Gocio Elementary School

2015-16 School Improvement Plan

Gocio Elementary School

3450 GOCIO RD, Sarasota, FL 34235

www.sarasotacountyschools.net/gocio

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	85%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	76%

School Grades History

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

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 Sarasota County School Board on 12/8/2015.

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.

Table of Contents

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	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our Mission at Gocio Elementary School is to maximize academic success and responsible citizenship of all students through our passionate commitment to excellence.

Provide the school's vision statement

The Gocio Elementary School community values all children and is dedicated to nurturing and challenging students to reach their maximum learning potential.

School Environment

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

Gocio has a high percentage of ESOL students. Upon registering, all families are given the Home-Language Survey to collect information. All communication to our families is done in Spanish and English. We plan ESOL nights with our parents and provide interpreters. Our Diversity committee plans several events throughout the year to celebrate our students' heritage. Gocio's teachers schedule conferences to meet with each family to discuss their child's progress. Every ESOL family has an annual parent teacher conference to discuss their progress, as well as a face-to-face conference if there are academic struggles beyond language assimilation. This year we began a one-on-one mentoring program in which over 30 staff members agreed to mentor a child at our school to build a deeper bond with an adult here that they could trust. We hold a Title I meeting each year to provide information on our programs. In addition, each grade level hosts a family night to showcase their students and provide learning opportunities for families. These are just some of the many ways we build relationships between teachers, students, and families.

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

Gocio is a fenced school campus which assures that visitors must report to the office where they are signed in through RAPTOR. Our SAC committee has met with the Director of Safety and Security to examine was that our campus can be more secure. We have continually taken a proactive approach in regards to student and staff safety. Visitors are expected to wear an identification badge while on campus. The front office requires swipe card access and each entry way to the school campus is locked during school hours. All staff members are expected to be respectful to students. The school has implemented a school wide "Be Wise" program which emphasizes respect, responsibility and safety. This PBS program is taught and modeled in each classroom and school environment and is becoming a common language with our school community. We also instituted a school-wide "One Book, One School" program this year, entitled the 7 Habits of Healthy Kids. These 7 habits are taught in the classroom and reinforced through specific guidance lessons for all 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

Gocio Elementary is a Positive Behavior Support school. We have a school wide PBS program entitled "Be Wise," that is taught in each and every classroom. Students/classes earn "owl feather," for demonstrating the correct behavior. Our goal is to continually recognize students who are doing the right thing. We emphasize recognizing students that are following school-wide expectations in a variety of ways. They are able to be recognized with owl feathers that they earn for their class. Students are also able, as a class, to be recognized for expected behavior in the cafeteria. This year we also adopted a school wide "One Book,One School" entitled The 7 Habits of Healthy Kids that focuses on positive choice-making. Each teacher is reading, teaching, and modeling these lessons in class. They are also reinforced with guidance lessons. All school wide expectations are posted on our campus and classrooms. Gocio also has a clear procedure in place for discipline referrals and this data is monitored monthly. Our PBS committee also meets monthly to explore innovative ways to reward children and teach expected behaviors. Teachers have also received CPI training as well as Restorative Circle training as a technique to discuss issues before they disrupt and build classroom community between students.

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

Gocio has 1.6 school counselors. Both counselors provide small group and classroom counseling, as well as participate in our school-wide "One book, One School," program. This book centers around students making positive choices, and both counselors provide lessons school wide to teach, model, and reinforce these lessons. Our full time counselor is in charge of our SWST and works with other individuals to ensure interventions are taking place for students. Both counselors are part of the larger school community, working with outside agencies to ensure regular resources for our families such as a food pantry, back pack kids program, school supplies, and other needs. In addition our counselors work with our Student Council to promote and instill leadership.

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

Gocio has implemented the following areas to be monitored on a regular basis:
Attendance below 90 percent-Gocio monitors attendance daily. Attendance is checked every morning at the school level and a Connect Ed message is sent for students who are out of school weekly. The Asst. Principal meets with the registrar every week and a spreadsheet is updated with students who have absent days. This live database is then shared with a grade level representative who works with teachers to communicate with families and help families with barriers from getting students to school on time.
One or more suspensions- Student referral data is monitored monthly along with our PBS committee. A school wide PBS plan is in place to teach and model appropriate behavior. Two school counselors work with students individually and in small group for issues that arise that may need more explicit teaching. In addition, Gocio teachers have participated in Restorative Circles school wide to help problem solve and build classroom communities.
Level 1 on statewide assessment-Gocio progress monitors throughout the year through a variety of school wide data. Teachers work in the classroom to provide interventions for students who are below grade level. In addition, Gocio contracts with reading teachers to help with struggling students.
Course failure in ELA or Mathematics-Teachers meet face-to-face with parents at a minimum 2X per year to discuss grades and progress. Progress reports are sent home mid-way through every quarter to update families on progress. Interventions, small groups, and before and after school tutoring are made available for students who are struggling academically.

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	14	11	12	12	8	6	63
One or more suspensions	1	4	3	4	2	10	24
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	35	28	23	86
Level 1 on statewide assessment-math	0	0	0	40	20	25	85

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

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	1	4	3	4	12

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

Attendance:
*Monitored by Admin/Attendance contact for each grade leve/SWST
*Weekly attendance meetings and progress monitoring
*Attendance notebook on One Note for real time data and progress monitoring
*Attendance support groups and interventions for students who have a history of chronic attendance
*School wide attendance incentive program
Suspensions:
*PBS plan in place school wide
*Use of Restorative Circles-all teachers had initial training
*Regular monitoring of discipline data and PBS committee meetings
Course failure:
*Monitoring of grades
*Minimum of two parent conferences
*Daily agenda book communication
*Progress reports sent a minimum of 3X per year
*SWST/RTI academic interventions in place
Level 1 on state wide assessments:
*In class academic interventions and progress monitoring
*Intervention support built into daily schedule
*Grade 3 intensive reading remediation support
*PD for staff on best practices and instructional strategies
*Regular monitoring of student data at all levels (school wide, grade level, class level)
*SWST/RTI as needed
In addition: Gocio Elementary provides individual and small group intensive services for targeted students. Our ESE and ESOL teachers provide instruction based on student IEP and LEP goals. We also provide daily classroom intervention instruction for students that need remediation. The attendance committee meets weekly and has a clear plan in place that regularly monitors students attendance and identifies those students with excessive tardies or absences. Each grade level has a "point person," who meets with grade level teams to ensure proper notification, documentation, and

interventions. Gocio also adopted a school wide positive behavior attendance incentive program this year to recognize and reward students for coming to school daily and on time.

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

Gocio strives to provide more opportunities for families to attend school wide functions. Gocio conducts conferences and meetings at different times to meet families' needs. We provide interpreters for all of our meetings and programs. All written communication is done in dual languages. We offer ESOL and grade level parent nights, Fall Festival, Hispanic Heritage Night, Book Fair, Movie Nights, Art Fair, our Spring Fling and more. Also, teachers meet with families to discuss student progress. Our goal this year is that a minimum of 80% of families will attend a face to face parent conference. In addition a minimum of 80% of families will attend at least one school wide function.

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

Gocio has partnerships with All Faiths Food Bank for our Backpack Kids and Food Pantry to provide nutritional food on a regular basis. The Rotary Club provides backpacks and dictionaries for our students. The Manasota Track Club provides support to our running program and 100 Mile Club for healthy bodies. Gocio has worked with the Sarasota Ballet, North County Library and the Baltimore Orioles to provide a thematic study that correlates ballet and baseball. The local arts community supports our fine arts department through donation of props, costumes, materials and lighting and staging. FST provides instruction in language arts. Gocio partners with a local community member and master gardener as well as Bok Tower Gardens/UF to have a school garden and garden club. The local community alsp spearheads a Bridge Club on our campus.

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
Buchanan, Pamela	Principal
Kocur, Heidi	Teacher, K-12
Ellis, Tamara	Teacher, K-12
Smithson, Angela	Teacher, K-12
Harrell, Julie	Teacher, K-12
Baldwin, Amy	Teacher, K-12
Fairchild, Marya	Assistant Principal
Dutkiewicz, Michael	Teacher, K-12
Haberman, Barbara	Teacher, K-12

Duties

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

The administration engages grade level curriculum leaders to provide quality lesson plan designs, curriculum mapping and implementation of the state standards. Administration meets with grade level curriculum leaders monthly to discuss important instructional issues facing grade levels, best practices, and progress monitoring of student data at every grade level. Grade levels meet weekly during their common planning time, under the facilitation of the curriculum leader to conduct professional discussions on curriculum, data, and lesson design and interventions for struggling learners.
Specific roles and responsibilities:
Pamela Buchanan, Principal-Administrative Support and Decision Making
Marya Fairchild, Asst. Principal-Administrative Support and Decision Making
Curriculum/Team Leaders- Representatives for respected grade levels

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

Through data analysis of students' academic achievement, a strategic plan is designed to maximize each learning day. All human resources are aligned to maximize instruction and provide remediation and enrichment for identified students, above and beyond daily instructional lessons delivered by each classroom teacher. The school's administration recruits additional support personnel to assist with data management, designing and delivery of interventions for reluctant learners and researching best practices for improving student achievement with large ESOL populations.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Pamela Buchanan	Principal
Robert Kanotz	Teacher
Rana Hodges	Teacher
Jessica Harris	Teacher
Katrina Ward	Business/Community
Melissa Barber	Business/Community
Lisa Crosby	Parent
Dinorah Rizzo	Education Support Employee
Angelo Lauria	Parent
Carla Sachetti	Parent
April Ammeson	Teacher
Chelsea Black	Business/Community
Sequndino Esqueda	Business/Community
Margaret Fabien	Parent
Janette Garcia	Parent
Yasmin Grullon	Business/Community
Jesse Guajardo	Teacher
Taylor Hall	Teacher
Angelo Lauria	Parent
Lazaro Perez	Parent
Kella Powell	Parent
Mervin Richardson	Parent
Ruth Rubinstein	Business/Community
Gozalo Ruiz	Parent
Abraham Sanchez	Business/Community
Maureen Taliento	Teacher
Prinscilla White	Parent
Erika Zavala	Parent
Ana Aguilar	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

The data from 2015-16 school year is reviewed and discussed with SAC, twice a year. SAC is instrumental in discussing academic programs and progress at Gocio Elementary. Gocio struggled significantly in Science this past school year and SAC has been instrumental in providing input for focus in this area.

Development of this school improvement plan

The SAC meets monthly to advise the principal on various school operations, including budget, academic programs, parent involvement activities, positive behavior support and more. The SAC also reviews the school-wide assessment data to determine the academic needs of the students and the feedback is included in the School Improvement Plan.

Preparation of the school's annual budget and plan

Once the school district provides our school with the alloted annual budget, the principal reviews the budget and creates a draft to present to faculty, staff, and SAC. Input is sought from stakeholders and adjustments are made to the budget as a result of the recommendations made. The budget is then finalized once consensus has been reached.

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

All school improvement funds were designated to fund the daily agendas for students. The SAC/SDMT reached consensus on this expenditure as it promotes communication between school and home. The funds for the agenda books was $3608.00.

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

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

Gocio recognizes that the membership of the SAC must represent the composition of the student body. Every effort is being made to recruit members that represent the diverse population of our school.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Buchanan, Pamela	Principal
Kocur, Heidi	Teacher, K-12
Collins, Julie	Teacher, K-12
Williams, Sarah	Teacher, K-12
Haberman, Barbara	Teacher, K-12
Hradek, Kelli	Teacher, K-12
Billingsley, Sandy	Teacher, K-12
Erikzon, Karen	Teacher, K-12
Ward, Jamie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Gocio use the Reading Wonders Series as well as other resources such as Read Works, novels, and I-Ready in the classroom. Each of these resources helps teachers implement and Florida Standards. The team is proactive with PD opportunities in regards to attendance, and to provide information to other teachers. The team plans reading events, celebrations and reading intervention programs. The

team supports the school-wide reading incentive program to document the number of minutes students read monthly. The team supports the Sunshine State Readers program. At least 70% or more of the administration and faculty hold membership to the Sarasota Reading Council and Florida Reading Association. The committee meets monthly and discusses literacy activities and progress towards mastery at each grade level.

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

All grade level teams have a daily common planning time. One common planning time each week is designated for a CPT where the teams focus on instructional and intervention strategies, data and progress monitoring. These sessions are specifically structured around the instructional needs of our staff. Teachers choose to meet on a regular basis and invite district support staff, administration, as well as in house experts on areas affecting their grade level. The purpose of these sessions is to improve student achievement through their teaching practice.

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

The administration hired staff that were highly qualified and provided recommendations of high levels of performance in their prior schools. We support beginning teachers through the SCIP Mentoring program. One of our teachers, Julie Collins, is the Lead Mentor. She facilitates meetings and provides on-going support for the teachers. Each new teacher is assigned a trained SCIP Mentor, who provides support.

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

Gocio participates in the district provided SCIP program. The purpose of this program is to provide a solid mentor who can help mentor and establish positive relationships with new staff members. Gocio this past year partnered our three new teachers with three veteran teachers at same grade levels or as close as possible. Each of the mentors/menteees participates in regular meetings with new teachers that follow the SCIP mentoring program topics and guidelines.

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 teachers follow the District Instructional Focus Guides that align with the Florida Standards. Additionally, all adopted series follow the standards. Lesson plans are closely monitored, as each team submits them to One Note for administrators to be able to review and to ensure that lessons 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

Teachers input student data (I-Ready, running records, Go Math, Benchmarks, Reading Wonders) and monitor their progress throughout the year. Teachers meet with the administration and support team three times annually to discuss the data. The teachers also use this data to identify students needing remediation or enrichment and to determine those students needing more assistance through MTSS.

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: 2,520

We offer an after school tutoring program for students that are academically struggling in grades 2-5.

Strategy Rationale

Remediation

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Buchanan, Pamela, pamela.buchanan@sarasotacountyschools.net

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

Formative and summative data is collected and monitored.

Strategy: Before School Program

Minutes added to school year: 4,800

Before school computer tutorial program

Strategy Rationale

Students need additional time in core academic areas

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fairchild, Marya, marya.fairchild@sarasotacountyschools.net

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

Progress monitoring data of participating students using I-Ready

Strategy: Extended School Day

Minutes added to school year: 3,600

We offer an array of enrichment activities such as running club, gardening club, GPAC, Student Council, guitar and violin opportunities for students to participate in.

Strategy Rationale

Enrichment opportunities allow students to increase their cognitive abilities through other means. Research has been well documented in these areas. In addition, these school based opportunities are free for our families.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fairchild, Marya, marya.fairchild@sarasotacountyschools.net

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

Performance based tasks from each enrichment opportunity are presented to demonstrate effectiveness of the programs. For example, our gardening club grows fresh organic fruits and vegetables and shares them with their families.

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

Our school implements a summer screening process to identify student readiness. Gocio also presents a Kindergarten Round-Up for incoming kindergarten students. Our 5th grade students attend an orientation at their proposed middle school. This past year our administration met with a representative from VPK to gain insight to incoming students. In addition, both administrators participated in a district led V2K program to begin establishing community connections between pre-K providers and Gocio Elementary.

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:

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.

In reviewing Gocio's 2015 FSA data for ELA and Math as well as Gocio's FCAt Science data shows that all academic areas need to be improved. Last year only 39% of our students were proficient in Science. Our ELA and Math FSA data demonstrates proficiency below the district and state.

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. By the year 2016, Gocio will reduce its number of student day suspensions by 10% as measured by school wide data.

G2. By the year 2016, Gocio will reduce its number of chronic absent students (18 days or more) by 10%. There will be a reduction in overall student absences by 10%.

G3. By the year 2016, increase parent involvement to 80%. This will be demonstrated by our families attending at least one parent conference with their child's teacher.

G4. ELA- By the year 2016, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency.

G5. Math -By the year 2016, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency.

G6. Science - By the year 2016, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating 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. By the year 2016, Gocio will reduce its number of student day suspensions by 10% as measured by school wide data. 1a

G072335

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	71.0

Resources Available to Support the Goal 2

- PBS plan School Counselors One book One School Program-7 Habits of Healthy Kids Training offered for classroom paraprofessionals in relevant areas

Targeted Barriers to Achieving the Goal 3

- Learned behaviors Family situations

Plan to Monitor Progress Toward G1. 8

Ongoing progress monitoring of project data and end of year data

Person Responsible

Marya Fairchild

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Final PBS Committee notes and progress Final discipline data Feedback regarding PBS activities and events

G2. By the year 2016, Gocio will reduce its number of chronic absent students (18 days or more) by 10%. There will be a reduction in overall student absences by 10%. 1a

G072336

Targets Supported 1b

Indicator	Annual Target
Attendance rate	12.0

Resources Available to Support the Goal 2

- Strong monitoring system in place with early intervention and and school wide attendance incentive program SWST Team Truancy officer

Targeted Barriers to Achieving the Goal 3

- Family transportation/family situations Chronic illnesses

Plan to Monitor Progress Toward G2. 8

Attendance data will be collected weekly and shared with teachers. Attendance Committee meets monthly to review progress and provide additional support and ideas.

Person Responsible

Marya Fairchild

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Attendance database and spreadsheet from month to month, as well as compared to previous year.

G3. By the year 2016, increase parent involvement to 80%. This will be demonstrated by our families attending at least one parent conference with their child's teacher. 1a

G072337

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	80.0

Resources Available to Support the Goal 2

- Parent Leadership Coordinator, Fathers Being Involved (FBI), Hispanic Heritage Night, Student Agendas, Interpreters, Community Outreach

Targeted Barriers to Achieving the Goal 3

- Transportation for families, language, economy

Plan to Monitor Progress Toward G3. 8

Parent attendance logs for all family events

Person Responsible

Pamela Buchanan

Schedule

On 5/31/2016

Evidence of Completion

Parent attendance logs

G4. ELA- By the year 2016, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency. 1a

Targets Supported 1b

G072338

Indicator	Annual Target
FSA English Language Arts - Achievement	46.0

Resources Available to Support the Goal 2

- Reading Wonders Professional Development Collaborative Planning Sessions Curriculum Nights Reading remediation and Intervention Support Accountable Talk Training I-Ready Year two training and PD Precision vocabulary training Instructional Focus Guides Reading Resource teachers

Targeted Barriers to Achieving the Goal 3

- Classroom teachers are often focused on remediation. There are significant gaps in student achievement.

- Teachers have to continually work towards teaching at high levels, ensuring that students receive remediation in deficit areas, but also teach the grade level standards.

- Wide range of skills of entering K students that often put them behind even upon entry.

Plan to Monitor Progress Toward G4. 8

Progress Monitoring throughout the year
Quarterly data chats

Person Responsible
Pamela Buchanan

Schedule
Quarterly, from 8/24/2015 to 5/31/2016

Evidence of Completion
Data drop reviews

G5. Math -By the year 2016, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency. 1a

G072339

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	52.0

Resources Available to Support the Goal 2

- Go Math program CPT sessions Professional Development Rocket Math Fluency iReady MobyMax Math reading resource teacher

Targeted Barriers to Achieving the Goal 3

- Implementation of a new math series Wide range of ability levels in classroom Due to the migration of our families, many students arrive on campus working below grade level Reduced PD funding and curriculum resources

Plan to Monitor Progress Toward G5. 8

Quarterly Progress Monitoring meetings

Person Responsible
Pamela Buchanan

Schedule
Quarterly, from 10/20/2015 to 5/15/2016

Evidence of Completion
Progress Monitoring data Final student data

G6. Science - By the year 2016, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency. `1a`

🔍 G072340

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	43.0

Resources Available to Support the Goal `2`

- Science Fair Departmentalized 5th grade classes Science on the Specials Wheel Fusion Science K-5 Suncoast Science Center RW Integration Science Committee and development of Science Calendar

Targeted Barriers to Achieving the Goal `3`

- Wide range of ability levels in classroom Consistent science instruction across grade levels Integration of Science into ELA

Plan to Monitor Progress Toward G6. `8`

Quarterly data review
Science Committee input monthly

Person Responsible

Pamela Buchanan

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Progress monitoring data Final student achievement data

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. By the year 2016, Gocio will reduce its number of student day suspensions by 10% as measured by school wide data. 1

🔑 G072335

G1.B1 Learned behaviors Family situations 2

🔑 B188586

G1.B1.S1 1. Restorative Circles 2. PBS Program 3. Small group and class guidance lessons 4. Individual counseling 5.Training for paraprofessionals in relevant areas 4

🔑 S200048

Strategy Rationale

Gocio firmly believes in modeling, teaching, and recognizing appropriate behaviors. By doing so, students will rise to meet these expectations. Restorative circles build classroom community and encourage healthy, proactive ways to address situations. In addition our BPIE recognized an additional area that we could improve upon with our ESE students, trainings offered for our classroom aides.

Action Step 1 5

Restorative Circles PD and training
Continued and expanded implementation of PBS program

Person Responsible

Amy Baldwin

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Action Step 2 `5`

Classroom paraprofessional trainings offered in relevant areas to help with student behavior

> **Person Responsible**
>
> Marya Fairchild
>
> **Schedule**
>
> Annually, from 11/2/2015 to 5/31/2016
>
> ***Evidence of Completion***
>
> PD plan

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

Continued use and expansion of our school wide PBS program

> **Person Responsible**
>
> Marya Fairchild
>
> **Schedule**
>
> Monthly, from 8/24/2015 to 5/31/2016
>
> ***Evidence of Completion***
>
> PBS Committee notes and monitoring of discipline data

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

Suspension data
Student, staff, family feedback

> **Person Responsible**
>
> Marya Fairchild
>
> **Schedule**
>
> Monthly, from 8/24/2015 to 5/31/2016
>
> ***Evidence of Completion***
>
> Discipline data Survey results PBS Committee notes

G2. By the year 2016, Gocio will reduce its number of chronic absent students (18 days or more) by 10%. There will be a reduction in overall student absences by 10%. 1

🔑 G072336

G2.B1 Family transportation/family situations Chronic illnesses 2

🔑 B188587

G2.B1.S1 1. Clear attendance Plan in place to monitor 2. attendance Committee 3. Regular monitoring of attendance by teachers, suppport staff, and administration 4. School wide Incentives Gocio's strategies includes early communication with families regarding district transportation, other options to get students to school, and motivators for students to be on time and at school every day. 4

🔑 S200049

Strategy Rationale

It will be vital to have students want to attend school and to encourage their families to get them there daily. We have developed a clear incentive program to motivate students to want to be at school every day. Regular monitoring is crucial to catch attendance concerns before they become chronic.

Action Step 1 5

School wide Attendance Incentive Program

Person Responsible

Karen Erikzon

Schedule

Weekly, from 11/2/2015 to 5/31/2016

Evidence of Completion

Class attendance totals

Action Step 2 5

SWST/Attendance Monitors will review attendance and take action on a weekly basis

Person Responsible

Marya Fairchild

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Regular review of attendance data school wide by grade level

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

Attendance will be rewarded weekly, both in the classroom through our Zoo Zingo program and weekly through the GNN News program.

Person Responsible

Karen Erikzon

Schedule

Weekly, from 11/2/2015 to 5/31/2016

Evidence of Completion

Classroom attendance charts and totals.

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

1. Attendance totals will be monitored weekly to determine progress.
2. SWST reviews weekly and makes contact with teachers/recommendations

Person Responsible

Karen Erikzon

Schedule

Weekly, from 11/2/2015 to 5/31/2016

Evidence of Completion

Weekly progress monitoring and incentives provided for attendance.

G3. By the year 2016, increase parent involvement to 80%. This will be demonstrated by our families attending at least one parent conference with their child's teacher. [1]

🔑 G072337

G3.B1 Transportation for families, language, economy [2]

🔑 B188588

G3.B1.S1 Provide correspondence in dual languages [4]

🔑 S200050

Strategy Rationale

51% of students are ESOL

Action Step 1 [5]

Interpreters available at all parent conferences and events.

Person Responsible

Pamela Buchanan

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Parent conference sign ups

Action Step 2 [5]

Agenda books in dual languages for communication

Person Responsible

Schedule

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

Evidence of Completion

Parent surveys

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

Parent conference sign ups for interpreters

Person Responsible

Pamela Buchanan

Schedule

Semiannually, from 8/24/2015 to 5/31/2016

Evidence of Completion

Parent conference forms and sign up sheets

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

Parent conference forms for all families will be recorded and placed in student cum. These conference will be data driven.

Person Responsible

Pamela Buchanan

Schedule

Quarterly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Parent conference forms.

G4. ELA- By the year 2016, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency. 1

G072338

G4.B1 Classroom teachers are often focused on remediation. There are significant gaps in student achievement. 2

B188589

G4.B1.S1 1. On-going professional development in Reading Wonders series 2. CPT sessions aimed at areas of student weaknesses as well as identified areas of PD for staff. 3. I-Ready data and training to help guide instructional grouping and decision making. 4. Reading Resource teachers to assist with targeted instruction. 4

S200051

Strategy Rationale

Our staff is focused this year on participating in quality PD that will help raise the quality of instruction and rigor for our students. Continued focus on FSA, the specific reporting categories, and adherence to higher standards, as well as planning lessons that reach higher levels of DOK in daily instruction are critical elements to raise proficiency levels. Moving into our second year of I-Ready, our staff will continue to focus on data that helps make clear instructional decisions for students.

Action Step 1 5

Accountable talk PD
Precision vocabulary PD

Person Responsible

Pamela Buchanan

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Lesson plans Classroom observations Progress monitoring data CPT session notes

Action Step 2 5

Ongoing review of lesson plans and progress monitoring of school wide data.
I-Ready data reviews and PD
Additional reading resource teachers

Person Responsible

Pamela Buchanan

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Progress monitoring reports, data drops and sessions

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Progress Monitoring meetings, Continual review of PD sessions, implementation of inyerventions and related support.

Person Responsible

Pamela Buchanan

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

PD sessions CPT sessions and notes I-Ready data reviews Classroom walkthroughs and observations

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Student assessment data results
Teacher surveys and feedback

Person Responsible

Pamela Buchanan

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Student assessment results Teacher survey results, feedback and input

G4.B1.S2 1. Scheduling to implement remediation strategies 4

Strategy Rationale

Due to the vast instructional needs of our students a complex master schedule with built in remediation times is crucial.

Action Step 1 5

On-going monitoring of school wide and grade level schedules.
Additional before school and after school offerings for remediation

Person Responsible

Pamela Buchanan

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Walk Throughs, Curriculum meetings

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Progress Monitoring, Classroom Walk-thrus

Person Responsible

Pamela Buchanan

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Student assessment data results

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

District Benchmark assessments

Person Responsible

Pamela Buchanan

Schedule

Quarterly, from 8/24/2015 to 4/30/2016

Evidence of Completion

TES observations, assessment results

G4.B2 Teachers have to continually work towards teaching at high levels, ensuring that students receive remediation in deficit areas, but also teach the grade level standards. `2`

🔑 B188590

G4.B2.S1 Additional reading resource positions to assist with targeted direct instruction. `4`

🔑 S200053

Strategy Rationale

Action Step 1 `5`

Intensive reading support

Person Responsible

Pamela Buchanan

Schedule

Daily, from 9/1/2015 to 5/23/2016

Evidence of Completion

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

Daily intensive reading instruction

Person Responsible

Pamela Buchanan

Schedule

Daily, from 9/1/2015 to 5/23/2016

Evidence of Completion

Lesson plans, walk throughs, progress monitoring

G4.B3 Wide range of skills of entering K students that often put them behind even upon entry. 2

B188591

G4.B3.S1 Owl Academy---For incoming K students to participate in a K academy focused on entering K skills. 4

S200054

Strategy Rationale

Close the gap with entering K students.

Action Step 1 5

Provide quality entering K instruction.

Person Responsible

Tamara Ellis

Schedule

Daily, from 6/6/2016 to 8/5/2016

Evidence of Completion

Pre and post data with participating students.

G5. Math -By the year 2016, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency. 1

G072339

G5.B1 Implementation of a new math series Wide range of ability levels in classroom Due to the migration of our families, many students arrive on campus working below grade level Reduced PD funding and curriculum resources 2

B188592

G5.B1.S1 1. On-going Professional Development and teacher collaborations 2. Go Math training and collaboration through One Note 3. I-Ready PD and review of data to help guide instruction 4. Intervention and remediation support with math specialist 4

S200055

Strategy Rationale

Trainings on Go Math as well as collaboration among teams will be critical in an implementation year. Gocio works with our Math District Specialist for additional PD in this area. We will continue to work with I-Ready PD representative to understand the data to make the best instructional decisions for students. CPT sessions focused on high quality instructional strategies will be instrumental.

Action Step 1 5

Collaborative planning
Ongoing review of student data
I-Ready PD
Go Math PD
Intervention support

Person Responsible

Pamela Buchanan

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Lesson plans Teacher observations Progress monitoring data I-Ready data

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

Curriculum meetings to discuss implementation of research-based math strategies
Regularly scheduled data sessions and review

Person Responsible

Pamela Buchanan

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Lesson plans, teacher observations Data documentation Curriculum Team Leader meetings

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

Progress Monitoring data
Review of data
CPT and planning session notes

Person Responsible

Pamela Buchanan

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Benchmark tests, FSA data, formative assessments

G5.B1.S2 90 minute daily Math block [4]

S200056

Strategy Rationale

Students need additional time to understand the standards deeper and with math fluency.

Action Step 1 [5]

Team collaboration on Math instruction, math professional development, Focus Guide

Person Responsible

Pamela Buchanan

Schedule

Semiannually, from 8/24/2015 to 5/31/2016

Evidence of Completion

Benchmark assessments, lesson plans, teacher observations

Plan to Monitor Fidelity of Implementation of G5.B1.S2 [6]

Classroom walk throughs, lesson plans

Person Responsible

Pamela Buchanan

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Lesson plans, rounding notes, classroom walk throughs, and observations

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 [7]

Classroom walkthroughs, lesson plans

Person Responsible

Pamela Buchanan

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Lesson plans submitted on One Note, rounding notes from walk throughs

G6. Science - By the year 2016, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency. 1

🔍 G072340

G6.B1 Wide range of ability levels in classroom Consistent science instruction across grade levels Integration of Science into ELA 2

🔍 B188593

G6.B1.S1 Fusion Science K-5 Suncoast Science Center Science Lab (Specials) Science school wide Calendar 4

🔍 S200057

Strategy Rationale

By partnering with a local community non profit that focuses on Science, we plan to provide more engaging, hands on lessons for students to master the science standards

Action Step 1 5

Benchmark Assesments-Write Score
Pride Observations
Walk Throughs during Science Instruction
Quality Science instruction

Person Responsible

Pamela Buchanan

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Progress Monitoring data Pride Documentation Lesson Planning PD opportunities

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

Monitoring of science data
Data sessions
Pride observations

Person Responsible

Pamela Buchanan

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Benchmark Assessments Observation documentation Lesson plans

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

Progress monitoring of student data
Feedback from staff

Person Responsible

Pamela Buchanan

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Benchmark data Final student data Staff feedback/surveys/input

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	Restorative Circles PD and training Continued and expanded implementation of PBS program	Baldwin, Amy	8/24/2015		5/31/2016 monthly
G2.B1.S1.A1	School wide Attendance Incentive Program	Erikzon, Karen	11/2/2015	Class attendance totals	5/31/2016 weekly
G3.B1.S1.A1	Interpreters available at all parent conferences and events.	Buchanan, Pamela	8/24/2015	Parent conference sign ups	5/31/2016 monthly
G4.B1.S1.A1	Accountable talk PD Precision vocabulary PD	Buchanan, Pamela	8/24/2015	Lesson plans Classroom observations Progress monitoring data CPT session notes	5/31/2016 monthly
G4.B1.S2.A1	On-going monitoring of school wide and grade level schedules. Additional before school and after school offerings for remediation	Buchanan, Pamela	8/24/2015	Walk Throughs, Curriculum meetings	5/31/2016 monthly
G4.B2.S1.A1	Intensive reading support	Buchanan, Pamela	9/1/2015		5/23/2016 daily
G4.B3.S1.A1	Provide quality entering K instruction.	Ellis, Tamara	6/6/2016	Pre and post data with participating students.	8/5/2016 daily
G5.B1.S1.A1	Collaborative planning Ongoing review of student data I-Ready PD Go Math PD Intervention support	Buchanan, Pamela	8/24/2015	Lesson plans Teacher observations Progress monitoring data I-Ready data	5/31/2016 monthly
G5.B1.S2.A1	Team collaboration on Math instruction, math professional development, Focus Guide	Buchanan, Pamela	8/24/2015	Benchmark assessments, lesson plans, teacher observations	5/31/2016 semiannually
G6.B1.S1.A1	Benchmark Assesments-Write Score Pride Observations Walk Throughs during Science Instruction Quality Science instruction	Buchanan, Pamela	8/24/2015	Progress Monitoring data Pride Documentation Lesson Planning PD opportunities	5/31/2016 monthly
G1.B1.S1.A2	Classroom paraprofessional trainings offered in relevant areas to help with student behavior	Fairchild, Marya	11/2/2015	PD plan	5/31/2016 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2	SWST/Attendance Monitors will review attendance and take action on a weekly basis	Fairchild, Marya	8/24/2015	Regular review of attendance data school wide by grade level	5/31/2016 weekly
G3.B1.S1.A2	Agenda books in dual languages for communication		8/24/2015	Parent surveys	6/3/2016 annually
G4.B1.S1.A2	Ongoing review of lesson plans and progress monitoring of school wide data. I-Ready data reviews and PD Additional reading resource teachers	Buchanan, Pamela	8/24/2015	Progress monitoring reports, data drops and sessions	5/31/2016 monthly
G1.MA1	Ongoing progress monitoring of project data and end of year data	Fairchild, Marya	8/24/2015	Final PBS Committee notes and progress Final discipline data Feedback regarding PBS activities and events	5/31/2016 monthly
G1.B1.S1.MA1	Suspension data Student, staff, family feedback	Fairchild, Marya	8/24/2015	Discipline data Survey results PBS Committee notes	5/31/2016 monthly
G1.B1.S1.MA1	Continued use and expansion of our school wide PBS program	Fairchild, Marya	8/24/2015	PBS Committee notes and monitoring of discipline data	5/31/2016 monthly
G2.MA1	Attendance data will be collected weekly and shared with teachers. Attendance Committee meets monthly to review progress and provide additional support and ideas.	Fairchild, Marya	8/24/2015	Attendance database and spreadsheet from month to month, as well as compared to previous year.	5/31/2016 weekly
G2.B1.S1.MA1	1. Attendance totals will be monitored weekly to determine progress. 2. SWST reviews weekly and makes contact with teachers/recommendations	Erikzon, Karen	11/2/2015	Weekly progress monitoring and incentives provided for attendance.	5/31/2016 weekly
G2.B1.S1.MA1	Attendance will be rewarded weekly, both in the classroom through our Zoo Zingo program and weekly through the GNN News program.	Erikzon, Karen	11/2/2015	Classroom attendance charts and totals.	5/31/2016 weekly
G3.MA1	Parent attendance logs for all family events	Buchanan, Pamela	8/24/2015	Parent attendance logs	5/31/2016 one-time
G3.B1.S1.MA1	Parent conference forms for all families will be recorded and placed in student cum. These conference will be data driven.	Buchanan, Pamela	8/24/2015	Parent conference forms.	5/31/2016 quarterly
G3.B1.S1.MA1	Parent conference sign ups for interpreters	Buchanan, Pamela	8/24/2015	Parent conference forms and sign up sheets	5/31/2016 semiannually
G4.MA1	Progress Monitoring throughout the year Quarterly data chats	Buchanan, Pamela	8/24/2015	Data drop reviews	5/31/2016 quarterly
G4.B1.S1.MA1	Student assessment data results Teacher surveys and feedback	Buchanan, Pamela	8/24/2015	Student assessment results Teacher survey results, feedback and input	5/31/2016 monthly
G4.B1.S1.MA1	Progress Monitoring meetings, Continual review of PD sessions, implementation of inyerventions and related support.	Buchanan, Pamela	8/24/2015	PD sessions CPT sessions and notes I-Ready data reviews Classroom walkthroughs and observations	5/31/2016 monthly
G4.B2.S1.MA1	Daily intensive reading instruction	Buchanan, Pamela	9/1/2015	Lesson plans, walk throughs, progress monitoring	5/23/2016 daily
G4.B1.S2.MA1	District Benchmark assessments	Buchanan, Pamela	8/24/2015	TES observations, assessment results	4/30/2016 quarterly
G4.B1.S2.MA1	Progress Monitoring, Classroom Walk-thrus	Buchanan, Pamela	8/24/2015	Student assessment data results	5/31/2016 monthly
G5.MA1	Quarterly Progress Monitoring meetings	Buchanan, Pamela	10/20/2015	Progress Monitoring data Final student data	5/15/2016 quarterly
G5.B1.S1.MA1	Progress Monitoring data Review of data CPT and planning session notes	Buchanan, Pamela	8/24/2015	Benchmark tests, FSA data, formative assessments	5/31/2016 monthly
G5.B1.S1.MA1	Curriculum meetings to discuss implementation of research-based math strategies Regularly scheduled data sessions and review	Buchanan, Pamela	8/24/2015	Lesson plans, teacher observations Data documentation Curriculum Team Leader meetings	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S2.MA1	Classroom walkthroughs, lesson plans	Buchanan, Pamela	8/24/2015	Lesson plans submitted on One Note, rounding notes from walk throughs	5/31/2016 monthly
G5.B1.S2.MA1	Classroom walk throughs, lesson plans	Buchanan, Pamela	8/24/2015	Lesson plans, rounding notes, classroom walk throughs, and observations	5/31/2016 monthly
G6.MA1	Quarterly data review Science Committee input monthly	Buchanan, Pamela	8/24/2015	Progress monitoring data Final student achievement data	5/31/2016 monthly
G6.B1.S1.MA1	Progress monitoring of student data Feedback from staff	Buchanan, Pamela	8/24/2015	Benchmark data Final student data Staff feedback/surveys/input	5/31/2016 monthly
G6.B1.S1.MA1	Monitoring of science data Data sessions Pride observations	Buchanan, Pamela	8/24/2015	Benchmark Assessments Observation documentation Lesson plans	5/31/2016 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. By the year 2016, Gocio will reduce its number of student day suspensions by 10% as measured by school wide data.

G1.B1 Learned behaviors Family situations

G1.B1.S1 1. Restorative Circles 2. PBS Program 3. Small group and class guidance lessons 4. Individual counseling 5.Training for paraprofessionals in relevant areas

PD Opportunity 1

Restorative Circles PD and training Continued and expanded implementation of PBS program

Facilitator

Amy Baldwin

Participants

All Staff

Schedule

Monthly, from 8/24/2015 to 5/31/2016

PD Opportunity 2

Classroom paraprofessional trainings offered in relevant areas to help with student behavior

Facilitator

Marya Fairchild District Representative

Participants

Classroom aides

Schedule

Annually, from 11/2/2015 to 5/31/2016

G4. ELA- By the year 2016, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency.

G4.B1 Classroom teachers are often focused on remediation. There are significant gaps in student achievement.

G4.B1.S1 1. On-going professional development in Reading Wonders series 2. CPT sessions aimed at areas of student weaknesses as well as identified areas of PD for staff. 3. I-Ready data and training to help guide instructional grouping and decision making. 4. Reading Resource teachers to assist with targeted instruction.

PD Opportunity 1

Accountable talk PD Precision vocabulary PD

Facilitator

Administration Terri Heidger

Participants

Teachers and Administration

Schedule

Monthly, from 8/24/2015 to 5/31/2016

PD Opportunity 2

Ongoing review of lesson plans and progress monitoring of school wide data. I-Ready data reviews and PD Additional reading resource teachers

Facilitator

I-Ready PD representative Administration

Participants

All Staff

Schedule

Monthly, from 8/24/2015 to 5/31/2016

G5. Math -By the year 2016, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency.

G5.B1 Implementation of a new math series Wide range of ability levels in classroom Due to the migration of our families, many students arrive on campus working below grade level Reduced PD funding and curriculum resources

G5.B1.S1 1. On-going Professional Development and teacher collaborations 2. Go Math training and collaboration through One Note 3. I-Ready PD and review of data to help guide instruction 4. Intervention and remediation support with math specialist

PD Opportunity 1

Collaborative planning Ongoing review of student data I-Ready PD Go Math PD Intervention support

Facilitator

Sue D'Angelo Administration I-Ready Rep

Participants

Classroom teachers, Grades K - 5

Schedule

Monthly, from 8/24/2015 to 5/31/2016

G6. Science - By the year 2016, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency.

G6.B1 Wide range of ability levels in classroom Consistent science instruction across grade levels Integration of Science into ELA

G6.B1.S1 Fusion Science K-5 Suncoast Science Center Science Lab (Specials) Science school wide Calendar

PD Opportunity 1

Benchmark Assesments-Write Score Pride Observations Walk Throughs during Science Instruction Quality Science instruction

Facilitator

Administration/Suncoast Science Center

Participants

Classroom teachers/Support Staff

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	**Restorative Circles PD and training Continued and expanded implementation of PBS program**				**$4,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	9800		0261 - Gocio Elementary School			$4,000.00
			Notes: Recognition and events to support PBS program			
2	G1.B1.S1.A2	**Classroom paraprofessional trainings offered in relevant areas to help with student behavior**				**$4,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0261 - Gocio Elementary School			$4,000.00
3	G2.B1.S1.A1	**School wide Attendance Incentive Program**				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	0000		0261 - Gocio Elementary School	Title I Part A		$10,000.00
			Notes: Acct code 4421-Title 1			
4	G2.B1.S1.A2	**SWST/Attendance Monitors will review attendance and take action on a weekly basis**				**$0.00**
5	G3.B1.S1.A1	**Interpreters available at all parent conferences and events.**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	0000		0261 - Gocio Elementary School	Title I Part A		$2,000.00
			Notes: Acct 4421 Title I Parent Involvement			
6	G3.B1.S1.A2	**Agenda books in dual languages for communication**				**$4,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0261 - Gocio Elementary School			$4,000.00
7	G4.B1.S1.A1	**Accountable talk PD Precision vocabulary PD**				**$74,500.00**

Budget Data

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	0000		0261 - Gocio Elementary School	Title I Part A		$74,500.00
			Notes: Acct 4421-Title 1 In house Reading expert/PD on staff			
8	**G4.B1.S1.A2**	**Ongoing review of lesson plans and progress monitoring of school wide data. I-Ready data reviews and PD Additional reading resource teachers**				**$429,486.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0261 - Gocio Elementary School			$429,486.00
9	**G4.B1.S2.A1**	**On-going monitoring of school wide and grade level schedules. Additional before school and after school offerings for remediation**				**$26,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0261 - Gocio Elementary School	Title I Part A		$26,000.00
			Notes: Acct 4421			
10	**G4.B2.S1.A1**	**Intensive reading support**				**$47,400.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0261 - Gocio Elementary School			$47,400.00
11	**G4.B3.S1.A1**	**Provide quality entering K instruction.**				**$60,122.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0261 - Gocio Elementary School			$60,122.00
			Notes: Acct 4421 Title I			
12	**G5.B1.S1.A1**	**Collaborative planning Ongoing review of student data I-Ready PD Go Math PD Intervention support**				**$120,300.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	0000		0261 - Gocio Elementary School	Title I Part A		$120,300.00
			Notes: Acct 4421 Title I dollars used for grade specific CPT in reading and math Data Driven lesson design			
13	**G5.B1.S2.A1**	**Team collaboration on Math instruction, math professional development, Focus Guide**				**$0.00**

Budget Data

14	G6.B1.S1.A1	**Benchmark Assesments-Write Score Pride Observations Walk Throughs during Science Instruction Quality Science instruction**				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0261 - Gocio Elementary School	Title I Part A		$10,000.00
			Notes: Acct 4421 Flexible Direct Instruction			
					Total:	**$791,808.00**