Hobe Sound Elementary School

2015-16 School Improvement Plan

Hobe Sound Elementary School

11555 SE GOMEZ AVE, Hobe Sound, FL 33455

hse.sbmc.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	56%

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

School Grades History

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

Preliminary Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Martin County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Hobe Sound Elementary's mission is to encourage positive behavior patterns in our school community by teaching and reinforcing school-wide expectations.

Provide the school's vision statement

Hobe Sound Elementary's vision is to soar to greater heights by continuously striving to promote academic, social, and emotional growth. We are a team of students, teachers, parents, and community members working cooperatively to create a positive, safe, and successful environment.

School Environment

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

Hobe Sound Elementary has various parent involvement and family activities that promote a positive school culture and allows interactions between students and families. These activities are both social and academic and are sponsored by PTA or via the Parent Involvement team. Such activities are Literacy Night, Math Night, Health and Safety Fair.

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

Hobe Sound Elementary has established school-wide expectations that are designed to create a positive learning environment based on demonstrating appropriate behavior and taking responsibility for one's actions. School-wide expectations are posted in all areas of the school and are specific to a given area. Expectations are taught, reviewed and reinforced by teachers and staff. HSE follows the state's MTSS process when meeting the social-emotional needs of students. Members of the crisis team have been trained to provide interventions to students within the classroom. This technique provides immediate interventions to students to help deescalate a situation. Students who need more intensive social-emotional interventions are seen by a contracted licensed counselor.

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

Hobe Sound Elementary utilizes Positive Behavior Intervention Supports (PBIS) to minimize distractions and to keep students engaged during instructional time. School-wide expectations are communicated, taught and followed as standard protocol for the school.

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

Positive Behavior Intervention Supports provide a school culture and climate that allows students to develop socially while feeling safe, supported, and valued. Character education such as Character Counts is also implemented to further enhance a feeling of well-being and safety. Group counseling is provided as well as counseling agencies that work with the school to assist students. Teachers and Staff also mentor students and provide extra academic support where needed.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The School Leadership and MTSS teams review early warning student data and takes action to arrest the problem and reduce barriers to lower academic performance by the student.
The following early warning indicators are used to track and intervene before students exhibit a decline in classroom performance or student achievement:
1. One or more suspensions, whether in school or out of school
2. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
3. Excessive absences/ attendance below 90%

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	**1**	**2**	**3**	**4**	**5**	
Attendance below 90 percent	1	1	2	1	2	2	9
One or more suspensions	1	0	0	2	1	0	4
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	18	0	0	18

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

Students exhibiting two or more early warning indicators are reviewed via the School Leadership and MTSS teams to determine appropriate intervention strategies to arrest the problem and reduce barriers that promote lower academic performance by the student. Every effort is made to support students and ensure their success.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

100% of Hobe Sound Elementary School families will participate in at least one Parent Involvement event during the 2014-2015 school year. Please see our detailed Parent Involvement Plan which describes family literacy nights, conferencing, training and various other methods to support each school family.

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

Hobe Sound builds partnerships with local businesses to support the students and school. Through donations of time and other resources, students have benefited from the support given from the local community. Community partners volunteer and are invited to visit,participate in in various activities and have an opportunity to witness the learning that is occurring in the school. Community partners are also are invited to the various family nights to witness firsthand what students learn at school.

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
Memmer Novak, Dianne	Principal
Gore, Willie	Assistant Principal
Stellman, Julie	Teacher, ESE
Church, Janet	Instructional Coach
Slavin, Mary	Instructional Coach
McCree, Michelle	Guidance Counselor
Walker, Alice	Instructional Coach

Duties

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

The MTSS Leadership Team meets each week to review academic and behavioral data. Expertise in specific areas of need and collaboration enables the group to better support students and teachers with core and tiered levels of academic and behavioral interventions.

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

Our Core Team consists of these members:
Mary Slavin, Problem Solving Intervention Coach
Alice Walker, Interventionist
Michelle McCreen, Guidance Counselor
Janet Church, Reading/Writing Coach

Julie Stellman, Speech and Language Therapist
Kathryn Picano-Morton, School Psychologist
Willie Gore, Assistant Principal
Dr. Dianne Memmer-Novak, Principal
Other teacher members will join, in-school and after-school meetings based upon student academic or behavioral, grade level needs.
Title I funds three staff positions at the school. The literacy coach (reading and writing) offers instructional support and professional development to teachers. An interventionist is on staff to support at risk students. A home-school parent liaison offers support to our parent involvement strategies. Four "Family Learning Nights" will take place this year. Topics for these events are: Literacy, Math/Science, Parenting and Learning about assessments. Our Parent Library, housed in our front office reception area is for parents to use when visiting the school and will be enhanced with additional resources. Professional development programs will offer instructional staff members training in strategies and best practices for science, math, reading and technology. Funds will be used for consultants in these subject areas not supported by an instructional coach. Funds will also be used in these subject areas for supplementary school assembly style programs for students and parents. Home/School Communication notebooks will be used daily to facilitate timely information sharing. Technology for math and reading instruction, writing workshop materials such as journals, post-it notes, and folders will supplement the instructional focus of our teachers.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ana Reyes	Parent
Monica Graham	Parent
Kathy Creswell	Teacher
Ruth March	Education Support Employee
Marina Emerson	Education Support Employee
Stephanie Devoe	Teacher
Luke Frommelt	Parent
Claudia Muratalla	Parent
Dr. Dianne Memmer-Novak	Principal
Allison Cohen	Parent
Dina Fabry	Parent
Janelle Scrima	Parent
Willie Gore	Education Support Employee

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

SAC members are presented data and are actively involved with the monitoring and evaluation of the School Improvement Plan. The plan is reviewed at various times during the year and progress updates are presented to SAC.

Development of this school improvement plan

SAC members are actively involved with the development and monitoring of the School Improvement Plan. SAC is involved in the safety and enhancement of the school facility.

Preparation of the school's annual budget and plan

SAC members are actively involved with input into the annual budget.. SAC is active in the process to allocate funding for the enhancement of student learning and the school facility.

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

SAC authorized School Improvement funds to train teachers in Balanced Literacy (Consultant, Shannon Blount, Reading Coordinator ,Reading Coach) to be implemented in the classroom (Training - $1000.00).

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Gore, Willie	Assistant Principal
	Principal
Stellman, Julie	Teacher, ESE
Picano-Morton, Kathryn	Psychologist
Church, Janet	Instructional Coach
Slavin, Mary	Instructional Coach
Walker, Alice	Instructional Coach
McCree, Michelle	Guidance Counselor
Memmer Novak, Dianne	Principal

Duties

Describe how the LLT promotes literacy within the school

Identify areas of need after analyzing student performance data (testing and applicable observation of student work). Plan, develop and execute professional development with all teachers in the areas of literacy,math, science, technology, and behavior, specifically focusing on strategies for under performing students and at risk populations.

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

Teachers have been trained in how to work as collaborative teams. Ground rules and norms have been established and ongoing professional development is conducted to ensure a positive school culture

exists. The core instruction is divided into Reading/Language Arts, Mathematics, Science and Social Studies. Collaboration, teamwork and professionalism is an expectation for all.

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

The Principal on an ongoing basis reviews Human Resource (Novus) online applicants to identify high quality teachers and continue networking with FAU (Florida Atlantic University) Department of Education to host interns and "Grow our own" at HSE.

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

Hobe Sound Elementary supports teachers by paring them with a mentor at a respective grade level or close to their academic assignment. The rationale for mentoring would include the following: procedures and practices common to HSE, grade level expectations,support with technology, lesson plan development, and assessments. Other reasons would include support with assessments, instructional focus in all academic areas, data analysis and technology. Grade level members would support a teacher new to a given grade level as well as one new to the school. In addition to the assistant principal serving as a mentor tho new teachers, this type of support is layered by the support of a teacher in a different grade level. HSE has paired Miss Patton, a first year 1st grade teacher with Mrs. Haluck, Miss Swieger with Mrs. Carlisle and Mrs. Beecher with Mrs. Schilling,
veteran teachers on the same grade level team. Mrs. Dye and Hagar are new teachers in grade 2 who are paired with Mrs. Wheeler and Creswell, both veteran teachers with experience in Grade 2. Mrs. Skinner is new to grade 3 and are paired with Kathy Warner and Rebecca Goosey. Both are experienced grade 3 teachers.

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

Hobe Sound Elementary implements the school districts Instructional Frameworks which are built around the Florida Standards and provides a structured guide to planning and implementation of the standards. Instructional materials are also aligned with the standards and are monitored for usage. Core Instruction is monitored weekly as a school and with individual teachers to ensure effectiveness and fidelity.

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

Student performance and data will be reviewed weekly by the teacher and shared during collaborative team planning. Teachers in collaborative teams and other personnel will review data and offer suggestions to differentiate instruction. Students that are not performing well will be retaught utilizing various strategies to match a student's learning style.

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

Strategy: After School Program

Minutes added to school year: 1,200

HSE will offer computer enrichment in reading and math. This enrichment will take place after school.

Strategy Rationale

Additional support in a smaller setting will allow for more individualized instruction and remedial work to build deficient skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Memmer Novak, Dianne, memmerd@martin.k12.fl.us

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

Data will be collected and reviewed through iReady assessments. iReady assessments are aggregated via iReady progress monitoring tool (Curriculum Associates site).

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 kindergarten teachers coordinate kindergarten screenings and school tours in March, May and August of each year. Translators are available to support families in completing necessary paperwork. Our parent liaison works in collaboration with neighboring preschools to ensure communication of our kindergarten program. We host a VPK program on our campus which enables a smooth transition for these 18 students to our school culture and campus. All families receive a welcome letter from the Principal and monthly newsletters to support the transition of preschool students to our school. Guidance counselors at the feeder middle school for HSE hold meetings with teachers to transition outgoing 5th grade students and place them in appropriate courses. Orientation sessions are conducted to further aide in the transition to middle school. This and the half day field trip are a huge help to the transition process.

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.

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.   80% of students in grades 3-5, will score at or above the proficient level on the 2016 FSA English Language Arts Assessment.

G2.   75% of students in grades 3-5, will score at or above the proficient level on the 2016 FSA Math Assessment.

G3.   The percent of students scoring levels 3-5 in science will increase by 7%. 64% of students will score a level 3 or above on the 2016 Science FCAT Test.

G4.   75% of students will score at or above the proficient level on the 4th grade and 5th grade FSA writing/ ELA test in the spring of 2016

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. 80% of students in grades 3-5, will score at or above the proficient level on the 2016 FSA English Language Arts Assessment. `1a`

`⚲ G072782`

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	

Resources Available to Support the Goal `2`

- The following resources are available to teachers: CPALMS, Ready Books, Readers' Workshop Units of Study, Words Their Way, F and P Assessments, the Continuum of Literacy Learning (F and P Continuum), When Readers Struggle (F and P Continuum), iReady Assessments, Literacy Coach modeling of lessons and providing resources to instructional staff.

Targeted Barriers to Achieving the Goal `3`

- Increase level of instructional expertise for teachers of reading.

- Ability to increase language acquisition and vocabulary of students.

Plan to Monitor Progress Toward G1. `8`

The following process will be used to monitor the goal: data meetings with LLT and MTSS teams, administration review of lesson plans and classroom observations for evidence of implementation of components of Readers' Workshop and Curriculum Frameworks with fidelity.

Person Responsible
Dianne Memmer Novak

Schedule
Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion
An analysis of each classroom's progress on a monthly basis, data analysis at a weekly LLT, MTSS, grade level PLC meetings, and the results of applicable student assessment data.

G2. 75% of students in grades 3-5, will score at or above the proficient level on the 2016 FSA Math Assessment. `1a`

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	

Resources Available to Support the Goal `2`

- CPALMS and opportunities for inquiry learning are available and can be supported by the Math PLC. Curriculum Frameworks for every math standard are available on the district website for teachers to access and use to increase the rigor of instruction. These standards/resources include: academic vocabulary, essential questions, and specific goals and scales. We have i-Ready curriculum for grades Kindergarten through 5. Students and teachers will utilize a technology supported program such as iReady Instruction K-5 to support student achievement and extend learning time outside of the school day. Hands on equations is also utilized.

Targeted Barriers to Achieving the Goal `3`

- Students inability to recall basic math facts with automaticity.

- Students limited ability to attack higher order questions with appropriate strategies and tenacity.

- Increase knowledge base of teaching Math Standards with increased academic rigor.

Plan to Monitor Progress Toward G2. `8`

The following process will be used to monitor the goal: analysis of iReady Assessment, implementation of a technology supported program such as iReady Instruction for Math, (K-5) and analysis of formative assessments. and review of standards and scales.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: data analysis of student scores recorded in iReady Progress Monitoring site, i-Ready data, student achievement in classroom per quarter and PLC/ Collaborative grade level logs.

G3. The percent of students scoring levels 3-5 in science will increase by 7%. 64% of students will score a level 3 or above on the 2016 Science FCAT Test. 1a

G072784

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal 2

- The following resources will be used to achieve the goal of increasing student achievement in Science: professional development in science instruction, inquiry-based activities, progress monitoring utilizing formative assessments, Curriculum Frameworks for science and effective use of materials for hands-on labs. Use of STEAM Lab to explore, discover and create project based investigations

Targeted Barriers to Achieving the Goal 3

- The ability to increase the level of instructional expertise of teachers.

- Ability to increase student achievement in higher-order thinking skills needed for science proficiency.

Plan to Monitor Progress Toward G3. 8

The following process will be used to monitor the goal: analyze data and the implementation of science labs and lessons with fidelity.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: analysis of each classroom's progress on a monthly basis, data analysis at LLT, MTSS and grade level PLC logs.

G4. 75% of students will score at or above the proficient level on the 4th grade and 5th grade FSA writing/ ELA test in the spring of 2016 [1a]

Targets Supported [1b]

G072785

Indicator	Annual Target
FAA Writing Proficiency	60.0

Resources Available to Support the Goal [2]

- Professional development from Writing Coaches and ELA Coordinator, Practice Writing Assessment (online), Writers' Workshop Units of Study aligned to the LAFS, tutorial interventions before, during and after school by school-based providers and educational paraprofessionals, literacy coach modeling of lessons, facilitation of training and professional collaborative discussions to deepen knowledge of writing across content areas.

Targeted Barriers to Achieving the Goal [3]

- Increasing focused instructional time in cross-curricular writing

- Ability to increase students' language acquisition, vocabulary, spelling and use of conventions

Plan to Monitor Progress Toward G4. [8]

The following process will be used to monitor the goal: analyze performance data, implementation of writing units of study with fidelity.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be collected/reported: analysis of each class' progress on a quarterly basis, data analysis at targeted LLT, MTSS, grade level PLC/ collaborative team meetings, lesson plans and classroom observations.

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. 80% of students in grades 3-5, will score at or above the proficient level on the 2016 FSA English Language Arts Assessment. 1

🔍 G072782

G1.B1 Increase level of instructional expertise for teachers of reading. 2

🔍 B189881

G1.B1.S1 Provide Professional Development at HSE to increase instructional expertise. Teachers will increase knowledge of the components of Balanced Literacy and analysis of data. 4

🔍 S201276

Strategy Rationale

Action Step 1 5

Professional Development training specific to grade levels, debriefing and the modeling of lessons for teachers. Implement strategies gained from PD.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

Coaches' logs, PD evaluations, Grade level meeting log

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

Monitor the implementation of strategies gained from PD, Grade level PLC meetings and debriefing, and the modeling of lessons for teachers for fidelity.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

Literacy Coach's Log, PLC teacher feedback, student progress

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

Monitor the implementation of strategies gained from PD, Grade level PLC meetings and debriefing, and the modeling of lessons for teachers for effectiveness.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

Literacy Coach's Log, PLC teacher feedback, student progress

G1.B2 Ability to increase language acquisition and vocabulary of students. `2`

B189882

G1.B2.S1 Teachers will implement the Reader's Workshop components increasing students language acquisition. Within Reader's Workshop, teachers will implement the Word Study component that provides an opportunity for students to build their vocabulary. The use of a Realia room and Mondo strategies will be implemented to increase oral language in targeted students. `4`

S201277

Strategy Rationale

Action Step 1 `5`

The implementation of Readers' Workshop components increasing student language acquisition. Within Readers' Workshop, teachers will implement the word study and guided reading components that provides an opportunity for students to build their vocabulary. The use of a Realia room and Mondo strategies will be usedto increase oral language in targeted students.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

Lesson planning and observations of lesson delivery in the classroom

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

Monitor the implementation of Reader's Workshop components increasing student language acquisition. Within Reader's Workshop, teachers will implement the Word Study component that provides an opportunity for students to build their vocabulary and the use of a Realia room and Mondo strategies to increase oral language in targeted students for fidelity.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

Lesson plans, lesson planning and observations of lessons in the classroom

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

Monitor the implementation of Reader's Workshop components increasing student language acquisition. Within Reader's Workshop, teachers will implement the Word Study component that provides an opportunity for students to build their vocabulary and the use of a Realia room and Mondo strategies to increase oral language in targeted students for effectiveness.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

Lesson planning and observations of lessons in the classroom

G2. 75% of students in grades 3-5, will score at or above the proficient level on the 2016 FSA Math Assessment. `1`

🔑 G072783

G2.B1 Students inability to recall basic math facts with automaticity. `2`

🔑 B189883

G2.B1.S1 Use of iReady, a technology supported program for Instruction in math and MAFS strategies throughout daily math lessons. Provide professional development focused upon math and STEAM lessons utilizing district resources. `4`

🔑 S201278

Strategy Rationale

Action Step 1 `5`

Monitor the implementation of iReady, a technology supported program for Instruction in math and MAFS strategies throughout daily math lessons. Provide professional development focused upon math and STEAM lessons utilizing district resources.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

Student work samples, formative assessments, classroom observations and lesson plans

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

Monitor the implementation of iReady, a technology supported program for Instruction in math and MAFS strategies throughout daily math lessons. Additionally, provide professional development focused upon math and STEAM lessons utilizing district resources.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

Student work samples, formative assessments, classroom observations and lesson plans

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

Monitor the implementation of iReady, a technology supported program for Instruction in math and MAFS strategies throughout daily math lessons. Additionally, provide professional development focused upon math and STEAM lessons utilizing district resources. The above will used in daily targeted instruction and monitored for effectiveness.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

Student work samples, formative assessments, classroom observations and lesson plans

G2.B2 Students limited ability to attack higher order questions with appropriate strategies and tenacity. 2

B189884

G2.B2.S1 Classroom teachers will collaborate in weekly PLC meetings to provide well focused and rigorous lessons that incorporate a repertoire of higher order questions and opportunities for student exploration. Math PLC/Collaborative team members support the implementation of Math and STEAM professional development. 4

S201279

Strategy Rationale

Action Step 1 5

Monitor the application of math manpulatives when attacking new skills in an attempt to promote inquiry/exploration based learning, iReady Curriculum, and the increased use of interactive boards K-5 for effectiveness. Review Standards and scales.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

Student work samples, assessment results

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

Monitor the following implementation: the application of math manpulatives when attacking new skills in an attempt to promote inquiry/exploration based learning, iReady Curriculum, and the increased use of interactive boards K-5 for effectiveness. Review Standards and scales.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

Student work samples, classroom observations, lesson plans, improved assessment scores

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

Monitor the application of math manpulatives when attacking new skills in an attempt to promote inquiry/exploration based learning, iReady Curriculum, and the increased use of interactive boards K-5 as well as reviewing standards and scales.for effectiveness.

Person Responsible

Willie Gore

Schedule

On 5/30/2016

Evidence of Completion

Student work samples, classroom observations, lesson plans, improved assessment scores

G2.B3 Increase knowledge base of teaching Math Standards with increased academic rigor. `2`

B189885

G2.B3.S1 Process MAFS standards thoroughly at weekly PLC meetings. Engage in professional development of Frameworks and other resources. `4`

S201280

Strategy Rationale

Action Step 1 `5`

Review MAFS as a PLC , view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

Lesson plans, observations, meeting logs

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Monitor the review and implementation of MAFS as a PLC and/or team, view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards with fidelity.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

Lesson plans, observations, meeting logs

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Monitor the review and implementation of MAFS as a PLC and/or team, view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards for effectiveness.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

Lesson plans, observations, meeting logs

G3. The percent of students scoring levels 3-5 in science will increase by 7%. 64% of students will score a level 3 or above on the 2016 Science FCAT Test. 1

G072784

G3.B1 The ability to increase the level of instructional expertise of teachers. 2

B189886

G3.B1.S1 Training in Science Frameworks to allow for cross content area learning; address cognitive complexity in questioning.The use of Assessment Probes, STEAM lab and Strategies of Dr. Larry Chew 4

S201281

Strategy Rationale

Action Step 1 5

Implement training in Science Frameworks to allow for cross content area learning; address cognitive complexity in questioning.The use of Assessment Probes, STEAM lab and Strategies of Dr. Larry Chew

Person Responsible

Willie Gore

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each classroom's progress on a monthly basis, data analysis at LLT, MTSS, grade level collaborative meetings, classroom observations and lesson plans.

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

Monitor implementation of training in Science Frameworks to allow for cross content area learning; address cognitive complexity in questioning.The use of Assessment Probes, STEAM lab and Strategies of Dr. Larry Chew

Person Responsible

Willie Gore

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each classroom's progress on a monthly basis, data analysis at LLT meetings, MTSS meetings, grade level PLC meetings; classroom observations and lesson plans

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

Monitor implementation of training in Science Frameworks to allow for cross content area learning; address cognitive complexity in questioning.The use of Assessment Probes, STEAM lab and Strategies of Dr. Larry Chew for effectiveness.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each classroom's progress on a monthly basis, data analysis at LLT meetings, MTSS meetings, grade level PLC meetings; classroom observations and lesson plans

G3.B2 Ability to increase student achievement in higher-order thinking skills needed for science proficiency. 2

🔧 B189887

G3.B2.S1 Increased use of Science Journals in classrooms and in the lab; implementing Curriculum Frameworks to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes. Additionally, the use of a STEAM Lab to explore, discover and create project based investigations 4

🔧 S201282

Strategy Rationale

Action Step 1 5

Monitor the increased use of Science Journals in classrooms and in the lab; implementing Science Frameworks to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes and the use of STEAM Lab to explore, discover and create project based investigations

Person Responsible

Willie Gore

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each classroom's progress on a monthly basis , data analysis at LLT, MTSS, and grade level meetings; classroom observations and lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Monitor the increased use of Science Journals in classrooms and in the lab; implementing Science Frameworks to allow for cross -curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes and the use of a STEAM Lab to explore, discover and create project based investigations for fidelity.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis , data analysis at LLT, MTSS, and grade level PLC meetings; classroom observation and lesson plans.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Monitor the increased use of Science Journals in classrooms and in the lab; implementing Science Frameworks to allow for cross -curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes and the use of a STEAM Lab to explore, discover and create project based investigations for effectiveness.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis , data analysis at LLT, MTSS, and Grade level PLC meetings; classroom observation and lesson plans.

G4. 75% of students will score at or above the proficient level on the 4th grade and 5th grade FSA writing/ ELA test in the spring of 2016 1

🔑 G072785

G4.B1 Increasing focused instructional time in cross-curricular writing 2

🔑 B189888

G4.B1.S1 Specify literacy blocks in the schedule and integrate writing across other content areas 4

🔑 S201283

Strategy Rationale

Action Step 1 5

The implementation of more rigorous and specified ELA block with integration of writing across all content areas.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: analysis of each class' progress on a monthly basis, data analysis at targeted LLT, MTSS, and grade level PLC meeting logs.

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

Monitoring the implementation of strategies to increase school wide ELA blocks and integrate writing in reading and across other content areas for fidelity.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis, Data analysis at at targeted LLT meetings, MTSS meetings, and grade level collaborative meetings.

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

The monitoring of the implementation of strategies to increase school wide ELA blocks and Integrate writing in reading and across other content areas for effectiveness

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis, data analysis at at targeted LLT meetings, MTSS meetings, and grade level collaborative meetings.

G4.B2 Ability to increase students' language acquisition, vocabulary, spelling and use of conventions `2`

🔧 B189889

G4.B2.S1 Provide professional development opportunities for K-5 (all teachers) to increase knowledge, strengthen skills with LAFS, Ready Writing, and Writing Units of Study by Lucy Calkins. Use Mondo oral language strategies in Kindergarten. `4`

🔧 S201284

Strategy Rationale

Action Step 1 `5`

Implement strategies gained from professional development with LAFS, Ready Writing and Writing Units of Study by Lucy Calkins.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

Lesson plans and observations of lesson delivery

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

Monitor the implementation of strategies gained from professional development with LAFS, Ready Writing and Writing Units by Lucy Calkins for fidelity.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

Lesson plans, observations of lessons and Writing Analysis in PLC

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

Monitor the implementation of strategies gained from professional development with LAFS, Ready Writing and Writing Units by Lucy Calkins for effectiveness.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/25/2015 to 5/30/2016

Evidence of Completion

Lesson plans, observations of lessons, and feedback from PLC

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	Professional Development training specific to grade levels, debriefing and the modeling of lessons for teachers. Implement strategies gained from PD.	Memmer Novak, Dianne	9/25/2015	Coaches' logs, PD evaluations, Grade level meeting log	5/30/2016 monthly
G1.B2.S1.A1	The implementation of Readers' Workshop components increasing student language acquisition. Within Readers' Workshop, teachers will implement the word study and guided reading components that provides an opportunity for students to build their vocabulary. The use of a Realia room and Mondo strategies will be usedto increase oral language in targeted students.	Memmer Novak, Dianne	9/25/2015	Lesson planning and observations of lesson delivery in the classroom	5/30/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Monitor the implementation of iReady, a technology supported program for Instruction in math and MAFS strategies throughout daily math lessons. Provide professional development focused upon math and STEAM lessons utilizing district resources.	Gore, Willie	9/25/2015	Student work samples, formative assessments, classroom observations and lesson plans	5/30/2016 monthly
G2.B2.S1.A1	Monitor the application of math manpulatives when attacking new skills in an attempt to promote inquiry/ exploration based learning, iReady Curriculum, and the increased use of interactive boards K-5 for effectiveness. Review Standards and scales.	Gore, Willie	9/25/2015	Student work samples, assessment results	5/30/2016 monthly
G2.B3.S1.A1	Review MAFS as a PLC , view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards.	Gore, Willie	9/25/2015	Lesson plans, observations, meeting logs	5/30/2016 monthly
G3.B1.S1.A1	Implement training in Science Frameworks to allow for cross content area learning; address cognitive complexity in questioning.The use of Assessment Probes, STEAM lab and Strategies of Dr. Larry Chew	Gore, Willie	9/25/2015	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each classroom's progress on a monthly basis, data analysis at LLT, MTSS, grade level collaborative meetings, classroom observations and lesson plans.	5/30/2016 monthly
G3.B2.S1.A1	Monitor the increased use of Science Journals in classrooms and in the lab; implementing Science Frameworks to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes and the use of STEAM Lab to explore, discover and create project based investigations	Gore, Willie	9/25/2015	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each classroom's progress on a monthly basis , data analysis at LLT, MTSS, and grade level meetings; classroom observations and lesson plans.	5/30/2016 monthly
G4.B1.S1.A1	The implementation of more rigorous and specified ELA block with integration of writing across all content areas.	Memmer Novak, Dianne	9/25/2015	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: analysis of each class' progress on a monthly basis, data analysis at targeted LLT, MTSS, and grade level PLC meeting logs.	5/30/2016 monthly
G4.B2.S1.A1	Implement strategies gained from professional development with LAFS, Ready Writing and Writing Units of Study by Lucy Calkins.	Memmer Novak, Dianne	9/25/2015	Lesson plans and observations of lesson delivery	5/30/2016 monthly
G1.MA1	The following process will be used to monitor the goal: data meetings with LLT and MTSS teams, administration review of lesson plans and classroom observations for evidence of implementation of components of Readers' Workshop and Curriculum Frameworks with fidelity.	Memmer Novak, Dianne	9/25/2015	An analysis of each classroom's progress on a monthly basis, data analysis at a weekly LLT, MTSS, grade level PLC meetings, and the results of applicable student assessment data.	5/30/2016 monthly
G1.B1.S1.MA1	Monitor the implementation of strategies gained from PD, Grade level PLC meetings and debriefing, and the modeling of lessons for teachers for effectiveness.	Memmer Novak, Dianne	9/25/2015	Literacy Coach's Log, PLC teacher feedback, student progress	5/30/2016 monthly
G1.B1.S1.MA1	Monitor the implementation of strategies gained from PD, Grade level PLC	Memmer Novak, Dianne	9/25/2015	Literacy Coach's Log, PLC teacher feedback, student progress	5/30/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	meetings and debriefing, and the modeling of lessons for teachers for fidelity.				
G1.B2.S1.MA1	Monitor the implementation of Reader's Workshop components increasing student language acquisition. Within Reader's Workshop, teachers will implement the Word Study component that provides an opportunity for students to build their vocabulary and the use of a Realia room and Mondo strategies to increase oral language in targeted students for effectiveness.	Memmer Novak, Dianne	9/25/2015	Lesson planning and observations of lessons in the classroom	5/30/2016 monthly
G1.B2.S1.MA1	Monitor the implementation of Reader's Workshop components increasing student language acquisition. Within Reader's Workshop, teachers will implement the Word Study component that provides an opportunity for students to build their vocabulary and the use of a Realia room and Mondo strategies to increase oral language in targeted students for fidelity.	Memmer Novak, Dianne	9/25/2015	Lesson plans, lesson planning and observations of lessons in the classroom	5/30/2016 monthly
G2.MA1	The following process will be used to monitor the goal: analysis of iReady Assessment, implementation of a technology supported program such as iReady Instruction for Math, (K-5) and analysis of formative assessments. and review of standards and scales.	Gore, Willie	9/25/2015	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: data analysis of student scores recorded in iReady Progress Monitoring site, i-Ready data, student achievement in classroom per quarter and PLC/ Collaborative grade level logs.	5/30/2016 monthly
G2.B1.S1.MA1	Monitor the implementation of iReady, a technology supported program for Instruction in math and MAFS strategies throughout daily math lessons. Additionally, provide professional development focused upon math and STEAM lessons utilizing district resources. The above will used in daily targeted instruction and monitored for effectiveness.	Gore, Willie	9/25/2015	Student work samples, formative assessments, classroom observations and lesson plans	5/30/2016 monthly
G2.B1.S1.MA1	Monitor the implementation of iReady, a technology supported program for Instruction in math and MAFS strategies throughout daily math lessons. Additionally, provide professional development focused upon math and STEAM lessons utilizing district resources.	Gore, Willie	9/25/2015	Student work samples, formative assessments, classroom observations and lesson plans	5/30/2016 monthly
G2.B2.S1.MA1	Monitor the application of math manpulatives when attacking new skills in an attempt to promote inquiry/ exploration based learning, iReady Curriculum, and the increased use of interactive boards K-5 as well as reviewing standards and scales.for effectiveness.	Gore, Willie	9/25/2015	Student work samples, classroom observations, lesson plans, improved assessment scores	5/30/2016 one-time
G2.B2.S1.MA1	Monitor the following implementation: the application of math manpulatives when attacking new skills in an attempt to promote inquiry/exploration based learning, iReady Curriculum, and the increased use of interactive boards K-5 for effectiveness. Review Standards and scales.	Gore, Willie	9/25/2015	Student work samples, classroom observations, lesson plans, improved assessment scores	5/30/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	Monitor the review and implementation of MAFS as a PLC and/or team, view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards for effectiveness.	Gore, Willie	9/25/2015	Lesson plans, observations, meeting logs	5/30/2016 monthly
G2.B3.S1.MA1	Monitor the review and implementation of MAFS as a PLC and/or team, view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards with fidelity.	Gore, Willie	9/25/2015	Lesson plans, observations, meeting logs	5/30/2016 monthly
G3.MA1	The following process will be used to monitor the goal: analyze data and the implementation of science labs and lessons with fidelity.	Gore, Willie	9/25/2015	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: analysis of each classroom's progress on a monthly basis, data analysis at LLT, MTSS and grade level PLC logs.	5/30/2016 monthly
G3.B1.S1.MA1	Monitor implementation of training in Science Frameworks to allow for cross content area learning; address cognitive complexity in questioning.The use of Assessment Probes, STEAM lab and Strategies of Dr. Larry Chew for effectiveness.	Gore, Willie	9/25/2015	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each classroom's progress on a monthly basis, data analysis at LLT meetings, MTSS meetings, grade level PLC meetings; classroom observations and lesson plans	5/30/2016 monthly
G3.B1.S1.MA1	Monitor implementation of training in Science Frameworks to allow for cross content area learning; address cognitive complexity in questioning.The use of Assessment Probes, STEAM lab and Strategies of Dr. Larry Chew	Gore, Willie	9/25/2015	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each classroom's progress on a monthly basis, data analysis at LLT meetings, MTSS meetings, grade level PLC meetings; classroom observations and lesson plans	5/30/2016 monthly
G3.B2.S1.MA1	Monitor the increased use of Science Journals in classrooms and in the lab; implementing Science Frameworks to allow for cross -curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes and the use of a STEAM Lab to explore, discover and create project based investigations for effectiveness.	Gore, Willie	9/25/2015	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each class's progress on a monthly basis , data analysis at LLT, MTSS, and Grade level PLC meetings; classroom observation and lesson plans.	5/30/2016 monthly
G3.B2.S1.MA1	Monitor the increased use of Science Journals in classrooms and in the lab; implementing Science Frameworks to allow for cross -curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes and the use of a STEAM Lab to explore, discover and create project based investigations for fidelity.	Gore, Willie	9/25/2015	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each class's progress on a monthly basis , data analysis at LLT, MTSS, and grade level PLC meetings; classroom observation and lesson plans.	5/30/2016 monthly
G4.MA1	The following process will be used to monitor the goal: analyze performance data, implementation of writing units of study with fidelity.	Memmer Novak, Dianne	9/25/2015	The following process will be used as evidence of completion of monitoring activities that will be collected/reported: analysis of each class' progress on a quarterly basis, data analysis at targeted LLT, MTSS, grade level PLC/	5/30/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				collaborative team meetings, lesson plans and classroom observations.	
G4.B1.S1.MA1	The monitoring of the implementation of strategies to increase school wide ELA blocks and Integrate writing in reading and across other content areas for effectiveness	Memmer Novak, Dianne	9/25/2015	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each class's progress on a monthly basis, data analysis at at targeted LLT meetings, MTSS meetings, and grade level collaborative meetings.	5/30/2016 monthly
G4.B1.S1.MA1	Monitoring the implementation of strategies to increase school wide ELA blocks and integrate writing in reading and across other content areas for fidelity.	Memmer Novak, Dianne	9/25/2015	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each class's progress on a monthly basis, Data analysis at at targeted LLT meetings, MTSS meetings, and grade level collaborative meetings.	5/30/2016 monthly
G4.B2.S1.MA1	Monitor the implementation of strategies gained from professional development with LAFS, Ready Writing and Writing Units by Lucy Calkins for effectiveness.	Memmer Novak, Dianne	9/25/2015	Lesson plans, observations of lessons, and feedback from PLC	5/30/2016 monthly
G4.B2.S1.MA1	Monitor the implementation of strategies gained from professional development with LAFS, Ready Writing and Writing Units by Lucy Calkins for fidelity.	Gore, Willie	9/25/2015	Lesson plans, observations of lessons and Writing Analysis in PLC	5/30/2016 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. 80% of students in grades 3-5, will score at or above the proficient level on the 2016 FSA English Language Arts Assessment.

G1.B1 Increase level of instructional expertise for teachers of reading.

G1.B1.S1 Provide Professional Development at HSE to increase instructional expertise. Teachers will increase knowledge of the components of Balanced Literacy and analysis of data.

PD Opportunity 1

Professional Development training specific to grade levels, debriefing and the modeling of lessons for teachers. Implement strategies gained from PD.

Facilitator

District Coordinator, Reading coach, Principal

Participants

Classroom teachers

Schedule

Monthly, from 9/25/2015 to 5/30/2016

G1.B2 Ability to increase language acquisition and vocabulary of students.

G1.B2.S1 Teachers will implement the Reader's Workshop components increasing students language acquisition. Within Reader's Workshop, teachers will implement the Word Study component that provides an opportunity for students to build their vocabulary. The use of a Realia room and Mondo strategies will be implemented to increase oral language in targeted students.

PD Opportunity 1

The implementation of Readers' Workshop components increasing student language acquisition. Within Readers' Workshop, teachers will implement the word study and guided reading components that provides an opportunity for students to build their vocabulary. The use of a Realia room and Mondo strategies will be usedto increase oral language in targeted students.

Facilitator

Literacy Coach, Administration

Participants

Classroom teachers

Schedule

Monthly, from 9/25/2015 to 5/30/2016

G2. 75% of students in grades 3-5, will score at or above the proficient level on the 2016 FSA Math Assessment.

G2.B1 Students inability to recall basic math facts with automaticity.

G2.B1.S1 Use of iReady, a technology supported program for Instruction in math and MAFS strategies throughout daily math lessons. Provide professional development focused upon math and STEAM lessons utilizing district resources.

PD Opportunity 1

Monitor the implementation of iReady, a technology supported program for Instruction in math and MAFS strategies throughout daily math lessons. Provide professional development focused upon math and STEAM lessons utilizing district resources.

Facilitator

District Math Coordinator,Curriculum Associates Math Trainer. McGraw-Hill Trainer

Participants

Classroom Teachers, Interventionist, Administration, Guidance Counselor

Schedule

Monthly, from 9/25/2015 to 5/30/2016

G2.B2 Students limited ability to attack higher order questions with appropriate strategies and tenacity.

G2.B2.S1 Classroom teachers will collaborate in weekly PLC meetings to provide well focused and rigorous lessons that incorporate a repertoire of higher order questions and opportunities for student exploration. Math PLC/Collaborative team members support the implementation of Math and STEAM professional development.

PD Opportunity 1

Monitor the application of math manpulatives when attacking new skills in an attempt to promote inquiry/exploration based learning, iReady Curriculum, and the increased use of interactive boards K-5 for effectiveness. Review Standards and scales.

Facilitator

McGraw-Hill Trainer, District Coordinator, iReady Consultant

Participants

Math PLC/Collaborative team members, Interventionist, Admin

Schedule

Monthly, from 9/25/2015 to 5/30/2016

G2.B3 Increase knowledge base of teaching Math Standards with increased academic rigor.

G2.B3.S1 Process MAFS standards thoroughly at weekly PLC meetings. Engage in professional development of Frameworks and other resources.

PD Opportunity 1

Review MAFS as a PLC , view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards.

Facilitator

Math PLC, District Coordinator

Participants

Math PLC/collaborative team members, Interventionist, Admin

Schedule

Monthly, from 9/25/2015 to 5/30/2016

G3. The percent of students scoring levels 3-5 in science will increase by 7%. 64% of students will score a level 3 or above on the 2016 Science FCAT Test.

G3.B1 The ability to increase the level of instructional expertise of teachers.

G3.B1.S1 Training in Science Frameworks to allow for cross content area learning; address cognitive complexity in questioning.The use of Assessment Probes, STEAM lab and Strategies of Dr. Larry Chew

PD Opportunity 1

Implement training in Science Frameworks to allow for cross content area learning; address cognitive complexity in questioning.The use of Assessment Probes, STEAM lab and Strategies of Dr. Larry Chew

Facilitator

PLC/STEM Science Leaders, District Coordinator, Dr. Larry CHew

Participants

Classroom Teachers, Interventionist, Problem Solving Intervention Coach, PLC/STEM Leaders

Schedule

Monthly, from 9/25/2015 to 5/30/2016

G3.B2 Ability to increase student achievement in higher-order thinking skills needed for science proficiency.

G3.B2.S1 Increased use of Science Journals in classrooms and in the lab; implementing Curriculum Frameworks to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes. Additionally, the use of a STEAM Lab to explore, discover and create project based investigations

PD Opportunity 1

Monitor the increased use of Science Journals in classrooms and in the lab; implementing Science Frameworks to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes and the use of STEAM Lab to explore, discover and create project based investigations

Facilitator

, District Science Coordinator, Dr. Larry Chew

Participants

Classroom Teachers

Schedule

Monthly, from 9/25/2015 to 5/30/2016

G4. 75% of students will score at or above the proficient level on the 4th grade and 5th grade FSA writing/ ELA test in the spring of 2016

G4.B1 Increasing focused instructional time in cross-curricular writing

G4.B1.S1 Specify literacy blocks in the schedule and integrate writing across other content areas

PD Opportunity 1

The implementation of more rigorous and specified ELA block with integration of writing across all content areas.

Facilitator

Writing Coach, District Coordinato, Administration

Participants

Classroom teachers, PLC/Collaborative team members

Schedule

Monthly, from 9/25/2015 to 5/30/2016

G4.B2 Ability to increase students' language acquisition, vocabulary, spelling and use of conventions

G4.B2.S1 Provide professional development opportunities for K-5 (all teachers) to increase knowledge, strengthen skills with LAFS, Ready Writing, and Writing Units of Study by Lucy Calkins. Use Mondo oral language strategies in Kindergarten.

PD Opportunity 1

Implement strategies gained from professional development with LAFS, Ready Writing and Writing Units of Study by Lucy Calkins.

Facilitator

District ELA Supervisor, Literacy coach

Participants

Classroom Teachers, Litearcy Coach, Problem Solving Coach, Administration, Interventionist

Schedule

Monthly, from 9/25/2015 to 5/30/2016

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	Professional Development training specific to grade levels, debriefing and the modeling of lessons for teachers. Implement strategies gained from PD.				$0.00
2	G1.B2.S1.A1	The implementation of Readers' Workshop components increasing student language acquisition. Within Readers' Workshop, teachers will implement the word study and guided reading components that provides an opportunity for students to build their vocabulary. The use of a Realia room and Mondo strategies will be usedto increase oral language in targeted students.				$0.00
3	G2.B1.S1.A1	Monitor the implementation of iReady, a technology supported program for Instruction in math and MAFS strategies throughout daily math lessons. Provide professional development focused upon math and STEAM lessons utilizing district resources.				$0.00
4	G2.B2.S1.A1	Monitor the application of math manpulatives when attacking new skills in an attempt to promote inquiry/exploration based learning, iReady Curriculum, and the increased use of interactive boards K-5 for effectiveness. Review Standards and scales.				$0.00
5	G2.B3.S1.A1	Review MAFS as a PLC , view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards.				$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0111 - Hobe Sound Elementary School	School Improvement Funds		$1,200.00
6	G3.B1.S1.A1	Implement training in Science Frameworks to allow for cross content area learning; address cognitive complexity in questioning.The use of Assessment Probes, STEAM lab and Strategies of Dr. Larry Chew				$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0111 - Hobe Sound Elementary School	Title I Part A		$4,500.00
7	G3.B2.S1.A1	Monitor the increased use of Science Journals in classrooms and in the lab; implementing Science Frameworks to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes and the use of STEAM Lab to explore, discover and create project based investigations				$0.00
8	G4.B1.S1.A1	The implementation of more rigorous and specified ELA block with integration of writing across all content areas.				$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

			0111 - Hobe Sound Elementary School			$250.00
9	**G4.B2.S1.A1**	**Implement strategies gained from professional development with LAFS, Ready Writing and Writing Units of Study by Lucy Calkins.**				**$0.00**
					Total:	**$5,950.00**