Gocio Elementary School

2016-17 Schoolwide Improvement Plan

Gocio Elementary School

3450 GOCIO RD, Sarasota, FL 34235

www.sarasotacountyschools.net/gocio

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	87%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Gocio Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our Mission at Gocio Elementary School is to maximize academic success and responsible citizenship of all students through our passionate commitment to excellence.

b. Provide the school's vision statement.

The Gocio Elementary School community values all children and is dedicated to nurturing and challenging students to reach their maximum learning potential.

2. School Environment

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

Gocio has a high percentage of ESOL students. Upon registering, all families are given the Home-Language Survey to collect information. All communication to our families is done in Spanish and English. We plan ESOL nights with our parents and provide interpreters. Our Diversity committee plans several events throughout the year to celebrate our students' heritage. Gocio's teachers schedule conferences to meet with each family to discuss their child's progress. Every ESOL family has an annual parent teacher conference to discuss their progress, as well as a face-to-face conference if there are academic struggles beyond language assimilation. This year we continued a one-on-one mentoring program in which over 30 staff members agreed to mentor a child at our school to build a deeper bond with an adult here that they could trust. We hold a Title I meeting each year to provide information on our programs. In addition, each grade level hosts a family night to showcase their students and provide learning opportunities for families. These are just some of the many ways we build relationships between teachers, students, and families.

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

Gocio is a fenced school campus which assures that visitors must report to the office where they are signed in through RAPTOR. Our SAC committee has met with the Director of Safety and Security to examine was that our campus can be more secure. We have continually taken a proactive approach in regards to student and staff safety. Visitors are expected to wear an identification badge while on campus. The front office requires swipe card access and each entry way to the school campus is locked during school hours. This past year we updated our dismissal procedures to ensure a safer process. All staff members are expected to be respectful to students. The school has implemented a school wide "Be Wise" program which emphasizes respect, responsibility and safety. This PBS program is taught and modeled in each classroom and school environment and is becoming a common language with our school community.

c. 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.

Gocio Elementary is a Positive Behavior Support school. We have a school wide PBS program entitled "Be Wise," that is taught in each and every classroom. Students/classes earn "owl feathers," for demonstrating the correct behavior. Our goal is to continually recognize students who are doing the right thing. We emphasize recognizing students that are following school-wide expectations in a variety of ways. They are able to be recognized with owl feathers that they earn for their class. Students are also able, as a class, to be recognized for expected behavior in the cafeteria. All school wide expectations are posted on our campus and classrooms. Gocio also has a clear procedure in place for discipline referrals and this data is monitored monthly. Our PBS committee also meets monthly to explore innovative ways to reward children and teach expected behaviors. Teachers have also received CPI training as well as Restorative Circle training as a technique to discuss issues before they disrupt and build classroom community between students.

d. 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.

Gocio has 1.6 school counselors. Both counselors provide small group and classroom counseling, as well as assists with families in need. Our full time counselor is in charge of our SWST and works with other individuals to ensure academic and/or behavioral interventions are taking place for students. Both counselors are part of the larger school community, working with outside agencies to ensure regular resources for our families such as a food pantry, back pack kids program, school supplies, and other needs. In addition our counselors work with our Student Council to promote and instill leadership.

3. 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).

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

Gocio has implemented the following areas to be monitored on a regular basis:

Attendance below 90 percent-Gocio monitors attendance daily. Attendance is checked every morning at the school level and a Connect Ed message is sent for students who are out of school daily. The Asst. Principal meets with the registrar every week and a spreadsheet is updated with students who have absent days. This live database is then shared with a grade level representative who works with teachers to communicate with families and help families with barriers from getting students to school on time.

One or more suspensions- Student referral data is monitored monthly along with our PBS committee. A school wide PBS plan is in place to teach and model appropriate behavior. Two school counselors work with students individually and in small group for issues that arise that may need more explicit teaching. In addition, Gocio teachers have participated in Restorative Circles school wide to help problem solve and build classroom communities.

Level 1 on statewide assessment-Gocio progress monitors throughout the year through a variety of school wide data. Teachers work in the classroom to provide interventions for students who are below grade level. In addition, Gocio uses Title I dollars to ensure highly qualified teachers are working with struggling students.

Course failure in ELA or Mathematics-Teachers meet face-to-face with parents at a minimum 2X per year to discuss grades and progress. Progress reports are sent home mid-way through every quarter to update families on progress. Interventions, small groups, and before and after school tutoring are made available for students who are struggling academically.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	6	0	5	7	6	0	0	0	0	0	0	0	27
One or more suspensions	0	0	1	0	0	2	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	14	24	27	0	0	0	0	0	0	0	65
Level 1 on statewide assessment-math	0	0	0	12	25	26	0	0	0	0	0	0	0	63

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	1	1	14	43	59	0	0	0	0	0	0	0	119

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

Attendance:
*Monitored by Admin/Attendance contact for each grade leve/SWST
*Weekly attendance meetings and progress monitoring
*Attendance notebook on One Note for real time data and progress monitoring
*Attendance support groups and interventions for students who have a history of chronic attendance
*School wide attendance incentive program

Suspensions:
*PBS plan in place school wide
*Use of Restorative Circles-all teachers had initial training
*Regular monitoring of discipline data and PBS committee meetings

Course failure:
*Monitoring of grades
*Minimum of two parent conferences
*Daily agenda book communication
*Progress reports sent a minimum of 3X per year
*SWST/RTI academic interventions in place

Level 1 on state wide assessments:
*In class academic interventions and progress monitoring
*Intervention support built into daily schedule
*Grade 3 intensive reading remediation support
*PD for staff on best practices and instructional strategies
*Regular monitoring of student data at all levels (school wide, grade level, class level)
*SWST/RTI as needed

In addition: Gocio Elementary provides individual and small group intensive services for targeted students. Our ESE and ESOL teachers provide instruction based on student IEP and LEP goals. We also provide daily classroom intervention instruction for students that need remediation. The

attendance committee meets weekly and has a clear plan in place that regularly monitors students attendance and identifies those students with excessive tardies or absences. Each grade level has a "point person," who meets with grade level teams to ensure proper notification, documentation, and interventions. Gocio also adopted a school wide positive behavior attendance incentive program this year to recognize and reward students for coming to school daily and on time.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Gocio strives to provide more opportunities for families to attend school wide functions. Gocio conducts conferences and meetings at different times to meet families' needs. We provide interpreters for all of our meetings and programs. All written communication is done in dual languages. We offer ESOL and grade level parent nights, Fall Festival, Hispanic Heritage Night, Book Fair, Movie Nights, Art Fair, our Spring Fling and more. Also, teachers meet with families to discuss student progress. Our goal this year is that a minimum of 80% of families will attend a face to face parent conference. In addition a minimum of 80% of families will attend at least one school wide function.

2. 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.

Gocio has partnerships with All Faiths Food Bank for our Backpack Kids and Food Pantry to provide nutritional food on a regular basis. The Rotary Club provides backpacks and dictionaries for our students. The Manasota Track Club provides support to our running program and 100 Mile Club for healthy bodies. Gocio has worked with the Sarasota Ballet, North County Library and the Baltimore Orioles to provide a thematic study that correlates ballet and baseball in previous years. Gocio partners with the Suncoast Science Center to bring Science to life for students. The local arts community supports our fine arts department through donation of props, costumes, materials and lighting and staging as well as with YEA arts. Florida Studio Theatre provides instruction in language arts. Gocio partners with a local community member and master gardener as well as Bok Tower Gardens/UF to have a school garden and garden club. The local community also spearheads a Bridge Club on our campus.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Royce, Steven	Principal
Kocur, Heidi	Teacher, K-12
Smithson, Angela	Teacher, K-12
Dutkiewicz, Michael	Teacher, K-12
Erikzon, Karen	Teacher, K-12
Annicelli, Marya	Assistant Principal
Baldwin, Amy	Teacher, K-12
Cereo, Tiffany	Teacher, K-12
Smith, Jackie	Teacher, K-12

b. Duties

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

The administration engages grade level curriculum leaders to provide quality lesson plan designs, curriculum mapping and implementation of the state standards. Administration meets with grade level curriculum leaders monthly to discuss important instructional issues facing grade levels, best practices, and progress monitoring of student data at every grade level. Grade levels meet weekly during their common planning time, under the facilitation of the curriculum leader to conduct professional discussions on curriculum, data, and lesson design and interventions for struggling learners.
Specific roles and responsibilities:
Mr. Steve Royce, Principal-Administrative Support and Decision Making
Mrs. Marya Annicelli, Asst. Principal-Administrative Support and Decision Making
Curriculum/Team Leaders- Representatives for respected grade levels

2. 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.

Through data analysis of students' academic achievement, a strategic plan is designed to maximize each learning day. All human resources are aligned to maximize instruction and provide remediation and enrichment for identified students, above and beyond daily instructional lessons delivered by each classroom teacher. The school's administration recruits additional support personnel to assist with data management, designing and delivery of interventions for reluctant learners and researching best practices for improving student achievement with large ESOL populations.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Breanne Winn	Teacher
Robert Kanotz	Teacher
Jessica Harris	Teacher
Lisa Crosby	Parent
April Ammeson	Teacher
Janette Garcia	Parent
Jesse Guajardo	Teacher
Ruth Rubinstein	Business/Community
Abraham Sanchez	Business/Community
Steve Royce	Principal
Deborah Fipps	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The data from 2016-17 school year is reviewed and discussed with SAC, as required. SAC is instrumental in discussing academic programs and progress at Gocio Elementary.

b. Development of this school improvement plan

The SAC meets monthly to advise the principal on various school operations, including budget, academic programs, parent involvement activities, positive behavior support and more. The SAC also reviews the school-wide assessment data to determine the academic needs of the students and the feedback is included in the School Improvement Plan.

c. Preparation of the school's annual budget and plan

Once the school district provides our school with the alloted annual budget, the principal reviews the budget and creates a draft to present to faculty, staff, and SAC. Input is sought from stakeholders and adjustments are made to the budget as a result of the recommendations made. The budget is then finalized once consensus has been reached.

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

All school improvement funds were designated to fund the daily agendas for students. The SAC/SDMT reached consensus on this expenditure as it promotes communication between school and home. The funds for the agenda books was $3608.00.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

Gocio recognizes that the membership of the SAC must represent the composition of the student body. Every effort is being made to recruit members that represent the diverse population of our school.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Royce, Steven	Principal
Kocur, Heidi	Teacher, K-12
Collins, Julie	Teacher, K-12
Williams, Sarah	Teacher, K-12
Hradek, Kelli	Teacher, K-12
Billingsley, Sandy	Teacher, K-12
Erikzon, Karen	Teacher, K-12
Ward, Jamie	Teacher, K-12
Gambill, Amanda	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Gocio use the Reading Wonders Series as well as other resources such as Read Works, novels, and I-Ready in the classroom. Each of these resources helps teachers implement and Florida Standards. The team is proactive with PD opportunities in regards to ELA standards, and to provide information to other teachers. The team plans reading events, celebrations and reading intervention programs. The team supports the school-wide reading incentive program to document the number of minutes students read monthly. The team supports the Sunshine State Readers program. At least 70% or more of the administration and faculty hold membership to the Sarasota Reading Council and Florida Reading Association. The committee meets monthly and discusses literacy activities and progress towards mastery at each grade level.

D. 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).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

All grade level teams have a daily common planning time. One common planning time each week is designated for a CPT where the teams focus on instructional and intervention strategies, data and progress monitoring. These sessions are specifically structured around the instructional needs of our staff. Teachers choose to meet on a regular basis and invite district support staff, administration, as well as in house experts on areas affecting their grade level. The purpose of these sessions is to improve student achievement through their teaching practice.

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

The administration hired staff that were highly qualified and provided recommendations of high levels of performance in their prior schools. We support beginning teachers through the SCIP Mentoring program. One of our teachers, Julie Collins, is the Lead Mentor. She facilitates meetings and provides on-going support for the teachers. Each new teacher is assigned a trained SCIP Mentor, who provides support.

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

Gocio participates in the district provided SCIP program. The purpose of this program is to provide a solid mentor who can help mentor and establish positive relationships with new staff members. Gocio this past year partnered our eight new teachers with three veteran teachers at same grade levels or as close as possible. Each of the mentors/menteees participates in regular meetings with new teachers that follow the SCIP mentoring program topics and guidelines.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All teachers follow the District Instructional Focus Guides that align with the Florida Standards. Additionally, all adopted series follow the standards. Lesson plans are closely monitored, as each team submits them to One Note for administrators to be able to review and to ensure that lessons are aligned to the Florida Standards.

b. Instructional Strategies

1. 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.

Teachers input student data (I-Ready, running records, Go Math, Benchmarks, Reading Wonders) and monitor their progress throughout the year. Teachers meet with the administration and support team three times annually to discuss the data. The teachers also use this data to identify students needing remediation or enrichment and to determine those students needing more assistance through MTSS.

2. 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: 2,520

We offer an after school tutoring program for students that are academically struggling in grades 3-5.

Strategy Rationale

Remediation

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Royce, Steven, steven.royce@sarasotacountyschools.net

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

Formative and summative data is collected and monitored.

Strategy: Before School Program

Minutes added to school year: 5,400

Computer labs open at 8:00 for additional I-Ready time

Strategy Rationale

Additional time afforded to students in the areas of ELA and Math

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Annicelli, Marya, marya.annicelli@sarasotacountyschools.net

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

I-Ready Diagnostic data collected and monitored for windows 1,2,3

Strategy: Extended School Day

Minutes added to school year: 3,600

We offer an array of enrichment activities such as running club, gardening club, GPAC, Student Council, guitar and violin opportunities for students to participate in.

Strategy Rationale

Enrichment opportunities allow students to increase their cognitive abilities through other means. Research has been well documented in these areas. In addition, these school based opportunities are free for our families.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Annicelli, Marya, marya.annicelli@sarasotacountyschools.net

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

Performance based tasks from each enrichment opportunity are presented to demonstrate effectiveness of the programs. For example, our gardening club grows fresh organic fruits and vegetables and shares them with their families.

2. Student Transition and Readiness

a. 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).

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

This past year we had a Kindergarten transition program for available to every incoming Kindergarten student. The program ran M-Thursdays from 8:30-1:30 and worked with students on K readiness skills. Over 40 students participated. We worked with feeder VPK programs to identify students who might attend. In addition, our school implements a summer screening process to identify student readiness and create mixed ability classrooms using this data. Gocio also presents a Kindergarten Round-Up for incoming kindergarten students. Our 5th grade students attend an orientation at their proposed middle school. This past year our administration met with a representative from VPK to gain insight to incoming students. In addition, both administrators participated in a district led V2K program to begin establishing community connections between pre-K providers and Gocio Elementary.

b. College and Career Readiness

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

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

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

> *4. 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.*

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

In reviewing Gocio's 2015 FSA data for ELA and Math as well as Gocio's FCAT Science data shows that all academic areas need to be improved. Last year only 32% of our students were proficient in Science. This was a 7 percentage point decrease from the previous year.Our ELA and Math FSA data demonstrates proficiency below the district and state. Our overall ELA proficiency was 38% and overall Math proficiency was 48%. Learning gains in ELA was 46% and in Math learning gains was 66%. Learning gains for the bottom quartile was a concern as well, 34% in ELA and 47% in Math.

B. 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"Â? 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.

C. Strategic Goals

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. By the year 2017, there will be a minimum of a 4 percentage point increase in math learning gains for the students in the lowest quartile.

G2. By the year 2017, there will be a minimum of a 4 percentage point increase in ELA learning gains for the students in the lowest quartile.

G3. By the year 2017, there will be a minimum of a 4 percentage point increase in math learning gains.

G4. By the year 2017, there will be a minimum of a 4 percentage point increase in ELA learning gains.

G5. By the year 2017, Gocio will reduce its number of student day suspensions by 10% as measured by school wide data.

G6. By the year 2017, Gocio will reduce its number of chronic absent students (18 days or more) by 10%. There will be a reduction in overall student absences by 10%.

G7. By the year 2016, increase parent involvement to 80%. This will be demonstrated by our families attending at least one parent conference with their child's teacher.

G8. ELA- By the year 2017, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency.

G9. Math -By the year 2017, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency.

G10. Science - By the year 2017, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By the year 2017, there will be a minimum of a 4 percentage point increase in math learning gains for the students in the lowest quartile. `1a`

🔑 G085476

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	51.0

Targeted Barriers to Achieving the Goal `3`

- Teacher depth of knowledge with Florida Math standards

Resources Available to Help Reduce or Eliminate the Barriers `2`

- IXL to assist with math fluency and targeted math standards

- Math resource teacher for push in to assist struggling students

- Math PD and math rounding to improve instructional practice

Plan to Monitor Progress Toward G1. `8`

School, class, and individual students performance data. PRIDE notes, schedules, and observations.

Person Responsible
Steven Royce

Schedule
Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion
Progress monitoring data, PRIDE observations, student final data

G2. By the year 2017, there will be a minimum of a 4 percentage point increase in ELA learning gains for the students in the lowest quartile. 1a

🔍 G085477

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	38.0

Targeted Barriers to Achieving the Goal 3

- Lack of foundational reading skills in the primary grades

Resources Available to Help Reduce or Eliminate the Barriers 2

- OWL Academy (for incoming K and 1st)

- Moving to an ESOL push in model

- CPT meetings focused on specific standards students are weak in

- I Ready

- Moving to an ESOL push in model

- CPT meetings focused on specific standards students are weak in

- I Ready

Plan to Monitor Progress Toward G2. 8

Reading Recovery student data

Person Responsible
Tamara Ellis

Schedule
Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion
Student data is collected by the teacher daily, and will be shared with administration monthly as to the progress of each RR student.

G3. By the year 2017, there will be a minimum of a 4 percentage point increase in math learning gains. 1a

🔑 G085478

Targets Supported 1b

Indicator	Annual Target
Math Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Summer slide

Resources Available to Help Reduce or Eliminate the Barriers 2

- Go Math Curriculum and Florida standards

- Math resource support

- PD for math by district specialists

- IXL and I Ready

- OWL Academy

- After school tutoring and HW assistance

Plan to Monitor Progress Toward G3. 8

On the Mark Test information and I Ready information

Person Responsible
Tamara Ellis

Schedule
Monthly, from 6/12/2017 to 8/4/2017

Evidence of Completion
On the Mark will be used as a pre and post test. I Ready will be used for incoming first as progress monitoring data through the summer.

G4. By the year 2017, there will be a minimum of a 4 percentage point increase in ELA learning gains. 　1a

🔑 G085479

Targets Supported 　1b

Indicator	Annual Target
ELA/Reading Gains	50.0

Targeted Barriers to Achieving the Goal 　3

- Lack of adults in the home who can assist with HW and possible reinforcement of skills

Resources Available to Help Reduce or Eliminate the Barriers 　2

- Owl Academy for summer learning loss

- Additional reading/writing support personnel

- Reading Recovery teachers

- After school tutoring

- Additional reading/writing support personnel

- Reading Recovery teachers

- After school tutoring

- Additional reading/writing support personnel

- Reading Recovery teachers

- After school tutoring

- Additional reading/writing support personnel

- Reading Recovery teachers

- After school tutoring

Plan to Monitor Progress Toward G4. 　8

I Ready reports to monitor growth and levels of proficiency

Person Responsible
Amy Baldwin

Schedule
Monthly, from 11/1/2016 to 3/31/2017

Evidence of Completion
I Ready reports for each student enrolled.

G5. By the year 2017, Gocio will reduce its number of student day suspensions by 10% as measured by school wide data. 1a

🔍 G085480

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	15.0

Targeted Barriers to Achieving the Goal 3

- Learned behaviors

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS plan

- School counselors for group and individual counseling as well as classroom guidance lessons

- Individual contracted for behavior support

- Restorative circles

- Partnership with JFCS for healthy relationship building

Plan to Monitor Progress Toward G5. 8

Ongoing progress monitoring of project data and end of year data

Person Responsible
Marya Annicelli

Schedule
Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion
Final PBS Committee notes and progress Final discipline data Feedback regarding PBS activities and events

G6. By the year 2017, Gocio will reduce its number of chronic absent students (18 days or more) by 10%. There will be a reduction in overall student absences by 10%. `1a`

🔍 G085481

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	4.0

Targeted Barriers to Achieving the Goal `3`

- Family transportation/family situations

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Strong monitoring system in place with early intervention and and school wide attendance incentive program

- SWST

- Truancy officer

- Home school liasion

- Contracted individual to help monitor attendance

Plan to Monitor Progress Toward G6. `8`

Attendance data will be collected weekly and shared with teachers. Attendance Committee meets monthly to review progress and provide additional support and ideas.

Person Responsible
Marya Annicelli

Schedule
Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion
Attendance database and spreadsheet from month to month, as well as compared to previous year.

G7. By the year 2016, increase parent involvement to 80%. This will be demonstrated by our families attending at least one parent conference with their child's teacher. `1a`

🔍 G085482

Targets Supported `1b`

Indicator	Annual Target
District Parent Survey	80.0

Targeted Barriers to Achieving the Goal `3`

- language/communication

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Parent Involvement Coordinator

- FBI (Families being Involved)

- Student agendas

- Interpreters

Plan to Monitor Progress Toward G7. `8`

Parent attendance logs for all family events

Person Responsible
Steven Royce

Schedule
Semiannually, from 8/22/2016 to 6/2/2017

Evidence of Completion
Parent attendance logs

G8. ELA- By the year 2017, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency. `1a`

🔍 G085483

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	42.0

Targeted Barriers to Achieving the Goal `3`

- Classroom teachers are often focused on remediation. There are significant gaps in student achievement.

- Teachers have to continually work towards teaching at high levels, ensuring that students receive remediation in deficit areas, but also teach the grade level standards.

- Wide range of skills of entering K students that often put them behind even upon entry.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Reading Wonders Professional Development Collaborative Planning Sessions Curriculum Nights Reading remediation and Intervention Support Accountable Talk Training I-Ready Year 3 training and PD Precision vocabulary training Instructional Focus Guides Reading Recovery teachers

Plan to Monitor Progress Toward G8. `8`

Reading Recovery student data

> **Person Responsible**
> Steven Royce

> **Schedule**
> Quarterly, from 8/29/2016 to 6/2/2017

> ***Evidence of Completion***
> Data reviewed on each RR student

Plan to Monitor Progress Toward G8. `8`

I Ready student data

> **Person Responsible**
> Steven Royce

> **Schedule**
> Monthly, from 8/29/2016 to 6/2/2017

> ***Evidence of Completion***
> I ready teacher and student data towards proficiency

G9. Math -By the year 2017, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency. `1a`

🔍 G085484

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	52.0

Targeted Barriers to Achieving the Goal `3`

- Second year of a new math series

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Go Math program CPT sessions Professional Development IXL iReady Math reading resource teacher Math Rounding PD for each grade level

Plan to Monitor Progress Toward G9. `8`

Quarterly Progress Monitoring meetings

Person Responsible
Steven Royce

Schedule
Quarterly, from 10/21/2016 to 5/30/2017

Evidence of Completion
Progress Monitoring data Final student data

G10. Science - By the year 2017, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency. `1a`

🔑 G085485

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	36.0

Targeted Barriers to Achieving the Goal `3`

- Consistent science instruction across grade levels

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Science Fair Certified Science teacher on the Specials Wheel Fusion Science K-5 Suncoast Science Center RW Integration Science Committee and development of Science Calendar

Plan to Monitor Progress Toward G10. `8`

Quarterly data review
Science Committee input monthly

Person Responsible

Steven Royce

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Progress monitoring data Final student achievement data FCAT 2.0 Science data

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. By the year 2017, there will be a minimum of a 4 percentage point increase in math learning gains for the students in the lowest quartile. 1

🔍 G085476

G1.B3 Teacher depth of knowledge with Florida Math standards 2

🔍 B227307

G1.B3.S1 Teacher depth of knowledge with Florida Math standards and best instructional practices is crucial for student growth. Our current data, both in proficiency and learning gains indicates training is needed in this area. 4

🔍 S239828

Strategy Rationale

Our current data, both in proficiency and learning gains indicates training is needed in this area. With targeted PD and well designed CPT sessions, teacher practice and knowledge should improve. This will help all students, especially those who are struggling the most.

Action Step 1 5

Targeted Math PD and Math rounding to examine our instructional practices. Subs to be secured for quality PD. In addition instructional materials that meet standards to be used.

Person Responsible

Steven Royce

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Math rounding feedback and evidence of practice in classroom observations.

Action Step 2 5

Targeted Math PD and Math rounding to examine our instructional practices. In addition instructional materials that meet standards to be used.

Person Responsible

Steven Royce

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Math rounding feedback and evidence of practice in classroom observations.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Classroom observations

Person Responsible

Steven Royce

Schedule

Monthly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Pride form observations and classroom visits should demonstrate math PD in practice in the classrooms.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Classroom observations

Person Responsible

Steven Royce

Schedule

Monthly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Pride form observations and classroom visits should demonstrate math PD in practice in the classrooms.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Monthly schedule of observation to be completed by administrative team along with data reviews with teachers to monitor progress.

Person Responsible

Marya Annicelli

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Pride notes and observation spreadsheet, progress monitoring data at school, class, and individual students progress, CPT notes (admin 6X per year)

G2. By the year 2017, there will be a minimum of a 4 percentage point increase in ELA learning gains for the students in the lowest quartile. 1

🔑 G085477

G2.B4 Lack of foundational reading skills in the primary grades 2

🔑 B227311

G2.B4.S2 Reading Recovery to target those students who are weakest with foundational reading skills. 4

🔑 S239830

Strategy Rationale

Students who do not have key reading skills will continue to struggle in the upper grades. These students need an intensive focus on reading instruction.

Action Step 1 5

Daily intensive reading instruction from a Reading Recovery teacher

Person Responsible

Tamara Ellis

Schedule

Daily, from 9/5/2016 to 6/2/2017

Evidence of Completion

Reading Recovery student datas

Action Step 2 5

Daily intensive reading instruction from a Reading Recovery teacher

Person Responsible

Tamara Ellis

Schedule

Daily, from 9/5/2016 to 6/2/2017

Evidence of Completion

Reading Recovery student datas

Plan to Monitor Fidelity of Implementation of G2.B4.S2 `6`

Daily data collection on each Reading Recovery student.

Person Responsible

Tamara Ellis

Schedule

Daily, from 9/5/2016 to 6/2/2017

Evidence of Completion

Reading Recovery specific data on each student identified for the instruction.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 `7`

Reading Recovery staff have PD every Friday as well as weekly site visits

Person Responsible

Steven Royce

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Student data and classroom observations

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 `7`

Reading Recovery staff have PD every Friday as well as weekly site visits

Person Responsible

Steven Royce

Schedule

Weekly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Student data and classroom observations

G3. By the year 2017, there will be a minimum of a 4 percentage point increase in math learning gains. 1

🔑 G085478

G3.B2 Summer slide 2

🔑 B227313

G3.B2.S1 Research shows that over the summer students (especially from poverty) experience a summer slide in academics. Students often lose skills over the summer and teachers have to remedy this upon return. 4

🔑 S239831

Strategy Rationale

If we know that summer learning loss is an issue than it is imperative that we try to prevent it through quality instruction available over the summer.

Action Step 1 5

A summer academy will be expanded to include incoming K and first grade students

Person Responsible

Marya Annicelli

Schedule

Daily, from 6/12/2017 to 8/4/2017

Evidence of Completion

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

Regular class walk throughs to ensure quality instruction

Person Responsible

Marya Annicelli

Schedule

Daily, from 6/12/2017 to 8/4/2017

Evidence of Completion

Feedback to teachers regarding instruction and data monitoring of students enrolled

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

Students will be administered a pre test, progress monitoring, and post test at beginning and completion of the program.

Person Responsible

Tamara Ellis

Schedule

Monthly, from 6/12/2017 to 8/4/2017

Evidence of Completion

On the Mark test to determine progress through summer instruction

G4. By the year 2017, there will be a minimum of a 4 percentage point increase in ELA learning gains. `1`
🔍 G085479

G4.B2 Lack of adults in the home who can assist with HW and possible reinforcement of skills `2`
🔍 B227316

G4.B2.S1 Often times there is a lack of adults in the home that can offer academic support to students. `4`
🔍 S239832

Strategy Rationale

Students may need additional time and/or additional help with key skills in addition to their instructional day. An after school tutoring/remediation program will assist in this.

Action Step 1 `5`

After school tutoring

Person Responsible

Amy Baldwin

Schedule

Daily, from 11/1/2016 to 3/31/2017

Evidence of Completion

Summative student data at completion of the program

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

Daily monitoring of the after school instruction

Person Responsible

Amy Baldwin

Schedule

Daily, from 11/1/2016 to 3/31/2017

Evidence of Completion

I Ready data at each diagnostic window (1,2,3)

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

Daily monitoring of the tutoring for the after school program

Person Responsible

Amy Baldwin

Schedule

Daily, from 11/1/2016 to 3/31/2017

Evidence of Completion

I Ready data and profile reports for each student enrolled in after school tutoring. Diagnostic reports and progress monitoring reports monitored and shared with families for progress

G5. By the year 2017, Gocio will reduce its number of student day suspensions by 10% as measured by school wide data. 1

🔍 G085480

G5.B1 Learned behaviors 2

🔍 B227319

G5.B1.S4 Continued development and expansions of our PBS program. 4

🔍 S239836

Strategy Rationale

Gocio is working to refine our PBS plan to ensure there is a common language and system for student success.

Action Step 1 5

Continued development and expansion of our PBS program

Person Responsible

Amy Baldwin

Schedule

Monthly, from 9/5/2016 to 5/31/2017

Evidence of Completion

PBS committee notes and PBS action plan

Plan to Monitor Fidelity of Implementation of G5.B1.S4 6

PBS committee meetings will take place monthly for staff input and continued development of Gocio's PBS plan.

Person Responsible

Amy Baldwin

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

PBS agendas, committee notes and action plan, PBS created documents

Plan to Monitor Effectiveness of Implementation of G5.B1.S4 `7`

Discipline data to be monitored and shared monthly at PBS committee meetings

Person Responsible

Amy Baldwin

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Discipline data to be monitored monthly. Committee action plan to be reviewed annually to determine if goals were met.

G6. By the year 2017, Gocio will reduce its number of chronic absent students (18 days or more) by 10%. There will be a reduction in overall student absences by 10%. [1]

🔑 G085481

G6.B1 Family transportation/family situations [2]

🔑 B227321

G6.B1.S1 1. Clear attendance Plan in place to monitor 2. attendance Committee 3. Regular monitoring of attendance by teachers, suppport staff, and administration 4. School wide Incentives Gocio's strategies includes early communication with families regarding district transportation, other options to get students to school, and motivators for students to be on time and at school every day. [4]

🔑 S239837

Strategy Rationale

It will be vital to have students want to attend school and to encourage their families to get them there daily. We have developed a clear incentive program to motivate students to want to be at school every day. Regular monitoring is crucial to catch attendance concerns before they become chronic.

Action Step 1 [5]

School wide Attendance Incentive Program

Person Responsible

Karen Erikzon

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Class attendance totals

Action Step 2 [5]

SWST/Attendance Monitors will review attendance and take action on a weekly basis

Person Responsible

Marya Annicelli

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Regular review of attendance data school wide by grade level

Plan to Monitor Fidelity of Implementation of G6.B1.S1 `6`

Attendance will be rewarded weekly, both in the classroom through our Zoo Zingo program and weekly through the GNN News program.

Person Responsible

Karen Erikzon

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Classroom attendance charts and totals.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

1. Attendance totals will be monitored weekly to determine progress.
2. SWST reviews weekly and makes contact with teachers/recommendations

Person Responsible

Karen Erikzon

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Weekly progress monitoring and incentives provided for attendance.

G7. By the year 2016, increase parent involvement to 80%. This will be demonstrated by our families attending at least one parent conference with their child's teacher. `1`

🔍 G085482

G7.B2 language/communication `2`

🔍 B227324

G7.B2.S1 Offering translators at each parent conference when necessary. `4`

🔍 S239839

Strategy Rationale

Gocio's current Hispanic population is 52%. Many of our families first language is Spanish. In order for our families to receive important information regarding their child's academic progress we not only translate needed information, but we offer parent conferences with a Spanish translator. In addition we are hosting a parent conference evening this year to allow for families who work. We will conference with families until 8:00 in the evening.

Action Step 1 `5`

Translators to assist at family conference evenings.

Person Responsible

Amy Baldwin

Schedule

Daily, from 10/1/2016 to 10/30/2016

Evidence of Completion

Parent conference forms/parent attendance rate

Plan to Monitor Fidelity of Implementation of G7.B2.S1 `6`

Translator schedule posted for teachers, translators available at conferences and to translate academic reports and conference forms.

Person Responsible

Amy Baldwin

Schedule

Daily, from 10/3/2016 to 10/31/2016

Evidence of Completion

Sign up forms, parent conference forms, parent attendance rate

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 `7`

Determine the attendance rate of families attending parent conferences.

Person Responsible

Amy Baldwin

Schedule

On 10/31/2016

Evidence of Completion

The month of October we will be hosting parent conferences. Parent conference forms as well as overall attendance rate will be monitored.

G7.B2.S2 Agenda books `4`

🔑 S239840

Strategy Rationale

Teachers use our agenda books for daily communication with families to ensure that families are kept up to date on student academics.

Action Step 1 `5`

Agenda books for every student to ensure daily communication

Person Responsible

Steven Royce

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B2.S2 6

Teachers and students use agenda books daily as a communication tool

Person Responsible

Steven Royce

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Parent communication survey data

Plan to Monitor Effectiveness of Implementation of G7.B2.S2 7

Daily communication tool with parent and teachers

Person Responsible

Steven Royce

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

Parent surveys regarding communication

G8. ELA- By the year 2017, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency. [1]

🔍 G085483

G8.B1 Classroom teachers are often focused on remediation. There are significant gaps in student achievement. [2]

🔍 B227326

G8.B1.S1 1. On-going professional development in Reading Wonders series and standards based instruction. 2. CPT sessions aimed at areas of student weaknesses as well as identified areas of PD for staff. 3. I-Ready data and training to help guide instructional grouping and decision making. [4]

🔍 S239841

Strategy Rationale

Our staff is focused this year on participating in quality PD that will help raise the quality of instruction and rigor for our students. Continued focus on FSA, the specific reporting categories, and adherence to higher standards, as well as planning lessons that reach higher levels of DOK in daily instruction are critical elements to raise proficiency levels. Moving into our second year of I-Ready, our staff will continue to focus on data that helps make clear instructional decisions for students.

Action Step 1 [5]

Standards based PD

Person Responsible

Steven Royce

Schedule

Every 6 Weeks, from 8/22/2016 to 5/31/2017

Evidence of Completion

Lesson plans Classroom observations Progress monitoring data CPT sessions with administration working with grade level teams on standards based instruction

Action Step 2 `5`

Ongoing review of lesson plans and progress monitoring of school wide data.
I-Ready data reviews and PD. Small groups in ELA based on needs of students.

Person Responsible

Steven Royce

Schedule

Monthly, from 8/22/2016 to 5/31/2017

Evidence of Completion

Progress monitoring reports, data drops and sessions

Plan to Monitor Fidelity of Implementation of G8.B1.S1 `6`

Progress Monitoring meetings, Continual review of PD sessions, implementation of interventions and related support.

Person Responsible

Steven Royce

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

PD sessions CPT sessions and notes I-Ready data reviews Classroom walkthroughs and observations

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 `7`

Student assessment data results

Person Responsible

Steven Royce

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Student assessment results

G8.B1.S3 Two Reading Recovery teachers to work intensely with struggling readers 4

🔑 S239843

Strategy Rationale

Reading Recovery has been shown to have strong instructional gains in Title I schools for primary aged readers.

Action Step 1 5

Two Reading Recovery teachers to work with identified struggling readers

Person Responsible

Tamara Ellis

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Data collection on each students enrolled in Reading Recovery

Plan to Monitor Fidelity of Implementation of G8.B1.S3 6

Reading Recovery student data to determine student progress

Person Responsible

Steven Royce

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Student specific data to determine reading progress

Plan to Monitor Effectiveness of Implementation of G8.B1.S3 `7`

Reading Recovery teachers and student progress will be monitored monthly with EOY gains for each student documented.

Person Responsible

Steven Royce

Schedule

Annually, from 8/29/2016 to 6/2/2017

Evidence of Completion

Student specific reading data

G8.B2 Teachers have to continually work towards teaching at high levels, ensuring that students receive remediation in deficit areas, but also teach the grade level standards. `2`

🔍 B227327

G8.B2.S1 Additional reading resource positions to assist with targeted direct instruction. `4`

🔍 S239844

Strategy Rationale

Additional support is needed to effectively differentiate instruction with such a range of students.

Action Step 1 `5`

Intensive reading support

Person Responsible

Steven Royce

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Teacher schedules, Student FSA and I ready data

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

Daily intensive reading instruction through a push in and coaching model

Person Responsible

Steven Royce

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Lesson plans, walk throughs, progress monitoring

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 7

Progress monitoring of students data

Person Responsible

Steven Royce

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

I ready data and classroom data for students in grades 3,4,5

G8.B3 Wide range of skills of entering K students that often put them behind even upon entry. 2

🔑 B227328

G8.B3.S1 Owl Academy---For incoming K students to participate in a K academy focused on entering K skills as well as incoming grade 1 students. 4

🔑 S239845

Strategy Rationale

Close the gap with entering K students and students entering grade 1.

Action Step 1 5

Provide quality entering K instruction.

Person Responsible

Tamara Ellis

Schedule

Daily, from 6/12/2017 to 8/4/2017

Evidence of Completion

Pre and post data with participating students.

Plan to Monitor Fidelity of Implementation of G8.B3.S1 6

Walkthroughs and progress monitoring of students enrolled

Person Responsible

Marya Annicelli

Schedule

Biweekly, from 6/12/2017 to 8/4/2017

Evidence of Completion

Progress monitoring data pf students enrolled in OWL Academy

Plan to Monitor Effectiveness of Implementation of G8.B3.S1 `7`

Daily walkthroughs and progress monitoring of students

Person Responsible

Marya Annicelli

Schedule

Weekly, from 6/12/2017 to 8/4/2017

Evidence of Completion

Pre and post data on students enrolled.

G9. Math -By the year 2017, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency. 1

🔑 G085484

G9.B1 Second year of a new math series 2

🔑 B227329

G9.B1.S1 1. On-going Professional Development and teacher collaborations 2. Go Math training and collaboration through One Note 3. I-Ready PD and review of data to help guide instruction 4. Intervention and remediation support with math resource teacher 4

🔑 S239846

Strategy Rationale

Trainings on Go Math and Florida math standards as well as collaboration among teams will be critical in our second year. Gocio works with our Math District Specialist for additional PD in this area. We will continue to work with I-Ready PD representative to understand the data to make the best instructional decisions for students. CPT sessions focused on high quality instructional strategies will be instrumental.

Action Step 1 5

Collaborative planning
Ongoing review of student data
I-Ready PD
Go Math PD
Math Intervention support

Person Responsible

Steven Royce

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Lesson plans Teacher observations Progress monitoring data I-Ready data

Plan to Monitor Fidelity of Implementation of G9.B1.S1 `6`

Curriculum meetings to discuss implementation of research-based math strategies
Regularly scheduled data sessions to review student academic progress

Person Responsible

Steven Royce

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Lesson plans, teacher observations Data documentation Curriculum Team Leader meetings

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 `7`

Progress Monitoring data
Review of data
CPT and planning session notes

Person Responsible

Steven Royce

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Benchmark tests, FSA data, formative assessments

G10. Science - By the year 2017, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency. 1

🔑 G085485

G10.B1 Consistent science instruction across grade levels 2

🔑 B227332

G10.B1.S1 Fusion Science K-5 Suncoast Science Center Science Lab (Specials) Science school wide Calendar 4

🔑 S239848

Strategy Rationale

By partnering with a local community non profit that focuses on Science, we plan to provide more engaging, hands on lessons for students to master the science standards. In addition this will be the first year Gocio has a certified Science teacher on the wheel.

Action Step 1 5

Benchmark Assesments
Pride Observations
Walk Throughs during Science Instruction
Quality Science instruction
Collaboration with Suncoast Science Center and the Florida House

Person Responsible

Steven Royce

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Progress Monitoring data Pride Documentation Lesson Planning PD opportunities

Plan to Monitor Fidelity of Implementation of G10.B1.S1 `6`

Monitoring of science data
Data sessions
Pride observations

Person Responsible

Steven Royce

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Benchmark Assessments Observation documentation Lesson plans

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 `7`

Progress monitoring of student data
Feedback from staff

Person Responsible

Steven Royce

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Benchmark data Final student data Staff feedback/surveys/input

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G7.B2.S1.A1 A310548	Translators to assist at family conference evenings.	Baldwin, Amy	10/1/2016	Parent conference forms/parent attendance rate	10/30/2016 daily
G7.B2.S1.MA1 M318331	Determine the attendance rate of families attending parent conferences.	Baldwin, Amy	10/31/2016	The month of October we will be hosting parent conferences. Parent conference forms as well as overall attendance rate will be monitored.	10/31/2016 one-time
G7.B2.S1.MA1 M318332	Translator schedule posted for teachers, translators available at conferences and to translate...	Baldwin, Amy	10/3/2016	Sign up forms, parent conference forms, parent attendance rate	10/31/2016 daily
G4.MA1 M318320	I Ready reports to monitor growth and levels of proficiency	Baldwin, Amy	11/1/2016	I Ready reports for each student enrolled.	3/31/2017 monthly
G4.B2.S1.MA1 M318318	Daily monitoring of the tutoring for the after school program	Baldwin, Amy	11/1/2016	I Ready data and profile reports for each student enrolled in after school tutoring. Diagnostic reports and progress monitoring reports monitored and shared with families for progress	3/31/2017 daily
G4.B2.S1.MA1 M318319	Daily monitoring of the after school instruction	Baldwin, Amy	11/1/2016	I Ready data at each diagnostic window (1,2,3)	3/31/2017 daily
G4.B2.S1.A1 A310540	After school tutoring	Baldwin, Amy	11/1/2016	Summative student data at completion of the program	3/31/2017 daily
G9.MA1 M318352	Quarterly Progress Monitoring meetings	Royce, Steven	10/21/2016	Progress Monitoring data Final student data	5/30/2017 quarterly
G5.MA1 M318325	Ongoing progress monitoring of project data and end of year data	Annicelli, Marya	9/1/2016	Final PBS Committee notes and progress Final discipline data Feedback regarding PBS activities and events	5/31/2017 monthly
G8.B1.S1.A1 A310550	Standards based PD	Royce, Steven	8/22/2016	Lesson plans Classroom observations Progress monitoring data CPT sessions with administration working with grade level teams on standards based instruction	5/31/2017 every-6-weeks
G8.B1.S1.A2 A310551	Ongoing review of lesson plans and progress monitoring of school wide data. I-Ready data reviews...	Royce, Steven	8/22/2016	Progress monitoring reports, data drops and sessions	5/31/2017 monthly
G5.B1.S4.MA1 M318323	Discipline data to be monitored and shared monthly at PBS committee meetings	Baldwin, Amy	9/1/2016	Discipline data to be monitored monthly. Committee action plan to be reviewed annually to determine if goals were met.	5/31/2017 monthly
G5.B1.S4.MA1 M318324	PBS committee meetings will take place monthly for staff input and continued development of Gocio's...	Baldwin, Amy	9/1/2016	PBS agendas, committee notes and action plan, PBS created documents	5/31/2017 monthly
G5.B1.S4.A1 A310543	Continued development and expansion of our PBS program	Baldwin, Amy	9/5/2016	PBS committee notes and PBS action plan	5/31/2017 monthly
G1.MA1 M318310	School, class, and individual students performance data. PRIDE notes, schedules, and observations.	Royce, Steven	8/29/2016	Progress monitoring data, PRIDE observations, student final data	6/2/2017 monthly
G2.MA1 M318314	Reading Recovery student data	Ellis, Tamara	9/5/2016	Student data is collected by the teacher daily, and will be shared with administration monthly as to the progress of each RR student.	6/2/2017 monthly
G6.MA1 M318328	Attendance data will be collected weekly and shared with teachers. Attendance Committee meets...	Annicelli, Marya	8/29/2016	Attendance database and spreadsheet from month to month, as well as compared to previous year.	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.MA1 M318335	Parent attendance logs for all family events	Royce, Steven	8/22/2016	Parent attendance logs	6/2/2017 semiannually
G8.MA1 M318346	Reading Recovery student data	Royce, Steven	8/29/2016	Data reviewed on each RR student	6/2/2017 quarterly
G8.MA2 M318347	I Ready student data	Royce, Steven	8/29/2016	I ready teacher and student data towards proficiency	6/2/2017 monthly
G10.MA1 M318355	Quarterly data review Science Committee input monthly	Royce, Steven	8/29/2016	Progress monitoring data Final student achievement data FCAT 2.0 Science data	6/2/2017 monthly
G1.B3.S1.MA1 M318307	Monthly schedule of observation to be completed by administrative team along with data reviews with...	Annicelli, Marya	8/29/2016	Pride notes and observation spreadsheet, progress monitoring data at school, class, and individual students progress, CPT notes (admin 6X per year)	6/2/2017 monthly
G1.B3.S1.MA1 M318308	Classroom observations	Royce, Steven	9/2/2016	Pride form observations and classroom visits should demonstrate math PD in practice in the classrooms.	6/2/2017 monthly
G1.B3.S1.MA1 M318309	Classroom observations	Royce, Steven	9/2/2016	Pride form observations and classroom visits should demonstrate math PD in practice in the classrooms.	6/2/2017 monthly
G1.B3.S1.A1 A310534	Targeted Math PD and Math rounding to examine our instructional practices. Subs to be secured for...	Royce, Steven	8/29/2016	Math rounding feedback and evidence of practice in classroom observations.	6/2/2017 monthly
G1.B3.S1.A2 A310535	Targeted Math PD and Math rounding to examine our instructional practices. In addition...	Royce, Steven	8/29/2016	Math rounding feedback and evidence of practice in classroom observations.	6/2/2017 monthly
G6.B1.S1.MA1 M318326	1. Attendance totals will be monitored weekly to determine progress. 2. SWST reviews weekly and...	Erikzon, Karen	8/29/2016	Weekly progress monitoring and incentives provided for attendance.	6/2/2017 weekly
G6.B1.S1.MA1 M318327	Attendance will be rewarded weekly, both in the classroom through our Zoo Zingo program and weekly...	Erikzon, Karen	8/29/2016	Classroom attendance charts and totals.	6/2/2017 weekly
G6.B1.S1.A1 A310544	School wide Attendance Incentive Program	Erikzon, Karen	8/29/2016	Class attendance totals	6/2/2017 weekly
G6.B1.S1.A2 A310545	SWST/Attendance Monitors will review attendance and take action on a weekly basis	Annicelli, Marya	8/29/2016	Regular review of attendance data school wide by grade level	6/2/2017 weekly
G8.B1.S1.MA1 M318336	Student assessment data results	Royce, Steven	8/29/2016	Student assessment results	6/2/2017 monthly
G8.B1.S1.MA1 M318337	Progress Monitoring meetings, Continual review of PD sessions, implementation of interventions and...	Royce, Steven	8/29/2016	PD sessions CPT sessions and notes I-Ready data reviews Classroom walkthroughs and observations	6/2/2017 monthly
G8.B2.S1.MA1 M318342	Progress monitoring of students data	Royce, Steven	8/29/2016	I ready data and classroom data for students in grades 3,4,5	6/2/2017 quarterly
G8.B2.S1.MA1 M318343	Daily intensive reading instruction through a push in and coaching model	Royce, Steven	8/29/2016	Lesson plans, walk throughs, progress monitoring	6/2/2017 daily
G8.B2.S1.A1 A310554	Intensive reading support	Royce, Steven	8/29/2016	Teacher schedules, Student FSA and I ready data	6/2/2017 daily
G9.B1.S1.MA1 M318348	Progress Monitoring data Review of data CPT and planning session notes	Royce, Steven	8/29/2016	Benchmark tests, FSA data, formative assessments	6/2/2017 monthly
G9.B1.S1.MA1 M318349	Curriculum meetings to discuss implementation of research-based math strategies Regularly...	Royce, Steven	8/29/2016	Lesson plans, teacher observations Data documentation Curriculum Team Leader meetings	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G9.B1.S1.A1 🔍 A310556	Collaborative planning Ongoing review of student data I-Ready PD Go Math PD Math Intervention...	Royce, Steven	8/29/2016	Lesson plans Teacher observations Progress monitoring data I-Ready data	6/2/2017 monthly
G10.B1.S1.MA1 🔍 M318353	Progress monitoring of student data Feedback from staff	Royce, Steven	8/29/2016	Benchmark data Final student data Staff feedback/surveys/input	6/2/2017 monthly
G10.B1.S1.MA1 🔍 M318354	Monitoring of science data Data sessions Pride observations	Royce, Steven	8/29/2016	Benchmark Assessments Observation documentation Lesson plans	6/2/2017 monthly
G10.B1.S1.A1 🔍 A310558	Benchmark Assesments Pride Observations Walk Throughs during Science Instruction Quality Science...	Royce, Steven	8/29/2016	Progress Monitoring data Pride Documentation Lesson Planning PD opportunities	6/2/2017 monthly
G2.B4.S2.MA1 🔍 M318311	Reading Recovery staff have PD every Friday as well as weekly site visits	Royce, Steven	9/5/2016	Student data and classroom observations	6/2/2017 weekly
G2.B4.S2.MA1 🔍 M318312	Reading Recovery staff have PD every Friday as well as weekly site visits	Royce, Steven	9/5/2016	Student data and classroom observations	6/2/2017 weekly
G2.B4.S2.MA1 🔍 M318313	Daily data collection on each Reading Recovery student.	Ellis, Tamara	9/5/2016	Reading Recovery specific data on each student identified for the instruction.	6/2/2017 daily
G2.B4.S2.A1 🔍 A310537	Daily intensive reading instruction from a Reading Recovery teacher	Ellis, Tamara	9/5/2016	Reading Recovery student datas	6/2/2017 daily
G2.B4.S2.A2 🔍 A310538	Daily intensive reading instruction from a Reading Recovery teacher	Ellis, Tamara	9/5/2016	Reading Recovery student datas	6/2/2017 daily
G7.B2.S2.MA1 🔍 M318333	Daily communication tool with parent and teachers	Royce, Steven	8/22/2016	Parent surveys regarding communication	6/2/2017 daily
G7.B2.S2.MA1 🔍 M318334	Teachers and students use agenda books daily as a communication tool	Royce, Steven	8/22/2016	Parent communication survey data	6/2/2017 daily
G7.B2.S2.A1 🔍 A310549	Agenda books for every student to ensure daily communication	Royce, Steven	8/22/2016		6/2/2017 daily
G8.B1.S3.MA1 🔍 M318340	Reading Recovery teachers and student progress will be monitored monthly with EOY gains for each...	Royce, Steven	8/29/2016	Student specific reading data	6/2/2017 annually
G8.B1.S3.MA1 🔍 M318341	Reading Recovery student data to determine student progress	Royce, Steven	8/29/2016	Student specific data to determine reading progress	6/2/2017 quarterly
G8.B1.S3.A1 🔍 A310553	Two Reading Recovery teachers to work with identified struggling readers	Ellis, Tamara	8/29/2016	Data collection on each students enrolled in Reading Recovery	6/2/2017 monthly
G3.MA1 🔍 M318317	On the Mark Test information and I Ready information	Ellis, Tamara	6/12/2017	On the Mark will be used as a pre and post test. I Ready will be used for incoming first as progress monitoring data through the summer.	8/4/2017 monthly
G3.B2.S1.MA1 🔍 M318315	Students will be administered a pre test, progress monitoring, and post test at beginning and...	Ellis, Tamara	6/12/2017	On the Mark test to determine progress through summer instruction	8/4/2017 monthly
G3.B2.S1.MA1 🔍 M318316	Regular class walk throughs to ensure quality instruction	Annicelli, Marya	6/12/2017	Feedback to teachers regarding instruction and data monitoring of students enrolled	8/4/2017 daily
G3.B2.S1.A1 🔍 A310539	A summer academy will be expanded to include incoming K and first grade students	Annicelli, Marya	6/12/2017		8/4/2017 daily
G8.B3.S1.MA1 🔍 M318344	Daily walkthroughs and progress monitoring of students	Annicelli, Marya	6/12/2017	Pre and post data on students enrolled.	8/4/2017 weekly
G8.B3.S1.MA1 🔍 M318345	Walkthroughs and progress monitoring of students enrolled	Annicelli, Marya	6/12/2017	Progress monitoring data pf students enrolled in OWL Academy	8/4/2017 biweekly
G8.B3.S1.A1 🔍 A310555	Provide quality entering K instruction.	Ellis, Tamara	6/12/2017	Pre and post data with participating students.	8/4/2017 daily

V. Professional Development Opportunities

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

G1. By the year 2017, there will be a minimum of a 4 percentage point increase in math learning gains for the students in the lowest quartile.

G1.B3 Teacher depth of knowledge with Florida Math standards

G1.B3.S1 Teacher depth of knowledge with Florida Math standards and best instructional practices is crucial for student growth. Our current data, both in proficiency and learning gains indicates training is needed in this area.

PD Opportunity 1

Targeted Math PD and Math rounding to examine our instructional practices. Subs to be secured for quality PD. In addition instructional materials that meet standards to be used.

Facilitator

Landings staff Math curriculum specialist Administration

Participants

All teachers

Schedule

Monthly, from 8/29/2016 to 6/2/2017

PD Opportunity 2

Targeted Math PD and Math rounding to examine our instructional practices. In addition instructional materials that meet standards to be used.

Facilitator

Landings staff Math curriculum specialist Administration

Participants

All teachers

Schedule

Monthly, from 8/29/2016 to 6/2/2017

G2. By the year 2017, there will be a minimum of a 4 percentage point increase in ELA learning gains for the students in the lowest quartile.

G2.B4 Lack of foundational reading skills in the primary grades

G2.B4.S2 Reading Recovery to target those students who are weakest with foundational reading skills.

PD Opportunity 1

Daily intensive reading instruction from a Reading Recovery teacher

Facilitator

Reading Recovery trainers

Participants

Jamie Ward, Tamara Ellis

Schedule

Daily, from 9/5/2016 to 6/2/2017

PD Opportunity 2

Daily intensive reading instruction from a Reading Recovery teacher

Facilitator

Reading Recovery trainers

Participants

Jamie Ward, Tamara Ellis

Schedule

Daily, from 9/5/2016 to 6/2/2017

G8. ELA- By the year 2017, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency.

G8.B1 Classroom teachers are often focused on remediation. There are significant gaps in student achievement.

G8.B1.S1 1. On-going professional development in Reading Wonders series and standards based instruction. 2. CPT sessions aimed at areas of student weaknesses as well as identified areas of PD for staff. 3. I-Ready data and training to help guide instructional grouping and decision making.

PD Opportunity 1

Standards based PD

Facilitator

Administration

Participants

Teachers and Administration

Schedule

Every 6 Weeks, from 8/22/2016 to 5/31/2017

PD Opportunity 2

Ongoing review of lesson plans and progress monitoring of school wide data. I-Ready data reviews and PD. Small groups in ELA based on needs of students.

Facilitator

I-Ready PD representative Administration

Participants

All Staff

Schedule

Monthly, from 8/22/2016 to 5/31/2017

G8.B1.S3 Two Reading Recovery teachers to work intensely with struggling readers

PD Opportunity 1

Two Reading Recovery teachers to work with identified struggling readers

Facilitator

District trainers

Participants

Tamara Ellis, Jaime Ward

Schedule

Monthly, from 8/29/2016 to 6/2/2017

G9. Math -By the year 2017, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency.

G9.B1 Second year of a new math series

G9.B1.S1 1. On-going Professional Development and teacher collaborations 2. Go Math training and collaboration through One Note 3. I-Ready PD and review of data to help guide instruction 4. Intervention and remediation support with math resource teacher

PD Opportunity 1

Collaborative planning Ongoing review of student data I-Ready PD Go Math PD Math Intervention support

Facilitator

Sue D'Angelo Administration I-Ready Rep

Participants

Classroom teachers, Grades K - 5

Schedule

Monthly, from 8/29/2016 to 6/2/2017

G10. Science - By the year 2017, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency.

G10.B1 Consistent science instruction across grade levels

G10.B1.S1 Fusion Science K-5 Suncoast Science Center Science Lab (Specials) Science school wide Calendar

PD Opportunity 1

Benchmark Assesments Pride Observations Walk Throughs during Science Instruction Quality Science instruction Collaboration with Suncoast Science Center and the Florida House

Facilitator

Administration/Suncoast Science Center

Participants

Classroom teachers/Support Staff

Schedule

Monthly, from 8/29/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Targeted Math PD and Math rounding to examine our instructional practices. Subs to be secured for quality PD. In addition instructional materials that meet standards to be used.				$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400		0261 - Gocio Elementary School	Title I, Part A		$25,000.00
2	G1.B3.S1.A2	Targeted Math PD and Math rounding to examine our instructional practices. In addition instructional materials that meet standards to be used.				$21,267.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000		0261 - Gocio Elementary School	Title I, Part A		$21,267.00
3	G10.B1.S1.A1	Benchmark Assesments Pride Observations Walk Throughs during Science Instruction Quality Science instruction Collaboration with Suncoast Science Center and the Florida House				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0261 - Gocio Elementary School	Title I, Part A		$10,000.00
			Notes: Acct 4421 Flexible Direct Instruction			
4	G2.B4.S2.A1	Daily intensive reading instruction from a Reading Recovery teacher				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0261 - Gocio Elementary School			$0.00
5	G2.B4.S2.A2	Daily intensive reading instruction from a Reading Recovery teacher				$0.00
6	G3.B2.S1.A1	A summer academy will be expanded to include incoming K and first grade students				$57,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5500		0261 - Gocio Elementary School	Title I, Part A		$57,200.00
7	G4.B2.S1.A1	After school tutoring				$0.00
8	G5.B1.S4.A1	Continued development and expansion of our PBS program				$0.00
9	G6.B1.S1.A1	School wide Attendance Incentive Program				$5,148.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	0000		0261 - Gocio Elementary School	Title I, Part A		$5,148.00
			Notes: Acct code 4421-Title 1			
10	G6.B1.S1.A2	**SWST/Attendance Monitors will review attendance and take action on a weekly basis**				**$0.00**
11	G7.B2.S1.A1	**Translators to assist at family conference evenings.**				**$8,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150		0261 - Gocio Elementary School	Title I, Part A		$8,000.00
12	G7.B2.S2.A1	**Agenda books for every student to ensure daily communication**				**$0.00**
13	G8.B1.S1.A1	**Standards based PD**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	0000		0261 - Gocio Elementary School	Title I, Part A		$0.00
			Notes: Acct 4421-Title 1 In house Reading expert/PD on staff			
14	G8.B1.S1.A2	**Ongoing review of lesson plans and progress monitoring of school wide data. I-Ready data reviews and PD. Small groups in ELA based on needs of students.**				**$224,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	0261 - Gocio Elementary School	Title I, Part A		$224,000.00
15	G8.B1.S3.A1	**Two Reading Recovery teachers to work with identified struggling readers**				**$212,900.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0261 - Gocio Elementary School	Title I, Part A		$212,900.00
16	G8.B2.S1.A1	**Intensive reading support**				**$134,700.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	0261 - Gocio Elementary School	Title I, Part A		$134,700.00
17	G8.B3.S1.A1	**Provide quality entering K instruction.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0261 - Gocio Elementary School	Title I, Part A		$0.00
			Notes: Title I			

18	G9.B1.S1.A1	Collaborative planning Ongoing review of student data I-Ready PD Go Math PD Math Intervention support				$75,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	0000		0261 - Gocio Elementary School	Title I, Part A		$75,500.00
			Notes: Acct 4421 Title I dollars used for grade specific CPT in reading and math Data Driven lesson design			
					Total:	$773,715.00