

Buck Lake Elementary School

1600 PEDRICK RD, Tallahassee, FL 32317

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	12%

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	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 is pending approval by the Leon 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>.

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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	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

This school will nurture each child and provide for his/her academic, physical, creative, aesthetic, social, and emotional needs in order to prepare students to be life-long learners.

Provide the school's vision statement

Programs in this school are uniquely designed to meet the individual student's needs emphasizing creative thinking, hands on learning, critical analysis, synthesis of knowledge, and problem solving skills.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210, as it pertains to our K-5 students, including but not limited to teaching the history of the holocaust, history of famous Americans, and the history of America including patriotism. Each classroom teacher, as well as other adults on our campus, engage and provide learning opportunities for students to learn about different cultures through special events/themes, such as Celebrations around the World, guest speakers, etc. Also, we have a "Terrific Kid" program that highlights a student each week in each class. The student creates a short presentation about themselves to share with the other students. This is another opportunity for students to share about their family's traditions, and cultures.

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

We create an environment where students feel safe and respected by making sure staff is visible before, during and after school. We have procedures for entering campus and leaving campus. We also practice monthly safety drills. Our teachers/staff focus on building relationships with students and their families so that students have a personal connection while on out campus. We make sure that adults are readily available if there is a situation such as, harassment, bullying, or other times that students may need adult assistance. We also promote a welcoming environment for parents and volunteers.

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

We make sure teachers have a solid consistent behavior plan in their classroom. Teachers are trained as needed in classroom management strategies. Teachers are also encouraged to differentiate instruction making sure we are meeting the needs of all students. When students are engaged in learning, behavioral issues decrease. Teachers work with their students to create classroom rules and procedures. We also have an overall school focus, P.U.R.R.
Being Prepared for learning by being on time, completing assignments and having supplies needed to learn.
Being Understanding of others differences and backgrounds.

Being Respectful to self and to others using their best manners at all time and by respecting other's rights, opinions, and property;
 Being Responsible to self and others.

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

Operational school based teams meet weekly to discuss students with barriers to academic and social success. We have a mentor program that assigns mentors to students with identified concerns. Our school counselor also provides small group instruction for students as well as one on one if needed. The Guidance Counselor also provides support to the classroom teacher.

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

As an elementary school we utilize daily attendance data, behavioral data and/or academic concerns. We provide strategies for students who fall below a certain data mark, (ex. <90% attendance, <75% academic, etc.). We work with teachers to identify areas of needs and discuss during weekly or monthly data meetings.

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	5	4	6	7	7	6	35
One or more suspensions	0	0	1	0	0	1	2
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

We meet with families, change schedules, secure resources through the Social worker, work with the teacher to provide extra academic support, students are assigned to before school tutoring opportunities and secure district support when needed.

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

Parents are encouraged to participate in classroom activities, field trips and PTO sponsored events. Parents are very involved at Buck Lake and are very supportive in the classroom and outside the classroom. We have a very strong Parent/Teacher Organization [PTO]. A monthly newsletter is sent out via listserv and hard copies are available in the front office to keep families apprised of what is going on around the school. Our school website is updated regularly, and teachers/grade levels maintain websites with information for families.

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

We have a volunteer Partner Coordinator who works with securing our community partners. She maintains records of how the partners can help support our students and school. When a need arises, she makes sure that the resources are in place. She also looks for resources within our community partners, if we have a need that has not been matched with the resource list. The Partner Coordinator also arranges "share nights" with businesses throughout the community in which the school shares a portion of the revenue. These events help to build community among our stakeholders.

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
Millard, William	Principal
McKay, Betty	Assistant Principal
Quiggins, Angela	Assistant Principal

Duties

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

William Millard, Principal: Ensures that the vision, mission of the school is communicated to all stakeholders. Provides support to teachers by way of materials, professional development, classroom observations/feedback. Works with grade levels to analyze student data as it relates to proficiency with curricular standards.

Betty McKay & Angela Quiggins, Assistant Principals: identify needs of grade levels, individual teachers. Provides support to teachers by way of materials, professional development, classroom observations/feedback. Ensure that the curricula is being implemented with fidelity.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The leadership team works with the bookkeeper and the district office to develop a staffing plan based on the allocated budget for the school. Teacher placement is determined by certification level of personnel, teacher input and grade level needs based on class size. This process occurs mostly during the summer planning months, but the staffing plan is monitored throughout the school year. Student materials are provided through a textbook allocation and supplemental materials are provided to students and teachers as needed.

All federal, state and local funds are used to support student learning and instructional professional development. We receive Title II funds that provide stipends or substitutes for teacher professional learning communities [PLC].

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Erin Cuzzort	Parent
Piper Batista	Parent
Cynthia Braswell	Teacher
Linda Edson	Business/Community
Lynn Janasiewicz	Teacher
Roy Keister	Business/Community
Robin Looper	Education Support Employee
Cort McCord	Parent
Selika Sampson	Parent
William Millard	Principal
Robert Brown	Parent
Cameo Bryant	Parent
Heath Annin	Business/Community
Lauren Conner	Teacher
Hank Gilbert	Parent
Baskar Krisihnamoorthy	Parent
Kathy Sanders	Parent
Cindy Seitel	Parent
Shamra Studt	Parent
Shane Studt	Parent

Duties

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

Evaluation of last year's school improvement plan

The SIP plan was approved in September of 2014 and monitored throughout the year. The plan's progress was shared at the quarterly SAC meetings.

Development of this school improvement plan

The SAC gives feedback and guidance for topics that support the learning environment. This council also helps guide decisions that make our school the best place for learning to take place.

Preparation of the school's annual budget and plan

The Principal and the SAC team prepare and monitor the SIP budget.

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

There were no SIP funds distributed by the State for the 2014-2015 school year.

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
Millard, William	Principal
Mullinax, Sarah	Guidance Counselor
Grandall, Robert	Psychologist
Hollenbeck, Karen	Teacher, ESE
Quiggins, Angela	Assistant Principal
Brown, Lindsey	Instructional Coach
Young, Karen	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

Literacy is supported and encouraged throughout the school community. There are various reading programs that include all students from Kindergarten through fifth grade including Accelerated Reader, Sunshine State Reading, and our Caldecott Family Night. Students receive recognition and incentives for reading in their classrooms and from the school community.

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

Our environment is filled with team meetings, PLC's and intervention meetings where positive working relationship are built and nurtured. Teachers have common planning times in order to share ideas, offer help, or just get to know each other better. Our meetings are focused on student achievement and needs. We monitor student progress making sure that improvement is happening. These meetings also focus on instruction and collaboration of ideas to help each teacher meet the needs of each student. Team building and support were an emphasis during pre-planning and continue during the rest of the

school year through our faculty meetings as we read "What Great Teachers Do Differently". Teachers participate in discussing the book and implications for their classrooms. Additionally, our teachers support each other through our "Sunshine Committee". This committee provides support to personnel when they have major life events, such as a birth, wedding, or loss of a loved one. The Sunshine Committee also sponsors our Cheers for Peers program at faculty meetings where the floor is open for teachers to recognize their peers for something positive that they have done.

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

1. Teacher Interview Day
2. PATS Hiring System
3. Soliciting referrals from current Employees

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

Currently, we have no first year teachers to mentor.

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

Our curriculum is mandated by our District and is adopted by Florida Department of Education. This process ensures that the standards are covered and supported by our curriculum. In addition, our school and/or district provides opportunities for teachers to unpack the Florida Standards. Our PLC's plan and discuss math, reading and writing curriculum that aligns to the standards, as well as, noting the weakness in some of the standards being covered. Our teacher leaders provide resources and a plan that will make sure we cover all the standards well. These PLC's provide opportunities for conversations and sharing that promote a deeper understanding for teachers, which provide more meaningful learning for the students.

Instructional Strategies

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

The school uses the Rtl process and monthly data meeting to determine the progress or lack of progress of the students. Each grade has an uninterrupted ELA block of 90 minutes a day and an uninterrupted 60 minute math block. Teacher utilize these blocks for whole group instruction and for small groups differentiated instruction. Students who need extra support in math or ELA are also given a 30 - 45 minutes block of time to help close the gaps.

We conducted AIMSweb universal progress monitoring 3 times a year to ensure that our students are making progress toward the basic skills needed to be successful in the grade level curriculum. We also have a gifted classes for students in grades 1-5, in which STEM curriculum is used to provide enrichment for these learners.

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: Before School Program

Minutes added to school year: 2,500

Students participate in the before school program where they work on additional sessions in SuccessMaker. Students complete at least one or two extra sessions in Reading and/or Math depending on their need.

Strategy Rationale

This provides additional instruction and practice of skills and strategies.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Millard, William, millardw@leonschools.net

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

Teachers pull SuccessMaker data weekly to progress monitor students time and mastery of skills and individual goals.

Strategy: After School Program

Minutes added to school year: 2,200

After school Math Club

Strategy Rationale

To help student learn and practice deficit skills need to meet grade level expectations.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Millard, William, millardw@leonschools.net

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

Teacher will use core math assessments to document growth.

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

Students entering Kindergarten are screened using the statewide Kindergarten readiness assessment. The Kindergarten team holds a Kindergarten parent orientation in the Spring prior to enrollment. Students and parents are taken on tour of the school and are able to ask questions about

the school, curriculum, and activities pertaining to Kindergarten. Open House is held in September and all parents are invited to attend.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

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.** At least 75% of 5th grade students will score at or above proficiency on the 2015 Science FCAT 2.0.

- G2.** As we begin a more complex state measure of reading, our school goal for the 2016 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 Reading FCAT scores.

- G3.** As we begin a more complex state measure of math, our school goal for the 2016 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 Math FCAT scores.

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. At least 75% of 5th grade students will score at or above proficiency on the 2015 Science FCAT 2.0.

1a

G073374

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal 2

- Personnel;
- professional development; ;
- materials, partners.
- 90 minute science block

Targeted Barriers to Achieving the Goal 3

- student motivation
- previous years lack of science knowledge and teaching

Plan to Monitor Progress Toward G1. 8

Student data from classroom assessments and district progress monitoring assessment.

Person Responsible

William Millard

Schedule

Quarterly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Printout of how often data is pulled and given to the teachers for review.

G2. As we begin a more complex state measure of reading, our school goal for the 2016 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 Reading FCAT scores. 1a

G073375

Targets Supported 1b

Indicator	Annual Target
5Es Score: English Instruction	85.0
ELA/Reading Lowest 25% Gains	74.0
ELA/Reading Gains	79.0

Resources Available to Support the Goal 2

- Ongoing professional development through lead teachers and ELA PLCs that focus on grade level.
- Assistance from curriculum coach for guidance in implementing new reading curriculum.

Targeted Barriers to Achieving the Goal 3

- 1. Teachers' familiarity with new curriculum and new ELA standards
- 2. Access and use of technology as it relates to assessment and implementation of new reading curriculum.

Plan to Monitor Progress Toward G2. 8

Students will be continually progress monitored throughout the year to assess their level of proficiency in reading.

Person Responsible

William Millard

Schedule

Monthly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Data collected through AIMSweb, Lexia, SuccessMaker, STAR, and curriculum benchmark assessments.

G3. As we begin a more complex state measure of math, our school goal for the 2016 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 Math FCAT scores. 1a

G073376

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	85.0
Math Lowest 25% Gains	82.0
Math Gains	87.0

Resources Available to Support the Goal 2

- Math curriculum training was offered over the summer and ongoing support throughout the year.
- Teachers were provided new Florida Standards, as well as additional resources for further understanding.
- Assistance from curriculum coach in implementing math curriculum.

Targeted Barriers to Achieving the Goal 3

- Inadequate amount of time within the pacing guide for students to practice new skills before moving on to more complex skills.
- implementation of interventions within the current curriculum.

Plan to Monitor Progress Toward G3. 8

Students will be progress monitored to assess their level of proficiency in math.

Person Responsible

Angela Quiggins

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Data from math curriculum assessments, AIMSweb progress monitoring, and SuccessMaker

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. At least 75% of 5th grade students will score at or above proficiency on the 2015 Science FCAT 2.0. **1**

 G073374

G1.B1 student motivation **2**

 B191777

G1.B1.S1 Students must have rigorous science instruction at all grade levels **4**

 S203215

Strategy Rationale

An aligned system of instruction will ensure that once students test in fifth grade, they will be more prepared to meet the needs of the Florida Standards.

Action Step 1 **5**

Providing time in the schedule for all students to receive rigorous science instruction.

Person Responsible

William Millard

Schedule

Daily, from 8/17/2015 to 6/1/2016

Evidence of Completion

Unit/lesson assessment proficiency will increase over time.

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

Lesson plans and classroom walkthroughs/observations will ensure that science is being taught with fidelity at all grade levels.

Person Responsible

William Millard

Schedule

Weekly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Lesson plans, gradebooks, and observation will be used

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

Grade Level meetings will be held monthly to discuss progress.

Person Responsible

William Millard

Schedule

Monthly, from 9/10/2015 to 5/31/2016

Evidence of Completion

G1.B2 previous years lack of science knowledge and teaching 2

 B191778

G1.B2.S1 Students have not had sufficient science instruction in previous grades. 4

 S203216

Strategy Rationale

Teacher's focused on other subjects.

Action Step 1 5

Provide time in schedule for teachers to teacher science in all grade levels.

Person Responsible

William Millard

Schedule

Weekly, from 8/17/2015 to 6/1/2016

Evidence of Completion

classroom walkthroughs, lesson plans

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

Instructional calendars and plan books, as well as observations during science instruction.

Person Responsible

William Millard

Schedule

Weekly, from 9/7/2015 to 6/1/2016

Evidence of Completion

Monitor science classroom assessments as well as district progress monitoring assessment

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

Data will be collected in monthly data meetings.

Person Responsible

William Millard

Schedule

Monthly, from 9/28/2015 to 5/30/2016

Evidence of Completion

G2. As we begin a more complex state measure of reading, our school goal for the 2016 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 Reading FCAT scores. 1

 G073375

G2.B1 1. Teachers' familiarity with new curriculum and new ELA standards 2

 B191780

G2.B1.S1 Curriculum-Reading PLC 4

 S203217

Strategy Rationale

Provides an opportunity for teachers to talk with other teachers about the Wonder's ELA program implementation.

Action Step 1 5

SIP Curriculum Committees

Person Responsible

Angela Quiggins

Schedule

Monthly, from 9/3/2015 to 5/31/2016

Evidence of Completion

Minutes from meeting and sharing information at monthly faculty meetings.

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

Minutes from Meetings

Person Responsible

Angela Quiggins

Schedule

Monthly, from 9/3/2015 to 5/31/2016

Evidence of Completion

Copy of minutes

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

Review minutes and goals of each curriculum PLC

Person Responsible

Angela Quiggins

Schedule

Monthly, from 9/3/2015 to 5/31/2016

Evidence of Completion

Minutes, reporting to faculty meeting, and feedback from PLC/PSC reflections.

G2.B2 2. Access and use of technology as it relates to assessment and implementation of new reading curriculum. **2**

 B191781

G2.B2.S1 Provide teachers with opportunities to get further technology training related to the new reading curriculum. **4**

 S203218

Strategy Rationale

With additional training, teachers will be more efficient in their use of technology, which will allow them to further differentiate instruction for their students.

Action Step 1 **5**

Opportunities for trainings focused on the technology components of Wonders will be available throughout the school year.

Person Responsible

William Millard

Schedule

Monthly, from 9/3/2015 to 5/31/2016

Evidence of Completion

Facilitator will collect a sign-in sheet for each training.

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

Administrator will attend trainings and collect documentation of attendance.

Person Responsible

William Millard

Schedule

Monthly, from 9/3/2015 to 5/31/2016

Evidence of Completion

Administrators will attend and observe trainings to make sure they are facilitated with fidelity. They will also collect the agenda and sign-in sheet for each training.

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

Teachers will submit reflection logs to administrator and training facilitator.

Person Responsible

William Millard

Schedule

Quarterly, from 9/3/2015 to 5/31/2016

Evidence of Completion

Reflection logs will indicate how teachers' acquired knowledge from trainings assisted with implementation of technology related to the reading curriculum.

G3. As we begin a more complex state measure of math, our school goal for the 2016 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 Math FCAT scores. 1

 G073376

G3.B1 Inadequate amount of time within the pacing guide for students to practice new skills before moving on to more complex skills. 2

 B191782

G3.B1.S1 Allowance for flexibility within the math curriculum pacing guide, as well as scheduling in time during the week for intervention and enrichment. 4

 S203219

Strategy Rationale

With flexibility, teachers will be able to provide additional time for practice or extension of new skills.

Action Step 1 5

Teachers will use grade level planning to collaborate on time needed for student acquisition of new skills.

Person Responsible

William Millard

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Agendas collected from grade level meetings, scheduled meetings will be reflected in calendars/plan books.

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

Administrators will collect agendas from grade level meetings, as well as observe pacing in the classroom as they complete their walk-throughs.

Person Responsible

William Millard

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Agendas from grade level meetings

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

Administrator observation and/or walk-throughs

Person Responsible

William Millard

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Administrators will be able to observe math intervention and enrichment as scheduled.

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

Administrators will review lesson plans and make classroom observations to monitor pacing of the math curriculum.

Person Responsible

William Millard

Schedule

Weekly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Lesson plans and observations will reflect effective and efficient pacing.

G3.B2 implementation of interventions within the current curriculum. 2

 B191783

G3.B2.S1 Teachers need support with the intervention piece of Go Math curriculum to provide differentiation of students. 4

 S203220

Strategy Rationale

The intervention materials provided in the curriculum have not been explicitly taught to teachers.

Action Step 1 5

The curriculum coach will provide training and follow-up with grade level teams on the intervention pieces of the Go Math curriculum.

Person Responsible

Lindsey Brown

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Data will be collected about the amount of time spent on interventions in each classroom.

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

Grade levels will meet with admin. and the curriculum coach to monitor the implementation of interventions.

Person Responsible

Lindsey Brown

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Notes from the data meetings

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

Ongoing observation and progress monitoring will ensure fidelity

Person Responsible

William Millard

Schedule

Monthly, from 10/1/2015 to 5/31/2016

Evidence of Completion

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	Providing time in the schedule for all students to receive rigorous science instruction.	Millard, William	8/17/2015	Unit/lesson assessment proficiency will increase over time.	6/1/2016 daily
G1.B2.S1.A1	Provide time in schedule for teachers to teacher science in all grade levels.	Millard, William	8/17/2015	classroom walkthroughs, lesson plans	6/1/2016 weekly
G2.B1.S1.A1	SIP Curriculum Committees	Quiggins, Angela	9/3/2015	Minutes from meeting and sharing information at monthly faculty meetings.	5/31/2016 monthly
G2.B2.S1.A1	Opportunities for trainings focused on the technology components of Wonders will be available throughout the school year.	Millard, William	9/3/2015	Facilitator will collect a sign-in sheet for each training.	5/31/2016 monthly
G3.B1.S1.A1	Teachers will use grade level planning to collaborate on time needed for student acquisition of new skills.	Millard, William	8/17/2015	Agendas collected from grade level meetings, scheduled meetings will be reflected in calendars/plan books.	5/31/2016 monthly
G3.B2.S1.A1	The curriculum coach will provide training and follow-up with grade level teams on the intervention pieces of the Go Math curriculum.	Brown, Lindsey	10/1/2015	Data will be collected about the amount of time spent on interventions in each classroom.	5/31/2016 monthly
G1.MA1	Student data from classroom assessments and district progress monitoring assessment.	Millard, William	8/17/2015	Printout of how often data is pulled and given to the teachers for review.	6/1/2016 quarterly
G1.B1.S1.MA1	Grade Level meetings will be held monthly to discuss progress.	Millard, William	9/10/2015		5/31/2016 monthly
G1.B1.S1.MA1	Lesson plans and classroom walkthroughs/observations will ensure that science is being taught with fidelity at all grade levels.	Millard, William	8/17/2015	Lesson plans, gradebooks, and observation will be used	5/31/2016 weekly
G1.B2.S1.MA1	Data will be collected in monthly data meetings.	Millard, William	9/28/2015		5/30/2016 monthly
G1.B2.S1.MA1	Instructional calendars and plan books, as well as observations during science instruction.	Millard, William	9/7/2015	Monitor science classroom assessments as well as district progress monitoring assessment	6/1/2016 weekly
G2.MA1	Students will be continually progress monitored throughout the year to assess their level of proficiency in reading.	Millard, William	8/17/2015	Data collected through AIMSweb, Lexia, SuccessMaker, STAR, and curriculum benchmark assessments.	6/1/2016 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.MA1	Review minutes and goals of each curriculum PLC	Quiggins, Angela	9/3/2015	Minutes, reporting to faculty meeting, and feedback from PLC/PSC reflections.	5/31/2016 monthly
G2.B1.S1.MA1	Minutes from Meetings	Quiggins, Angela	9/3/2015	Copy of minutes	5/31/2016 monthly
G2.B2.S1.MA1	Teachers will submit reflection logs to administrator and training facilitator.	Millard, William	9/3/2015	Reflection logs will indicate how teachers' acquired knowledge from trainings assisted with implementation of technology related to the reading curriculum.	5/31/2016 quarterly
G2.B2.S1.MA1	Administrator will attend trainings and collect documentation of attendance.	Millard, William	9/3/2015	Administrators will attend and observe trainings to make sure they are facilitated with fidelity. They will also collect the agenda and sign-in sheet for each training.	5/31/2016 monthly
G3.MA1	Students will be progress monitored to assess their level of proficiency in math.	Quiggins, Angela	8/17/2015	Data from math curriculum assessments, AIMSweb progress monitoring, and SuccessMaker	5/31/2016 monthly
G3.B1.S1.MA1	Administrators will review lesson plans and make classroom observations to monitor pacing of the math curriculum.	Millard, William	8/17/2015	Lesson plans and observations will reflect effective and efficient pacing.	5/31/2016 weekly
G3.B1.S1.MA1	Administrators will collect agendas from grade level meetings, as well as observe pacing in the classroom as they complete their walk-throughs.	Millard, William	8/17/2015	Agendas from grade level meetings	5/31/2016 monthly
G3.B1.S1.MA3	Administrator observation and/or walk-throughs	Millard, William	8/17/2015	Administrators will be able to observe math intervention and enrichment as scheduled.	5/31/2016 monthly
G3.B2.S1.MA1	Ongoing observation and progress monitoring will ensure fidelity	Millard, William	10/1/2015		5/31/2016 monthly
G3.B2.S1.MA1	Grade levels will meet with admin. and the curriculum coach to monitor the implementation of interventions.	Brown, Lindsey	10/1/2015	Notes from the data meetings	5/31/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. At least 75% of 5th grade students will score at or above proficiency on the 2015 Science FCAT 2.0.

G1.B1 student motivation

G1.B1.S1 Students must have rigorous science instruction at all grade levels

PD Opportunity 1

Providing time in the schedule for all students to receive rigorous science instruction.

Facilitator

Administration/Science PLC

Participants

Science teachers

Schedule

Daily, from 8/17/2015 to 6/1/2016

G2. As we begin a more complex state measure of reading, our school goal for the 2016 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 Reading FCAT scores.

G2.B1 1. Teachers' familiarity with new curriculum and new ELA standards

G2.B1.S1 Curriculum-Reading PLC

PD Opportunity 1

SIP Curriculum Committees

Facilitator

PLC facilitators

Participants

All faculty members and administrative staff.

Schedule

Monthly, from 9/3/2015 to 5/31/2016

G2.B2 2. Access and use of technology as it relates to assessment and implementation of new reading curriculum.

G2.B2.S1 Provide teachers with opportunities to get further technology training related to the new reading curriculum.

PD Opportunity 1

Opportunities for trainings focused on the technology components of Wonders will be available throughout the school year.

Facilitator

Curriculum Coach, Technology Coordinator

Participants

Teachers at all grade levels

Schedule

Monthly, from 9/3/2015 to 5/31/2016

Technical Assistance Items

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

G1. At least 75% of 5th grade students will score at or above proficiency on the 2015 Science FCAT 2.0.

G1.B2 previous years lack of science knowledge and teaching

G1.B2.S1 Students have not had sufficient science instruction in previous grades.

PD Opportunity 1

Provide time in schedule for teachers to teacher science in all grade levels.

Facilitator

Science PLC

Participants

science teachers

Schedule

Weekly, from 8/17/2015 to 6/1/2016

Budget

Budget Data						
1	G1.B1.S1.A1	Providing time in the schedule for all students to receive rigorous science instruction.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		\$1,500.00
			<i>Notes: Notes: Materials, training and incentives to help support science teachers.</i>			
2	G1.B2.S1.A1	Provide time in schedule for teachers to teacher science in all grade levels.				\$0.00
3	G2.B1.S1.A1	SIP Curriculum Committees				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		\$4,000.00
			<i>Notes: Notes: Provides stipends for training.</i>			
4	G2.B2.S1.A1	Opportunities for trainings focused on the technology components of Wonders will be available throughout the school year.				\$0.00
5	G3.B1.S1.A1	Teachers will use grade level planning to collaborate on time needed for student acquisition of new skills.				\$0.00

Budget Data

6	G3.B2.S1.A1	The curriculum coach will provide training and follow-up with grade level teams on the intervention pieces of the Go Math curriculum.	\$0.00
Total:			\$5,500.00