

Bradford County School District

Southside Elementary School



2015-16 School Improvement Plan

Southside Elementary School

823 STANSBURY ST, Starke, FL 32091

www.bradfordschools.org/schools/southside-elementary-school/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

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	C*	D	C	C

**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 Bradford County School Board on 10/12/2015.

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
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

It is the mission of the faculty, staff, parents, community, along with all other stakeholders to recognize the value of consistent, real-world learning and growth. We will ensure students, regardless of where they live, opportunities for success while fostering excellence through academics and relationships.

Provide the school's vision statement

It is our responsibility to provide a quality education for all students.

School Environment

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

The members of Southside Elementary use the previous years records, information from outside agencies and information from the parents or guardians to learn about student's culture and build relationship between the teachers and students. Occasionally the administration, teachers, paraprofessional or the school guidance counselor will make home visits. During the initial school days the teachers take time to build a relationship with each students, learning more about them individually.

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

When the students arrive to school there are staff members posted in strategic areas on the campus to make sure the students are given directions to their assigned areas and to ensure safety through close supervision. The district and the local law enforcement agencies in collaboration have hired resource officers to provide proactive information to the students in regards to local and state laws, and safety.

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

The district has created a student code of conduct that delineates for the students and the parents the behavioral expectations. Each teacher takes time during the first week of school and periodically throughout the year to explain, and provide behavioral training in accord with the school-wide expectations. The staff uses PBS and CHAMPS to to encourage the students to pursue excellence, both behaviorally and academically.

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

The school has a guidance counselor and the district has several counselors including Psychologist, that ensures the social-emotional needs of all the students are being met.

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

The school uses the MTSS process to provide support to students with the EWS.

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	27	15	10	5	9	8	74
One or more suspensions	11	9	11	4	9	9	53
Course failure in ELA or Math	13	5	0	8	0	0	26
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
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	1	2	2	1	2	10

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

The students that are identified by the early warning, are provided support through the MTSS process. The support is intensified if students move up in tiers.

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/186641>.

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 community is invited via word of mouth, newspapers, electronically, radio, and various other means of correspondence to participate in the events that are scheduled periodically to build and sustain partnerships with the local community.

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
Williams, Earnest	Principal
Ricks, Denise	Assistant Principal
Murphy, Audrey	Instructional Coach
Alvarez, Sherree	Instructional Coach
Franklin, Elaine	Guidance Counselor

Duties

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

The RtI Leadership consists of an administrator- Ernest Williams, Assistant Principal-Denise Ricks, Curriculum Resource Teacher-Audrey Murphy, Guidance Counselor- Elaine Franklin, and an ESE Teacher-Ronnie Spangler. District Reading Coach-Sherree Alvarez.

Principal: Oversees the process. Ensures that the student success team is implementing MtSS with fidelity. Completes process checks ensure implementation of intervention support and documentation, ensures adequate professional development to support MtSS implementation, and communicates with parents regarding school-based MtSS plans and activities.

Assistant Principal: Works with the principal to provide the support for the implementation of MtSS Works with PBS Team to coordinate the implementation of Positive Behavior Support and works with the Student Success Team to ensure fidelity. Provides Tier 2 and Tier 3 mentoring/behavior instructional support.

Classroom Teachers (Curriculum Resource Teacher): Provides information about core instruction, participates in student data collection, collaborates with classroom teachers other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

District Reading Coach:

Provides guidance on K-12 reading plan; collaborates on data collection activities and data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language

skills .

Guidance Counselor: Provides support services for students, teachers, and classrooms with identified needs in PBS. Works with the team to interpret data and devise plans for students/teachers. Helps to implement school wide PBS activities and professional development. Provides individual and small group counseling for students. Collaborates with Curriculum Resource Teacher to manage MTSS documentation.

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 MtSS Leadership Team leads both the academic and behavioral sides of the MtSS model. The MtSS team meets monthly to discuss issues raised by Student Success Team meetings and determine what actions need to be implemented and by whom. A meeting agenda and minutes are kept and MtSS members report information back to the grade level teams.

Each grade group team meets regularly to engage in the following activities:

1. Monitor MtSS strategies
2. Insure fidelity
3. Identify and address professional development

Title I, Part A provides computer assisted instruction, material and supplies to support the academic achievement of students. After-school programs and summer school services are provided to eligible students to provide additional remediation. Professional development funds are utilized to ensure teachers receive professional development based on the goals and objectives in the Title I, Part A plan.

Plan and provide parent involvement meetings that utilize activities such as Scholastic Book programs, Book Bingo with Reading Tips, Parent Meet and Greet, and Southside grade level showcase.

Provide resources and support needed to implement Multi Tiered System of Student Support.

Included on the academic side:

Data Analysis

Differentiated Instruction

Intervention

Progress monitoring assessments Computer based instruction

After school tutoring

On the behavior side this includes:

Positive Behavior Support (PBS)training CHAMPS Behavior Support

Title I, Part C-Migrant: Bradford partners with a migrant liaison in Alachua County. The liaison works closely with the Title I director to ensure that migrant needs are met.

Title I, Part D: Title I part D provides funds to increase teacher effectiveness through providing funds for teachers to become highly qualified. This includes fee/tuition reimbursement and incentives.

Title II: District receives supplemental funds for improving academic achievement. Bradford utilizes these funds to support reading at the secondary schools.

Title III: Services are provided through the district for educational materials to support the ELL liaison.

Title VI: Provides funds to support a drop out prevention teacher and support for implementation of educational technology through Performance Matters.

Title X - Homeless: Title I supplements the funds that are provided through Title X to support homeless students. Funds are used for student and school support. District homeless coordinator works with schools to identify and provide the necessary resources.

Supplemental Academic Instruction (SAI): SAI dollars are coordinated with Title I to provide highly qualified 3rd grade teachers and to support summer school.

Violence Prevention Programs: Bullying Prevention Education Programs (TRA – Take responsibility

for your actions) and Character Education are (Character Counts, Positive Action) are implemented to help with positive behaviors and decrease discipline referrals.

Nutrition Programs: N/A

Housing Programs: N/A

Head Start: Pre-K classrooms located on and off elementary campuses help to ease the transition to Kindergarten. Active communication exists between Pre-K and the regular program. Students on campus are actively involved in the school program.

Adult Education: The Career Tech Center addresses adult education needs in Bradford County. It provides increased opportunities for training in specific fields such as nursing.

Career and Technical Education: The Career Technical Center partners with Bradford High to provide opportunities for advancement in the fields of nursing, welding, mechanics and other areas. Through the GED Exit option students at risk of not graduating are given the opportunity to learn and grow in a nontraditional secondary environment.

Job Training: N/A

Other: IDEA and Title I work together to ensure that the educational goal of the district are aligned to meet the needs of all students. Funds are coordinated to provide services and professional development.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tiffanie Johnson	Parent
Kevin Baker	Business/Community
Katrina Ferguson	Parent
Alenia Mack	Parent
Chera Ferguson	Parent
Shawna Burkholter	Parent
Earnest Williams	Principal
Ester Kelly	Business/Community
Connie Write	Parent

Duties

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

Evaluation of last year's school improvement plan

The school established three goals last year: 1) Integrate and increase responsive writing, 2) Improve math scores by increasing focus on Common Core Math instruction strategies and best practices, and 3) Increase use of tracking student progress to motivate students.

Development of this school improvement plan

The SAC reviewed the input from the parent and student surveys given at the end of the 2013 school year, as well as FCAT and SAT10 outcome data. SAC members also provided input on the ideas for improvement and target goals shared by the faculty and administration during SAC meetings at the beginning of the 2014 school year. SAC members particularly wanted to see math and writing scores increase, along with strengthening parent involvement.

Preparation of the school's annual budget and plan

We need to write something about the Title plan and how we are working this out.....

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

There are no funds for the School Advisory Committee to use. Certain activities that align with SAC goals will be funded through Title 1 funds.

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
Murphy, Audrey	Instructional Coach
Boyette, Martha	Teacher, K-12
DeVore, Heather	Teacher, K-12
Dull, Shelly	Teacher, K-12
Register, Kathy	Teacher, K-12
Ricks, Denise	Assistant Principal
Whytsell, Cynthia	Teacher, K-12
Williams, Earnest	Principal
Zipperer, Sara	Teacher, ESE
Faulkner, Jolyn	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Book Bingo, (Family Night) Fall Semester
Literacy Week: Jan PSA
Family Night: Spring Semester
Support common core resources and support
Support ongoing implementation of new reading curriculum
Support implementation of the School Improvement Plan and Title 1 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 administration has created a schedule that allows teachers of the same grade level to have lunch and their planning period during the same time. Teachers have the opportunity to attend workshops and receive professional development at the same time to encourage collaboration and harmony. Periodically, the administrative staff will provide staff the opportunity to celebrate the accomplishments of each other, various holidays or birthdays together.

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

We are committed to a 100% Highly Qualified teaching staff. Due to the current teacher surplus, we have highly qualified applicants for every position. - (Principal) The school in collaboration with the Human Resource Department will advertise to the local universities and colleges and accentuate the positive features of the community and the school district.

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

Mentee will maintain a log of activities, maintain a portfolio throughout the year, and make time to meet with the mentor. Principal will conduct an initial observation. Mentor will conduct a minimum of 3 observations. Feedback will be provided to the Mentee. Principal will do final evaluation. Principal, Mentee and Mentor will meet to review all data and observation instructions, log sheets, and the Mentee portfolio.

Appropriate observation and evaluation along with communication as directed by District and State policy.

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

Each year skilled professionals (CRT's, Reading Coaches), that have demonstrated their expertise meet to develop the curriculum maps and pacing guides and that are aligned to the Florida standards. Using state adopted materials that have been reviewed to ensure alignment 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 uses the data from various assessments and utilizes the MTSS process to identify the students evidencing difficulty with different skills and determine the appropriate strategies and differentiate instruction to meet the needs of diverse students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,350

After School tutoring program in reading and math with certified teachers. Program will run approximately from the end of January through the middle of April. Students will meet twice a week for 1 hour. The number of participants will largely depend upon the number of teachers who will commit to the program. At this point we estimate about 25-40 students.

Strategy Rationale

The school identified bubble students and targeted them with additional instructional and practice time to ensure academic progress.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Williams, Earnest, williams.earnest@mybradford.us

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

Outcome FSA data from the Spring of 2015 and beginning of the year progress monitoring data from, STAR, iReady (Math and Reading), and performance matters will be used to identify students. Students identified as below academic level (deficient) and "bubble kids" will be targeted for the first round of invitations.

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

Southside currently has a close relationship with the District Voluntary Pre Kindergarten program. Students

receive developmentally appropriate instruction to best prepare students to enter Kindergarten ready to

learn. Students with problems, are identified and the intervention process can begin at the earliest appropriate time. We include the pre-K programs at Southside in a number of opportunities such as; assemblies and programs, faculty meetings, fall and spring PTO festivals and concerts.

The Pre-K parents are solicited to enroll and participate in orientation activities at the earliest time.

PRE SCHOOL TRANSITION: To assist preschool children from early childhood programs to our elementary

school program, the following occurs:

*Special needs students are identified, diagnosed and provided with the necessary services (OT/PT, Speech, Language, assisted technology, and other health related needs).

*Public notice of kindergarten availability (newspaper, radio, area preschools, etc.)

*Public notification of Kindergarten registration and requirements.

*Kindergarten orientation program for parents and guardians.

*Kindergarten Readiness Test (KRT);

*Parent Teacher Organization (PTO) sponsored events (Fall and Spring Festival, fundraisers).

*Meetings between PRE-K and Kindergarten teachers.

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

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:

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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.** If best instructional practices along with Florida Standards are implemented with fidelity in the classroom in reading and math throughout the year the student scores will increase at or above grade proficiency.

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. If best instructional practices along with Florida Standards are implemented with fidelity in the classroom in reading and math throughout the year the student scores will increase at or above grade proficiency. 1a

G071619

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0
AMO Math - All Students	68.0

Resources Available to Support the Goal 2

- Faculty training and use of common core instructional strategies.
- Curriculum Resource Teacher, Title 1 Interventionist and District Reading Coach supporting and providing instructional scaffolding to classrooms.
- Promotion of genuine positive relationships between teacher, student and families.
- Guidance from District Office and D.A. with data throughout the year.
- Extending the Reading Block to at least 120 minutes per day.
- Promotion of genuine positive relationships between teacher, student and families.
- Guidance from District Office and D.A. with data throughout the year.
- Extending the Reading Block to at least 120 minutes per day.
- Book: Advance Schools: Insights From Exemplary Leaders.

Targeted Barriers to Achieving the Goal 3

- Lack of data use for differentiation
- Lack of knowledge on best practices aligned with Florida Standards
- Student's inability to retain new information.

Plan to Monitor Progress Toward G1. 8

FSA data STAR, iREADY and Achieve 300 data and EOY's.

Person Responsible

Earnest Williams

Schedule

Every 2 Months, from 10/5/2015 to 10/5/2015

Evidence of Completion

Increased scores in STAR, iREADY and Achieve 3000 data, and student's work.

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. If best instructional practices along with Florida Standards are implemented with fidelity in the classroom in reading and math throughout the year the student scores will increase at or above grade proficiency. **1**

 **G071619**

G1.B4 Lack of data use for differentiation **2**

 **B186698**

G1.B4.S1 Teachers will receive training in Differentiated Instruction. **4**

 **S198110**

Strategy Rationale

When the teachers effectively provide differentiated instruction the percentage of students below standard will decrease.

Action Step 1 **5**

The teachers will implement the strategies learned in the differentiated training in their classroom.

Person Responsible

Denise Ricks

Schedule

Weekly, from 9/16/2014 to 5/26/2015

Evidence of Completion

Completed differentiated instructional planning form

Action Step 2 5

Share and discuss data in the team meetings.

Person Responsible

Earnest Williams

Schedule

Weekly, from 9/16/2014 to 4/30/2015

Evidence of Completion

The teachers will have identified student the different tiers and the support or strategies needed to assist those students.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The implementation will be monitored during classroom walk-through(s)

Person Responsible

Earnest Williams

Schedule

Quarterly, from 9/23/2014 to 5/26/2015

Evidence of Completion

Differentiated instruction will be observed during the classroom walk-through(s)

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Differentiated data forms.

Person Responsible

Audrey Murphy

Schedule

Weekly, from 9/9/2014 to 4/30/2015

Evidence of Completion

The collection of the data forms at the data meetings.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Reviewing Achieve 3000, iReady Math and iReady Reading STAR Math, Reading , and Performance Matters data, and student's work.

Person Responsible

Denise Ricks

Schedule

Monthly, from 9/30/2014 to 5/26/2015

Evidence of Completion

The evidence will be students making gains in the Achieve 3000, iReady Math and Reading, STAR reading, Math and performance Matters Math, and examine the student's work.

G1.B6 Lack of knowledge on best practices aligned with Florida Standards 2

 B186700

G1.B6.S1 Lesson Study 4

 S198111

Strategy Rationale

Lesson is allow teachers to work together in collaboration in understanding the standards..

Action Step 1 5

Teacher will participate in a "Lesson Study."

Person Responsible

Earnest Williams

Schedule

Monthly, from 10/9/2014 to 1/15/2015

Evidence of Completion

The actual evidence will be sign-in sheets and the creation of a lesson plan.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

The administration will collect the artifacts, teacher surveys and reflections.

Person Responsible

Earnest Williams

Schedule

Biweekly, from 10/9/2014 to 1/15/2015

Evidence of Completion

Artifacts, teacher surveys and reflections.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

I-Observation, and evidence (observance) of more rigor.

Person Responsible

Earnest Williams

Schedule

Biweekly, from 10/9/2014 to 1/15/2015

Evidence of Completion

iObservation data and an increase in student performance STAR Reading, Math, and FAIR data, due to teacher effectively planning.

G1.B6.S2 The teachers will receive additional training during the early release schedule. 4

 S198112

Strategy Rationale

During the early release schedule the teachers will receive additional training on "Learning Scales" and "The Resistant Learner."

Action Step 1 5

Early release days, (Wednesday) training such as "Learning Scales and Goals" Language Development, and Differentiated Instruction.

Person Responsible

Earnest Williams

Schedule

Monthly, from 10/9/2014 to 4/30/2015

Evidence of Completion

Sign in sheet, power points, agendas.

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Walk through, observations and Lesson Plans.

Person Responsible

Earnest Williams

Schedule

Monthly, from 10/9/2014 to 4/30/2015

Evidence of Completion

The Lesson Plans and Marzana data.

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

The administration will use Marzano data, FCAT Science, FSA and SAT 10 Outcome.

Person Responsible

Earnest Williams


Schedule

Quarterly, from 11/20/2014 to 4/30/2015

Evidence of Completion

The increased of learning goals and scales data, teacher performance in Marzano and the increased in FCAT, SAT 10. data.

G1.B7 Student's inability to retain new information. 2

 B186701

G1.B7.S1 The teachers will be trained in the high yield strategies of Max Thomas during the professional learning groups. The Lesson Study will consist of three half days of professional development on lesson planning and strategies of effective implementation. 4

 S198113

Strategy Rationale

The students are experiencing the summer lost of knowledge are not able to retain new and old content information

Action Step 1 5

Plan the Lesson Study "Strategies of Max Thompson"

Person Responsible

Earnest Williams

Schedule

Weekly, from 11/2/2015 to 12/18/2015

Evidence of Completion

Set dates and assign facilitators.

Action Step 2 5

The Implementation of the PLC "Strategies of Max Thompson"

Person Responsible

Earnest Williams

Schedule

Weekly, from 11/2/2015 to 12/18/2015

Evidence of Completion

Minutes from the PLC's

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

The execution of the Lesson Study guidelines and minutes (Audit)

Person Responsible

Earnest Williams

Schedule

Weekly, from 11/2/2015 to 12/18/2015

Evidence of Completion

Review the minutes of the Lesson Study to ensure that the procedures and guidelines (Agenda) were followed and secure a copy of the sign in sheet. .

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Pre and post assessments of students in the high yield strategies of summarizing.

Person Responsible

Earnest Williams

Schedule

Every 3 Weeks, from 11/2/2015 to 12/18/2015

Evidence of Completion

Gather a base-line for students to determine what they know, have the teachers complete the Lesson Study, implement the strategies in the classroom, and complete the post assessment to determine the student's growth.

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.B4.S1.A1	The teachers will implement the strategies learned in the differentiated training in their classroom.	Ricks, Denise	9/16/2014	Completed differentiated instructional planning form	5/26/2015 weekly
G1.B6.S1.A1	Teacher will participate in a "Lesson Study."	Williams, Earnest	10/9/2014	The actual evidence will be sign-in sheets and the creation of a lesson plan.	1/15/2015 monthly
G1.B6.S2.A1	Early release days, (Wednesday) training such as "Learning Scales and Goals" Language Development, and Differentiated Instruction.	Williams, Earnest	10/9/2014	Sign in sheet, power points, agendas.	4/30/2015 monthly
G1.B7.S1.A1	Plan the Lesson Study "Strategies of Max Thompson"	Williams, Earnest	11/2/2015	Set dates and assign facilitators.	12/18/2015 weekly
G1.B4.S1.A2	Share and discuss data in the team meetings.	Williams, Earnest	9/16/2014	The teachers will have identified student the different tiers and the support or strategies needed to assist those students.	4/30/2015 weekly
G1.B7.S1.A2	The Implementation of the PLC "Strategies of Max Thompson"	Williams, Earnest	11/2/2015	Minutes from the PLC's	12/18/2015 weekly
G1.MA1	FSA data STAR, iREADY and Achieve 300 data and EOY's.	Williams, Earnest	10/5/2015	Increased scores in STAR, iREADY and Achieve 3000 data, and student's work.	10/5/2015 every-2-months
G1.B4.S1.MA1	Reviewing Achieve 3000, iReady Math and iReady Reading STAR Math, Reading, and Performance Matters data, and student's work.	Ricks, Denise	9/30/2014	The evidence will be students making gains in the Achieve 3000, iReady Math and Reading, STAR reading, Math and performance Matters Math, and examine the student's work.	5/26/2015 monthly
G1.B4.S1.MA1	The implementation will be monitored during classroom walk-through(s)	Williams, Earnest	9/23/2014	Differentiated instruction will be observed during the classroom walk-through(s)	5/26/2015 quarterly
G1.B4.S1.MA3	Differentiated data forms.	Murphy, Audrey	9/9/2014	The collection of the data forms at the data meetings.	4/30/2015 weekly
G1.B6.S1.MA1	I-Observation, and evidence (observance) of more rigor.	Williams, Earnest	10/9/2014	iObservation data and an increase in student performance STAR Reading, Math, and FAIR data, due to teacher effectively planning.	1/15/2015 biweekly
G1.B6.S1.MA1	The administration will collect the artifacts, teacher surveys and reflections.	Williams, Earnest	10/9/2014	Artifacts, teacher surveys and reflections.	1/15/2015 biweekly
G1.B7.S1.MA1	Pre and post assessments of students in the high yield strategies of summarizing.	Williams, Earnest	11/2/2015	Gather a base-line for students to determine what they know, have the teachers complete the Lesson Study, implement the strategies in the classroom, and complete the post assessment to determine the student's growth.	12/18/2015 every-3-weeks
G1.B7.S1.MA1	The execution of the Lesson Study guidelines and minutes (Audit)	Williams, Earnest	11/2/2015	Review the minutes of the Lesson Study to ensure that the procedures and guidelines (Agenda) were followed and secure a copy of the sign in sheet.	12/18/2015 weekly
G1.B6.S2.MA1	The administration will use Marzano data, FCAT Science, FSA and SAT 10 Outcome.	Williams, Earnest	11/20/2014	The increased of learning goals and scales data, teacher performance in Marzano and the increased in FCAT, SAT 10. data.	4/30/2015 quarterly
G1.B6.S2.MA1	Walk through, observations and Lesson Plans.	Williams, Earnest	10/9/2014	The Lesson Plans and Marzana data.	4/30/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If best instructional practices along with Florida Standards are implemented with fidelity in the classroom in reading and math throughout the year the student scores will increase at or above grade proficiency.

G1.B4 Lack of data use for differentiation

G1.B4.S1 Teachers will receive training in Differentiated Instruction.

PD Opportunity 1

The teachers will implement the strategies learned in the differentiated training in their classroom.

Facilitator

Directed Assistance from the Department of Education.

Participants

Classroom teachers, CRT, Administration

Schedule

Weekly, from 9/16/2014 to 5/26/2015

G1.B6 Lack of knowledge on best practices aligned with Florida Standards

G1.B6.S1 Lesson Study

PD Opportunity 1

Teacher will participate in a "Lesson Study."

Facilitator

Earnest Williams, and the Support District Team (TSE. Reading Coach)

Participants

All Teachers

Schedule

Monthly, from 10/9/2014 to 1/15/2015

G1.B6.S2 The teachers will receive additional training during the early release schedule.

PD Opportunity 1

Early release days, (Wednesday) training such as "Learning Scales and Goals" Language Development, and Differentiated Instruction.

Facilitator

NEFEC, Administration, and the District Support Team (TSE, Reading Coaches)

Participants

Teachers

Schedule

Monthly, from 10/9/2014 to 4/30/2015

G1.B7 Student's inability to retain new information.

G1.B7.S1 The teachers will be trained in the high yield strategies of Max Thomas during the professional learning groups. The Lesson Study will consist of three half days of professional development on lesson planning and strategies of effective implementation.

PD Opportunity 1

The Implementation of the PLC "Strategies of Max Thompson"

Facilitator

Earnest Williams and Denise Ricks (District Reading Coach and Math Coach)

Participants

All Teachers

Schedule

Weekly, from 11/2/2015 to 12/18/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B4.S1.A1	The teachers will implement the strategies learned in the differentiated training in their classroom.				\$0.00
2	G1.B4.S1.A2	Share and discuss data in the team meetings.				\$0.00
3	G1.B6.S1.A1	Teacher will participate in a "Lesson Study."				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$5,000.00
			Notes: Substitute teachers will be used to allow teachers to participapte in the various training.			
4	G1.B6.S2.A1	Early release days, (Wednesday) training such as "Learning Scales and Goals" Language Development, and Differentiated Instruction.				\$0.00
5	G1.B7.S1.A1	Plan the Lesson Study "Strategies of Max Thompson"				\$0.00
6	G1.B7.S1.A2	The Implementation of the PLC "Strategies of Max Thompson"				\$0.00
Total:						\$5,000.00