

Sarasota County Schools

Tatum Ridge Elementary School



2015-16 School Improvement Plan

Tatum Ridge Elementary School

4100 TATUM RD, Sarasota, FL 34240

www.sarasotacountyschools.net/tatumridge

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	23%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	20%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the 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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	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

The mission of Tatum Ridge Elementary School is to provide a welcoming, supportive climate of the highest expectations that enable students to become self-confident, independent thinkers. This is accomplished in a technologically advanced environment through the cooperative efforts of the Tatum Ridge Community.

Provide the school's vision statement

Tatum Ridge Elementary School will provide support and encouragement to students, staff, and families by facilitating active thinking and lifelong learning. Pride in accomplishments and respect for others will enable the Tatum Ridge community to successfully face the challenges of the future.

School Environment

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

Tatum Ridge prides itself on a multi-layered process by which we embrace and celebrate student cultures and build relationships between teachers and students. The following events encompass our efforts to provide for ongoing relations and cultural awareness within the school community:

- Meet the Teacher
- Parent Information Night
- Parent Conferences
- Heritage Fair
- End of Year Discovery Zone projects
- ELA and Social Studies students are exposed to a variety of cultures
- Performing Arts Clubs (Drama)
- Spanish Club
- Track Club
- Mileage Club
- Robotics Club
- Art Club
- Chorus
- Science Fair
- Odyssey of the Mind
- ESOL Family Night
- Tatum News Network (TNN)

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

In an effort to create a safe environment, the school follows district guidelines for allowing visitors on campus. Students and teachers are aware that all visitors must be wearing a RAPTOR badge. Teachers establish procedures and expectations both behaviorally and academically. On a physical level, all classrooms are kept locked during the school day. Entrance and exit is solely through the front doors by which check in is required through Raptor system. Local law enforcement team has conducted an evaluation and updated maps for emergency purposes. Fire inspector regularly inspects the school to ensure compliance with fire safety regulations.

The following programs are aligned with character education. The learning environment encourages empathy, support, safety to take risks, and respectful discourse as it pertains to the study of core academics.

- Habits of Mind
- Restorative Circles
- Kelso's Choices (K-2)
- Second Step (3-5)
- Lunch bunch groups

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

School-wide and grade level PBS expectations are posted in each classroom and staff models and trains students to follow these expectations. A concerted effort to reinforce the positive behaviors is a focus of Tatum Ridge's PBS program. Through our PBS program, students are able to earn Eagle coupons for academic and behavioral decision making. Students are then able to use their Eagle coupons to purchase rewards at the Eagle Outpost (funded by a community business partner). Our School Counselor works directly with our student population to share strategies that students can utilize when faced with choices. Support curriculum includes Kelso, Second Step, and Restorative Strategies.

The Code of Student Conduct signed by both the student and parent should be referenced. Behavior which is inconsistent with the code of conduct will be corrected as needed. The disciplinary actions are described and explained in the Code of Student Conduct.

In our three PRIDE celebrations, students have the opportunity to be recognized and celebrate their positive behaviors (e.g. academics and behavioral).

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

Our school provides academic and social-emotional support to students through our MTSS process. Our SWST team that consists of Assistant Principal, ESE/ESOL Liaison, School Psychologist, Speech/Language Therapist, School Counselor, Social Worker, and Classroom Teacher(s) meets weekly to ensure that the needs of all students are met. The school counselor is used to provide support to students in multiple ways. Counseling is provided in small group settings and one-on-one sessions. Whole group lessons are also provided throughout the school year. Outside agencies also provide support to administration, teachers, and students through whole group lessons and provide intensive counseling on-site. Recently, SEDNET has provided a pertinent link in providing support for referring students to outside agencies.

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

Student behavior and attendance data is tracked monthly. Interventions are planned to support students when necessary. Tier 2 and 3 academic, behavior, and attendance interventions are monitored regularly. Interventions are adjusted as needed. The SWST/CARE team process is used to problem solve early warning signs. Communication with families occurs throughout this process.

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	6	4	0	12	6	8	36
One or more suspensions	1	1	0	1	1	2	6
Course failure in ELA or Math	0	1	1	0	1	1	4
Level 1 on statewide assessment	0	0	0	0	0	0	
	0	0	0	0	0	0	
	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The school-based Multi Tiered System of Support (MTSS) leadership team meets once a week to review summative and formative data and identify school, grade, student attendance concerns, and individual student academic and behavioral needs. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess instructional interventions.

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

Tatum Ridge enjoys substantial parental involvement. Those who are PALS registered serve as volunteers in the classroom to support student learning. The school also utilizes the Student Advisory Council, PTO, and Tatum Dads group to support the mission and vision of the school. Throughout the school year, the school will present both academic and as well social-emotional topics to keep families abreast of new initiatives and programs that would benefit their children. A monthly newsletter which speaks to academics, operations, and school community related news items is presented on the school website and weekly PTO News Blasts. Additionally, Connect Ed is used to inform parents of upcoming events as well as severe weather situations that impact dismissal.

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

Tatum Ridge's leadership team meets regularly with the PTO board and attends monthly PTO general meetings to share information pertaining to academic and operational needs. Administrative team utilizes the School Advisory Council to support the financing of such endeavors. Tatum is fortunate to maintain and build upon a strong foundation of community business support that funds several school based programs, projects, and events.

During the 2015-2016 school year, Tatum Ridge will host its first Fun Run. The Fun Run will utilize both parental support and business partner support to raise funds that will be partially used for instructional software utilized throughout the school year.

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
Dunn, Barry	Principal
Parrish, Scott	Assistant Principal
Dove, Katy	Guidance Counselor
Griffin, Glenn	Administrative Support
Treimanis, Tiffany	Psychologist
Burger, Stephanie	Attendance/Social Work
Brown, Mary Ellen	Other
DuBois, Mara	Other

Duties

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

Barry Dunn- Principal
 Scott Parrish- Assistant Principal Intern, Administrative/Curricular Support
 Katy Dove- Guidance Counselor- 504/SWST facilitator
 Glenn Griffin- ESE/ESOL Liaison- CARE facilitator
 Stephanie Burger- School Social Worker
 Tiffany Treimanis- School Psychologist
 Mary Ellen Brown- Occupational Therapist
 Mara DuBois- Speech and Language Pathologist
 The role of the RtI/MTSS team at Tatum Ridge Elementary is to analyze relevant school data for the purpose of problem analysis, intervention development, and goal setting in order to develop and implement the SIP plan.

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 Response to Intervention (RtI) team also known as Multi-Tiered System of Supports (MTSS) collaborates once a week to discuss existing data and information, identify student needs, problem solve, and to make recommendations for future activities in regard to student's academic performance, behavior, attendance, and overall school-wide adjustment. The RtI/MTSS designates a member of the team to work with teachers based on his or her area of expertise. Facilitators meet with teams and individual teachers to discuss individual students and progress monitor data. Title 2 funds will be used to support goals requiring professional development.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Barry Dunn	Principal
Debbie Bartholomew-Cook	Teacher
Karen Misja	Teacher
Laura Paolercio	Parent
Heather Charles	Parent
Erin Whitlock	Parent
Raymond Morris	Parent
Gary Houseworth	Business/Community
Renee McQueen	Education Support Employee
Margaret Kristjanson	Education Support Employee
Carolyn Braune	Parent
Melissa Reichel	Parent
Jackie Davenport	Teacher
Scott Parrish	Teacher

Duties

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

Evaluation of last year's school improvement plan

At the first SAC meeting held on August 31, 2015, the principal shared data pertaining to the School Improvement Plan goals and student performance. Principal also shared that teaching staff aligns their Individual Professional Development Plan (IPDP) to the SIP.

Development of this school improvement plan

The SAC meets monthly. They are charged with routinely reviewing school-wide progress monitoring data and summative data from Florida Standards Assessment (FSA) of Florida's high stakes testing, and iReady Data. Recommendations for improving programs through high impact strategies have come from these meetings. The SAC also reviews and renders final approval of the yearly School Improvement Plan, budgets, club allocations, and other needs to improve the overall program effectiveness and impact on student learning. Additionally, school-community business support is used to help enhance our collective efforts to improve student behavior, academics, and attendance.

The Eagle Outpost (sponsored by a community business partner) is one of the many strategies used to encourage positive behaviors.

Preparation of the school's annual budget and plan

The budget is presented to the SAC but does not require an approval. As needs arise, the SAC advises Administration on the use of funds to support student learning.

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

There have been no school improvement funds allocated to date.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Dunn, Barry	Principal
Parrish, Scott	Assistant Principal
Chappell, Rachel	Teacher, K-12
DuBois, Mara	Other
O'Brien, Kelly	Teacher, K-12
Kaliher, Eileen	Teacher, K-12
Howard, Diana	Teacher, K-12
Merkley, Debbie	Teacher, K-12
Braunstein, Sherri	Teacher, K-12
Balitz, Art	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

A focus on instructional shifts associated with the implementation of Florida Standards. Presentations will be made during staff meetings and other professional development trainings on the following topics:

1. Close Reading of complex text
2. Writing across the content areas using text support
3. Infographics
4. 8 Mathematical Practice Standards
5. Webb's Depth of Knowledge
6. Attention to precise language/vocabulary
7. Paired Readings
8. Make judgments, defend, and critique answers
9. Accountable Talk

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

Once a week, grade level teams come together to plan lessons that are aligned to the Florida Standards along with discussing ways in which teachers can provide interventions to support struggling students. Throughout the school year opportunities are provided for both lateral and vertical grade level articulation related to curricular standards.

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

The Sarasota County Induction Program (SCIP) program orients new teachers to the county through mentorship. We use collegial support, coaching, conversations and professional growth activities to help our new hires. Mentorship is a reciprocal relationship; new teachers learn from experienced teachers, and experienced teachers learn from new teachers. We help new teachers weekly, in meetings, to discuss all sorts of topics, from professional development, parent conferences, PRIDE Evaluations, to daily routines and questions about students. Each school has a lead mentor whose job it is to be a mentor and/or be in charge of a group of mentors. It is up to the principal to determine who gets assigned to whom. These teachers are formally observed in accordance with District evaluation procedures. This includes a pre-observation and post-observation meeting, a mid year review, and end of year evaluation meeting.

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

The SCIP program orients new teachers to the county through mentorship. We use collegial support, coaching, conversations and professional growth activities to help our new hires. Mentorship is a reciprocal relationship; new teachers learn from experienced teachers, and experienced teachers learn from new teachers. We help new teachers weekly, in meetings, to discuss all sorts of topics, from professional development, parent conferences, PRIDE Evaluations, to daily routines and questions about students. Each school has a lead mentor whose job it is to be a mentor and/or be in charge of a group of mentors. It is up to the principal to determine who gets assigned to whom. The mentoring program involves an in-depth study of our District's PRIDE evaluation tool. Our first year teachers meet with their assigned mentor regularly to ensure they are planning and delivering appropriate curriculum and instructional strategies.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The District supports Florida Standards English Language Arts through the adoption of Reading Wonders. The District supports Florida Standards in Mathematics through the adoption of GO Math. In terms of core subject areas, the District has provided the teachers with quarterly Instructional Focus Guides that establish a scope and sequence for curriculum and instruction. The District has also provided Focus Guides for Math, Science, and Social Studies.

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

Each grade level team uses common assessments. Progress monitoring spreadsheets have been created to track student performance data. Teams meet regularly to analyze data, plan extension and intervention activities, and review progress of student interventions. Administration meets with teachers to discuss i-Ready data and plan remediation. The school utilizes the MTSS process as directed by Sarasota County Schools.

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

Strategy: Extended School Day

Minutes added to school year: 27,000

Our school maintains an advanced gifted and talented education program known as the Eagle Academy. This program provides for accelerated learning experiences. We offer several after school programs that support student learning in all core academic areas. These areas include: Mileage Club, Violin, Drama Kids, Bricks for Kids, Robotics, Spanish, Odyssey of the Mind, Art Club, Cheerleading, Science Fair, Karate, and Dance.

Strategy Rationale

Students are given many opportunities throughout the school year to participate in extracurricular activities focusing on the development of the whole child through the study of arts, health, physical education, academic extension and support.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dunn, Barry, barry.dunn@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 overall effectiveness of the programs. The academic based programs will use school wide progress monitoring data to determine how students are performing towards mastery of their goals.

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

Every year, we host an annual Kindergarten Round-up event that offers parents best practices, tips, and insight as to ways they can aid in effective transitions from Pre-K to K. In addition, our school implements a screening program to identify student readiness and allows teachers to instruct at appropriate instructional levels from day 1 of school. All incoming kindergarten students are assessed with the Florida Kindergarten Readiness Screener (FLKRS) during the first few weeks of school. Kindergarten students also take the i-Ready Diagnostic test to determine reading and math strengths

and weaknesses. Based on the results, along with ongoing progress monitoring, students participate in a rigorous and differentiated learning environment. The i-Ready Diagnostic assessment is scheduled to be administered three times a year to monitor student performance.

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.** Concluding the 2015-2016 school year 80% of Students with Disabilities who are being served in an inclusive setting will make learning gains in reading as measured by an 8% increase in their i-Ready Reading Scale Score.
- G2.** Concluding the 2015-2016 school year there will be a 10% decrease in the number of students who were absent for more than 10% of the school year last year.
- G3.** Concluding the 2015-2016 school year, there will be a 2% increase in science proficiency for all general education students and 4% increase for student with disabilities.
- G4.** Concluding the 2015-2016 school year, there will be a 2% increase in reading proficiency for all students and 4% increase for students with disabilities.
- G5.** Concluding the 2015-2016 school year, there will be a 2% increase in math proficiency for all general education students and 4% increase for students with disabilities.

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. Concluding the 2015-2016 school year 80% of Students with Disabilities who are being served in an inclusive setting will make learning gains in reading as measured by an 8% increase in their i-Ready Reading Scale Score. 1a

G072443

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	8.0

Resources Available to Support the Goal 2

- Resource teachers and paraprofessionals, i-Ready, Professional Development by FIN

Targeted Barriers to Achieving the Goal 3

- Teacher buy in, Resources, Aide support, Supplemental teaching materials

Plan to Monitor Progress Toward G1. 8

i-Ready data will be collected and analyze to ensure progress is being made.

Person Responsible

Scott Parrish

Schedule

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

Evidence of Completion

i-Ready data sheets, analysis, and data chats

G2. Concluding the 2015-2016 school year there will be a 10% decrease in the number of students who were absent for more than 10% of the school year last year. 1a

G072444

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	32.0

Resources Available to Support the Goal 2

- Guidance Councilor, School Social Worker, ESE Liaison, Incentive Programs, PBS

Targeted Barriers to Achieving the Goal 3

- Communication with families, motivation of students and families, and staff support

Plan to Monitor Progress Toward G2. 8

Student attendance data

Person Responsible

Scott Parrish

Schedule

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

Evidence of Completion

Spreadsheets with student attendance information, MTSS documentation

G3. Concluding the 2015-2016 school year, there will be a 2% increase in science proficiency for all general education students and 4% increase for student with disabilities. 1a

G072445

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	89.0

Resources Available to Support the Goal 2

- Science Club, Science Lab on the wheel, Fully participating in Science Fair (Grades 3-5), PLC discussions, Fusion Science Book

Targeted Barriers to Achieving the Goal 3

- Scheduling, ongoing professional development needs, understanding of science standards

Plan to Monitor Progress Toward G3. 8

Teachers will progress monitor students using FCAT Testmaker, Fusion tests, daily classwork, and science fair projects.

Person Responsible

Scott Parrish

Schedule

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

Evidence of Completion

Teachers will speak to student achievement at quarterly data chats.

G4. Concluding the 2015-2016 school year, there will be a 2% increase in reading proficiency for all students and 4% increase for students with disabilities. 1a

G072446

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	80.0
AMO Reading - ED	83.0

Resources Available to Support the Goal 2

- Reading Wonders, iReady, Intervention block, CPALMS

Targeted Barriers to Achieving the Goal 3

- Scheduling and Reduction in staff supports to differentiate instruction based on student needs.

Plan to Monitor Progress Toward G4. 8

Teachers use iReady Assessments to Monitor Student Progress

Person Responsible

Scott Parrish

Schedule

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

Evidence of Completion

Individual teacher spreadsheet will be populated with data and reviewed quarterly with the administrative team.

G5. Concluding the 2015-2016 school year, there will be a 2% increase in math proficiency for all general education students and 4% increase for students with disabilities. 1a

G072447

Targets Supported 1b

Indicator	Annual Target
AMO Math - ED	75.0
AMO Math - SWD	57.0

Resources Available to Support the Goal 2

- On Core Math, CPALMS, Exam View, Extra Math, GO Math, District Trainings, iReady

Targeted Barriers to Achieving the Goal 3

- Understanding the depth of the new Florida Content and Practice Standards, scheduling, locating relevant and meaningful resource materials to support student learning and progress monitor.

Plan to Monitor Progress Toward G5. 8

Teachers will collect formative data

Person Responsible

Scott Parrish

Schedule

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

Evidence of Completion


Weekly/unit tests County benchmark assessments iReady Assessments and Growth Monitoring Fact Fluency

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. Concluding the 2015-2016 school year 80% of Students with Disabilities who are being served in an inclusive setting will make learning gains in reading as measured by an 8% increase in their i-Ready Reading Scale Score. **1**

 G072443

G1.B1 Teacher buy in, Resources, Aide support, Supplemental teaching materials **2**

 B188805

G1.B1.S1 Ask support staff from FIN to lead staff development on best practice with inclusion. Ensure that paraprofessional support is being used to its fullest. **4**

 S200243

Strategy Rationale

By educating the teachers on the best practices they will have more buy in. Teachers will better understand the model and know how to work with a resource teacher to best service the student. By utilizing our paraprofessionals we are ensuring students' needs are being met.

Action Step 1 **5**

Provide time for FIN Personnel to lead staff development on best practices in inclusion

Person Responsible

Glenn Griffin

Schedule

On 11/10/2015

Evidence of Completion

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

i-Ready Data from Growth Monitoring, Walk-Through, Lesson Plans

Person Responsible

Barry Dunn

Schedule

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

Evidence of Completion

Admin will analyze i-Ready data to ensure students are on the right path. Mr. Dunn will complete class room observations and look at lesson plans to see that the inclusion model is being followed with fidelity.

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

Admin team will analyze data to monitor effectiveness

Person Responsible

Barry Dunn

Schedule

On 6/3/2016

Evidence of Completion

i-Ready Data, Observation Feedback

G2. Concluding the 2015-2016 school year there will be a 10% decrease in the number of students who were absent for more than 10% of the school year last year. 1

G072444

G2.B1 Communication with families, motivation of students and families, and staff support 2

B188806

G2.B1.S1 Communicate with families via quarterly news letter. Encourage parents with flyers home to sign up for Remind. Use Remind to send out text updates and reminders for parents. Follow the MTSS process for students who are at risk. Monitor student attendance on a weekly basis. 4

S200244

Strategy Rationale

By keeping in contact with the parents they will be better prepared to bring students to school. The MTSS process will formalize our support for the families.

Action Step 1 5

Monitor Student Attendance

Person Responsible

Scott Parrish

Schedule

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

Evidence of Completion

Mr. Parrish will be given attendance updates form the front desk. He will report students to MTSS who have attendance concerns

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

Monitor Student Attendance Data

Person Responsible

Barry Dunn

Schedule

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

Evidence of Completion

Sign off on reports from the front desk, look for students on concern in the MTSS process

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

Work with Administrative team to follow MTSS process. Track attendance data to see effectiveness

Person Responsible

Scott Parrish

Schedule

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

Evidence of Completion

Student attendance data, MTSS documentation, Parents registering for Remind

G3. Concluding the 2015-2016 school year, there will be a 2% increase in science proficiency for all general education students and 4% increase for student with disabilities. 1

 G072445

G3.B1 Scheduling, ongoing professional development needs, understanding of science standards 2

 B188807

G3.B1.S1 Seek support from district science coordinator, organizing and participating in a Science Fair/ Club, encourage teacher collaboration through shared lesson planning 4

 S200245

Strategy Rationale

Increase teacher comfort in the delivery of science instruction thus generating greater enthusiasm and interest in the study of science.

Action Step 1 5

Teachers will work with their teams to develop collaborative lesson plans aligned with the scientific method.

Person Responsible

Scott Parrish

Schedule

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

Evidence of Completion

Lesson plans, participation in science fair, CPT notes, End of Year Assessments

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

Teachers will use FCAT TestMaker to progress monitor science achievement.

Person Responsible

Scott Parrish

Schedule

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

Evidence of Completion

FCAT TestMaker data, Fusion data, CPT notes, lesson plans, science fair projects

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

Observations

Person Responsible

Barry Dunn

Schedule

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

Evidence of Completion

Evidence of planning and delivery of science lesson/experiment that is aligned to the scientific method and Next Generation Sunshine State Standards.

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

Weekly Classroom Visits

Person Responsible

Barry Dunn

Schedule

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

Evidence of Completion

Evidence of planning and delivery of science lesson/experiment that is aligned to the scientific method and Next Generation Sunshine State Standards.

G4. Concluding the 2015-2016 school year, there will be a 2% increase in reading proficiency for all students and 4% increase for students with disabilities. 1

G072446

G4.B1 Scheduling and Reduction in staff supports to differentiate instruction based on student needs. 2

B188808

G4.B1.S1 We will increase progress monitoring among grade level teams in collaboration with MTSS and SWST team. Grade level teams will meet to review Florida Standards based curriculum and to develop strategic lessons following the district's Instructional Focus Guide, also to include research-based interventions for Tier 3 students. 4

S200246

Strategy Rationale

Action Step 1 5

Provide Training on Accountable talk and Academic Vocabulary

Person Responsible

Scott Parrish

Schedule

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

Evidence of Completion

Staff Meeting Notes/Lesson Plans/Attendance at Trainings

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

Student data and MTSS portfolio

Person Responsible

Glenn Griffin

Schedule

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

Evidence of Completion

MTSS notes, intervention graphs, portfolio

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

CPT discussions with facilitators and MTSS meetings

Person Responsible

Scott Parrish

Schedule

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


Evidence of Completion

Progress Monitoring, data, student achievement


G5. Concluding the 2015-2016 school year, there will be a 2% increase in math proficiency for all general education students and 4% increase for students with disabilities. 1

 G072447

G5.B1 Understanding the depth of the new Florida Content and Practice Standards, scheduling, locating relevant and meaningful resource materials to support student learning and progress monitor. 2

 B188809

G5.B1.S1 Utilizing FSA Test Maker as a means of progress monitoring and providing ongoing professional development on the Florida Standards. 4

 S200247

Strategy Rationale

Action Step 1 5

Professional Development on Math Practice Standards

Person Responsible

Barry Dunn

Schedule

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

Evidence of Completion

Student Achievement Lesson Plans Observations Classroom Walk Throughs

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

Grade level data chats

Person Responsible

Barry Dunn

Schedule

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

Evidence of Completion

Student Achievement

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

Lesson Plans

Person Responsible

Barry Dunn

Schedule

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

Evidence of Completion

Use of Math Practice Standards in lesson plans

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

Observations/Classroom Visits

Person Responsible

Barry Dunn

Schedule

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

Evidence of Completion

Summative Assessments Observations Teacher Evaluations

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

Increased student performance

Person Responsible

Scott Parrish

Schedule

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

Evidence of Completion

Student Achievement Data

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	Provide time for FIN Personnel to lead staff development on best practices in inclusion	Griffin, Glenn	11/10/2015		11/10/2015 one-time
G2.B1.S1.A1	Monitor Student Attendance	Parrish, Scott	8/24/2015	Mr. Parrish will be given attendance updates from the front desk. He will report students to MTSS who have attendance concerns	6/3/2016 monthly
G3.B1.S1.A1	Teachers will work with their teams to develop collaborative lesson plans aligned with the scientific method.	Parrish, Scott	8/24/2015	Lesson plans, participation in science fair, CPT notes, End of Year Assessments	6/3/2016 weekly
G4.B1.S1.A1	Provide Training on Accountable talk and Academic Vocabulary	Parrish, Scott	8/24/2015	Staff Meeting Notes/Lesson Plans/ Attendance at Trainings	6/3/2016 monthly
G5.B1.S1.A1	Professional Development on Math Practice Standards	Dunn, Barry	8/24/2015	Student Achievement Lesson Plans Observations Classroom Walk Throughs	6/3/2016 quarterly
G1.MA1	i-Ready data will be collected and analyze to ensure progress is being made.	Parrish, Scott	8/24/2015	i-Ready data sheets, analysis, and data chats	6/3/2016 monthly
G1.B1.S1.MA1	Admin team will analyze data to monitor effectiveness	Dunn, Barry	8/24/2015	i-Ready Data, Observation Feedback	6/3/2016 one-time
G1.B1.S1.MA1	i-Ready Data from Growth Monitoring, Walk-Through, Lesson Plans	Dunn, Barry	8/24/2015	Admin will analyze i-Ready data to ensure students are on the right path. Mr. Dunn will complete class room observations and look at lesson plans to see that the inclusion model is being followed with fidelity.	6/3/2016 quarterly
G2.MA1	Student attendance data	Parrish, Scott	8/24/2015	Spreadsheets with student attendance information, MTSS documentation	6/3/2016 weekly
G2.B1.S1.MA1	Work with Administrative team to follow MTSS process. Track attendance data to see effectiveness	Parrish, Scott	8/24/2015	Student attendance data, MTSS documentation, Parents registering for Remind	6/3/2016 quarterly
G2.B1.S1.MA1	Monitor Student Attendance Data	Dunn, Barry	8/24/2015	Sign off on reports from the front desk, look for students on concern in the MTSS process	6/3/2016 monthly
G3.MA1	Teachers will progress monitor students using FCAT Testmaker, Fusion tests,	Parrish, Scott	8/24/2015	Teachers will speak to student achievement at quarterly data chats.	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	daily classwork, and science fair projects.				
G3.B1.S1.MA1	Observations	Dunn, Barry	8/24/2015	Evidence of planning and delivery of science lesson/experiment that is aligned to the scientific method and Next Generation Sunshine State Standards.	6/3/2016 semiannually
G3.B1.S1.MA3	Weekly Classroom Visits	Dunn, Barry	8/24/2015	Evidence of planning and delivery of science lesson/experiment that is aligned to the scientific method and Next Generation Sunshine State Standards.	6/3/2016 weekly
G3.B1.S1.MA1	Teachers will use FCAT TestMaker to progress monitor science achievement.	Parrish, Scott	8/24/2015	FCAT TestMaker data, Fusion data, CPT notes, lesson plans, science fair projects	6/3/2016 quarterly
G4.MA1	Teachers use iReady Assessments to Monitor Student Progress	Parrish, Scott	8/24/2015	Individual teacher spreadsheet will be populated with data and reviewed quarterly with the administrative team.	6/3/2016 quarterly
G4.B1.S1.MA1	CPT discussions with facilitators and MTSS meetings	Parrish, Scott	8/24/2015	Progress Monitoring, data, student achievement	6/3/2016 weekly
G4.B1.S1.MA1	Student data and MTSS portfolio	Griffin, Glenn	8/24/2015	MTSS notes, intervention graphs, portfolio	6/3/2016 monthly
G5.MA1	Teachers will collect formative data	Parrish, Scott	8/24/2015	Weekly/unit tests County benchmark assessments iReady Assessments and Growth Monitoring Fact Fluency	6/3/2016 daily
G5.B1.S1.MA1	Increased student performance	Parrish, Scott	8/24/2015	Student Achievement Data	6/3/2016 weekly
G5.B1.S1.MA1	Grade level data chats	Dunn, Barry	8/24/2015	Student Achievement	6/3/2016 quarterly
G5.B1.S1.MA3	Lesson Plans	Dunn, Barry	8/24/2015	Use of Math Practice Standards in lesson plans	6/3/2016 weekly
G5.B1.S1.MA4	Observations/Classroom Visits	Dunn, Barry	8/24/2015	Summative Assessments Observations Teacher Evaluations	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Concluding the 2015-2016 school year 80% of Students with Disabilities who are being served in an inclusive setting will make learning gains in reading as measured by an 8% increase in their i-Ready Reading Scale Score.

G1.B1 Teacher buy in, Resources, Aide support, Supplemental teaching materials

G1.B1.S1 Ask support staff from FIN to lead staff development on best practice with inclusion. Ensure that paraprofessional support is being used to its fullest.

PD Opportunity 1

Provide time for FIN Personnel to lead staff development on best practices in inclusion

Facilitator

FIN Personnel

Participants

All Staff

Schedule

On 11/10/2015

G4. Concluding the 2015-2016 school year, there will be a 2% increase in reading proficiency for all students and 4% increase for students with disabilities.

G4.B1 Scheduling and Reduction in staff supports to differentiate instruction based on student needs.

G4.B1.S1 We will increase progress monitoring among grade level teams in collaboration with MTSS and SWST team. Grade level teams will meet to review Florida Standards based curriculum and to develop strategic lessons following the district's Instructional Focus Guide, also to include research-based interventions for Tier 3 students.

PD Opportunity 1

Provide Training on Accountable talk and Academic Vocabulary

Facilitator

Barry Dunn

Participants

All teachers

Schedule

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

G5. Concluding the 2015-2016 school year, there will be a 2% increase in math proficiency for all general education students and 4% increase for students with disabilities.

G5.B1 Understanding the depth of the new Florida Content and Practice Standards, scheduling, locating relevant and meaningful resource materials to support student learning and progress monitor.

G5.B1.S1 Utilizing FSA Test Maker as a means of progress monitoring and providing ongoing professional development on the Florida Standards.

PD Opportunity 1

Professional Development on Math Practice Standards

Facilitator

Sue D'Angelo

Participants

All teachers

Schedule

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

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	Provide time for FIN Personnel to lead staff development on best practices in inclusion				\$0.00
2	G2.B1.S1.A1	Monitor Student Attendance				\$0.00
3	G3.B1.S1.A1	Teachers will work with their teams to develop collaborative lesson plans aligned with the scientific method.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$1,000.00
			<i>Notes: Science Fair Coordinator/Teacher Resource</i>			
4	G4.B1.S1.A1	Provide Training on Accountable talk and Academic Vocabulary				\$0.00
5	G5.B1.S1.A1	Professional Development on Math Practice Standards				\$0.00
					Total:	\$1,000.00