Alachua County Public Schools

Archer Elementary

2015-16 School Improvement Plan

Archer Elementary

14533 SW 170TH ST, Archer, FL 32618

http://www.sbac.edu/pages/acps

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	Yes	47%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	44%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	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 was approved by the Alachua County School Board on 12/15/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Archer Elementary is to establish an educational setting where students have an opportunity to develop into well rounded individuals. Through strong academics and a focus on the whole student, we strongly believe every child can reach their potential. Archer will provide each student with the necessary skills to become life long learners.

Provide the school's vision statement

The vision at Archer Elementary is to have every student:
Develop leadership qualities to help them in life
Build a strong academic foundation in the areas of language arts, math, science, writing
Be compassionate and caring of others
Develop an understanding of community and relationships

School Environment

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

Archer Elementary builds a strong understanding of culture by respecting and celebrating the diversity of students. Classrooms are created with diversity to give students the opportunity to build relationships with others. Teachers and students engage in academic lessons that allow for conversation to understand the diversity between students and teachers.

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

Archer Elementary creates an environment where students, parents, and staff respect each other. Administrators are highly visible and maintain an open door policy to both students and parents. Teachers and parents work together to solve problems and plan for success. Teachers and administrators lead by example and demonstrate the leadership qualities we like to see in our students.

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

Archer Elementary uses Positive Behavior Systems (PBS) as a school wide discipline plan. The PBS system allows for school wide rules that are posted across classrooms and campus. The staff uses positive reinforcement throughout the day to help support PBS. Teachers also use a referral system to document student behavior. The Assistant Principal, Principal and Counselor manage student behavior and trains staff on strategies to positively affect behavior across campus. Teachers and administrators also work along side parents to openly communicate behavior concerns. They work together to develop strategies and follow through with interventions put into place.

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

Archer Elementary students are provided services that focus on the social emotional well being of all students. The Principal, Assistant Principal and Guidance Counselor provide support to students that have behavior goals. They meet with these students to proactively help with concerns. The guidance counselor creates student groups to mentor and discuss both school and non school related topics. A team approach has allowed for open communication between students and staff.

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

Attendance - Archer Elementary school teams with the district truancy officer to review attendance records. The school's database and principal discuss on a daily basis targeted students.
Suspensions - The Assistant Principal and Principal documents and records behavior data using the RTI B system. This system allows for administration to track and monitor student behavior and pin points different interventions.
ELA/ Math Level 1 - Tier 3 interventions are implemented using the RTI process. Students at risk of level 1 are identified and targeted through data chats and EPT 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
	1	3	4	5	
Attendance below 90 percent	4	3	3	5	15
One or more suspensions	2	1	0	1	4
Course failure in ELA or Math	0	0	3	3	6
Level 1 on statewide assessment	0	0	0	8	8

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

Indicator	Grade Level		Total
	4	5	
Students exhibiting two or more indicators	4	4	8

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

Tier 3 interventions for students identified through RTI and Title 1
small group instruction with a focus on areas of concern
differentiation in lesson planning with focus by principal
EPT meetings
Positive Behavior Systems using RTI B data
Fast ForWord program focusing on lowest 25%

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

Increase the percentage of parents who participate in school activities

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

Archer Elementary works closely with the City of Archer and Santa Fe College Davis Center to help promote the school and extend opportunities to the students and parents. The City of Archer invites the school to participate in the Junior City Commission. This program engages or students in the local government. The Santa Fe Davis Center along side the elementary school hosts two parent nights. This opportunity allows for a math and science night where students and parents can work together to create activities they can do at home. The Davis Center also invites the current 4th and 5th grade students to tour the building and sit in college level classes. This opportunity gives students a first hand look at a college campus.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Tomlinson, Cory	Principal
Karas, Casey	Assistant Principal
Ferris , Barbara	Guidance Counselor
Lauger, Lisa	Instructional Coach

Duties

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

The RTI team (minus Title I teachers and classroom teachers) meets weekly as the Leadership Team to discuss student progress and review student data. These meetings are led by the principal. Meetings are held regularly with the teachers and CIMS Facilitator (with others joining as needed) to review student data and progress in interventions. Student data is reviewed to identify if students are making progress in the intervention group or if the intervention needs to be revised. The team also identifies professional development needs and resources.

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

Principal: Provides a common vision for data-based instructional decision making, provides RTI training for staff to support the RTI process, ensures implementation of intervention support and documentation, communicates with parents regarding the RTI process, regularly meets with the leadership team to review student data of students in the RTI process.

Assistant Principal: Provides a common vision for data-based instructional decision making, provides RtI training for staff to support the RtI process, ensures implementation of intervention support and documentation, communicates with parents regarding the RtI process, regularly meets with the leadership team to review student data of students in the RtI process.

Guidance Counselor: Organizes Educational Planning Team meetings that include members of the RtI Team (leadership team members, teachers, and parents), conducts observations, participate in and lead professional development in the RtI process, has on-going conversations with the school psychologist regarding students in the RtI process, works with teachers to chart student data.

School Psychologist: Participates in Education Planning Team meetings, when possible; assists teachers in charting student data; assists with collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention, as needed.

CIMS Facilitator: Facilitates and supports data collection, data analysis, data driven decision making; provides professional development and support in data analysis and data driven decision making; assists teachers in the development of lessons for both core and supplemental instruction; RtI Facilitator; attends Educational Planning Team meetings, as appropriate; helps teachers develop appropriate interventions for struggling students; meets with teachers regularly to review data, discuss interventions.

Title I teachers: Provide information about supplemental instruction; collect data based on interventions; meets with classroom teachers to review student progress; keep data based on interventions; charts data.

Classroom Teachers: Provide information about core curriculum; collect data based on interventions; meets with CIM Facilitator to review student progress; keeps data based on interventions; charts data.

Title I, Part A

We hire certified, highly-qualified intervention teachers to provide pull-out instruction in reading and/or math. The pull-out services provide students a double-dose of instruction in reading or math during the regular school day. We have a highly-qualified FCIM Facilitator to work with teachers on disaggregation of data and differentiation within the classroom. Funds are also used for professional development for all teachers and staff in Kagan strategies, Technology, Webb's Depth of Knowledge, Literacy Work Stations and other topics based on student data. After-school Tutoring may be funded for students in reading and/or math.

Title I, Part C- Migrant

Work with the district migrant coordinator. Coordination of Student Educational Planning Team meetings with the district, as needed.

Title I, Part D

Title II

Mentor coach for beginning teachers, on-going technology training through the district's digital educators.

Title III

Work with the district coordinator to supply dictionaries, translators for parent conferences. Coordination of supplementary materials and instructional services to improve the education of English Language Learners, as needed.

Title X- Homeless

Work with district Homeless Education Coordinator, Nadia Shields, to provide resources for students identified as homeless under the McKinney-Vento Act.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Continuation of Positive Behavior Support school-wide, additional programs being implemented by Guidance Counselor, principal, or assistant principal.

Nutrition Programs

The school participates in the district's nutrition program for summer meals, of which, Archer Elementary is a site. A large percentage of our students qualify for free and reduced meals. The school also participates in the Food4Kids program sending backpacks of food home for all school aged children in a home of qualifying families.

Housing Programs

Head Start

Archer Elementary has one Head Start classroom on campus.

Adult Education

One of the school business partners is the Sante Fe College Davis Center. This center provides adult education courses. We partner to share information with our families.

Career and Technical Education

The students in fourth grade will go to the Sante Fe College Davis Center for a career education field trip to learn about educational opportunities to assist them in making career and technical decisions in their future.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cory Tomlinson	Principal
Lisa Lauger	Teacher
Laurie Tornese	Teacher
Terella Rembert	Education Support Employee
Kelly Henderson	Parent
Lisa Baltozer	Parent
Sharon Quigley	Parent
Celeste Greenley	Parent
Alicia White	Parent
Shellie Banfield	Business/Community
Eric Drummond	Business/Community

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 2015-2016 SAC committee reviewed the school improvement plan and offered input on the goals set for the current school year. The committee also was involved in budget decisions that affected the purchases of items needed in the implementation of the plan.

Development of this school improvement plan

The SAC committee meets on a regular basis to discuss the goals for the upcoming school year. Throughout the year assessment data is shared at meeting and decisions are made based on information discussed. The SIP is reviewed and signed off on by the committee before final approval.

Preparation of the school's annual budget and plan

The SAC committee members helped in the development of the budget plan. At the beginning of the year when LOT and SRP monies are allocated, the committee meets to discuss items of interest. The SAC members discussed the purchase of new EPSON projectors for certain classrooms across campus. These projectors will replace older technology to better aide the teachers in the classroom.

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

The projected use of LOT and SRP funds or the 2015-2016 school year is 6,000. This amount will be used as mentioned above.

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
Tomlinson, Cory	Principal
Karas, Casey	Instructional Coach
Lauger, Lisa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Major initiatives include implementation literacy workstations, increasing text complexity and informational text students are exposed to, Response to Intervention, testing fidelity followed by data driven decision making based on assessment outcomes, on-going data review.

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 at Archer Elementary are provided with common teacher planning time. This allows for teachers to plan together and create calendars that align with the district. Teachers also meet once a month with their team leader to discuss topics relative to the team. Teachers also participate in a lesson study focusing on the book Mindsets in the Classroom by Mary Cay Ricci. This activity allows for peer evaluation and discussion on a specific topic.

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

1. All teachers new to Archer Elementary are partnered with a Team Leader to answer any questions and assist in general orientation to the school. Team Leaders also assist new teachers in planning.
2. Beginning teachers have a mentor coach assigned by the district.
3. District hosted job fair each Spring to recruit highly qualified teachers.
4. New teacher orientation held at school during pre-planning

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

Archer Elementary currently does not have any first year teachers on staff. Each grade level meets as a team on a consistent basis to review grade level curriculum and procedures. New teachers to the building are paired up with the grade level's team leader for support if needed.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The schools instructional programs are aligned to the Florida standards by following the district curriculum guides. The principal also request and checks lesson plans to ensure that all teachers are following state guidelines.

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

Archer Elementary uses school wide student data to provide differentiated instruction to all students. Teachers administer district assessments through the year and submit data into a computer based system. The data is used during data chats once a month to determine specific strategies for students. With this data, teachers use the Tier 3 intervention model to document areas of concern. This allows for data collection which is then used in EPT and IEP meetings to make decisions for student needs.

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:** |

Achieve 3000 after school computer based program

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lauger, Lisa , laugerlm@gm.sbac.edu

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

The data that is collected is used in data chat meetings to discuss student progress.

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

The school district and school advertises (through local media, school newsletters, school marquis, posters) and the school hosts a Kindergarten Round-Up in April of each year for families to register their incoming kindergarten students. Local churches and businesses also support this through advertisement and distribution of fliers. Students spend time in the kindergarten classrooms while parents hear about the school, procedures, routines, curriculum and fill out their registration paperwork. In addition, we do have a Head Start classroom on campus and many of those students come to Archer Elementary for kindergarten, so the Head Start teacher and kindergarten teachers communicate about incoming kindergarten students in the Spring. For students with disabilities, kindergarten transition meetings are held with representatives from Archer in attendance to learn about the student and update the IEP for the student to start kindergarten.

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.   31% of students in grades 3-5 will achieve at a Level 3 in English Language Arts as measured by the 2016 FSA.

G2.   61% of students in grades 3-5 will achieve at or above a level 4 in English Language Arts as measured by the 2016 FSA.

G3.   Increase the percentage of students in the lowest 25% who make learning gains as measured by the reading portion of the 2016 FSA.

G4.   Increase the percentage of students in grade 5 achieving proficiency in Science as measured by the 2016 FCAT.

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. 31% of students in grades 3-5 will achieve at a Level 3 in English Language Arts as measured by the 2016 FSA. `1a`

G073575

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	81.0

Resources Available to Support the Goal `2`

- Balanced literacy FSA standards taught through Scott Foresman reading series, Reading Street in small groups, differentiated instruction, and text complexity implementation focusing on student Lexile levels.

Targeted Barriers to Achieving the Goal `3`

- Lack of parental support

- Range of instructional levels in classrooms

Plan to Monitor Progress Toward G1. `8`

Using the parental involvement documents we will plan future events to educate parents and provide opportunities to use free educational materials.

Person Responsible
Cory Tomlinson

Schedule
Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion
Analyzing Title 1 documents that show parental involvement opportunities

G2. 61% of students in grades 3-5 will achieve at or above a level 4 in English Language Arts as measured by the 2016 FSA. `1a`

🔍 G073576

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	81.0

Resources Available to Support the Goal `2`

- Balanced literacy and FSA standards taught through Scott Foresman reading series, Reading Street, CPALMS, small groups, differentiated instruction, and text complexity implementation focusing on student Lexile levels.

Targeted Barriers to Achieving the Goal `3`

- Meeting the needs of gifted and academically talented students

Plan to Monitor Progress Toward G2. `8`

Assessment data will be reviewed every four weeks in data chats with grade level teams.

Person Responsible
Lisa Lauger

Schedule
Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion
Review of reading assessment data

G3. Increase the percentage of students in the lowest 25% who make learning gains as measured by the reading portion of the 2016 FSA. `1a`

G073577

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0

Resources Available to Support the Goal `2`

- Florida Standards balanced literacy taught through Scott Foresman reading series, small group differentiated instruction, text complexity implementation focusing on student Lexile levels, CPALMS, and Fast ForWord.

Targeted Barriers to Achieving the Goal `3`

- Students with identified academic deficiencies

- Lack of prior knowledge

Plan to Monitor Progress Toward G3. `8`

Individual student, grade level data, and district level data from AIMS quarterly assessments will be referenced on the PCG dashboard and reviewed during grade level data chats with teachers. Fast ForWord gains will also be monitored on a weekly basis for Title I groups for grades 3-5.

Person Responsible

Cory Tomlinson

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

AIMS quarterly assessments and Fast ForWord weekly gains

G4. Increase the percentage of students in grade 5 achieving proficiency in Science as measured by the 2016 FCAT. `1a`

G073578

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	73.0

Resources Available to Support the Goal `2`

- National Geographic Science core curriculum, leveled readers, use of student science notebooks, NG Connect, Discovery Ed, science lab, and science equipment.

Targeted Barriers to Achieving the Goal `3`

- Lack of Prior Knowledge

- Reading Comprehension

Plan to Monitor Progress Toward G4. `8`

Scope and sequence, embed science instruction with technology (Discovery Education, Brian Pop, NG Connect, etc). and hands-on inquiry lessons with Lakeshore Learning STEM classroom kits.

Person Responsible

Cory Tomlinson

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

AIMS science quarterly assessments, curriculum assessments, FCAT, lab books.

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. 31% of students in grades 3-5 will achieve at a Level 3 in English Language Arts as measured by the 2016 FSA. 1

🔑 G073575

G1.B1 Lack of parental support 2

🔑 B192163

G1.B1.S1 Host parent workshops to help parents work with their students, provide access to educational materials through our Title 1 resource room. 4

🔑 S203596

Strategy Rationale

Through guidance and assistance, parents will feel more comfortable with how to use the resources to assist their children.

Action Step 1 5

We will host parent picnic days, parent breakfasts and parent nights to educate parents on the different available educational materials they can use at home with their students.

Person Responsible

Lisa Lauger

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Parental involvement activities and Title 1 parent sign in sheets

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

Analyzing Title 1 documents that show parental involvement opportunities

Person Responsible

Lisa Lauger

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Title 1 parental involvement documents

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

Analyzing Title 1 documents that show parental involvement opportunities

Person Responsible

Cory Tomlinson

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Title 1 parental involvement documents

G1.B1.S2 Extended Day Intervention Program Achieve 3000 for students in 3rd - 5th grades. `4`

🔧 S203597

Strategy Rationale

Additional assistance targeting students who need extra support.

Action Step 1 `5`

Extended Day Achieve 3000 Intervention Program

Person Responsible

Lisa Lauger

Schedule

Weekly, from 9/14/2015 to 6/9/2016

Evidence of Completion

District AIMS assessments, curriculum assessments, Level set

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Lesson plans, assessment data, snap shots (classroom), observations

Person Responsible

Casey Karas

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student Lexile levels, program assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Lexile levels, Achieve 3000 assessments

Person Responsible

Cory Tomlinson

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

lesson plans, Lexile levels

G1.B2 Range of instructional levels in classrooms `2`

B192164

G1.B2.S1 Implement the state standards/ district scope and sequence at each grade level. Implement literacy workstations to differentiate instruction. Implement text complexity opportunities to support balanced literacy tests and AIMS district assessments in preparation for the FSA. `4`

S203598

Strategy Rationale

Exposing and teaching students all state standards, ensures that students will have the information needed to succeed on the ELA FSA.

Action Step 1 `5`

Teachers will use Achieve 3000 for additional ELA support in grades 3-5 and Waterford in grades K-2.

Person Responsible

Lisa Lauger

Schedule

Weekly, from 9/14/2015 to 6/9/2016

Evidence of Completion

Scores on district AIMS assessments and curriculum assessments will increase.

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

Reviewing PCG assessment dashboard, lesson plans to see differentiation - classroom snapshots focusing on reading instruction and how the programs are being used in the classroom.

Person Responsible

Cory Tomlinson

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

evidence of use and differentiation in lesson plans and through classroom observations

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

Review balanced literacy test, AIMS assessments, Fast Forword data

Person Responsible

Casey Karas

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Assessment scores

G2. 61% of students in grades 3-5 will achieve at or above a level 4 in English Language Arts as measured by the 2016 FSA. `1`

G073576

G2.B1 Meeting the needs of gifted and academically talented students `2`

B192165

G2.B1.S1 Magnet teachers are either gifted endorsed or working towards their endorsement and will implement strategies for high achieving students. `4`

S203599

Strategy Rationale

Gifted endorsement will provide magnet teachers with the knowledge of how to academically challenge their students on a consistent basis.

Action Step 1 `5`

Teachers will attend trainings on how to implement science and social studies into the reading curriculum.

Person Responsible

Casey Karas

Schedule

Every 2 Months, from 8/24/2015 to 6/9/2016

Evidence of Completion

Lesson plan implementation, classroom snapshots and observations.

Action Step 2 `5`

Person Responsible

Schedule

Evidence of Completion

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

Analyzing assessment data that focuses on reading instruction through the use of district quarterly AIM assessments, selected weekly balanced literacy tests, and Fast ForWord.

Person Responsible

Cory Tomlinson

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Reading assessment data

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

Analyzing assessment data that focuses on reading instruction through the use of district quarterly AIMS assessments, selected weekly balanced literacy tests, and Fast ForWord Literacy software.

Person Responsible

Casey Karas

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Reading assessment data

G3. Increase the percentage of students in the lowest 25% who make learning gains as measured by the reading portion of the 2016 FSA. [1]

G073577

G3.B1 Students with identified academic deficiencies [2]

B192167

G3.B1.S1 Hold Educational Planning Team meetings during the first 9 weeks of school to determine interventions. Follow-up EPT meetings will be held 8-10 weeks later. Leadership team regularly reviews on-going progress monitoring data; CIMS data chats monthly. [4]

S203601

Strategy Rationale

The purpose of the EPT is to gather information about students who are struggling and determine with the planning team the specific interventions the teacher will use with the student.

Action Step 1 [5]

Fast ForWord, Achieve 3000 and Waterford will be used to assist students needing interventions.

Person Responsible

Lisa Lauger

Schedule

Weekly, from 9/14/2015 to 6/9/2016

Evidence of Completion

Initial RPI for Fast ForWord compared to weekly individual goal reports, Level set for Achieve 3000 compared to student level at the end of the program, and Waterford.

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

Implementation will be monitored by reviewing the grade level data chats. During the data chats, specific student data will be shared by teachers and the administrative team to outline students that are at the most risk.

Person Responsible

Lisa Lauger

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

On going progress monitoring of student data (individual, grade level, and district level) on all quarterly AIMS assessments through the use of the PCG assessment dashboard.

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

Individual student, grade level data, and district level data from AIMS quarterly assessments will be referenced on the PCG dashboard and reviewed during grade level data chats with teachers. Fast ForWord gains will also be monitored on a weekly basis for Title I groups for grades 3-5.

Person Responsible

Casey Karas

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

AIMS quarterly assessments and Fast ForWord weekly gains

G3.B2 Lack of prior knowledge 2

🔑 B192168

G3.B2.S1 Students who received a Level 1 or 2 on 2015 FSA and are in the economically disadvantaged sub-group will receive Tier 2 and/or Tier 3 instructional support. 4

🔑 S203602

Strategy Rationale

Action Step 1 5

Students will receive Tier 2 and/ or Tier 3 instruction through classroom teachers.

Person Responsible

Lisa Lauger

Schedule

Weekly, from 9/14/2015 to 6/9/2016

Evidence of Completion

data meetings, grade level team meetings, title 1 small group documentation, ongoing progress monitoring

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

Identify students in the economically disadvantage sub group to ensure progress monitoring to teachers through data chats

Person Responsible

Lisa Lauger

Schedule

On 6/9/2016

Evidence of Completion

Fast Forword data, balanced literacy data, AIMS assessments

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

Specific baseline data from curriculum assessments will be used to create google documents that will be reviewed by teachers. AIMS assessments, balanced literacy assessments, and Fast Forword data.

Person Responsible

Lisa Lauger

Schedule

Monthly, from 9/14/2015 to 6/9/2016

Evidence of Completion

AIMS assessments, balanced literacy assessments, weekly Fast Forword data

G3.B2.S2 Teacher will participate in a book study focusing on Mindsets in the Classroom to allow for further knowledge of brain development. 4

Strategy Rationale

🔑 S203603

Action Step 1 5

Teachers will meet monthly to present and discuss important topics on brain development and how it relates to classroom struggles.

Person Responsible

Casey Karas

Schedule

Monthly, from 11/2/2015 to 5/23/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Follow up questions and discussion lead by assistant principal.

Person Responsible

Casey Karas

Schedule

Monthly, from 11/2/2015 to 5/23/2016

Evidence of Completion

Monthly presentations and follow up conversations with implementation of strategies discussed.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Person Responsible

Casey Karas

Schedule

Monthly, from 11/2/2015 to 5/23/2016

Evidence of Completion

G4. Increase the percentage of students in grade 5 achieving proficiency in Science as measured by the 2016 FCAT. [1]

🔑 G073578

G4.B1 Lack of Prior Knowledge [2]

🔑 B192169

G4.B1.S1 Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers, NG Connect, and Discovery Ed. [4]

🔑 S203604

Strategy Rationale

Introducing students to new scientific concepts is supported by reading the text then integrating inquiry lessons to support the text in hands-on experiential learning. The student science notebooks blends both approaches teaching students to trust and use their own and class data.

Action Step 1 [5]

Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers and NG Connect

Person Responsible

Casey Karas

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom snapshots, lesson plans, monitoring of student notebook use.

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

Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers, NG Connect and Discovery Ed.

Person Responsible

Cory Tomlinson

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom snapshots, lesson plans, and monitoring of student notebook use.

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

Implementation of National Geographic Science Core curriculum, scope and sequence, including inquiry lessons, use of student science notebooks, leveled readers, NG Connect, Discovery Education, Lakeshore Learning Stem classroom kits.

Person Responsible

Casey Karas

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

AIMS science quarterly assessments, curriculum assessments, FCAT, lab books.

G4.B2 Reading Comprehension `2`

`B192170`

G4.B2.S1 Incorporate the use of science leveled readers into the reading instruction `4`

`S203605`

Strategy Rationale

The use of leveled readers in literacy stations increases exposure to science concepts and informational text thereby improving vocabulary and reading comprehension skills.

Action Step 1 `5`

Incorporate the use of science leveled readers into the reading instruction.

Person Responsible

Casey Karas

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom snapshots, lesson plans, and literacy work stations.

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

Incorporate the use of science leveled readers into the reading instruction

Person Responsible

Cory Tomlinson

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom Walk Throughs, lessons plans, literacy work stations

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

Incorporate the use of science leveled readers into the Reading instruction

Person Responsible

Casey Karas

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

District AIMS assessments grades 3-5, curriculum assessments, FCAT, lab books

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	We will host parent picnic days, parent breakfasts and parent nights to educate parents on the different available educational materials they can use at home with their students.	Lauger, Lisa	8/24/2015	Parental involvement activities and Title 1 parent sign in sheets	6/9/2016 quarterly
G1.B1.S2.A1	Extended Day Achieve 3000 Intervention Program	Lauger, Lisa	9/14/2015	District AIMS assessments, curriculum assessments, Level set	6/9/2016 weekly
G1.B2.S1.A1	Teachers will use Achieve 3000 for additional ELA support in grades 3-5 and Waterford in grades K-2.	Lauger, Lisa	9/14/2015	Scores on district AIMS assessments and curriculum assessments will increase.	6/9/2016 weekly
G2.B1.S1.A1	Teachers will attend trainings on how to implement science and social studies into the reading curriculum.	Karas, Casey	8/24/2015	Lesson plan implementation, classroom snapshots and observations.	6/9/2016 every-2-months
G3.B1.S1.A1	Fast ForWord, Achieve 3000 and Waterford will be used to assist students needing interventions.	Lauger, Lisa	9/14/2015	Initial RPI for Fast ForWord compared to weekly individual goal reports, Level set for Achieve 3000 compared to	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				student level at the end of the program, and Waterford.	
G3.B2.S1.A1	Students will receive Tier 2 and/ or Tier 3 instruction through classroom teachers.	Lauger, Lisa	9/14/2015	data meetings, grade level team meetings, title 1 small group documentation, ongoing progress monitoring	6/9/2016 weekly
G3.B2.S2.A1	Teachers will meet monthly to present and discuss important topics on brain development and how it relates to classroom struggles.	Karas, Casey	11/2/2015		5/23/2016 monthly
G4.B1.S1.A1	Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers and NG Connect	Karas, Casey	8/24/2015	Classroom snapshots, lesson plans, monitoring of student notebook use.	6/9/2016 weekly
G4.B2.S1.A1	Incorporate the use of science leveled readers into the reading instruction.	Karas, Casey	8/24/2015	Classroom snapshots, lesson plans, and literacy work stations.	6/9/2016 weekly
G2.B1.S1.A2	[no content entered]			one-time	
G1.MA1	Using the parental involvement documents we will plan future events to educate parents and provide opportunities to use free educational materials.	Tomlinson, Cory	8/24/2015	Analyzing Title 1 documents that show parental involvement opportunities	6/9/2016 quarterly
G1.B1.S1.MA1	Analyzing Title 1 documents that show parental involvement opportunities	Tomlinson, Cory	8/24/2015	Title 1 parental involvement documents	6/9/2016 quarterly
G1.B1.S1.MA1	Analyzing Title 1 documents that show parental involvement opportunities	Lauger, Lisa	8/24/2015	Title 1 parental involvement documents	6/9/2016 monthly
G1.B2.S1.MA1	Review balanced literacy test, AIMS assessments, Fast Forword data	Karas, Casey	8/24/2015	Assessment scores	6/9/2016 monthly
G1.B2.S1.MA1	Reviewing PCG assessment dashboard, lesson plans to see differentiation - classroom snapshots focusing on reading instruction and how the programs are being used in the classroom.	Tomlinson, Cory	8/24/2015	evidence of use and differentiation in lesson plans and through classroom observations	6/9/2016 biweekly
G1.B1.S2.MA1	Lexile levels, Achieve 3000 assessments	Tomlinson, Cory	8/24/2015	lesson plans, Lexile levels	6/9/2016 monthly
G1.B1.S2.MA1	Lesson plans, assessment data, snap shots (classroom), observations	Karas, Casey	8/24/2015	Student Lexile levels, program assessments	6/9/2016 monthly
G2.MA1	Assessment data will be reviewed every four weeks in data chats with grade level teams.	Lauger, Lisa	8/24/2015	Review of reading assessment data	6/9/2016 monthly
G2.B1.S1.MA1	Analyzing assessment data that focuses on reading instruction through the use of district quarterly AIMS assessments, selected weekly balanced literacy tests, and Fast ForWord Literacy software.	Karas, Casey	8/24/2015	Reading assessment data	6/9/2016 monthly
G2.B1.S1.MA1	Analyzing assessment data that focuses on reading instruction through the use of district quarterly AIM assessments, selected weekly balanced literacy tests, and Fast ForWord.	Tomlinson, Cory	8/24/2015	Reading assessment data	6/9/2016 monthly
G3.MA1	Individual student, grade level data, and district level data from AIMS quarterly assessments will be referenced on the PCG dashboard and reviewed during grade level data chats with teachers. Fast ForWord gains will	Tomlinson, Cory	8/24/2015	AIMS quarterly assessments and Fast ForWord weekly gains	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	also be monitored on a weekly basis for Title I groups for grades 3-5.				
G3.B1.S1.MA1	Individual student, grade level data, and district level data from AIMS quarterly assessments will be referenced on the PCG dashboard and reviewed during grade level data chats with teachers. Fast ForWord gains will also be monitored on a weekly basis for Title I groups for grades 3-5.	Karas, Casey	8/24/2015	AIMS quarterly assessments and Fast ForWord weekly gains	6/9/2016 monthly
G3.B1.S1.MA1	Implementation will be monitored by reviewing the grade level data chats. During the data chats, specific student data will be shared by teachers and the administrative team to outline students that are at the most risk.	Lauger, Lisa	8/24/2015	On going progress monitoring of student data (individual, grade level, and district level) on all quarterly AIMS assessments through the use of the PCG assessment dashboard.	6/9/2016 monthly
G3.B2.S1.MA1	Specific baseline data from curriculum assessments will be used to create google documents that will be reviewed by teachers. AIMS assessments, balanced literacy assessments, and Fast Forword data.	Lauger, Lisa	9/14/2015	AIMS assessments, balanced literacy assessments, weekly Fast Forword data	6/9/2016 monthly
G3.B2.S1.MA1	Identify students in the economically disadvantage sub group to ensure progress monitoring to teachers through data chats	Lauger, Lisa	9/14/2015	Fast Forword data, balanced literacy data, AIMS assessments	6/9/2016 one-time
G3.B2.S2.MA1	[no content entered]	Karas, Casey	11/2/2015		5/23/2016 monthly
G3.B2.S2.MA1	Follow up questions and discussion lead by assistant principal.	Karas, Casey	11/2/2015	Monthly presentations and follow up conversations with implementation of strategies discussed.	5/23/2016 monthly
G4.MA1	Scope and sequence, embed science instruction with technology (Discovery Education, Brian Pop, NG Connect, etc). and hands-on inquiry lessons with Lakeshore Learning STEM classroom kits.	Tomlinson, Cory	8/24/2015	AIMS science quarterly assessments, curriculum assessments, FCAT, lab books.	6/9/2016 weekly
G4.B1.S1.MA1	Implementation of National Geographic Science Core curriculum, scope and sequence, including inquiry lessons, use of student science notebooks, leveled readers, NG Connect, Discovery Education, Lakeshore Learning Stem classroom kits.	Karas, Casey	8/24/2015	AIMS science quarterly assessments, curriculum assessments, FCAT, lab books.	6/9/2016 weekly
G4.B1.S1.MA1	Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers, NG Connect and Discovery Ed.	Tomlinson, Cory	8/24/2015	Classroom snapshots, lesson plans, and monitoring of student notebook use.	6/9/2016 weekly
G4.B2.S1.MA1	Incorporate the use of science leveled readers into the Reading instruction	Karas, Casey	8/24/2015	District AIMS assessments grades 3-5, curriculum assessments, FCAT, lab books	6/9/2016 weekly
G4.B2.S1.MA1	Incorporate the use of science leveled readers into the reading instruction	Tomlinson, Cory	8/24/2015	Classroom Walk Throughs, lessons plans, literacy work stations	6/9/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. 31% of students in grades 3-5 will achieve at a Level 3 in English Language Arts as measured by the 2016 FSA.

G1.B2 Range of instructional levels in classrooms

G1.B2.S1 Implement the state standards/ district scope and sequence at each grade level. Implement literacy workstations to differentiate instruction. Implement text complexity opportunities to support balanced literacy tests and AIMS district assessments in preparation for the FSA.

PD Opportunity 1

Teachers will use Achieve 3000 for additional ELA support in grades 3-5 and Waterford in grades K-2.

Facilitator

Principal, CIMS coordinator, assistant principal

Participants

School wide classroom teachers

Schedule

Weekly, from 9/14/2015 to 6/9/2016

G2. 61% of students in grades 3-5 will achieve at or above a level 4 in English Language Arts as measured by the 2016 FSA.

G2.B1 Meeting the needs of gifted and academically talented students

G2.B1.S1 Magnet teachers are either gifted endorsed or working towards their endorsement and will implement strategies for high achieving students.

PD Opportunity 1

Teachers will attend trainings on how to implement science and social studies into the reading curriculum.

Facilitator

District Reading, Science, and Social Studies coaches.

Participants

School wide classroom teachers

Schedule

Every 2 Months, from 8/24/2015 to 6/9/2016

G3. Increase the percentage of students in the lowest 25% who make learning gains as measured by the reading portion of the 2016 FSA.

G3.B1 Students with identified academic deficiencies

G3.B1.S1 Hold Educational Planning Team meetings during the first 9 weeks of school to determine interventions. Follow-up EPT meetings will be held 8-10 weeks later. Leadership team regularly reviews on-going progress monitoring data; CIMS data chats monthly.

PD Opportunity 1

Fast ForWord, Achieve 3000 and Waterford will be used to assist students needing interventions.

Facilitator

CIMS Facilitator

Participants

Fast ForWord for grades 3-5 (Title I groups), Achieve 3000 for grades 3-5, and Waterford for grades K-2.

Schedule

Weekly, from 9/14/2015 to 6/9/2016

G3.B2 Lack of prior knowledge

G3.B2.S2 Teacher will participate in a book study focusing on Mindsets in the Classroom to allow for further knowledge of brain development.

PD Opportunity 1

Teachers will meet monthly to present and discuss important topics on brain development and how it relates to classroom struggles.

Facilitator

Assistant Principal

Participants

Selected Teachers

Schedule

Monthly, from 11/2/2015 to 5/23/2016

G4. Increase the percentage of students in grade 5 achieving proficiency in Science as measured by the 2016 FCAT.

G4.B1 Lack of Prior Knowledge

G4.B1.S1 Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers, NG Connect, and Discovery Ed.

PD Opportunity 1

Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers and NG Connect

Facilitator

Maureen Shankman

Participants

School wide instructional staff, Science Cohort monthly meetings

Schedule

Weekly, from 8/24/2015 to 6/9/2016

G4.B2 Reading Comprehension

G4.B2.S1 Incorporate the use of science leveled readers into the reading instruction

PD Opportunity 1

Incorporate the use of science leveled readers into the reading instruction.

Facilitator

Maureen Shankman

Participants

School-wide instructional staff

Schedule

Weekly, from 8/24/2015 to 6/9/2016

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	We will host parent picnic days, parent breakfasts and parent nights to educate parents on the different available educational materials they can use at home with their students.					$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	Title I Part A		$1,000.00	
2	G1.B1.S2.A1	Extended Day Achieve 3000 Intervention Program					$0.00
3	G1.B2.S1.A1	Teachers will use Achieve 3000 for additional ELA support in grades 3-5 and Waterford in grades K-2.					$0.00
4	G2.B1.S1.A1	Teachers will attend trainings on how to implement science and social studies into the reading curriculum.					$0.00
5	G2.B1.S1.A2						$0.00
6	G3.B1.S1.A1	Fast ForWord, Achieve 3000 and Waterford will be used to assist students needing interventions.					$5,280.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0171 - Archer Elementary	Title I Part A		$5,280.00	
			Notes: Achieve 3000				
7	G3.B2.S1.A1	Students will receive Tier 2 and/ or Tier 3 instruction through classroom teachers.					$0.00
8	G3.B2.S2.A1	Teachers will meet monthly to present and discuss important topics on brain development and how it relates to classroom struggles.					$285.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
		120-Classroom Teachers	0171 - Archer Elementary	Other		$285.00	
9	G4.B1.S1.A1	Implementation of National Geographic Science Core curriculum, including inquiry lessons, use of student science notebooks, leveled readers and NG Connect					$0.00
10	G4.B2.S1.A1	Incorporate the use of science leveled readers into the reading instruction.					$0.00
						Total:	$6,565.00