

Fruitville Elementary School



2016-17 Schoolwide Improvement Plan

Fruitville Elementary School

601 HONORE AVE, Sarasota, FL 34232

www.sarasotacountyschools.net/fruitville

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	No	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

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

**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>.

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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 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 Fruitville 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.

Fruitville Elementary wants all students to achieve at their academic potential, to love learning, to feel valued as individuals, and to develop healthy self-esteem and good citizenship in a safe environment. We also want parents and community members to feel welcomed and be an integral part of the learning environment.

b. Provide the school's vision statement.

Fruitville will prepare students to achieve the highest learning standards by engaging and supporting an enthusiastic, empathetic, high quality staff that tries to meet the needs of each individual child. We involve parents as partners in their children's educations, and work collaboratively with the community.

2. School Environment

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

Upon registering, all families are given the Home-Language Survey to collect information. When applicable, documents are sent to families in their native languages. Students that qualify for ESOL program participate daily to weekly with this program. ESOL nights are planned throughout the year to celebrate diversity among our families. Parent nights are held in Spanish when applicable.

At Fruitville all teachers all teachers hold a parent conference within the first quarter with each family where they share student performance data and other pertinent information. Families are able to share information about their students with teachers to help strengthen relationships and build the home-to-school connection.

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

Fruitville follows district guidelines for allowing visitors on campus. Students and teachers are aware that all visitors must be wearing a RAPTOR badge. Teachers establish procedures and expectations both behaviorally and academically. On a physical level, all classrooms are kept locked during the school day. Entrance and exit is solely through the front doors by which check in is required through Raptor system. Local law enforcement team has conducted an evaluation and updated maps for emergency purposes. Fire inspector regularly inspects the school to ensure compliance with fire safety regulations.

The following programs are aligned with character education. The learning environment encourages empathy, support, safety to take risks, and respectful discourse as it pertains to the study of core academics.

- Restorative Justice Circles
- Kelso's Choices (K-2)
- Second Step
- Lunch bunch groups

Fruitville has initiated the Stand Up to Stand Out program that provides kids with information and tools to combat bullying.

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.

School-wide expectations are posted in each classroom and are carefully explained to students along with consequences for failure to follow these rules. The Code of Student Conduct signed by both student and parent should be referenced. Behavior which is inconsistent with the Code of Student Conduct will be corrected as needed. The disciplinary actions are described and explained in the Code of Student Conduct.

A concerted effort to accentuate the positive and eliminate the negative is a focus of the Fruitville's RRR's PBS program. This program creates a positive, proactive approach to discipline. The focus in all settings is the promotion of appropriate behaviors and the prevention of disciplinary problems before they occur.

The Second Steps program is being used to teach social skills to tier I and tier II students. The Social Thinking program is used throughout our ESE cluster classrooms.

Behavior discipline data is collected and analyzed on an ongoing basis by administration, behavior specialist and the support team.

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.

The school counselor is used to provide support to students in multiple ways. Counseling is provided in small group settings and one-on-one sessions. CAARS is provided to students as indicated on their I.E.P.S. Whole group lessons are also provided throughout the school year as appropriate. Outside agencies also provide support to our teachers and students through whole group lessons. Fruitville also has a wonderful mentoring program that many of the staff participates in. Participating staff members are paired with a child and meet weekly in various settings to mentor selected students. Recently, SEDNET has provided a pertinent link in providing support for referring students to outside agencies.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

Student behavior and attendance data is tracked monthly. Interventions are planned to support students when necessary. Tier 2 and 3 academic, behavior, and attendance interventions are monitored regularly. Interventions are adjusted as needed. The MTSS/CARE team process is used to problem solve early warning signs. Communication with families occurs throughout this process.

The office of Research, Assessment and Evaluation has created an Early Warning report that also helps gather data.

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	19	12	11	7	9	12	0	0	0	0	0	0	0	70
One or more suspensions	3	0	2	1	3	3	0	0	0	0	0	0	0	12
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	7	17	22	0	0	0	0	0	0	0	46
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	1	2	0	0	0	0	0	0	0	3

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

All staff members have been trained in the MTSS process. Teams meet weekly to discuss student performance data (academic, behavioral, and attendance). Student data is monitored and tracked to look at performance and identify trends. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess instructional interventions.

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

Fruitville is lucky to have great parental involvement. Those who are registered serve as volunteers in the classroom to support student learning. The school also utilizes the Student Advisory Council, PTO, and Fruitville D.A.D.S. group to support the mission and vision of the school. Throughout the school year, the school will present both academic and social-emotional topics to keep families abreast of new initiatives and programs that would benefit their children. A monthly newsletter which speaks to academics, operations, and school community related news items is presented on the school website. The school has a Facebook account with weekly updates. Connect Ed and REMIND are used to inform parents of upcoming events. This year we will conduct parenting workshops which cover a variety of topics. These topics include: Parent portal, ESOL, AT-Risk information night, FSA assessments, math instruction, and children's safety.

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.

The school and the PTO have an active and positive relationship with the community and local businesses. Fruitville has numerous events and activities that are designed to be supported by and in collaboration with the local community and related businesses. Fruitville has a large number of business partners who work collaboratively with the school to help generate resources to support the overall academic and extra-curricular efforts of the school population.

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
French, Steven	Principal
Spinale, Melissa	School Counselor
Menard, Amy	Other
Jaquette, Julie	Other
Burger, Stephanie	Attendance/Social Work
Whitten, Kim	Other
Hannon, Jamie	Assistant Principal
Portnowitz, Gina	Psychologist
Rogers-Hehr, Christina	School Counselor
Kramer, Kate	Teacher, K-12
Ard, Danielle	Teacher, ESE

b. Duties

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

Steven French - Principal- Administrative support

Jamie Hannon- Assistant Principal

Melissa Spianale/Christina Rogers-Hehr - Guidance Counselor- 504/CARE facilitator

Kate Kramer/Julie Jaquette - Behavior Specialist/Liaison - MTSS facilitator,

Stephanie Burger- School Social Worker,

Gina Portnowitz- School Psychologist

Amy Menard/Danielle Ard - Liaison/ESE resource

Kim Whitten - ESOL Liaison

The role of the RtI/MTSS team at Fruitville Elementary is to analyze relevant school data for the purpose of problem analysis,intervention development, and goal setting in order to develop and implement the SIP plan. Florida's Continuous Improvement Model (FCIM) guides our discussions.

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.

The Response to Intervention (RtI) team also known as Multi-Tiered System of Supports (MTSS) collaborates once a week to discuss existing data and information, identify students' needs, problem solve, and to make recommendations for future activities in regard to student's academic performance, behavior, attendance, and overall school-wide adjustment. The RtI / MTSS designates a member of the team to work with each grade level one time per week to discuss individual students and progress monitoring data. Based on the data review, instructional strategies are identified and a timeline of implantation will be constructed

The Title II funds that we receive will be used to provide subs for our teachers to attend professional development activities and collaborate on best instructional practices and improve overall student performance.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jamie Hannon AP	Principal
Melissa Fraley	Teacher
Bonnie Mitchell	Teacher
Corinne Pansulla	Education Support Employee
Jan Sutter	Parent
Jose Flores	Parent
Daniel Hernandez	Parent
Nicholas Chipurnoi	Business/Community
Brooke Cherry	Student
Roxanne Jorgensen	Student
Mike Henry	Parent

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

At the first SAC meeting held on September 27, 2016, the assistant principal shared data pertaining to the School Improvement Plan goals and student performance. The Assistant Principal also shared that teaching staff aligns their Individual Professional Development Plan (IPDP) to the SIP.

b. Development of this school improvement plan

The SAC committee meets monthly. They are charged with routinely reviewing school-wide progress monitoring data and summative data (FSA) of Florida's high-stakes testing. Recommendations for improving programs through high impact strategies have come from these meetings. The SAC committee also reviews and renders final approval of the yearly School Improvement Plan, the annual

Parent Involvement Plan, budgets and other needs assessment data to improve the overall program effectiveness and impact on student learning.

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

The annual budget is reviewed and approved annually by SAC. In addition, the SAC will discuss and review the spending of any SIP funds as well as the operating and supplement budget of the school.

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

There were no school improvement funds allocated to date for the 2015-2016 school year. There is a small budget to support SAC this school year.

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.

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
French, Steven	Principal
Spinale, Melissa	Other
Butler, Laurie	Teacher, K-12
Durst, Julie	Teacher, K-12
Atha, Pam	Teacher, K-12
Hannon, Jamie	Assistant Principal
Rice, DeeDee	Teacher, K-12
Jaffee, Andrew	Teacher, K-12
Chipurnoi, Michala	Teacher, K-12
Stallings, Charlorre	Teacher, K-12

b. Duties

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

The primary initiative of the LLT will be monitoring the implementation of the Florida Standards in grades K-5. The team will also monitor effective implementation of the reading/language arts curriculum (Reading Wonders), monitor the implementation and pacing of the ELA Instructional Focus Guides and review school-wide reading progress monitoring data. The school will also promote Accelerated Reader and provide incentives for points and proficiency.

D. Public and Collaborative Teaching

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

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

The master school schedule is designed in a manner that allows for collaborative planning among grade level teachers. Teachers meet together once a week to plan instruction, common assessments, review standards and curriculum as well as analyze data.

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

Use of PRIDE Evaluation System

Regular meetings with new teachers (30 day and 90 day)

Partner new teachers with qualified veteran staff member(mentoring)

Provide professional development to all staff members

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

Our school participates in the district wide SCIP mentoring program which provides all new teachers with an induction program to the district as well as a teacher mentor at our school. The mentor serves in the capacity to assist the new teacher with the transition to our school and/or the profession. Pairings are based on similar grade levels so mentor and mentee can plan together for instruction. There are monthly SCIP meetings to bring new teachers up to speed on district and school initiatives. In addition we have a district personnel who are assigned on an "as needed" basis to help coach instructional best practices.

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.

The school uses district adopted curriculum materials for core instruction. Grade level teams also use the district created Instructional Focus Guides to select appropriate resources 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.

Each grade level team uses common assessments. Progress monitoring spreadsheets have been created to track student performance data. Teams meet regularly to analyze data, plan intervention and extension activities and review progress of student interventions. The principal and assistant principal hold quarterly data chats to analyze data with teachers individually. The school utilizes the SWST/CARE process as directed by Sarasota County Schools.

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: Extended School Day

Minutes added to school year: 30,240

We offer a large variety of enrichment and academic opportunities. These areas include: Running Club, Chess Club, Violin, Drama Kids, Wordsmith, Chorus, Art Club, Math Club, Reading Club, Writing Club, Soccer Club, Spanish Club, computer programming and tutoring.

Strategy Rationale

We believe that extending the school day for students with academic and enriching activities will improve student achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

French, Steven , steven.french@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 overall effectiveness of the programs. The academic based programs will use school wide progress monitoring data to determine how students are performing towards mastery of their goals.

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. Â§ 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.

Every year we hold an annual K roundup that offers parents best practices, tips, and insight as to ways they can aide in effective transitions from Pre-K to K. In addition,our school implements a screening program over the summer to identify student readiness and allows teachers to instruct at appropriate instructional levels from day 1 of school.

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. Â§ 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.

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" 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 4%-point increase for all students when less than 70% are currently demonstrating proficiency (across levels 3,4 & 5) on FCAT 2.0 Science.
- G2.** By the year 2017, there will be a minimum of a 2%-point increase for all student groups where 70% or more are currently demonstrating proficiency (across 3,4 & 5) on FSA ELA.
- G3.** By the year 2017, there will be a minimum of 4%-point increase for all students when less than 70% are currently demonstrating an annual learning gain on FSA ELA.
- G4.** By the year 2017, there will be a minimum of a 4%-point increase in the number of students demonstrating a learning gain in the lowest quartile on FSA ELA.
- G5.** By the year 2017, there will be a minimum of a 2%-point increase for all student groups where 70% or more are currently demonstrating proficiency (across 3,4 & 5) on FSA Math.
- G6.** By the year 2017, there will be a minimum of 4%-point increase for all students when less than 70% are currently demonstrating an annual learning gain on FSA Math.
- G7.** By the year 2017, there will be a minimum of a 4%-point increase in the number of students demonstrating a learning gain in the lowest quartile on FSA Math.
- G8.** By the year 2017, we will reduce or maintain 1% of students who receive an out-of-school suspension.

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 4%-point increase for all students when less than 70% are currently demonstrating proficiency (across levels 3,4 & 5) on FCAT 2.0 Science. 1a

G085708

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0

Targeted Barriers to Achieving the Goal 3

- Lack of Science inquiry skills, vocabulary and questioning

Resources Available to Help Reduce or Eliminate the Barriers 2

- Science lab teacher, district curriculum specialist, Science Fair,

Plan to Monitor Progress Toward G1. 8

Progress monitoring data

Person Responsible

Jamie Hannon

Schedule

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

Evidence of Completion

progress monitoring data, FCAT science 2.0

G2. By the year 2017, there will be a minimum of a 2%-point increase for all student groups where 70% or more are currently demonstrating proficiency (across 3,4 & 5) on FSA ELA. 1a

G085709

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	77.0

Targeted Barriers to Achieving the Goal 3

- Reduction of staff resources and supports to differentiate instruction based on student needs

Resources Available to Help Reduce or Eliminate the Barriers 2

- We will increase progress monitoring among grade level teams in collaboration with MTSS and SWST team. Grade level teams will meet to review Florida Standards based curriculum and to develop strategic lessons following the district's Instructional Focus Guide, to include research-based interventions for Tier 3 students. A before-school and after-school tutoring program will be established for targeted students.

Plan to Monitor Progress Toward G2. 8

Progress Monitoring Data

Person Responsible

Steven French

Schedule

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

Evidence of Completion

Student data toward academic goals MTSS notes student portfolio

G3. By the year 2017, there will be a minimum of 4%-point increase for all students when less than 70% are currently demonstrating an annual learning gain on FSA ELA. 1a

G085710

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	61.0

Targeted Barriers to Achieving the Goal 3

- Reduction of staff resources and supports to differentiate instruction based on student needs

Resources Available to Help Reduce or Eliminate the Barriers 2

•

Plan to Monitor Progress Toward G3. 8

FSA/iReady correlation

Person Responsible

Jamie Hannon

Schedule

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

Evidence of Completion

reports after each diagnostic to track growth

G4. By the year 2017, there will be a minimum of a 4%-point increase in the number of students demonstrating a learning gain in the lowest quartile on FSA ELA. 1a

G085711

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Limited amount of time to differentiate instruction and work with lower performing students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Scheduling of 30 min intervention block daily

Plan to Monitor Progress Toward G4. 8

Instructional Data chats

Person Responsible

Steven French

Schedule

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

Evidence of Completion

Data chats with teachers and admin to review student interventions and performance

G5. By the year 2017, there will be a minimum of a 2%-point increase for all student groups where 70% or more are currently demonstrating proficiency (across 3,4 & 5) on FSA Math. 1a

G085712

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	79.0

Targeted Barriers to Achieving the Goal 3

- Understanding the depth of the new Florida Content and Practice Standards, scheduling, locating relevant and meaningful resource materials to support student learning and progress monitor.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development from district personnel Dedicated intervention time in master schedule PLC time On Core mathematics curriculum Instruction Focus Guide Front Row MAFS Deconstructed Standards County-wide Math training and rounding

Plan to Monitor Progress Toward G5. 8

Review of student data

Person Responsible

Steven French

Schedule

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

Evidence of Completion

iReady/FSA correlation data

G6. By the year 2017, there will be a minimum of 4%-point increase for all students when less than 70% are currently demonstrating an annual learning gain on FSA Math. 1a

G085713

Targets Supported 1b

Indicator	Annual Target
Math Gains	72.0

Targeted Barriers to Achieving the Goal 3

- Pushing the students to have a good number sense and work with a growth mindset

Resources Available to Help Reduce or Eliminate the Barriers 2

- Countywide Math PD and on-site rounding Book study "Growth mindset"

Plan to Monitor Progress Toward G6. 8

Iready and FSA correlation report

Person Responsible

Jamie Hannon

Schedule

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

Evidence of Completion

3 times per year after each iReady diagnostic

G7. By the year 2017, there will be a minimum of a 4%-point increase in the number of students demonstrating a learning gain in the lowest quartile on FSA Math. 1a

 G085714

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	56.0

Targeted Barriers to Achieving the Goal 3

- Lack of instructional time to differentiate instruction and intervene with low performing students

Resources Available to Help Reduce or Eliminate the Barriers 2

•

Plan to Monitor Progress Toward G7. 8

FSA/iready correlation data

Person Responsible

Jamie Hannon

Schedule

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

Evidence of Completion

3 times per year after each iReady diagnostic

G8. By the year 2017, we will reduce or maintain 1% of students who receive an out-of-school suspension.

1a

 G085715

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	1.0

Targeted Barriers to Achieving the Goal 3

- reoccurring incidents with the same students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Second Step curriculum, restorative circles

Plan to Monitor Progress Toward G8. 8

student discipline data

Person Responsible

Jamie Hannon

Schedule

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

Evidence of Completion

Student discipline incident report from SIS

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 4%-point increase for all students when less than 70% are currently demonstrating proficiency (across levels 3,4 & 5) on FCAT 2.0 Science. **1**

 **G085708**

G1.B1 Lack of Science inquiry skills, vocabulary and questioning **2**

 **B227732**

G1.B1.S1 Provide training on inquiry based delivery of instruction; Provide time for collaboration among science teachers to share best practices. Interactive science lab fostering inquiry skills ,vocabulary and scientific method. **4**

 **S240292**

Strategy Rationale

Improve inquiry based knowledge of staff. Teachers can collaborate and learn from each other in order to improve their instructional practices.

Action Step 1 **5**

Professional development from district specialist. Collaborative planning in area of science

Person Responsible

Schedule

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

Evidence of Completion

CPT Agendas, CPT Action Logs, Professional Development Presentations

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

Monitor and participate in training, Review/plan content of CPTs, Feedback from teachers

Person Responsible

Jamie Hannon

Schedule

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

Evidence of Completion

CPT notes, lesson plans, PD website

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

Review progress monitoring data and CPT notes

Person Responsible

Jamie Hannon

Schedule

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

Evidence of Completion

Progress monitoring data, FCAT 2.0 science

G2. By the year 2017, there will be a minimum of a 2%-point increase for all student groups where 70% or more are currently demonstrating proficiency (across 3,4 & 5) on FSA ELA. **1**

 G085709

G2.B1 Reduction of staff resources and supports to differentiate instruction based on student needs **2**

 B227733

G2.B1.S1 We will increase progress monitoring among grade level teams in collaboration with MTSS Team. PLC teams meet to identify priority curriculum objectives and to develop strategic lessons following the district's Instructional Focus Guide, to include prescriptive lesson plans for all Tier 3. Create a before and after school tutoring program for select students based on performance. **4**

 S240293

Strategy Rationale

Teachers need to differentiate instruction for students for maximum learning to take place. Through collaboration with their colleagues, teachers will be able to better serve our children.

Action Step 1 **5**

Professional development on the implementation of the Florida Language Arts Standards (LAFS) to include best practice instructional strategies, accountable talk, and academic vocabulary. Teams will follow with collaborative planning during PLC times.

Person Responsible

Steven French

Schedule

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

Evidence of Completion

PLC notes

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

Student data/ MTSS portfolio/ progress monitoring sheets

Person Responsible

Steven French

Schedule

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

Evidence of Completion

MTSS notes intervention paperwork portfolio

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

PLC discussions with facilitators
MTSS meetings

Person Responsible

Kate Kramer

Schedule

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

Evidence of Completion

Progress monitoring data/student achievement

G3. By the year 2017, there will be a minimum of 4%-point increase for all students when less than 70% are currently demonstrating an annual learning gain on FSA ELA. 1

 G085710

G3.B1 Reduction of staff resources and supports to differentiate instruction based on student needs 2

 B227735

G3.B1.S1 Utilize resource staff to support differentiate lessons in classrooms 4

 S240295

Strategy Rationale

The more adults working with students in small groups, the more we can target learning deficits.

Action Step 1 5

Review student performance data

Person Responsible

Jamie Hannon

Schedule

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

Evidence of Completion

iReady/FSA data

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

discussion of at risk students at SWST, PLC and Ad team meetings

Person Responsible

Jamie Hannon

Schedule

On 6/2/2017

Evidence of Completion

Student concerns will be documented in team meeting notes and addressed through the SWST/MTSS process.

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

Discuss student progress at data chats

Person Responsible

Jamie Hannon

Schedule

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

Evidence of Completion

Data from student information system will be utilized to monitor the effectiveness.

G4. By the year 2017, there will be a minimum of a 4%-point increase in the number of students demonstrating a learning gain in the lowest quartile on FSA ELA. 1

G085711

G4.B1 Limited amount of time to differentiate instruction and work with lower performing students 2

B227737

G4.B1.S1 30 minute intervention block designed to work with struggling students 4

S240296

Strategy Rationale

Provide teachers a dedicated time to address student needs

Action Step 1 5

Implement targeted interventions during block

Person Responsible

Steven French

Schedule

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

Evidence of Completion

Meet with grade level facilitators to ensure interventions are being developed and implemented

Action Step 2 5

Implement targeted interventions during block

Person Responsible

Steven French

Schedule

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

Evidence of Completion

Meet with grade level facilitators to ensure interventions are being developed and implemented

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

student progress monitoring data

Person Responsible

Jamie Hannon

Schedule

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

Evidence of Completion

PLC notes, grade level data sheets

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

Projected FSA performance data

Person Responsible

Steven French

Schedule

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

Evidence of Completion

FSA/iready correlation data after every diagnostic

G5. By the year 2017, there will be a minimum of a 2%-point increase for all student groups where 70% or more are currently demonstrating proficiency (across 3,4 & 5) on FSA Math. **1**

 G085712

G5.B1 Understanding the depth of the new Florida Content and Practice Standards, scheduling, locating relevant and meaningful resource materials to support student learning and progress monitor. **2**

 B227738

G5.B1.S1 Provide ongoing training on Florida Standards Professional Development and training on math curriculum **4**

 S240297

Strategy Rationale

Teachers need to understand the Standards in order to effectively instruct their students.

Action Step 1 **5**

Training on integrating new math curriculum with new series (Go Math)
Lesson planning with grade-level teams
Rounding with team

Person Responsible

Steven French

Schedule

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

Evidence of Completion

PLC agendas and notes Professional development sign in

Plan to Monitor Fidelity of Implementation of G5.B1.S1 **6**

Attend trainings and webinars
Review PLC notes

Person Responsible

Steven French

Schedule

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

Evidence of Completion

Teacher feedback Progress Monitoring Data

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Progress Monitoring Data

Person Responsible

Steven French

Schedule

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

Evidence of Completion

Data discussions

G6. By the year 2017, there will be a minimum of 4%-point increase for all students when less than 70% are currently demonstrating an annual learning gain on FSA Math. 1

 G085713

G6.B1 Pushing the students to have a good number sense and work with a growth mindset 2

 B227739

G6.B1.S1 Encourage teachers to start instruction with a difficult problem. 4

 S240298

Strategy Rationale

When students productively struggle with math material, they will grow more in their math skills

Action Step 1 5

Book study on "Growth Mindset"

Person Responsible

Steven French

Schedule

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

Evidence of Completion

Teams will work on growth outcomes related to their grade-level

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

Classroom observations

Person Responsible

Steven French

Schedule

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

Evidence of Completion

during classroom observations, admin will look for teachers to use growth mindset vocabulary and activities with students

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

Monitor student progress monitoring data

Person Responsible

Jamie Hannon

Schedule

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

Evidence of Completion

iready and grade level progress monitoring data sheets


G7. By the year 2017, there will be a minimum of a 4%-point increase in the number of students demonstrating a learning gain in the lowest quartile on FSA Math. **1**

 G085714

G7.B1 Lack of instructional time to differentiate instruction and intervene with low performing students **2**

 B227740

G7.B1.S1 Schedule 30 minute intervention block everyday **4**

 S240299

Strategy Rationale

Give teachers the time needed to work with struggling students

Action Step 1 **5**

academic interventions PD

Person Responsible

Jamie Hannon

Schedule

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

Evidence of Completion

Meet with grade level teams to work through intervention paperwork and develop target interventions

Plan to Monitor Fidelity of Implementation of G7.B1.S1 **6**

Grade level facilitators at team meetings to assist with MTSS and progress monitoring of lowest 25% students

Person Responsible

Steven French

Schedule

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

Evidence of Completion

Progress monitoring sheets and PLC notes

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

student performance data review

Person Responsible

Jamie Hannon

Schedule

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

Evidence of Completion

Monitor student performance data and progress monitoring

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

student performance data review

Person Responsible

Jamie Hannon

Schedule

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

Evidence of Completion

Monitor student performance data and progress monitoring


G8. By the year 2017, we will reduce or maintain 1% of students who receive an out-of-school suspension. 1

 G085715

G8.B1 reoccurring incidents with the same students 2

 B227741

G8.B1.S1 Work one-on-one with high risk behavior students 4

 S240300

Strategy Rationale

Targeted behavior interventions to prevent suspension

Action Step 1 5

Social skills instruction with students

Person Responsible

Julie Jaquette

Schedule

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

Evidence of Completion

Progress on FBA/BIP

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

Observations of lesson

Person Responsible

Steven French

Schedule

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

Evidence of Completion

Observations of lessons with teachers and behavior specialists

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

SWST behavior concern discussions

Person Responsible

Kate Kramer

Schedule

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

Evidence of Completion

Monitoring of behavior response call tracking

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

SWST behavior concern discussions

Person Responsible

Kate Kramer





















Schedule

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

Evidence of Completion

Monitoring of behavior response call tracking

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					
 G1.MA1 M319377	Progress monitoring data	Hannon, Jamie	8/22/2016	progress monitoring data, FCAT science 2.0	6/2/2017 quarterly
 G2.MA1 M319382	Progress Monitoring Data	French, Steven	8/22/2016	Student data toward academic goals MTSS notes student portfolio	6/2/2017 quarterly
 G3.MA1 M319385	FSA/iReady correlation	Hannon, Jamie	8/22/2016	reports after each diagnostic to track growth	6/2/2017 triannually
 G4.MA1 M319388	Instructional Data chats	French, Steven	8/22/2016	Data chats with teachers and admin to review student interventions and performance	6/2/2017 quarterly
 G5.MA1 M319391	Review of student data	French, Steven	8/22/2016	iReady/FSA correlation data	6/2/2017 quarterly
 G6.MA1 M319394	Iready and FSA correlation report	Hannon, Jamie	8/22/2016	3 times per year after each iReady diagnostic	6/2/2017 triannually
 G7.MA1 M319398	FSA/iready correlation data	Hannon, Jamie	8/22/2016	3 times per year after each iReady diagnostic	6/2/2017 triannually
 G8.MA1 M319402	student discipline data	Hannon, Jamie	8/22/2016	Student discipline incident report from SIS	6/2/2017 quarterly
 G1.B1.S1.MA1 M319375	Review progress monitoring data and CPT notes	Hannon, Jamie	8/22/2016	Progress monitoring data, FCAT 2.0 science	6/2/2017 quarterly
 G1.B1.S1.MA1 M319376	Monitor and participate in training, Review/plan content of CPTs, Feedback from teachers	Hannon, Jamie	8/22/2016	CPT notes, lesson plans, PD website	6/2/2017 quarterly
 G1.B1.S1.A1 A311032	Professional development from district specialist. Collaborative planning in area of science		8/22/2016	CPT Agendas, CPT Action Logs, Professional Development Presentations	6/2/2017 monthly
 G2.B1.S1.MA1 M319378	PLC discussions with facilitators MTSS meetings	Kramer, Kate	8/22/2016	Progress monitoring data/student achievement	6/2/2017 weekly
 G2.B1.S1.MA1 M319379	Student data/ MTSS portfolio/ progress monitoring sheets	French, Steven	8/22/2016	MTSS notes intervention paperwork portfolio	6/2/2017 monthly
 G2.B1.S1.A1 A311033	Professional development on the implementation of the Florida Language Arts Standards (LAFS) to...	French, Steven	8/22/2016	PLC notes	6/2/2017 quarterly
 G3.B1.S1.MA1 M319383	Discuss student progress at data chats	Hannon, Jamie	8/22/2016	Data from student information system will be utilized to monitor the effectiveness.	6/2/2017 quarterly
 G3.B1.S1.MA1 M319384	discussion of at risk students at SWST, PLC and Ad team meetings	Hannon, Jamie	8/22/2016	Student concerns will be documented in team meeting notes and addressed through the SWST/MTSS process.	6/2/2017 one-time
 G3.B1.S1.A1 A311035	Review student performance data	Hannon, Jamie	8/22/2016	iReady/FSA data	6/2/2017 weekly
 G4.B1.S1.MA1 M319386	Projected FSA performance data	French, Steven	8/22/2016	FSA/iready correlation data after every diagnostic	6/2/2017 triannually
 G4.B1.S1.MA1 M319387	student progress monitoring data	Hannon, Jamie	8/22/2016	PLC notes, grade level data sheets	6/2/2017 quarterly
 G4.B1.S1.A1 A311036	Implement targeted interventions during block	French, Steven	8/22/2016	Meet with grade level facilitators to ensure interventions are being developed and implemented	6/2/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A2 A311037	Implement targeted interventions during block	French, Steven	8/22/2016	Meet with grade level facilitators to ensure interventions are being developed and implemented	6/2/2017 weekly
G5.B1.S1.MA1 M319389	Progress Monitoring Data	French, Steven	8/22/2016	Data discussions	6/2/2017 quarterly
G5.B1.S1.MA1 M319390	Attend trainings and webinars Review PLC notes	French, Steven	8/22/2016	Teacher feedback Progress Monitoring Data	6/2/2017 quarterly
G5.B1.S1.A1 A311038	Training on integrating new math curriculum with new series (Go Math) Lesson planning with...	French, Steven	8/22/2016	PLC agendas and notes Professional development sign in	6/2/2017 quarterly
G6.B1.S1.MA1 M319392	Monitor student progress monitoring data	Hannon, Jamie	8/22/2016	ready and grade level progress monitoring data sheets	6/2/2017 weekly
G6.B1.S1.MA1 M319393	Classroom observations	French, Steven	8/22/2016	during classroom observations, admin will look for teachers to use growth mindset vocabulary and activities with students	6/2/2017 weekly
G6.B1.S1.A1 A311039	Book study on "Growth Mindset"	French, Steven	8/22/2016	Teams will work on growth outcomes related to their grade-level	6/2/2017 monthly
G7.B1.S1.MA1 M319395	student performance data review	Hannon, Jamie	8/22/2016	Monitor student performance data and progress monitoring	6/2/2017 weekly
G7.B1.S1.MA1 M319396	student performance data review	Hannon, Jamie	8/22/2016	Monitor student performance data and progress monitoring	6/2/2017 weekly
G7.B1.S1.MA1 M319397	Grade level facilitators at team meetings to assist with MTSS and progress monitoring of lowest 25%...	French, Steven	8/22/2016	Progress monitoring sheets and PLC notes	6/2/2017 weekly
G7.B1.S1.A1 A311040	academic interventions PD	Hannon, Jamie	8/22/2016	Meet with grade level teams to work through intervention paperwork and develop target interventions	6/2/2017 semiannually
G8.B1.S1.MA1 M319399	SWST behavior concern discussions	Kramer, Kate	8/22/2016	Monitoring of behavior response call tracking	6/2/2017 weekly
G8.B1.S1.MA1 M319400	SWST behavior concern discussions	Kramer, Kate	8/22/2016	Monitoring of behavior response call tracking	6/2/2017 weekly
G8.B1.S1.MA1 M319401	Observations of lesson	French, Steven	8/22/2016	Observations of lessons with teachers and behavior specialists	6/2/2017 weekly
G8.B1.S1.A1 A311041	Social skills instruction with students	Jaquette, Julie	8/22/2016	Progress on FBA/BIP	6/2/2017 weekly

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 4%-point increase for all students when less than 70% are currently demonstrating proficiency (across levels 3,4 & 5) on FCAT 2.0 Science.

G1.B1 Lack of Science inquiry skills, vocabulary and questioning

G1.B1.S1 Provide training on inquiry based delivery of instruction; Provide time for collaboration among science teachers to share best practices. Interactive science lab fostering inquiry skills ,vocabulary and scientific method.

PD Opportunity 1

Professional development from district specialist. Collaborative planning in area of science

Facilitator

Andrew Jaffee

Participants

4th and 5th grade teachers, science lab teacher

Schedule

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

G2. By the year 2017, there will be a minimum of a 2%-point increase for all student groups where 70% or more are currently demonstrating proficiency (across 3,4 & 5) on FSA ELA.

G2.B1 Reduction of staff resources and supports to differentiate instruction based on student needs

G2.B1.S1 We will increase progress monitoring among grade level teams in collaboration with MTSS Team. PLC teams meet to identify priority curriculum objectives and to develop strategic lessons following the district's Instructional Focus Guide, to include prescriptive lesson plans for all Tier 3. Create a before and after school tutoring program for select students based on performance.

PD Opportunity 1

Professional development on the implementation of the Florida Language Arts Standards (LAFS) to include best practice instructional strategies, accountable talk, and academic vocabulary. Teams will follow with collaborative planning during PLC times.

Facilitator

team leaders

Participants

all instructional staff

Schedule

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

G5. By the year 2017, there will be a minimum of a 2%-point increase for all student groups where 70% or more are currently demonstrating proficiency (across 3,4 & 5) on FSA Math.

G5.B1 Understanding the depth of the new Florida Content and Practice Standards, scheduling, locating relevant and meaningful resource materials to support student learning and progress monitor.

G5.B1.S1 Provide ongoing training on Florida Standards Professional Development and training on math curriculum

PD Opportunity 1

Training on integrating new math curriculum with new series (Go Math) Lesson planning with grade-level teams Rounding with team

Facilitator

various presenters

Participants

classroom teachers

Schedule

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

G6. By the year 2017, there will be a minimum of 4%-point increase for all students when less than 70% are currently demonstrating an annual learning gain on FSA Math.

G6.B1 Pushing the students to have a good number sense and work with a growth mindset

G6.B1.S1 Encourage teachers to start instruction with a difficult problem.

PD Opportunity 1

Book study on "Growth Mindset"

Facilitator

Team Leaders

Participants

Grade Level teams

Schedule

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

G7. By the year 2017, there will be a minimum of a 4%-point increase in the number of students demonstrating a learning gain in the lowest quartile on FSA Math.

G7.B1 Lack of instructional time to differentiate instruction and intervene with low performing students

G7.B1.S1 Schedule 30 minute intervention block everyday

PD Opportunity 1

academic interventions PD

Facilitator

Jamie Hannon

Participants

Grade level teams

Schedule

Semiannually, from 8/22/2016 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.B1.S1.A1	Professional development from district specialist. Collaborative planning in area of science	\$0.00
2	G2.B1.S1.A1	Professional development on the implementation of the Florida Language Arts Standards (LAFS) to include best practice instructional strategies, accountable talk, and academic vocabulary. Teams will follow with collaborative planning during PLC times.	\$0.00
3	G3.B1.S1.A1	Review student performance data	\$0.00
4	G4.B1.S1.A1	Implement targeted interventions during block	\$0.00
5	G4.B1.S1.A2	Implement targeted interventions during block	\$0.00
6	G5.B1.S1.A1	Training on integrating new math curriculum with new series (Go Math) Lesson planning with grade-level teams Rounding with team	\$0.00
7	G6.B1.S1.A1	Book study on "Growth Mindset"	\$0.00
8	G7.B1.S1.A1	academic interventions PD	\$0.00
9	G8.B1.S1.A1	Social skills instruction with students	\$0.00
Total:			\$0.00