Chaires Elementary School

2015-16 School Improvement Plan

Chaires Elementary School

4774 CHAIRES CROSSROADS, 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	44%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	43%

School Grades History

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

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	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

Providing academic excellence every day!

Provide the school's vision statement

Chaires Elementary school will build academic achievement by discovering the individual talents of each child, and providing an environment where students want to learn and naturally discover their true passions.

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 applicable to appropriate race levels, including but not limited to
* History of the Holocaust
* History of Africans and African Americans
* Hispanic Contributions
* Women's Contributions
* Sacrifices of Veterans

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

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies.

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

Ensure teachers are trained in classroom management strategies (PBS). Implement district PBIS system.

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 team that meets monthly to discuss students with barriers to academic and social success.
Mentors assigned to students identified with concerns.

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

Utilize data systems to identify students who have attendance, behaviorial or academic concerns. This will include weekly meetings with the social worker, and response to intervention team.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Effective multi-disciplinary teams in place to problem sovle and create action plans for students; corrective reading group implementation, Aimsweb, SM8 and the creation of evidence-based interventions to close student need gaps related to early warning system.

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

Communicate classroom and school news to parents through monthly newsletters; invitations to fun, interactive activities at the school.

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

Jennifer Lombardi works to facilitate the partnerships between community partners and Chaires Elementary School by following district guidelines.

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
Prescott, Michele	Principal
	Administrative Support
Ricardo, Jennifer	Assistant Principal

Duties

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

Principal and assistant principal: Provides vision, ensures that the school-based team is implementing RTI, ensures implementation of intervention support, ensures adequate professional development is provided to support RTI and communicates with outside stakeholders regarding school-based RTI.
Select General Education Teachers: One representative from each grade level provides information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.
Select ESE teachers: (Varying exceptionalities, speech, gifted) Provides information about intervention instruction, participates in student data collection, collaborates with general education teachers.
Reading Coach: Participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies.
School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities.
Program Specialist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans.

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

Students school-wide are monitored using a variety of data sources.
In grades PreK and K, students are monitored through the Waterford program. In addition, students in K-2 are monitored with AIMS Web Reading and math data, STAR reading data, and Successmaker data.
Students in grades 3-5 are monitored using AIMS Web Reading and math data, STAR reading data, Successmaker data, and the Florida Comprehensive Assessment Test.
Title II funds will be spent on Professional Development to enhance teacher development and increase student progress towards school goals. SAI funds are allocated by District and go 100% for staffing.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michele Prescott	Principal
Kesher Paul	Teacher
Arlene Toner	Teacher
Stacy Ball	Parent
Nikki Bradley	Teacher
Linda Fasthoff	Teacher
Lee Walker	Teacher
Cassandra Williams	Parent
Colleen Cosgrove	Parent
Nikki Salls	Parent
Jessica Griffin	Parent
Kristi Blake	Business/Community
Wanda Ridley	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

School received an A status and all goals were met.

Development of this school improvement plan

The purpose of our SAC is to review prior performance data, problem solve in an effort to increase student achievement and finally determine appropriate goals for each area.

Preparation of the school's annual budget and plan

SAC will be held the 2nd Tuesday of October, November, February and April. Budgets and Plans will be discussed and approved as needed.

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

Any funds received for the 2015-2016 school year will be used for High Touch High Tech sessions for all classes.

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
Bradley, Nikki	Teacher, K-12
Perez, Kimberly	
Prescott, Michele	Principal
Ricardo, Jennifer	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT meets monthly to monitor the School Improvement Plan and resolve all issues that pertain to student achievement in Reading. The LLT also monitors students needing remediation and develops plans for each individual child.

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified, as needed based on decisions made through collaboration.

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

Michele Prescott, principal, will attend Teacher Interview day to interview and recruit prospective teachers. Additionally the PATS Hiring System will be utilized to review and select qualified candidates. In order to retain highly qualified teachers LeonLEADS will be used to monitor teachers regularly. Reflective feedback and pre/post conferences will be held to discuss strengths and weaknesses as a means for improvement.

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

Veteran teacher, Debbie Mayewski, will be paired with beginning teacher, Margaret Allbritton, for the 2015-2016 school year. All mentoring teachers will participate in the Mentoring Teacher program and will meet with the beginning teachers on a regular basis, complete two observations, and provide feedback regularly.

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 school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level

of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

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

The school ensures every teacher contributes to literacy improvement of every student by:
* Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.
* Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in English Language Arts Florida Standards (LAFS).
*Create a schedule with an additional 30 minutes of uninterrupted remediation in reading.

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: 360

Students participate in the before and after school Master's Club where they work on additional reading and/or math sessions in Success Maker. Students complete at least one extra session per day in Reading and/or Math.

Strategy Rationale

Providing additional instruction in Reading and Math for students who are not at the proficient level.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Prescott, Michele, prescottm@leonschools.net

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

Teachers pull SuccesMaker data daily to monitor students progress towards their individual goals.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students entering Kindergarten are screened for letter and sound recognition readiness. The Kindergarten team holds a Kindergarten parent orientation in the Spring prior to enrollment. Students

and parents are taken on a tour of the school and are able to ask questions about the school, curriculum, and activities pertaining to Kindergarten. Open House was held on September 8th and all parents and students were invited to attend.

Representatives from middle schools come to Chaires and hold an informational meeting with students to orient them to the expectations and scheduling options for the next year.

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. As we begin a more complex state measure of English/Language Arts, our school goal for the 2016 FSA is to be within 5%(+/-) of our previous proficiency rate as measured by the 2015 FSA scores.

G2. 60% of our students will score a 3 or above on the 2015 Science FCAT.

G3. As we begin a more complex state measure of Math, our school goal for the 2016 FSA is to be within 5%(+/-) of our previous proficiency rate as measured by the 2015 FSA 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. As we begin a more complex state measure of English/Language Arts, our school goal for the 2016 FSA is to be within 5%(+/-) of our previous proficiency rate as measured by the 2015 FSA scores. `1a`

`G073380`

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	77.0

Resources Available to Support the Goal `2`

- Jr. Great Books, Wonders reading series, SM8, Accelerated Reader

Targeted Barriers to Achieving the Goal `3`

- Need for additional teacher training in Wonders curriculum, instructional strategies and assessment practices

Plan to Monitor Progress Toward G1. `8`

Student Progress towards Goals

Person Responsible
Michele Prescott

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

Evidence of Completion
2016 FSA Results

G2. 60% of our students will score a 3 or above on the 2015 Science FCAT. `1a`

🔍 G073381

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal `2`

- Programs: Fusion Science Personnel: Classroom teacher, Special Education Teacher Equipment: Promethean Board

Targeted Barriers to Achieving the Goal `3`

- Planning and collaborating to review data and adjust instruction

Plan to Monitor Progress Toward G2. `8`

Monthly Progress Monitoring Meetings

Person Responsible

Michele Prescott

Schedule

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

Evidence of Completion

Meeting notes and Data

G3. As we begin a more complex state measure of Math, our school goal for the 2016 FSA is to be within 5%(+/-) of our previous proficiency rate as measured by the 2015 FSA scores. 1a

🔍 G073382

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	73.0

Resources Available to Support the Goal 2

- Go Math, SM8, Remediation Groups

Targeted Barriers to Achieving the Goal 3

- Need for Tier II and Tier III curriculum and training

- Student access to mobile technology

Plan to Monitor Progress Toward G3. 8

Monthly Progress Monitoring Meetings

Person Responsible
Michele Prescott

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

Evidence of Completion
Progress Monitoring Data, SM8 Reports

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. As we begin a more complex state measure of English/Language Arts, our school goal for the 2016 FSA is to be within 5%(+/-) of our previous proficiency rate as measured by the 2015 FSA scores. `1`

🔑 G073380

G1.B1 Need for additional teacher training in Wonders curriculum, instructional strategies and assessment practices `2`

🔑 B191788

G1.B1.S1 Professional Learning Communities `4`

🔑 S203225

Strategy Rationale

Teachers will work collaboratively to review ELA instructional strategies and assessment practices.

Action Step 1 `5`

Wonders Training for all Teachers

Person Responsible

Michele Prescott

Schedule

Monthly, from 8/11/2014 to 6/2/2015

Evidence of Completion

Monthly District and School Level ELA Professional Development

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

Monitor SM8 Reading student data, AIMS data, Wonders Assessment

Person Responsible

Michele Prescott

Schedule

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

Evidence of Completion

AIMS Web reports, SM8 Data Reports, Wonders Assessment Date

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

Monitor gains in AIMS Web scores, Monitor gains in SM8 with acceptable performance, Monitor Gains in STAR Reading, Monitor gains in Wonders Assessments

Person Responsible

Michele Prescott

Schedule

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

Evidence of Completion

SM8 Reports, AIMS Web Data, STAR Data, Wonders Assessment Data

G2. 60% of our students will score a 3 or above on the 2015 Science FCAT. 1

G073381

G2.B1 Planning and collaborating to review data and adjust instruction 2

B191789

G2.B1.S1 Monthly Professional Learning Communities 4

S203226

Strategy Rationale

To meet monthly to review science data and adjust instruction.

Action Step 1 5

K-5 will review data and plan instruction accordingly.

Person Responsible

Michele Prescott

Schedule

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

Evidence of Completion

Meeting Agendas

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

Classroom Walkthroughs

Person Responsible

Michele Prescott

Schedule

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

Evidence of Completion

Leon Leads

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

Classroom Walkthroughs

Person Responsible

Michele Prescott

Schedule

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

Evidence of Completion

Leon LEADS

G3. As we begin a more complex state measure of Math, our school goal for the 2016 FSA is to be within 5%(+/-) of our previous proficiency rate as measured by the 2015 FSA scores. `1`

🔍 G073382

G3.B1 Need for Tier II and Tier III curriculum and training `2`

🔍 B191790

G3.B1.S1 Implementing Strategic Intervention with fidelity `4`

🔍 S203227

Strategy Rationale

To improve understanding of curriculum

Action Step 1 `5`

K-5 Grade Level Math Meetings

Person Responsible

Michele Prescott

Schedule

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

Evidence of Completion

Agendas/Notes

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

Classroom Walkthroughs

Person Responsible

Michele Prescott

Schedule

On 6/1/2016

Evidence of Completion

Leon LEADS

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

Monitor student growth on SM8

Person Responsible

Michele Prescott

Schedule

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

Evidence of Completion

SM8 Data, 2015 FSA

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	Wonders Training for all Teachers	Prescott, Michele	8/11/2014	Monthly District and School Level ELA Professional Development	6/2/2015 monthly
G2.B1.S1.A1	K-5 will review data and plan instruction accordingly.	Prescott, Michele	8/17/2015	Meeting Agendas	6/1/2016 quarterly
G3.B1.S1.A1	K-5 Grade Level Math Meetings	Prescott, Michele	8/17/2015	Agendas/Notes	6/1/2016 monthly
G1.MA1	Student Progress towards Goals	Prescott, Michele	8/17/2015	2016 FSA Results	6/1/2016 monthly
G1.B1.S1.MA1	Monitor gains in AIMS Web scores, Monitor gains in SM8 with acceptable performance, Monitor Gains in STAR Reading, Monitor gains in Wonders Assessments	Prescott, Michele	8/17/2015	SM8 Reports, AIMS Web Data, STAR Data, Wonders Assessment Data	6/1/2016 monthly
G1.B1.S1.MA1	Monitor SM8 Reading student data, AIMS data, Wonders Assessment	Prescott, Michele	8/17/2015	AIMS Web reports, SM8 Data Reports, Wonders Assessment Date	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.MA1	Monthly Progress Monitoring Meetings	Prescott, Michele	8/17/2015	Meeting notes and Data	6/1/2016 quarterly
G2.B1.S1.MA1	Classroom Walkthroughs	Prescott, Michele	8/17/2015	Leon LEADS	6/1/2016 quarterly
G2.B1.S1.MA1	Classroom Walkthroughs	Prescott, Michele	8/17/2015	Leon Leads	6/1/2016 semiannually
G3.MA1	Monthly Progress Monitoring Meetings	Prescott, Michele	8/17/2015	Progress Monitoring Data, SM8 Reports	6/1/2016 monthly
G3.B1.S1.MA1	Monitor student growth on SM8	Prescott, Michele	8/17/2015	SM8 Data, 2015 FSA	6/1/2016 monthly
G3.B1.S1.MA1	Classroom Walkthroughs	Prescott, Michele	8/17/2015	Leon LEADS	6/1/2016 one-time

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. As we begin a more complex state measure of English/Language Arts, our school goal for the 2016 FSA is to be within 5%(+/-) of our previous proficiency rate as measured by the 2015 FSA scores.

G1.B1 Need for additional teacher training in Wonders curriculum, instructional strategies and assessment practices

G1.B1.S1 Professional Learning Communities

PD Opportunity 1

Wonders Training for all Teachers

Facilitator

Kim Perez, Elizabeth Greenberg, Stu Greenberg

Participants

All K-5 Teachers

Schedule

Monthly, from 8/11/2014 to 6/2/2015

G2. 60% of our students will score a 3 or above on the 2015 Science FCAT.

G2.B1 Planning and collaborating to review data and adjust instruction

G2.B1.S1 Monthly Professional Learning Communities

PD Opportunity 1

K-5 will review data and plan instruction accordingly.

Facilitator

Kim Perez

Participants

Lauren Hayman, C. Turner, Shellie Blackburn, Deborah Relken, Vikki Wheeler, Nancy Long, Dana Brazell, Kathryn Allbritton, Erica Brown

Schedule

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

G3. As we begin a more complex state measure of Math, our school goal for the 2016 FSA is to be within 5%(+/-) of our previous proficiency rate as measured by the 2015 FSA scores.

G3.B1 Need for Tier II and Tier III curriculum and training

G3.B1.S1 Implementing Strategic Intervention with fidelity

PD Opportunity 1

K-5 Grade Level Math Meetings

Facilitator

Pam Coleman, Leann Akos, Nicole Horne, Jackie Bist, Brandon Griffith, Harry Coombs, Margaret Conner, Jennifer Ricardo, Michele Elinor, Kathgret Rentz, Perry Shaw

Participants

K-5 teachers

Schedule

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

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	Wonders Training for all Teachers				$3,703.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		$3,703.00
2	G2.B1.S1.A1	K-5 will review data and plan instruction accordingly.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title II		$500.00
3	G3.B1.S1.A1	K-5 Grade Level Math Meetings				$3,264.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		$3,264.00
			Notes: TEC - Professional Learning Communities			
					Total:	$7,467.00