherman, Robert	9/23/2015	Mr. Sherman will visually observe that the Bully-Proofing plan and supporting documents are located in the share folder.	9/23/2015 one-time
G2.MA1	Completion of needs assessment. Collection and analysis of technology needs assessment to make decisions toward meeting the goal of Increasing technology access to students	Sherman, Robert	12/1/2015	technology needs assessment, technology plan	12/1/2015 one-time
G2.B1.S1.MA1	Monitor the technology work orders for connectivity issues	Salamon, Jean	8/24/2015	technology work orders	6/6/2016 monthly
G2.B1.S1.MA1	Monitor technology work orders completed for connectivity issues	Salamon, Jean	8/24/2015	Technology work orders	6/3/2016 monthly
G2.B2.S1.MA1	Utilize the technology needs assessment to address the replacement of technologies	Sherman, Robert	12/2/2015	Technology needs assessment for analysis, list of new technologies along with pricing	12/2/2015 one-time
G2.B2.S1.MA1	Obtain technology needs assessment	Sherman, Robert	11/20/2015	Collection of the technology needs assessment	11/20/2015 one-time
G2.B2.S2.MA1	Leadership Team will assess the effectiveness of plan for reducing barrier	Sherman, Robert	12/16/2015	Technology plan	12/16/2015 one-time
G2.B2.S2.MA1	Leadership team will meet to develop technology plan	Sherman, Robert	11/10/2015	Technology Plan	12/15/2015 one-time
G3.MA1	Review discipline referrals	Burnsed, Caroline	8/24/2015	discipline reports	6/10/2016 quarterly
G3.B1.S1.MA1	Discipline documentation will be monitored	Burnsed, Caroline	8/24/2015	Discipline referrals	6/10/2016 quarterly
G3.B1.S1.MA1	Discipline procedures and infractions will be reviewed	Burnsed, Caroline	8/24/2015	Discipline referrals	6/10/2016 quarterly
G4.MA1	Progress Monitoring data - Istation, IReady, STAR, Science LSA, FSA data Lesson Plans Classroom Walkthrough data	Sherman, Robert	8/24/2015	Progress Monitoring data - Istation, IReady, STAR, Science LSA, FSA data TEAM scores School Grade FSA scores	6/9/2016 weekly
G4.B2.S1.MA1	Progress Monitoring data - Istation, IReady, STAR, Science LSA, FSA data Lesson Plans Classroom Walkthrough data	Sherman, Robert	8/24/2015	Progress Monitoring data - Istation, IReady, STAR, Science LSA, FSA data TEAM scores School Grade FSA scores	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B2.S1.MA1	Lesson plan checks Classroom walkthroughs Team evaluations PLC agendas and attendance Leadership Team meetings ,Faculty meetings, Grade Level Chair meetings	Sherman, Robert	8/24/2015	Progress monitoring data - IStation, IReady, Team scores, school grade, FSA scores	6/9/2016 weekly
G5.MA1	Walkthroughs lesson plan checks Math/ Science progress monitoring data	Sherman, Robert	8/24/2015	Math/Science progress monitoring data FCAT Science scores FSA Math Assessment scores STEM school portfolio Science Fair and STEM night	6/9/2016 weekly
G5.B1.S1.MA1	Walkthroughs lesson plan checks Math/ Science progress monitoring data	Sherman, Robert	8/24/2015	Math/Science progress monitoring data FCAT Science scores FSA Math Assessment STEM school portfolio Science Fair and STEM night	6/9/2016 weekly
G5.B1.S1.MA1	Walkthroughs lesson plan checks Math/ Science progress monitoring data	Sherman, Robert	8/24/2015	Math/Science progress monitoring data FCAT Science scores FSA Math Assessment STEM school portfolio Science Fair and STEM night	6/9/2016 weekly

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.

G3. Astatula Elementary will maintain a safe environment for student learning and personal growth for all students

G3.B1 Consistency in implementing discipline plan

G3.B1.S1 Provide continuous training on discipline procedures to all staff members

PD Opportunity 1

Provide Discipline Procedures to all staff on school share drive

Facilitator

Caroline Burnsed

Participants

Astatula Elementary staff

Schedule

On 11/6/2015

G4. With high expectations teachers will understand, plan, deliver and differentiate standards based instruction in all content areas for all students.

G4.B2 Implementation of new curriculum

G4.B2.S1 The Florida Standards

PD Opportunity 1

The Florida Standards are new to teachers and the support will provide time for collaboration and in depth analysis of the standards.

Facilitator

Leadership Team, District program specialists, Center for the Collaborative Classroom consultants

Participants

classroom teachers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

G5. To meet and exceed the district expectation for STEM activities throughout all grade levels as evidenced by STEM school criteria.

G5.B1 New Math Textbook

G5.B1.S1 STEM PLC Science Fair training Grade Level PLC's focused on purposeful planning
Afternoon STEM club for grades 4-5

PD Opportunity 1

STEM PLC - analyze Science and Math data. Implement STEM problem based learning experiences.

Facilitator

Amy Marcinkus

Participants

Grade level representatives K-5

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Technical Assistance Items

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

G1. Astatula Elementary School will create a Bully-Free environment where students will feel safe and valued as individuals.

G1.B1 Making sure all staff members are following the Bully-Proofing plan with fidelity so that there will be consistency across the school and with the instructional delivery of the plan to the students.

G1.B1.S1 Ensure all staff members are familiar with the Bully-Proofing plan and follow the plan with fidelity. Will review the plan with the entire staff at the beginning of the the year. Will place plan and other Bully-Proofing documents in the share folder.

PD Opportunity 1

Presenting Astatula Elementary School's Bully-Proofing plan to all staff members.

Facilitator

Caroline Burnsed/Safety Committee

Participants

All Astatula Elementary School staff members.

Schedule

Annually, from 8/21/2015 to 6/10/2016

PD Opportunity 2

The Bully-Proofing plan will be placed in the share folder so all staff will have access to the document. In addition, other documents pertaining to the plan will be placed in the share folder as well.

Facilitator

Caroline Burnsed/Safety Committee

Participants

All AES employees

Schedule

Annually, from 8/20/2015 to 9/15/2015

Budget

Budget Data

1	G1.B1.S1.A1	Presenting Astatula Elementary School's Bully-Proofing plan to all staff members.	\$0.00
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Budget Data			
2	G1.B1.S1.A2	The Bully-Proofing plan will be placed in the share folder so all staff will have access to the document. In addition, other documents pertaining to the plan will be placed in the share folder as well.	\$0.00
3	G2.B1.S1.A1	Evaluate the current technology available to the students	\$0.00
4	G2.B1.S1.A2	Create a schedule for access to computer labs	\$0.00
5	G2.B2.S1.A1	Assess the current technology, replacement costs, and research new technologies that may replace old technologies.	\$0.00
6	G2.B2.S2.A1	Develop a technology plan that addresses replacing technology in the school	\$0.00
7	G3.B1.S1.A1	Provide Discipline Procedures to all staff on school share drive	\$0.00
8	G4.B2.S1.A1	The Florida Standards are new to teachers and the support will provide time for collaboration and in depth analysis of the standards.	\$0.00
9	G5.B1.S1.A1	STEM PLC - analyze Science and Math data. Implement STEM problem based learning experiences.	\$0.00
10	G5.B1.S1.A2	Grade level PLC's focused on purposeful planning	\$0.00
Total:			\$0.00