

Alachua County Public Schools

Kimball Wiles Elementary School



2015-16 School Improvement Plan

Kimball Wiles Elementary School

4601 SW 75TH ST, Gainesville, FL 32608

<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	40%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	52%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	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

District: We are committed to the Success of Every Student!

School: The mission of Kimball Wiles Elementary School is to provide each student with the best opportunity to learn and thrive each day.

Provide the school's vision statement

District: We will graduate students who have the knowledge, skill, and personal character to be lifelong learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community.

School: Through a unified effort, Kimball Wiles will provide a cooperative, secure and innovative environment in which all individuals will reach their full potential.

School Environment

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

Each spring parents are invited to write to the principal about their child, describing the child's strengths and weaknesses, hopes and dreams. After all, it is the parents who know the child best and can best convey to teachers and school staff just what will help the child meet with success each day at school. In addition, teachers invite children and their parents to share aspects of their culture which they treasure the most as a family.

On the Friday of pre-planning before school begins, the school schedules Meet the Teacher for students and parents to meet their new instructor and to see the classroom. Open House is scheduled a few weeks later and gives parents and teachers time to talk and listen to each other. Parent Conference Nights are scheduled throughout the school year for another opportunity for parents and teachers to come together for the benefit of the children.

Kindergarten students come to school for just one day the first three days of the school year. This gives teachers time to interact with just five - six children for a whole school day rather than eighteen children all at once. Teachers use this time to get to know each child and to begin the relationship building process.

Teachers hold Morning Meetings, build classroom communities, select Wiles Leaders, showcase student work, and throughout the day work with students to build strong relationships with each other and all school personnel.

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

The school uses the Raptor program which monitors people coming onto and leaving the school system. A strictly enforced sign-in and identification is in use throughout the school day as well as before and after school in order to guarantee the safety of all students and school personnel. The School Resource Officer conducts school lockdown drills on a regular basis and provides instruction to the staff on ways to keep our campus safe for children and adults.

The principal provides a copy of the school's Crisis and Emergency Plan during pre-planning and reviews procedures with faculty and staff with the assistance of the School Resource Officer.

Teachers are on duty before school and after school at all junctures of arrival and dismissal to monitor the safety of the students.

The Guidance Counselor and school administration are on duty each day working with children to help each one feel safe and respected at school. The Guidance Counselor provides small group help to students on Friendship, School Adjustment, and other topics to help students feel part of the warm, supportive school community.

Classroom teachers provide students with an environment that is supportive and safe and counsels students on what to do in the event that problems occur. All students and their parents are provided with information on the school district's anti-bullying program including what to do in case bullying occurs. The school notifies students and parents through the weekly Principal's Letter about the school no tolerance policy on threatening, bullying or fighting. Teachers promote friendship and civility within the classrooms through class and grade level meetings.

School volunteers work in classroom and throughout the school to provide students with other caring adults to talk to and to work with.

The School Resource Officer is visible throughout the school day and is another resource for children to turn to.

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

There are clear behavioral expectations for all students not only in the classrooms but throughout the public areas of the school such as hallways and cafeteria including being responsible, kind, hard working, and polite. Teachers work with children every day to help them stay focused on their school work while building strong, positive relationships with their fellow students and their teachers.

There are district-developed protocols for disciplinary incidents along with local protocols such as when and who to call in case there is an incident that must be addressed within the school. All teachers receive training in school and discipline during pre-planning week of the school year.

The school provides an In School Suspension / Time Out room with a caring adult for students who are struggling with behavioral issues. This permits students to stay in school and accomplish their school work as opposed to out-of-school suspension.

Meridian Behavioral Health provides in-school counseling to its clients who attend Kimball Wiles Elementary.

The school marks and celebrated Red Ribbon Week with everyone taking a pledge to remain drug-free. Activities are school throughout the week to help students understand how important this pledge is for their health and welfare.

The school participates in the Trauma Sensitive School which works with children in crisis situations in a caring and supportive manner.

Students are provided with student planners through the school or the Title 1 program (7 Habits Student Planners) to assist them in keeping track on assignments and projects.

School administration is always available to teachers and students to help with difficult situations that may arise where additional professional help is required. School administration also monitors student behavior through discipline referrals, referrals to other specialized schools within the districts, and to outside agencies as needed.

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

The school Guidance Counselor provides classroom guidance on topics such as Friendship, School Adjustment, and Divorce to each classroom beginning with Kindergarten classes in the fall. She also provides some limited individual counseling on such topics as divorce, death and bereavement, and social skills.

Mentors are solicited from within the school staff as well as from outside sources such as Business Partners to provide support to students needing extra guidance and support in their lives.

A Backpack feeding program is in place for those families without enough food for the week-ends.

Baskets of food are provided by the school community at major holidays to families who might otherwise have to go without.

Throughout the school day, teachers help students with social-emotional needs, not only in the classroom but on the playground and at lunchtime as well. Meridian Behavioral Health offers in school counseling to identified students. Kimball Wiles is also a Trauma Sensitive School as it works with children in crisis.

Early Warning Systems

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

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

The school early warning system takes into account several indicators. The first is the bottom quartile in reading and math from the state assessment program in grades 4 - 5. These students are immediately targeted for Title 1, school Intervention Groups, and/or After School Tutoring.

The school also monitors attendance through teacher contact, Truancy Officer, and the Educational Planning Team (EPT) for parents of truant students.

At grades K - 3, district assessments (AIMS) in reading, mathematics and science are monitored throughout the school year along with school-level assessments in all three areas. Course failure in reading, mathematics and science are monitored every four weeks. Struggling students are targeted for Title 1, school Intervention Groups, and/or After School Tutoring, with through Title 1 or the schools own tutoring program. ESOL After School Tutoring is available for students eligible for this program pending district funding.

The Guidance Counselor monitors attendance and targets attendance below 90%. She alerts teachers who make first contact with parents. If the attendance problem is not remedied, she schedules an Educational Planning Team (EPT) with parents and school staff. If poor attendance continues, the Guidance Counselor follows up with a truancy referral.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	11	5	6	6	8	49
One or more suspensions	2	2	4	5	6	7	26
Course failure in ELA or Math	0	0	0	6	4	0	10
Level 1 on statewide assessment	0	0	0	14	12	11	37

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	6	2	2	1	3	17

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

Students with poor attendance are monitored by the data base manager, the Guidance Counselor, and the principal and assistant principal. Teachers make the first attempt to speak with the parent

regarding student absences. If this does not resolve the problem, an Educational Planning Team (EPT) meeting is scheduled with the parent. If the problem is still not resolved, the Truancy teacher is called and a home visit is made. If all else fails, the School Board's truancy procedures come into play.

Academic assistance is provided through Title 1, Intervention Groups, Exceptional Student Education (ESE), before school Reflex Math, and After School Tutoring. Students with behavioral difficulties are handled by the classroom teacher, school administration, and the Guidance Counselor. Classroom daily check sheets are used initially to communicate to both the child and the parent how the student behavior is throughout the school day. If this does not resolve the problem, an EPT is scheduled with the parent where the child's participation in on campus activities may be restricted by the school's Red Sheet program. The child may also be referred for psychological evaluation. Otherwise, the child can be referred to the district's Character Counts program for more intensive behavioral services.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/195238>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

The school maintains Business Partner relationships through the district Volunteer Coordinator. Business Partners are drawn from all sectors of the community. The school maintains a reciprocal agreement with all Business Partners including student art displays and musical presentations. In return, Business Partners support the school through assistance with fundraising events, mentor relationships, SAC membership, and grants through The Education Foundation of Alachua County, Jr. Achievement, and donations to the school.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Buys, Barbara	Principal
Haukland, Edward	Assistant Principal
Kranzler, Theresa	Guidance Counselor
O'Connor, Sharon	Instructional Media
Cox, Tracy	Instructional Coach

Duties

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

Principal: Provides leadership and school vision. Ensures that faculty and staff are trained in Rtl. Ensures staff development is provided to faculty and staff. Ensures implementation of Rtl school wide. Provides information to parents and other stakeholders regarding Rtl at the school.

Student Services Personnel: Provide expertise on fundamentals and implications of Rtl. Assists classroom teachers with development of assessment and interventions for individual students. Provides information to parents on community agencies. Maintains records of Rtl Team meetings and decisions.

Assistant Principal: Provides expertise to classroom teachers on development of appropriate instructional strategies for individual students. Provides research-based curriculum resources for classroom use. Implements state, district, and school level data collection and assists in data analysis. Assists with the design and implementation of intervention plans for Tier 1, Tier 2, and Tier 3. Provides professional development in all curriculum areas with emphasis on reading, mathematics, writing, and science. Provides expertise to classroom teachers on behavioral issues. Assists with the design and implementation of Student Behavior Plans including Functional Behavior Assessments. Maintains records of behavior issues and resolutions.

General Education Teachers: Provide data and other information on core classroom instruction. Collect student data and assist in the analysis of data collection. Provide core instruction to Tier 1 students, work with other team members to deliver Tier 2 and Tier 3 instruction and interventions.

FCIMS: Pulls and aids in the analysis of classroom and student data. Provides resource to teacher on instructional issues. Maintains records for Fast ForWord. Provides training for Fast ForWord Title 1, ESE, and Intervention teachers.

Title 1 Teachers: Provide data and other information on supplementary instruction. Collect student data and assist in the analysis of data collection. Provide supplementary instruction through the Fast ForWord program to Tier 1 and Tier 2 students and work with other team members to deliver interventions.

Exceptional Student Education Teachers: Assist with the design of Rtl interventions. Assist with data collection. Design and deliver core or supplementary instruction utilizing the Fast ForWord program other other resources integrated into Tier 3 instruction. Collaborate with classroom teachers.

Speech/Language Pathologies: Screens all new students on core speech and language function at teacher request. Provides insight into role of language in child development. Assists with the design of intervention plans.

School Psychologist: Assists in the collection, analysis and interpretation of student data. Assists with the development of interventions plans. Provides expertise on data-based decisions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team meets monthly to review implementation, analyze data, and monitor the School Improvement Plan fidelity.

Title 1 Targeted Assistance is currently in place at Kimball Wiles and utilizes a pull out intervention model. Head Start is located on the Kimball Wiles Elementary School campus and interacts periodically in school life.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Barbara Buys	Principal
Jason Frederick	Teacher
Susan Pawlaczyk	Teacher
Jan Wharton	Teacher
Jacquelyn Gallman	Parent
Kyriaki Kaplanidou	Parent
Kimberly Vij	Parent
Maureena Caudle	Education Support Employee
Robert Caudle	Business/Community
Martin Dickinson	Business/Community
Carol Gillespie	Education Support Employee
Mee Jung Park	Parent
Ed Haukland	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

A committee was formed mid-year to develop the Parent Climate Survey and the Teacher Climate Survey, documents that are utilized each school year in the development of the School Improvement Plan. At each SAC meeting, the members received an update on progress toward meeting the goals of the School Improvement Plan. At the end of the school year, the school preliminary FSA and FCAT scores were reviewed to ascertain that the school met its goals.

Development of this school improvement plan

The SAC surveyed parents and teachers in spring 2015 for input on the development of the School Improvement Plan. The Parent Climate Survey included items on how the school can improve in educating children, helping parents with parenting skills, programs of interest, and how parents felt about the school.

The Faculty and Staff Climate Survey asked teachers and other school personnel for input on how to improve student academic achievement, school attendance, instructional materials, and programs to help teachers become more effective at their craft.

The faculty and SAC provided input on the development of the School Improvement Plan through previewing the drafts and providing feedback to selected personnel.

The SAC provided ongoing input to the principal throughout the school year at the SAC meetings.

Preparation of the school's annual budget and plan

With input from the SAC, the budget is prepared and presented to the SAC for approval at the first SAC meeting of the school year. The budget is based on the goals and objectives of the School Improvement Plan.

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

SIP funds will be utilized to:

1. provide After School Tutoring to eligible third, fourth and fifth graders through Title 1, school improvement funds, and district ESOL grants if available (\$9000),
2. provide instructional materials for After School Tutoring groups (\$2000),
3. provide instructional materials and supplies to at risk learners in all grade levels (\$5000)

This information was shared with the SAC for input, feedback and approval.

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
Buys, Barbara	Principal
Haukland, Edward	Assistant Principal
O'Connor, Sharon	Instructional Media
Cox, Tracy	Instructional Coach
Kranzler, Theresa	Guidance Counselor

Duties***Describe how the LLT promotes literacy within the school***

The Leadership Literacy Team meets quarterly to analyze student data in the areas of reading and language arts.

The major initiatives of the Literacy Leadership Team are to:

1. monitor student achievement in the area of reading in an effort to enable all students to become proficient and successful readers,
2. develop resources for all classroom teachers on best practices in reading instruction for all students,
3. meet the goals and objectives of the School Improvement Plan (SIP) in the area of Reading,
4. Integrate the Social Studies curriculum into the Reading curriculum, and
5. encourage outside reading for all learners.

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

The school schedule is developed to provide collaborative planning and lesson development among teachers at the same grade level or those teaching the same subject area. Team meetings and planning are set on a monthly basis on the school calendar. The Lesson Study format provides an opportunity for teachers to actually watch a peer teach in a classroom. Finally, the district staff development budget and school funds occasionally provide for teacher visitation with other teachers within the school.

Data Chats are held following major assessments in reading, mathematics, and science with all classroom teachers and grade level teams. These chats help target areas of strength and weakness in the curriculum and in instructional practices.

Team Leader meetings are held monthly to address school life, grade level concerns, and upcoming events.

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

The school works through the Human Resources Department of the Alachua County Schools to identify teachers who are highly qualified, certified in field and effective instructors. The Principal and Assistant Principal are the responsible persons.

Both the Principal and Assistant Principal attend the transfer and interview forums scheduled each May for all school leaders. This provides an opportunity for administrators and teachers to talk in an informal setting.

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

Mentor teachers are assigned to new teachers at the school no matter how many years of experience they bring with them. Mentors meet formally with their teachers monthly and informally throughout the week.

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 school district adopts all instructional materials that are aligned to Florida Standards and the district's scope and sequence for all subject areas. The school is prohibited from ordering any instructional materials that are not research-based and in alignment with Florida Standards. All students receive on grade level instruction in the core curriculum including language arts, mathematics and science with the exception of students in the Gifted program in mathematics and at fifth grade, science. Students in the Gifted education work in above level materials in mathematics. The Assistant Principal (AP) assists teachers in unpacking the standards, analyzes data to differentiate instruction for students through Data Chats, assists with the Gifted mathematics and science programs, monitors all instructional programs including Title 1, Exceptional Student Education resource and self-contained programs, and all after school tutoring programs.

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

Through state of Florida assessment programs as well as through AIMS assessments which are provided by the school district in reading, mathematics and science, the school has a wealth of data to review in order to provide differentiated instruction within the classroom and throughout the school day and after school.

Based on this and other school data, students may receive academic support services in the Exceptional Education Program, Title 1, the school's Intervention Program, and/or the school After School Tutoring programs for students in grades 3 - 5, and ESOL After School Tutoring for all eligible ESOL students.

Fast ForWord, Achieve 3000 and Imagine Learning programs are utilized for the After School Tutoring programs.

FSA data are reviewed during the first weeks of school to identify students eligible for accommodation or modification of instruction to best meet their needs. Title 1 students are identified through this data as are students who require in-school Intervention Groups to support the regular curriculum and instruction. Other students are identified for above level mathematics instruction through the school's Gifted education program.

The Assistant Principal and Title 1 CIMS facilitator work together with teachers to find the programs which best meet the instructional needs of each student and to ensure the efficacy of all instructional programs utilized at the school.

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: 60,000

The school offers After School Tutoring in identified students in grades 3 - 5 through Title 1, School Improvement, and ESOL funds. Sessions are offered in the Fall from September - November 2015 and in the Spring from January - March 2016. Tutoring is free and is offered twice a week for 1 hour per session. Students are identified through FSA scores and teacher recommendation.

Strategy Rationale

Some students require additional instructional time to grasp and understand basic concepts in reading and mathematics. Others require more challenging activities to keep their learning moving forward. The school works hard to provide assistance to both ends of the learning curve.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Haukland, Edward, hauklaea@gm.sbac.edu

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

FSA and FCAT Science are collected and analyzed for strengths and weaknesses. AIMS scores are utilized to monitor reading and mathematics progress in grades K - 5. Teacher input and recommendations are solicited regarding need for additional instructional time for identified students. Parents are notified of student eligibility to participate in after school tutoring programs including Title 1, After School Tutoring, ESOL After School Tutoring, and STEM activities. Fast ForWord, Imagine Learning and Achieve 3000 are utilized in the After School Tutoring programs. Student progress is monitored through AIMS scores in Reading, Mathematics and Science.

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 provides transition from Head Start to Kindergarten. Head Start teachers are invited to school inservice activities throughout the school year. Each year the school holds a Kindergarten Open House in April to welcome new students and their families to school. Students meet Kindergarten staff, tour the school, and visit Kindergarten classrooms. Parents tour the school and begin the registration process. During pre-planning, Kindergarten teachers meet with each family individually to begin the relationship building process and to listen to parents' goals for their child during the Kindergarten year. When school begins, the school uses a staggered entry for Kindergarten over the first three days of the school year. This provides an opportunity for one-to-one interaction with small groups of students and the teacher and helps students acclimate more quickly to the Kindergarten experience.

For fifth graders, the school provide transition meetings to middle school and the opportunity to shadow in a middle school program.

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

NA

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Improve science proficiency in grade 5 as measured by FCAT Science 2016..
- G2.** To improve mathematics proficiency as measured by FSA Mathematics 2016 in grades 3 - 5.
- G3.** To improve Language Arts proficiency as measured by the FSA 2016 in grades 3 - 5.

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. Improve science proficiency in grade 5 as measured by FCAT Science 2016.. 1a

G073607

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	80.0

Resources Available to Support the Goal 2

- Adopted textbooks
- Field trips, hands on Science experiences.
- Speakers from University of Florida, Santa Fe College, and others.
- School Science Fair, UF Engineering Fair, school Engineering Fair.
- STEM Club after school for grades 4 and 5.

Targeted Barriers to Achieving the Goal 3

- Insufficient exposure to and experiences in Science education.

Plan to Monitor Progress Toward G1. 8

Increased Science education through experiences and exposure

Person Responsible

Barbara Buys

Schedule

Weekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

10% reduction in student scoring Levels 1 and 2 on fifth grade FCAT Science 2016.

G2. To improve mathematics proficiency as measured by FSA Mathematics 2016 in grades 3 - 5. 1a

Targets Supported 1b

G073608

Indicator	Annual Target
FSA Mathematics - Achievement	80.0

Resources Available to Support the Goal 2

- Adopted Mathematics textbook series
- Reflex Math
- Calendar Math grades 3 and 4
- Before school tutoring for fifth grade students on Reflex Math.

Targeted Barriers to Achieving the Goal 3

- Students lack sufficient experience using other structures and models for learning in mathematics.

Plan to Monitor Progress Toward G2. 8

Monitor student progress using Math textbook assessments and district AIMS progress assessments in Mathematics.

Person Responsible

Barbara Buys

Schedule

Monthly, from 9/15/2015 to 3/31/2016

Evidence of Completion

A 10% reduction in students scoring Levels 1 and 2 on FSA Mathematics 2016 at grade 5.

G3. To improve Language Arts proficiency as measured by the FSA 2016 in grades 3 - 5. 1a

 G073609

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0

Resources Available to Support the Goal 2

- District adopted textbooks and related materials.
- Title 1 intervention teachers for some identified students.
- Schoolwide Intervention Groups in Reading.
- Accelerated Reader (AR) program for all students in grades 2 - 5.
- Fast ForWord for Title 1 After School Tutoring.
- Book Studies on excellence in instruction in reading.
- ESOL After School Tutoring for identified students if available through school district.
- Team planning to identify priority standards in the Language Arts.

Targeted Barriers to Achieving the Goal 3

- Limited resources to help all at risk students.
- Lack of consistent and extensive outside reading by students.

Plan to Monitor Progress Toward G3. 8

Monitor use of AR program in all classrooms in grades 2 - 5.

Person Responsible

Sharon O'Connor

Schedule

Monthly, from 9/1/2015 to 5/29/2016

Evidence of Completion

Monthly AR 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. Improve science proficiency in grade 5 as measured by FCAT Science 2016.. **1**

 G073607

G1.B1 Insufficient exposure to and experiences in Science education. **2**

 B192234

G1.B1.S1 Provide additional experiences in and exposure to Science education. **4**

 S203670

Strategy Rationale

Additional exposure to the sciences in real world settings make science education more relevant and meaningful to students.

Action Step 1 **5**

Provide field trips, speakers, Science Fair, hands on science experiences, school Engineering Fair.

Person Responsible

Barbara Buys

Schedule

Weekly, from 10/5/2015 to 5/29/2016

Evidence of Completion

School calendar

Action Step 2 5

Attend district cohort meeting in Science instruction

Person Responsible

Edward Haukland

Schedule

Every 2 Months, from 9/1/2015 to 5/18/2016

Evidence of Completion

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

Ensure that a variety of experiences in Science education are provided to students.

Person Responsible

Barbara Buys

Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

School calendar, teacher lesson plans

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

Ensure that Science experiences and exposure are reflected in classroom instruction.

Person Responsible

Barbara Buys

Schedule

Weekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Teacher lesson plans, classroom observations, field trips, school Science and Engineering Fairs, speakers from UF, career day.

G2. To improve mathematics proficiency as measured by FSA Mathematics 2016 in grades 3 - 5. 1

 G073608

G2.B1 Students lack sufficient experience using other structures and models for learning in mathematics.

2

 B192235

G2.B1.S1 Provide before school tutoring in Mathematics for all fifth grade students. 4

 S203671

Strategy Rationale

Students need additional time and instruction to master difficult mathematics concepts.

Action Step 1 5

Ensure that all fifth grade students know about and participate in before school Math tutoring.

Person Responsible

Barbara Buys

Schedule

Daily, from 9/8/2015 to 3/31/2016

Evidence of Completion

Reflex Math print-outs of student participation.

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

Monitor After School Tutoring for fifth grade students.

Person Responsible

Barbara Buys

Schedule

Biweekly, from 9/15/2015 to 3/31/2016

Evidence of Completion

Teacher lesson plans, teacher stipend records, list of tutees.

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

After School Tutoring in Mathematics for fifth grade students

Person Responsible

Barbara Buys

Schedule

Monthly, from 9/8/2015 to 3/31/2016

Evidence of Completion

A 10% reduction in students scoring Levels 1 and 2 on FSA Mathematics 2016 in grade 5.

G2.B1.S2 Utilize Reflex Math for extended Mathematics experiences for all students in grades 3 - 5.
Utilize Reflex Math before school for all fifth grade students. 4

 S203672

Strategy Rationale

Student often respond to instructional material delivered in a different format to learn mathematics concepts.

Action Step 1 5

Reflex Math

Person Responsible

Barbara Buys

Schedule

Weekly, from 9/15/2015 to 5/27/2016

Evidence of Completion

School Tech Lab schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Ensure that students in grades 3 - 5 receive extended services in Mathematics through Reflex Math.

Person Responsible

Barbara Buys

Schedule

Monthly, from 9/15/2015 to 5/27/2016

Evidence of Completion

Reports from Reflex Math.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Ensure the effectiveness of the Reflex Math program.

Person Responsible

Barbara Buys

Schedule

On 5/27/2016

Evidence of Completion

A 10% reduction in students scoring Level 1 and Level 2 on FSA Mathematics at grade 5.

G2.B1.S3 Purchase and implement Calendar Math for extended Mathematics experiences for all students in grades 3 and 4. 4

 S203673

Strategy Rationale

Students often respond to instructional material delivered in a different format to learn mathematics concepts.

Action Step 1 5

Implement Calendar Math in all third and fourth grade classrooms.

Person Responsible

Barbara Buys

Schedule

Daily, from 9/1/2015 to 5/27/2016

Evidence of Completion

Purchase recprds

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Ensure that Calendar Math is fully implemented in all third and fourth grade classrooms.

Person Responsible

Barbara Buys

Schedule

Weekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Classroom walk throughs, teacher lesson plans, teacher observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Determine effectiveness of Calendar Math in overall Mathematics program.

Person Responsible

Barbara Buys

Schedule

Quarterly, from 9/1/2015 to 6/5/2016

Evidence of Completion

A 10% reduction in the number of fifth grade students scoring Levels 1 and 2 on FSA Mathematics 2016.

G3. To improve Language Arts proficiency as measured by the FSA 2016 in grades 3 - 5. 1

 G073609

G3.B1 Limited resources to help all at risk students. 2

 B192236

G3.B1.S1 Provide Title 1 Intervention Teachers and services to identified Title 1 students. 4

 S203674

Strategy Rationale

Title 1 provides ongoing assistance to students struggling in reading and the related language arts.

Action Step 1 5

After School Tutoring for eligible students in grades 3 - 5.

Person Responsible

Edward Haukland

Schedule

Biweekly, from 9/22/2015 to 4/29/2016

Evidence of Completion

School calendar, list of participating students, teacher stipend records.

Action Step 2 5

The school will implement ESOL After School Tutoring if available through school district funding.

Person Responsible

Edward Haukland

Schedule

Biweekly, from 11/4/2015 to 4/30/2016

Evidence of Completion

School calendar, lists of participating students, teacher stipend records.

Action Step 3 5

The school will implement Title 1 After School Tutoring

Person Responsible

Tracy Cox

Schedule

Biweekly, from 9/22/2015 to 4/29/2016

Evidence of Completion

School calendar, list of participating students, teacher stipend records

Action Step 4 5

The school will implement in school Intervention Groups.

Person Responsible

Edward Haukland

Schedule

Daily, from 9/22/2015 to 4/29/2016

Evidence of Completion

School calendar, list of student participants, names of Intervention teachers.

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

Monitor After School Tutoring

Person Responsible

Edward Haukland

Schedule

Monthly, from 9/22/2015 to 4/29/2016

Evidence of Completion

Teacher lesson plans, class lists of tutees

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

After School Tutoring

Person Responsible

Edward Haukland

Schedule

Monthly, from 9/22/2015 to 4/29/2016

Evidence of Completion

A 10% improvement in student performance on the FSA LA.

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

Review Fast ForWord records for student progress and growth.

Person Responsible

Edward Haukland


Schedule

On 4/29/2016

Evidence of Completion

Daily progress summary reports and individual student progress reports.

G3.B1.S2 Implement Intervention Groups for at risk students who are not served in Title 1. 4

 S203675

Strategy Rationale

Students who do not qualify for Title 1 but whose data indicates need for supplementary services will be served through in school Intervention Groups.

Action Step 1 5

Implement Intervention Groups for students not served by Title 1 in grades 3 - 5.

Person Responsible

Barbara Buys

Schedule

Daily, from 10/7/2014 to 4/30/2015

Evidence of Completion

Students registered in Infinite Campus for Intervention Groups.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Ensure that Intervention Groups are in place for at risk students in grades 3 - 5.

Person Responsible

Edward Haukland

Schedule

Monthly, from 9/22/2015 to 4/22/2016

Evidence of Completion

Teacher lesson plans, class rolls

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Ensure that Intervention Groups are meeting needs of at risk students in grades 3 - 5.

Person Responsible

Edward Haukland

Schedule

Monthly, from 9/22/2015 to 4/29/2016

Evidence of Completion

Student performance on FCAT Reading 2014.

G3.B1.S3 Provide extended day Title 1 tutoring services to identified students in grades 3 - 5. 4

 S203676

Strategy Rationale

Some students require the additional service of an extended day program in order to reach their reading potential.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Person Responsible


Schedule

Evidence of Completion

G3.B2 Lack of consistent and extensive outside reading by students. 2

 B192237

G3.B2.S1 Implement Accelerated Reader program for students in grades 2 - 5. 4

 S203677

Strategy Rationale

Students respond well to additional reading when utilizing the Accelerated Reader program and are more likely to read more because of it.

Action Step 1 5

Purchase AR program licenses for all students in grades 2 - 5.

Person Responsible

Barbara Buys

Schedule

On 5/29/2016

Evidence of Completion

AR installed on classroom and Tech Lab computers.

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

Ensure implementation of AR program in all classrooms grades 3 - 5.

Person Responsible

Sharon O'Connor

Schedule

On 5/27/2016

Evidence of Completion

AR available and in use in designated classrooms.

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

Ensure that AR program is implemented correctly in designated classrooms.

Person Responsible

Sharon O'Connor

Schedule

Semiannually, from 9/1/2015 to 5/27/2016

Evidence of Completion

AR reports monthly.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide field trips, speakers, Science Fair, hands on science experiences, school Engineering Fair.	Buys, Barbara	10/5/2015	School calendar	5/29/2016 weekly
G2.B1.S1.A1	Ensure that all fifth grade students know about and participate in before school Math tutoring.	Buys, Barbara	9/8/2015	Reflex Math print-outs of student participation.	3/31/2016 daily
G2.B1.S2.A1	Reflex Math	Buys, Barbara	9/15/2015	School Tech Lab schedule	5/27/2016 weekly
G2.B1.S3.A1	Implement Calendar Math in all third and fourth grade classrooms.	Buys, Barbara	9/1/2015	Purchase recprds	5/27/2016 daily
G3.B1.S1.A1	After School Tutoring for eligible students in grades 3 - 5.	Haukland, Edward	9/22/2015	School calendar, list of participating students, teacher stipend records.	4/29/2016 biweekly
G3.B1.S2.A1	Implement Intervention Groups for students not served by Title 1 in grades 3 - 5.	Buys, Barbara	10/7/2014	Students registered in Infinite Campus for Intervention Groups.	4/30/2015 daily
G3.B1.S3.A1	[no content entered]			one-time	
G3.B2.S1.A1	Purchase AR program licenses for all students in grades 2 - 5.	Buys, Barbara	9/1/2015	AR installed on classroom and Tech Lab computers.	5/29/2016 one-time
G1.B1.S1.A2	Attend district cohort meeting in Science instruction	Haukland, Edward	9/1/2015		5/18/2016 every-2-months
G3.B1.S1.A2	The school will implement ESOL After School Tutoring if available through school district funding.	Haukland, Edward	11/4/2015	School calendar, lists of participating students, teacher stipend records.	4/30/2016 biweekly
G3.B1.S1.A3	The school will implement Title 1 After School Tutoring	Cox, Tracy	9/22/2015	School calendar, list of participating students, teacher stipend records	4/29/2016 biweekly
G3.B1.S1.A4	The school will implement in school Intervention Groups.	Haukland, Edward	9/22/2015	School calendar, list of student participants, names of Intervention teachers.	4/29/2016 daily
G1.MA1	Increased Science education through experiences and exposure	Buys, Barbara	9/1/2015	10% reduction in student scoring Levels 1 and 2 on fifth grade FCAT Science 2016.	5/27/2016 weekly
G1.B1.S1.MA1	Ensure that Science experiences and exposure are reflected in classroom instruction.	Buys, Barbara	9/1/2015	Teacher lesson plans, classroom observations, field trips, school Science and Engineering Fairs, speakers from UF, career day.	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Ensure that a variety of experiences in Science education are provided to students.	Buys, Barbara	9/7/2015	School calendar, teacher lesson plans	5/27/2016 monthly
G2.MA1	Monitor student progress using Math textbook assessments and district AIMS progress assessments in Mathematics.	Buys, Barbara	9/15/2015	A 10% reduction in students scoring Levels 1 and 2 on FSA Mathematics 2016 at grade 5.	3/31/2016 monthly
G2.B1.S1.MA1	After School Tutoring in Mathematics for fifth grade students	Buys, Barbara	9/8/2015	A 10% reduction in students scoring Levels 1 and 2 on FSA Mathematics 2016 in grade 5.	3/31/2016 monthly
G2.B1.S1.MA1	Monitor After School Tutoring for fifth grade students.	Buys, Barbara	9/15/2015	Teacher lesson plans, teacher stipend records, list of tutees.	3/31/2016 biweekly
G2.B1.S2.MA1	Ensure the effectiveness of the Reflex Math program.	Buys, Barbara	9/15/2015	A 10% reduction in students scoring Level 1 and Level 2 on FSA Mathematics at grade 5.	5/27/2016 one-time
G2.B1.S2.MA1	Ensure that students in grades 3 - 5 receive extended services in Mathematics through Reflex Math.	Buys, Barbara	9/15/2015	Reports from Reflex Math.	5/27/2016 monthly
G2.B1.S3.MA1	Determine effectiveness of Calendar Math in overall Mathematics program.	Buys, Barbara	9/1/2015	A 10% reduction in the number of fifth grade students scoring Levels 1 and 2 on FSA Mathematics 2016.	6/5/2016 quarterly
G2.B1.S3.MA1	Ensure that Calendar Math is fully implemented in all third and fourth grade classrooms.	Buys, Barbara	9/1/2015	Classroom walk throughs, teacher lesson plans, teacher observations	5/27/2016 weekly
G3.MA1	Monitor use of AR program in all classrooms in grades 2 - 5.	O'Connor, Sharon	9/1/2015	Monthly AR reports.	5/29/2016 monthly
G3.B1.S1.MA1	After School Tutoring	Haukland, Edward	9/22/2015	A 10% improvement in student performance on the FSA LA.	4/29/2016 monthly
G3.B1.S1.MA3	Review Fast ForWord records for student progress and growth.	Haukland, Edward	9/22/2015	Daily progress summary reports and individual student progress reports.	4/29/2016 one-time
G3.B1.S1.MA1	Monitor After School Tutoring	Haukland, Edward	9/22/2015	Teacher lesson plans, class lists of tutees	4/29/2016 monthly
G3.B2.S1.MA1	Ensure that AR program is implemented correctly in designated classrooms.	O'Connor, Sharon	9/1/2015	AR reports monthly.	5/27/2016 semiannually
G3.B2.S1.MA1	Ensure implementation of AR program in all classrooms grades 3 - 5.	O'Connor, Sharon	9/8/2015	AR available and in use in designated classrooms.	5/27/2016 one-time
G3.B1.S2.MA1	Ensure that Intervention Groups are meeting needs of at risk students in grades 3 - 5.	Haukland, Edward	9/22/2015	Student performance on FCAT Reading 2014.	4/29/2016 monthly
G3.B1.S2.MA1	Ensure that Intervention Groups are in place for at risk students in grades 3 - 5.	Haukland, Edward	9/22/2015	Teacher lesson plans, class rolls	4/22/2016 monthly
G3.B1.S3.MA1	[no content entered]			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. Improve science proficiency in grade 5 as measured by FCAT Science 2016..

G1.B1 Insufficient exposure to and experiences in Science education.

G1.B1.S1 Provide additional experiences in and exposure to Science education.

PD Opportunity 1

Provide field trips, speakers, Science Fair, hands on science experiences, school Engineering Fair.

Facilitator

Principal

Participants

All teachers

Schedule

Weekly, from 10/5/2015 to 5/29/2016

PD Opportunity 2

Attend district cohort meeting in Science instruction

Facilitator

District staff

Participants

Teachers in grades 3 - 5.

Schedule

Every 2 Months, from 9/1/2015 to 5/18/2016

G2. To improve mathematics proficiency as measured by FSA Mathematics 2016 in grades 3 - 5.

G2.B1 Students lack sufficient experience using other structures and models for learning in mathematics.

G2.B1.S2 Utilize Reflex Math for extended Mathematics experiences for all students in grades 3 - 5.
Utilize Reflex Math before school for all fifth grade students.

PD Opportunity 1

Reflex Math

Facilitator

Principal

Participants

All teachers

Schedule

Weekly, from 9/15/2015 to 5/27/2016

G2.B1.S3 Purchase and implement Calendar Math for extended Mathematics experiences for all students in grades 3 and 4.

PD Opportunity 1

Implement Calendar Math in all third and fourth grade classrooms.

Facilitator

Principal

Participants

All third and fourth grade teachers

Schedule

Daily, from 9/1/2015 to 5/27/2016

G3. To improve Language Arts proficiency as measured by the FSA 2016 in grades 3 - 5.

G3.B1 Limited resources to help all at risk students.

G3.B1.S1 Provide Title 1 Intervention Teachers and services to identified Title 1 students.

PD Opportunity 1

The school will implement ESOL After School Tutoring if available through school district funding.

Facilitator

District staff

Participants

School ESOL tutor

Schedule

Biweekly, from 11/4/2015 to 4/30/2016

PD Opportunity 2

The school will implement Title 1 After School Tutoring

Facilitator

District staff

Participants

Title 1 tutors

Schedule

Biweekly, from 9/22/2015 to 4/29/2016

G3.B2 Lack of consistent and extensive outside reading by students.

G3.B2.S1 Implement Accelerated Reader program for students in grades 2 - 5.

PD Opportunity 1

Purchase AR program licenses for all students in grades 2 - 5.

Facilitator

Principal

Participants

All classroom and other academic teachers serving students in grades 3 - 5.

Schedule

On 5/29/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Provide field trips, speakers, Science Fair, hands on science experiences, school Engineering Fair.				\$2,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$600.00
Notes: UF Science Fair						
			District-Wide	Other		\$2,000.00
Notes: Legoland						
2	G1.B1.S1.A2	Attend district cohort meeting in Science instruction				\$0.00
3	G2.B1.S1.A1	Ensure that all fifth grade students know about and participate in before school Math tutoring.				\$0.00
4	G2.B1.S2.A1	Reflex Math				\$0.00
5	G2.B1.S3.A1	Implement Calendar Math in all third and fourth grade classrooms.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$1,000.00
Notes: Title 1 purchase for grades 3 and 4.						
6	G3.B1.S1.A1	After School Tutoring for eligible students in grades 3 - 5.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$3,000.00
Notes: Teacher Tutors						
7	G3.B1.S1.A2	The school will implement ESOL After School Tutoring if available through school district funding.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other Federal		\$2,500.00
Notes: ESOL After School Tutoring funded by ESOL department						
8	G3.B1.S1.A3	The school will implement Title 1 After School Tutoring				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			District-Wide	Title I Part A		\$5,000.00
			<i>Notes: After School Tutoring</i>			
9	G3.B1.S1.A4	The school will implement in school Intervention Groups.				\$0.00
10	G3.B1.S2.A1	Implement Intervention Groups for students not served by Title 1 in grades 3 - 5.				\$0.00
11	G3.B1.S3.A1					\$0.00
12	G3.B2.S1.A1	Purchase AR program licenses for all students in grades 2 - 5.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	General Fund		\$4,500.00
			<i>Notes: AR License</i>			
Total:						\$18,600.00