

Wakulla County Schools

Shadeville Elementary School



2016-17 Schoolwide Improvement Plan

Shadeville Elementary School

45 WARRIOR WAY, Crawfordville, FL 32327

<https://ses.wakullaschooldistrict.org/>

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	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Wakulla County School Board on 11/14/2016.

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 Shadeville Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	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.

The mission of Shadeville Elementary is to ensure that every student by the end of fifth grade:

- * Reads and comprehends meaning from a variety of literature and non-fiction materials.
- * Writes clear, concise narrative, opinion, and expository compositions, as well as, be able to write informative/explanatory texts to examine a topic and convey ideas and information.
- * Analyzes text and multi-media presentations and is able to respond and give examples to support their answers from the text or multi-media materials.
- * Solves and explains multi-step real world math problems.
- * Utilizes educational technology as a tool for research, word processing, skills practice, and for audio-visual presentations.
- * Demonstrates positive, healthy character traits.
- * Defines a problem, uses appropriate reference materials to support scientific understanding, plans and carries out scientific investigations in Earth, Physical, and Life Science.

b. Provide the school's vision statement.

The vision of Shadeville's Administration, Faculty, and Staff is founded upon the belief that every child is unique and has the right to be treated as an individual. We will provide a rigorous, developmentally appropriate, child-centered learning environment that guides our students in achieving educational excellence, that prepares them to live in a rapidly changing technological world, and that will produce contributing, responsible, and healthy citizens.

2. School Environment

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

Shadeville's Faculty and Staff learns about their students' cultures and builds relationships through the following activities:

- * All About Me Activities
- * Holidays Around the World
- * Black History Month
- * United Nations / Field Day
- * Through Grade Level Guidance Lessons
- * Parent Education Nights and Conferences
- * Child Study Team Meetings
- * Homeroom Students of the Month - Each child selected completes a poster that gives information about the individual child such as "What I want to be when I grow up". Parents and child eat lunch on stage. (Guidance Program)
- * All homeroom teachers are at the door each morning to greet their students, as well as staff are located in the hallways to greet and give assistance to students as they head to class each day.

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

Shadeville provides the following activities to ensure that our students feel safe and respected throughout their school day:

- * School staff supervises students in the hallways and on the bus shelter areas as students arrive and as the buses load in the afternoon.
- * School staff monitors the buses through out their travels in the mornings and afternoons.
- * School staff monitors and directs a safe drop-off and pick-up operation for car riders.
- * School staff monitors safe movement of students throughout the hallways during morning and afternoon transitions.
- * All visitors to the campus are required to sign in and receive a pass through the office / School Check In Program.
- * School staff monitors for student safety and smooth operations in the cafeteria before school, breakfast and during lunch time.
- * School wide implementation of Positive Behavior Support activities implemented through the Guidance Office.
- * Student Leadership Team: Assists in Red Ribbon Week, Positive Character Building activities, and P.T.O. night activities which are implemented through the Guidance Office.
- * School wide monthly Character Education activities.
- * Safety Patrol for students in 5th grade.
- * District provided part-time Resource Officer.
- * School wide and individual classroom behavior management plans.
- * As students travel throughout the school they do so using the buddy system.
- * School wide Drug and Violence Education: Red Ribbon Week and SAVE Program at 5th Grade

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.

- * Shadeville Elementary incorporates the Positive Behavior Support Program school wide to ensure that behavioral distractions are minimized through out the school setting.
- * Through the PBS Program there are school wide expectations and all classroom behavior plans mirror the school wide expectations.
- * Protocol for disciplinary incidents is covered in the Wakulla County School Code of Conduct that each parent receives during Open House.
- * Protocol for disciplinary incidents is also established and reviewed for teachers in the annual Teacher Handbook.
- * All teachers will be trained in October, by Baker Wright, on implementation of positive classroom management and effective classroom environments.
- * All teachers and staff have been trained in Automatic RTI for behavior support.
- * Students with behavioral issues are monitored annually through child study team meetings.

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.

Shadeville ensures that the social - emotional needs of all students are being met through the following:

- * Classroom guidance lessons
- * Targeted guidance groups meet based on individual social - emotional needs.
- * Recommending students to services provided through the Wakulla County One - Stop Community Center.
- * Students may be referred to a district provided licensed Clinical Social Worker.
- * The RTI/MTSS process, as well as students' individualized education plans helps ensure that the social-emotional needs of students are met and interventions are in place if needed.
- * Parent conferences are held if students are identified as possibly needing additional services.
- * District/school provided mentors for students may be provided when appropriate.
- * Information regarding pupil services for dental work and glasses may be provided through the school's health clinic.

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.

During the first quarter of the school year all teachers create a "student watch list" based on current data and the previous year's data which is gathered from FCAT/FSA, Discovery Education, STAR reading and math, ELA and mathematics grades, attendance records, previous retention, discipline referrals and suspensions. Students who have scored a level 1 or 2 on the English Language Arts or Mathematics statewide standardized assessments are automatically added to the watch lists. Any student that received a failing grade at the end of the year in courses in English Language Arts or Mathematics are also added to the watch lists. The watch-lists are reviewed each quarter for progress toward mastery of grade level FL Standards. Attendance is monitored and reviewed to meet at least a 90% attendance rate. Students with one or more suspensions are added to the watch list each quarter.

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	17	15	16	14	8	13	0	0	0	0	0	0	0	83
One or more suspensions	1	0	2	0	1	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	1	4	9	4	1	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	16	27	30	0	0	0	0	0	0	0	73

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	0	1	7	7	7	0	0	0	0	0	0	0	23

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

Shadeville's teachers may request an IST/MTSS/RTI Leadership Team Meeting through the school's guidance office. The Principal or the Assistant Principal are present for all meetings. Prior to the initial MTSS/RTI meeting teachers must have completed TIER I paperwork, including parent conferences. The school level MTSS/RTI Leadership Team meets with individual teachers weekly to review data, suggest strategies to be implemented for academic and behavioral needs, as well as make recommendations based on student progress of prior strategies implemented. The school's Guidance Counselor and Principal will assist teachers by: conducting observations, understanding student data, and searching for research based strategies that will assist students with targeted areas of weakness. The Leadership Team will continue to incorporate the program "Automatic RTI" by Baker Wright, PhD, to assist in identifying student behaviors that interfere with classroom achievement and possible strategies to incorporate in the classroom, as well as the necessary logs to monitor the success of the strategies over time. Together the Leadership Team makes the determination to continue the Tier I strategies because they have been effective or to move to Tier II/Tier III strategies and possible referral for more intensive interventions through Exceptional Student Education. The Leadership Team and the teachers keep a notebook/folder on each child brought before the team to keep notes and monitor progress toward achieving grade level expectations. Research based programs are selected based on data driven student needs such as: Harcourt Journeys Intervention Readers, Harcourt Go Math, Fast Forward, IXL Math, Moby Max, Accelerated Reading and Math, FCRR Reading Activities, SRA reading labs, and Making Words activities.

When a student's attendance falls below 90% of the school days the teacher will follow the following interventions:

Upon an unexcused absence the parents will receive an automatic phone call, after 3 absences the teacher will call the parents, and after 5 and 10 unexcused absences the parents/guardians will receive an official letter from the Principal requesting a conference. If the student continues to have unexcused absences the district attendance coordinator will be notified.

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?

Yes

1. PIP Link

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

2. Description

Parental Involvement Plan done.

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 Wakulla County School District partners with the Wakulla County One Stop Community Center to assist the school with students and families who are in need of social services. The school seeks out business partners to support the educational programs both financially and with personnel who come into the school to share their expertise / careers (Fall Festival donations, Project Learning Tree and Career Day). The school has an active P.T.O. and volunteer program in place that supports classroom learning, school programs, and school functions.

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
Brazier, Susan	Principal
Redfern, Jennifer	Teacher, ESE
Reeves, Kay	Teacher, K-12
Scott, Kim	Teacher, K-12
Everton, Mandy	Teacher, K-12
Hunter , Michelle	Teacher, K-12
Adams, Kerry	Teacher, K-12
Braley, Laura	Teacher, K-12
Jamison, Susan	Instructional Media

b. Duties

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

Principal - Meeting Facilitator / LEA
 Grade Level Team Leaders - Responsibility to disseminate information to fellow team members regarding curriculum implementation, plan school wide events, facilitate grade level data team meetings.
 ESE Teacher - Provides strategies and interventions for classroom teachers to work with specific students, creates the IEP for students placing in programs other than speech/language, teaches small groups of students who have received and IEP or are working on TIER III interventions, work with students who have received an IEP that places the student in a self contained classroom setting, and assists in monitoring student progress.
 School Advisory Council Chairman- Assists in the understanding and implementation of Shadeville's SIP goals and strategies.
 School Media Specialist - Assists in the development / acquisition of literacy programs and/ or classroom materials that support literacy across the curriculum.

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 school principal and leadership team members meet as needed to interview candidates to fill school level teaching positions.

The school leadership team meets monthly to align available resources and to discuss curricular needs, share ideas for implementation of curriculum and the MTSS/RTI process, review goals, facilitate data team meetings, and design program activities such as Positive Behavior System, Project Learning Tree, Holidays Around the World, Career Day, Read Across America / Author Study, and Professional Development needs.

At Shadeville Elementary Title I funds provide additional classroom materials, equipment, teacher salaries and educational technology. The funds also provide for professional development, remediation opportunities for targeted students, and parent involvement activities.

Federal Title I funds are available to provide an after school 1 hour per day / 8 week remediation program for targeted 3rd, 4th and 5th grade students in ELA standards and math standards. The students will be targeted based on information gained through review of student data provided by: Discovery Education Assessment, FSA / FCAT 2.0 and teacher recommendation. These funds also provide a certified Reading Teacher to work with small groups of students in first and second grades who were identified on the teachers watch list needing additional intervention to master the FL/ ELA standards.

Title II funds are used to provide professional development based on reviewed data trends and individual teacher request.

Our district does not receive Title I part D or Title III funds. The needs of our small population of English Language Learners are provided through the Student Services Department and coordinated through the school level guidance office.

Persons responsible: School Level Administrative Team, Guidance Office, and District Coordinator

Our district's Student Services Department assists in providing resources (clothing, school supplies, and social services) for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.

Persons responsible: School Level Administrative Team and District Coordinator

Our 5th grade students participate in an eight week drug awareness and violence prevention program (S.A.V.E.) in coordination with one of the district's School Resource Officers. Students have a 35 minute class once a week for the eight week period. Students must pass a written assessment and produce an essay to be eligible for graduation from the program.

Persons Responsible: School Level Administrative Team and School Resource Officer

Shadeville's Supplemental Academic Instruction funds will be allocated in the following manner: Targeted 3rd, 4th, and 5th grade students will participate in an 8 week after school remediation program in one hour sessions. The students will be targeted based on information gained through review of student data provided by: Discovery Education Assessment, FSA / FCAT 2.0 and teacher recommendation. Students will be provided with additional instruction in ELA standards and math standards. SAI funds will be used to pay for: teacher salaries and materials to support the program.

Persons Responsible: School Level Administrative Team

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
John Braley	Parent
Tara Kieser	Parent
Jennifer Redfern	Teacher
Susan Brazier	Principal
Starla Perry	Teacher
Suzanne McCord	Teacher
Meagan Cronan	Teacher
Lynn Wyman	Parent
Angie Drapeau	Parent
Julie Carnevale	Parent
Whitney Bendeck	Parent
Lisa Brown	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

At the first meeting in September of the School Advisory Council the members will review the 2015-2016 goals and strategies for additions and deletions to each area. Additionally, the council will analyze the Discovery Education Assessment Learning Gains / Proficiency Data, FCAT 2.0 science data, FSA/ELA and Math grade level proficiency and learning gains, FSA/ELA and Math 3rd grade bottom quintile, and students' grades in reading and math for school trends. The council will review the current vision and mission statement and update as needed. The team will also review the 2015 - 2016 Title I Parent Involvement Plan at this time.

b. Development of this school improvement plan

The School Advisory Council meets throughout the school year to review goals, strategies and to begin developing the school improvement plan for the following school year. The team uses available data: FSA / FCAT 2.0 data, Discovery Education Assessments, individual student grades in ELA and Math, as well as attendance and discipline records to look for trends. The SIP goals and strategies are reviewed and updated based on our school and classroom student population, as well as program strengths and weakness as indicated by the data. The plan is further reviewed as additional data from State Assessments arrives. In October or February the team incorporates additional strategies for success into the plan if data shows a need. The School Advisory Council is also charged with determining how the allotted funds are utilized to support the School Improvement Plan. As part of its responsibilities the School Advisory Council also discusses and approves the school's annual Title I Parent Involvement Plan, as well as how the funds for this program are spent.

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

The school level administration and the school advisory council chairman reviews the previous year's annual budget expenditures and the needed resources for the upcoming year to determine

expenditures. The school level administration also collaborates with the district level administration to review the previous years annual budgets and needed resources for the upcoming year. The school level administration meets throughout the school year with members of the leadership team and school advisory council to plan for needed resources such as: textbooks, educational technology, Title I Parent Night events, Project Learning Tree events, Field Day events, Positive Behavior System supplies, Literacy/Science events, and Professional Development.

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

The full amount of allocated SIP funds will be used for the purchase of educational technology (both hardware and software), parent education activities, literacy and science related activities, and classroom materials to enhance the implementation of Florida Standards across the curriculum.

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
Brazier, Susan	Principal
Everton, Mandy	Teacher, K-12
Hunter, Michelle	Teacher, K-12
Adams, Kerry	Teacher, K-12
Scott, Kim	Teacher, K-12
Braley, Laura	Teacher, K-12
Jamison, Susan	Instructional Media
Reeves, Kay	Teacher, K-12

b. Duties

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

Initiatives that have been identified for the 2016-2017 school year are:

1. To continue to implement the Florida Standards in English Language Arts at every grade level with fidelity.
2. To purchase materials needed to support the implementation of the Florida Standards such as: educational technology, materials for Parent Education Night activities, chart paper, student journals, continue to purchase Time for Kids first grade through fifth grades, and books for classroom read aloud and to support the classroom library selection of non-fiction books.
3. To support professional development for teachers at all grade levels in the implementation of the English Language Arts / Math and Science Florida Standards such as ELA and Math Vertical Teaming and

Project

Learning Tree.

4. To provide Parent Education in September to assist parents in understanding the Florida Standards /

Wakulla County School's Curriculum for their child's grade level and strategies parents can use at home to

increase their child's success.

5. To coordinate and oversee the implementation of the following: Read Across America / Author Study, Story Teller - Literacy Assemblies, Grade Level Reading AR Goals and point store / Million Word

Reader & Grade level reading goal SES t-shirt program, and two Book Fairs.

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.

Positive working relationships are encouraged through the following activities:

- * Mentors are assigned for every new teacher. The mentor is selected based on similar teaching assignments.

- * Grade level teachers have similar planning times and lunch times daily to collaborate and plan instruction.

- * Shadeville has a "Sunshine Committee" that recognizes important life events and plans for school socials and

events that support a positive working relationship between all school employees.

- * The "Inclusion Model" is implemented into classrooms when our ESE teacher and classroom teachers deem

that it is appropriate for meeting student academic needs.

- * Team / Pair teaching is implemented in the fourth and fifth grade classrooms for ELA, math, science and social studies.

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

Our school implements the following strategies to recruit, retain highly qualified, certified-in-field, effective teacher to the school:

1. We have an extensive interview process that includes: administrators and teachers as part of a team that

recommends to the principal candidates that are highly qualified for positions available at the school.

Susan

Brazier / Principal

2. We support a collegial culture through: Weekly Team Meetings, Monthly Team Meetings with Principal,

Sunshine Committee sponsored events, school based Technology Assistant, and Grade Level Mentors for

new teachers. Susan Brazier/ Principal, Mentors, and Team / Committee Chairman

3. We provide staff development for teachers based on individual requests, and school/district wide curriculum

needs. (Kagan Structures, Project Learning Tree, and Expanding Expressions) Susan Brazier / Principal

4. Time is provided for new teachers to visit and observe veteran "Highly Effective" teachers in action modeling

best practices.

Susan Brazier / Principal

5. Encourage teachers to complete the clinical education training and apply for an intern from Flagler, FSU or FAMU.
6. Encourage teachers to attend training in our district to earn their "Gifted & Reading Endorsement".
Tanya
English / Director of ESE Programs
7. Encourage teachers to attend the district wide ESE Academy and earn 20 hours in ESE information and training.
Tanya English / Director of ESE Programs
8. Encourage teachers to attend sessions to become ESOL endorsed and meet state requirements.

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

Our school / district level administrations provide new teachers with mentoring through the following:

1. Each new educator attends a two day training provided by WCS-HR department prior to the first day of school. Additionally, they receive further information monthly on select topics after school at training provided by WCS-HR department presentors.
2. Each selected mentor received a highly effective or effective evaluation and must attend a three hour training provided by WCS-HR department in September.
3. The mentor & new teacher pairings have a similar grade level assignments or job descriptions.
4. The mentor has exhibited highly effective classroom management and parent involvement.
5. The mentor and teacher meet regularly to discuss school wide expectations, classroom curriculum needs and strategies, classroom management techniques and district wide expectations. The new educator completes a notebook with the mentor throughout the school year that is provided by the WCS-HR department.

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 ensures its core instructional programs and materials are aligned to the Florida Standards by adopting standards based core curriculum programs district wide. Textbook materials used to implement the curriculum are approved by the district and purchased from the state approved list. Teachers and Administrators have an opportunity to preview the materials prior to selection. Educational technology implemented is reviewed by district and school staff prior to purchase and implementation to assure alignment to FL 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.

A. The following programs and materials are used to differentiate instruction to meet the diverse needs of students:

- * Co - Teaching / Pair Teaching Model at fourth and fifth grade.
- * Inclusion Model for students in need of additional interventions when deemed appropriate by ESE and classroom teacher.
- * Educational Technology (IXL Math, Moby Max, Accelerated Reader, Accelerated Math, Wakulla Writes, and Fast Forward)
- * Self-Contained V.E. Classrooms
- * After-school remediation camp each semester for ELA and Math.
- * Gifted Inclusion Model
- * Odyssey of the Mind after school program
- * Title I Reading Remediation Teacher to work with primary education students in addition to the 90 minute reading block.
- * Students are instructed in fluid small groups based on data review throughout the school year.
- * Para-professionals are used to provide small or individualized instruction for students under the direction/ plan of the classroom teacher.

B. The school (teachers and administration) reviews student data each quarter to ensure that appropriate differentiated instruction for each child is identified, implemented, and progress is monitored.

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: 11,400

During the first semester students in the third, fourth, and fifth grade whose achievement level is below expected grade level expectations as related to the FL Standards/ ELA and FL Standards/ Math based on the data obtained from: FSA ELA and Math, Discovery Education Assessment, STAR reading and math, and Wakulla Writes will be offered a 60 minute remediation session, once a week, for six to eight weeks. Students will use the following programs: IXL Math, Flocabulary, Brain Pop, Moby Max, SRA lab, and Accelerated Math.

During the second semester students in third, fourth, and fifth grade students who have been identified as not achieving grade level expectations using data from the following sources, FSA ELA and Math, STAR reading and math, Discovery Education, Wakulla Writes, and classroom performance, will receive 60 minutes per week for eight weeks of remediation in ELA and Math. Students will use the following programs: IXL Math, Brain-Pop, SRA lab, and Accelerated Math. Each session will consist of 30 minutes of classroom instruction and 30 minutes of computer based instruction.

Strategy Rationale

To increase student achievement for students identified as needing additional and differentiated instruction in FSA/ELA and FSA/Math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hernandez, Louis, louis.hernandez@wcsb.us

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

Data is collected through Discovery Education Assessment, STAR reading and math, Florida Standards Assessment, and classroom performance (grades earned). The program's success is analyzed by school and district administrators, as well as classroom teachers at the end of each year and prior to the implementation of any remediation programs the following year.

Strategy: Extended School Day

Minutes added to school year: 3,240

Odyssey of the Mind

Strategy Rationale

To provide enrichment for students in fourth and fifth grades in vocabulary, problem solving, and creativity.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Seidler, Amy, amy.seidler@wcsb.us

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

Odyssey of the Mind state competition results

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.

Each spring local pre-school children are invited to visit Shadeville's kindergarten classrooms for a morning of excitement and participation in kindergarten activities. Children are introduced to procedures, routines, and skills that will be expected of them as kindergarten students. Additionally, Shadeville's Principal, SLP, and Kindergarten ESE Teacher visits the Wakulla Education Center's Pre-kindergarten to gain information pertaining to individual students, especially those with a current IEP. Prior to the first day of school we host a school wide Open House and children / parents have an opportunity to meet their teachers and visit their classrooms.

In May Shadeville's Fifth Grade Teachers will meet with the Riversprings and Wakulla Middle Schools Sixth Grade Teachers to share information that pertains to individual students especially those with a current IEP or are in the MTSS/RTI process. Teachers share information concerning students that might benefit from being included in the middle schools AVID program as well. Both RMS and WMS have incoming fifth grade students visit for a morning of induction into the expectations of the middle school experience. The school's principals share information concerning class schedules and guidelines, the band performs and student athletes share information.

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.

NA

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

NA

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

NA

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.

NA

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.** The percent of students scoring at or above proficiency in Science on the FCAT 2.0 Assessment will increase to at least 75%.

- G2.** The percent of students scoring at or above proficiency in English Language Arts on the FL Standards Assessment will increase to at least 70% . Additionally, at least 50% or more of students tested will show learning gains in English Language Arts on the Florida Standards Assessment. Students in kindergarten through third grade will show a years growth as measured by Discovery Education Assessments.

- G3.** The percent of students scoring at or above the proficiency level in math on the Florida Standards Assessment will increase to at least 70%. Additionally, at least 50% or more of students tested will show learning gains in Mathematics on the Florida Standards Assessment. Students in kindergarten through third grade will show a year's growth as measured by Discovery Education Assessments.

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. The percent of students scoring at or above proficiency in Science on the FCAT 2.0 Assessment will increase to at least 75%. 1a

G086163

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0

Targeted Barriers to Achieving the Goal 3

- Students lack of understanding of necessary science vocabulary and the scientific process.

Resources Available to Help Reduce or Eliminate the Barriers 2

- National Geographic science text and web based materials Discovery Education United Streaming Brain Pop Brain Pop Jr. Project Learning Tree activities Hands - On Science Inquiries in the classroom (at least 3 per year) FSU Science on the Move activities Science Based Field Trips (St. Marks National Wildlife Refuge and Tallahassee Museum of Natural History) IMAX science films (butterflies & ocean)

Plan to Monitor Progress Toward G1. 8

Science report card grades and FCAT 2.0 for fifth grade.

Person Responsible

Susan Brazier

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student data will show an increase in science grades and FCAT 2.0 proficiency results.

G2. The percent of students scoring at or above proficiency in English Language Arts on the FL Standards Assessment will increase to at least 70% . Additionally, at least 50% or more of students tested will show learning gains in English Language Arts on the Florida Standards Assessment. Students in kindergarten through third grade will show a years growth as measured by Discovery Education Assessments. 1a

G086164

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Exposure to rigorous, grade level appropriate vocabulary and complex text.
- Limited prior knowledge and the ability to analyze complex text and respond to text-based questions.
- Parent Involvement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Harcourt Journeys / Florida Grade Level / District approved Trade Books that enhance the core ELA curriculum Renaissance Learning: Accelerated Reader Time Magazine for Kids World Book Web Advanced Fast Forward AVID materials Social Studies trade books at each grade level have been provided. Moby Max educational technology program Brainpop Brainpop Jr. SRA Reading Labs. Implementation of the LDC modules / lessons Expanding Expressions (k & 1) Implementation of Kagan Structures Social Studies Weekly and National Geographic science texts for reading across the curriculum
- Self contained ESE classrooms are provided to meet the academic or behavioral needs of students identified through their IEP goals. Inclusion/ Co-Teaching classroom environments for students scoring below grade level proficiency on FSA/ELA working on TIER II / III interventions, or identified through their IEP goals. Reading Coach (2 days a week) Para-Professionals assigned to classrooms to assist in providing instruction. 120 minute ELA block for all classrooms is required. After school remediation for students scoring below grade level proficiency on the FSA / ELA, students identified through MTSS/RTI or teacher recommendation. Title I Reading Remediation Teacher (primary grades)
- Professional Development for teachers: Lesson Study for select grade levels: Implementation of Florida ELA Standards. Reading Coach Data Day: Looking at Data Trends: Creating Watch-Lists, Identifying Barriers and Implementing Strategies toward meeting SIP goals. Implementing AVID (5th grade) Implementing LDC modules at 3rd, 4th and 5th grades Educational Technology: Implementation of programs and use of equipment (District Consultant - Margo Gunnarsson) Vertical ELA Teams that share Best Practices with grade level team members. Implementation of Kagan Structures Implementation of Expanding Expressions (k & 1) Implementation of effective classroom management / learning environment: Baker Wright.

Plan to Monitor Progress Toward G2. 8

Student data from FSA/ELA, Alternate Assessment, STAR reading, and Discovery Education Assessments will be used to determine if this strategy was successful in achieving the goal.

Person Responsible

Susan Brazier

Schedule

Triannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

The last administration of the following assessments will be reviewed to determine success of this strategy: STAR reading, Discovery Education Assessment, FSA/ELA, and Alternate Assessment.

G3. The percent of students scoring at or above the proficiency level in math on the Florida Standards Assessment will increase to at least 70%. Additionally, at least 50% or more of students tested will show learning gains in Mathematics on the Florida Standards Assessment. Students in kindergarten through third grade will show a year's growth as measured by Discovery Education Assessments. 1a

G086165

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Students prior math knowledge and skills acquisition, as well as understanding of the 8 mathematical practices
- Parent Involvement
- Teacher training: The implementation of Best Practices in math instruction through Grade Level Vertical Team meetings.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The following resources are in place to assist students in mastery of the Florida Standards in mathematics: * Harcourt Go Math / FL * Educational Technology: Accelerated Math, IXL Math, Moby Max * Daily "High Yield Routines" practice * Daily use of math manipulatives
- Professional Development: Vertical Teams will receive professional development on "Best Practices" for differentiated math instruction through out the school year.
- * Small group instruction provided by ESE Resource Teacher * After school remediation for 3rd, 4th, and 5th grade students identified through previous FSA Mathematics, Discovery Education Assessment, MTSS/RTI intervention strategies, and classroom teacher recommendation.
*Subject Area Teaming at 5th grade

Plan to Monitor Progress Toward G3. 8

FSA Mathematics, Alternate Assessment, Discovery Education Assessment, and STAR math data will be reviewed throughout the year.

Person Responsible

Susan Brazier

Schedule

Triannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Assessment data will be collected and reviewed throughout the year to monitor progress toward meeting the math goal.

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. The percent of students scoring at or above proficiency in Science on the FCAT 2.0 Assessment will increase to at least 75%. **1**

 G086163

G1.B1 Students lack of understanding of necessary science vocabulary and the scientific process. **2**

 B228891

G1.B1.S1 Students will have the opportunity to participate in multiple hands - on science activities in the classroom and during Project Learning Tree activities throughout the school year. **4**

 S241350

Strategy Rationale

Students need exposure to science vocabulary and the scientific process throughout the school year.

Action Step 1 **5**

Students will have multiple opportunities to participate in hands - on science activities.

Person Responsible

Susan Brazier

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Teacher lesson plans and classroom observations.

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

Implementation of hands - on science inquiry lessons.

Person Responsible

Susan Brazier

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Lesson plans will show the implementation of hands - on science inquiry.

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

Acquisition of grade level appropriate science vocabulary.

Person Responsible

Susan Brazier

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Students will show acquisition of grade level appropriate science vocabulary as evidenced through report card grades and FCAT 2.0 5th grade science results.

G1.B1.S2 Students will have the opportunity to use technology to increase their science vocabulary and understanding of the scientific process. 4

S241351

Strategy Rationale

Students need exposure to science vocabulary from a variety of sources throughout the school year.

Action Step 1 5

Students will have the opportunity to use technology to increase their science vocabulary.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Teachers' Lesson Plans and Classroom Observations

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

Discussion of implementation during grade level meetings.

Person Responsible

Susan Brazier

Schedule

Monthly, from 10/17/2016 to 5/26/2017

Evidence of Completion

Teachers' Lesson Plans

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

Science report card grades and FCAT 2.0 Science results.

Person Responsible

Susan Brazier

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Increase in student performance as shown by report card grades and students scoring at or above proficiency as measured by FCAT 2.0.

G2. The percent of students scoring at or above proficiency in English Language Arts on the FL Standards Assessment will increase to at least 70% . Additionally, at least 50% or more of students tested will show learning gains in English Language Arts on the Florida Standards Assessment. Students in kindergarten through third grade will show a years growth as measured by Discovery Education Assessments. 1

G086164

G2.B1 Exposure to rigorous, grade level appropriate vocabulary and complex text. 2

B228892

G2.B1.S1 Daily classroom read aloud with grade level appropriate vocabulary words identified, discussed and used in classroom activities. 4

S241352

Strategy Rationale

Increase exposure to rigorous - grade level vocabulary.

Action Step 1 5

Every classroom teacher will provide students with Florida ELA grade appropriate daily read aloud opportunities that focus on vocabulary development.

Person Responsible

Susan Brazier

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Teachers' lesson plans will document individual classroom read aloud. Classroom walk through and observation will document individual classroom read aloud.

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

Principal will observe daily read aloud lessons and monitor lesson plans

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Lesson plans will be collected at the end of 2016-2017. Walk through and observation notes will be reflected in classroom teachers' evaluations.

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

Classroom lesson plans, walk through and observation notes

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Lesson plans & Evaluations

G2.B1.S2 Every classroom will utilize a working word wall for acquisition of grade level appropriate vocabulary. 4

 S241353

Strategy Rationale

Repeated exposure to rigorous - grade level vocabulary to increase retention of new vocabulary.

Action Step 1 5

Working word walls will be incorporated into every classroom throughout the school setting.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Observations will note that working word walls have been implemented into classroom instruction.

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

Classroom walk through and observations notes and conferences will be used to monitor the implementation of working word walls into the classroom instruction. Assistance will be provided by the Reading Coach if necessary.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Classroom walk through and observations noted in teachers' evaluations.

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

FSA, Discovery Education Assessments, and STAR reading student data will be reviewed. A higher percentage of students scoring at or above proficiency levels as measured by the above named assessments will determine the success of this strategy.

Person Responsible

Susan Brazier

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

A notebook will be completed for the School Administration and SAC members that contains related data.

G2.B1.S3 Teachers will implement Florida ELA Standards: Harcourt Journeys, Unique Curriculum, Renaissance Learning, LDC Modules, written text based response to reading across the curriculum, cold read, chunking strategies for reading understanding, vocabulary illustration, word games, as well as using the grade level vocabulary in communication and in writing. 4

 S241354

Strategy Rationale

Students need a variety of learning opportunities to become proficient in meeting the ELA Florida Standards.

Action Step 1 5

Classroom teachers will incorporate grade level appropriate vocabulary that has been identified in the WCS curriculum and FSA/ELA Standards into their lesson plans across the curriculum.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Classroom walk through & observation notes, as well as individual lesson plans

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

Classroom walk through and observation notes, as well as data from Discovery Education Assessments with support provided by School Level Administration and the Reading Coach will be used to monitor for the fidelity of implementation of this strategy.

Person Responsible

Susan Brazier

Schedule

Triannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom walk through, observation notes and DEA data.

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

FSA,Alternate Assessment,Discovery Education Assessments, and STAR reading student data will be reviewed.

Person Responsible

Susan Brazier

Schedule

Triannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student data from FSA/ELA, Alternate Assessment, STAR reading,and Discovery Education Assessments will be used to determine if this strategy was successful in achieving the goal. STAR reading and Discovery Education Assessment will be monitored at least 3 times a year. FSA/ELA/Alternate Assessment will be reviewed annually as the data is available.

G2.B1.S4 Students will have an opportunity to practice FSA/ ELA standards through the use of the following educational technology programs: Accelerated Reader, SRA labs, Moby Max, Fast Forward, Starfall, Harcourt Think Central, Brain Pop, Brain Pop Jr., Flocabulary. 4

S241355

Strategy Rationale

The use of educational technology provides individualized practice of skills and exposes students to new vocabulary and ideas.

Action Step 1 5

Students will be provided with daily opportunities to practice differentiated grade level reading skills through the use of educational technology.

Person Responsible

Susan Brazier

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

STAR reading assessments, FSA, Alternate Assessment, and Discovery Education Assessments will be used to monitor success toward meet the goal.

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Student data reviews will be used to determine student achievement as well as the students time using educational technology programs.

Person Responsible

Susan Brazier

Schedule

Quarterly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student data concerning time of students' use of school's educational technology and increased student achievement data .

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

FSA, Alternate Assessment, Discovery Education Assessments, and STAR reading student data will be reviewed.

Person Responsible

Susan Brazier

Schedule

Triannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student data from FSA, Alternate Assessment, STAR reading, and Discovery Education Assessments will be used to determine if this strategy was successful in achieving the goal. STAR reading and Discovery Education Assessment will be monitored at least 3 times a year. FSA/Alternate Assessment will be monitored 1 time a year.

G2.B1.S5 Time for kids will be purchased for students at all grade levels. Social Studies Weekly and National Geographic Science may be used during the 90 minute reading block. 4

 S241356

Strategy Rationale

Exposes students to an enriched vocabulary and current events.

Action Step 1 5

Time for Kids will be purchased for students at all grade levels and reviewed in class.

Person Responsible

Susan Brazier

Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Lesson Plans will show the use of Time for Kids for vocabulary enrichment.

Plan to Monitor Fidelity of Implementation of G2.B1.S5 6

Use of Time for Kids at all grade levels to enrich vocabulary development.

Person Responsible

Susan Brazier

Schedule

Weekly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Lesson plans will show use of the student magazine to enrich vocabulary development.

Plan to Monitor Effectiveness of Implementation of G2.B1.S5 7

Acquisition of grade level appropriate vocabulary.

Person Responsible

Susan Brazier

Schedule

Triannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Students will show acquisition of grade level vocabulary as evidenced through: Discovery Education Assessment, FSA Reading, and Alternate Assessment.

G2.B1.S6 Odyssey of the Mind will be implemented in 4th and 5th grade as an after school enrichment program. 4

 S241357

Strategy Rationale

Enrichment for identified students will increase the number of students who achieve reading proficiency.

Action Step 1 5

Targeted 4th and 5th grade students will participate in an after school enrichment activity through Odyssey of the Mind.

Person Responsible

Amy Seidler

Schedule

Weekly, from 10/17/2016 to 5/26/2017

Evidence of Completion

The students attendance, created project , and attendance at the FL Odyssey Conference will serve as evidence.

Plan to Monitor Fidelity of Implementation of G2.B1.S6 6

The school administration will provide support for the implementation of Odyssey of the Mind activities.

Person Responsible

Susan Brazier

Schedule

Weekly, from 10/17/2016 to 5/26/2017

Evidence of Completion

Creation of the Odyssey of the Mind's student team's project will serve as evidence.

Plan to Monitor Effectiveness of Implementation of G2.B1.S6 7

Effectiveness will be judged using the program's criteria for successful implementation of the Odyssey of the Mind activities.

Person Responsible

Susan Brazier

Schedule

Annually, from 10/17/2016 to 5/26/2017

Evidence of Completion

Odyssey of the Mind criteria and successful implementation by the team.

G2.B1.S7 Grade Level Vertical ELA Teams will be created to assist teachers in the implementation of FL writing standards. 4

 S241358

Strategy Rationale

Student achievement will be increased if lessons are provided by high quality instructors.

Action Step 1 5

Grade level Vertical ELA Teams will meet during the summer and throughout the school year to assure high quality instruction.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 7/18/2016 to 5/26/2017

Evidence of Completion

ePDC attendance and follow up will be reviewed. Student data will be reviewed as available through the use of FSA and Write Score.

Plan to Monitor Fidelity of Implementation of G2.B1.S7 6

School level vertical ELA teams will report to grade level teams important information and grade level team notes will serve as documentation.

Person Responsible

Susan Brazier

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Grade level team meeting notes will be collected monthly.

Plan to Monitor Effectiveness of Implementation of G2.B1.S7 7

Classroom lesson plans and observations will be used to monitor effectiveness of this strategy.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Lesson Plans and Observation notes will be collected to serve as evidence that this strategy is being implemented through out the school setting.

G2.B1.S8 Students identified as "Gifted" under Florida regulations will be provided instruction by a certified gifted instructor in an inclusion classroom. 4

 S241359

Strategy Rationale

Students identified as "Gifted" need to be challenged using strategies that have been identified as "Best Practice" for gifted education.

Action Step 1 5

Students identified as "Gifted" based on Florida requirements will be provided with instruction by a certified gifted teacher in an inclusion setting. Teachers will be provided with opportunities to earn their gifted endorsement through the WCS and FDLRS trainings.

Person Responsible

Susan Brazier

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Classroom teachers lesson plans will be used to verify "Best Practice" gifted strategies. Identified students EP's will verify that students are placed with a certified gifted teacher and in an inclusion classroom.

Plan to Monitor Fidelity of Implementation of G2.B1.S8 6

Lesson plans will be used to check for the fidelity of implementation, as well as class lists that indicate student is being instructed by a gifted certified teacher in an inclusion setting.

Person Responsible

Susan Brazier

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Lesson plans will be collected annually and reviewed periodically through the school year.

Plan to Monitor Effectiveness of Implementation of G2.B1.S8 7

Mastery of EP goals, Statewide Assessments, and Discovery Education Assessments will be reviewed to indicated student progress.

Person Responsible

Susan Brazier

Schedule

Triannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

EP goal mastery and assessment data will be collected annually.

G2.B1.S9 Students identified with learning disabilities (language, autism, other health impaired, and/or specific learning disabilities) will be provided with instruction on grade level FL Standards in an inclusion model setting when appropriate as deemed by the school's Child Study Team. 4

 S241360

Strategy Rationale

Students will be exposed to grade level vocabulary, text, and grammar with additional strategies provided by a certified ESE teacher.

Action Step 1 5

Students identified with learning disabilities in the areas of language, autism, other health impaired, and/or specific learning disabilities will be provided with additional strategies by a certified ESE teacher.

Person Responsible

Jennifer Redfern

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student assessments on grade level FL Standards, Discovery Education, STAR Reading, and Fast Forward will provide evidence of students' mastery toward grade level standards in ELA.

Plan to Monitor Fidelity of Implementation of G2.B1.S9 6

Students' progress toward meeting the FL grade level standards in ELA will be monitored at least 3 times per year through Discovery Education Assessment, STAR reading, and Cold Reads.

Person Responsible

Schedule

Triannually, from 9/14/2016 to 5/26/2017

Evidence of Completion

Students' assessment reports will be collected to monitor progress toward meeting FL grade level standards in ELA.

Plan to Monitor Effectiveness of Implementation of G2.B1.S9 7

During each student's annual IEP meeting the progress toward meeting FL grade level standards and IEP goals will be reviewed and changes will be made if deemed necessary by the Child Study Team.

Person Responsible

Jennifer Redfern

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Review of each student's IEP and assessment information will be done annually to determine adequate academic progress in FL ELA standards

G2.B1.S10 Kindergarten and first grade students will increase their speaking and written vocabulary through the daily implementation of Expanding Expressions. 4

 S241361

Strategy Rationale

Students will be exposed to an enriched vocabulary through the use of Expanding Expression daily.

Action Step 1 5

Kindergarten and first grade students will increase their speaking and written vocabulary through the daily implementation of Expanding Expressions.

Person Responsible

Susan Brazier

Schedule

On 5/26/2017

Evidence of Completion

Classroom observation and student writing journals.

Plan to Monitor Fidelity of Implementation of G2.B1.S10 6

First grade and kindergarten teachers will be provided with professional development opportunities to implement Expanding Expressions during the 2016 - 2017 school year. Classroom observation.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 9/2/2016 to 5/26/2017

Evidence of Completion

Student journals will be collected in May. Classroom observation notes will reflect implementation of Expanding Expressions.

Plan to Monitor Effectiveness of Implementation of G2.B1.S10 7

School Administrators will do classroom observations to ensure implementation of Expanding Expressions.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 9/2/2016 to 5/26/2017

Evidence of Completion

Student writing journals and FSA/ ELA writing scores

G2.B1.S11 A Title I Reading Remediation Teacher will work with students in first and second grade that need additional instruction in vocabulary development, phonemic awareness, and sight word recognition.

4

 S241362

Strategy Rationale

Students working below grade level in reading in first and second grade need more practice in vocabulary development, phonemic awareness, and sight word recognition to increase their reading ability and work toward grade level skills acquisition.

Action Step 1 5

Students in first and second grade that are not mastering grade level ELA skills will receive additional instruction in vocabulary development, phonemic awareness, and sight word recognition.

Person Responsible

Susan Brazier

Schedule

Daily, from 10/31/2016 to 4/28/2017

Evidence of Completion

Students will show an increase in their grade level ELA reading scores through classroom "Cold Read" grades and Discovery Education Assessment scores.

Plan to Monitor Fidelity of Implementation of G2.B1.S11 6

Students participating in the reading remediation instruction will be monitored through the use of "Cold Read" grades and Discovery Education Assessment scores.

Person Responsible

Schedule

Triannually, from 11/1/2016 to 4/28/2017

Evidence of Completion

Cold Read scores and an improvement in the number of grade level skills mastered as evidence by DEA scores.

Plan to Monitor Effectiveness of Implementation of G2.B1.S11 7

Students' "Cold Read" grades and DEA grade level ELA scores will be reviewed tri-annually to check for improvements in vocabulary development, phonemic awareness, and sight word recognition.

Person Responsible

Schedule

Triannually, from 10/31/2016 to 4/28/2017

Evidence of Completion

"Cold Read" grades and DEA grade level ELA scores will be collected to evidence effectiveness of strategy.

G2.B2 Limited prior knowledge and the ability to analyze complex text and respond to text-based questions.

2

B228893

G2.B2.S1 Harcourt Journeys / FL, Social Studies Weekly, National Geographic Science textbooks, SRA labs, Brain Pop, Brain Pop Jr., Discovery Education United Streaming, Field Trips, and Community Experts will be used to provide students with prior knowledge of grade level information. 4

S241363

Strategy Rationale

Students need multiple exposures to complex text and real world experiences to acquire the needed prior knowledge to become proficient readers.

Action Step 1 5

Teachers will have an opportunity to refresh, explore, and learn additional information through professional development opportunities such as: Project Learning Tree. Students will be offered opportunities to add to their prior knowledge base through the use of Harcourt Journeys, Discovery Education United Streaming, Project Learning Tree activities, Field Trips and Community Experts.

Person Responsible

Susan Brazier

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Teachers' lesson plans will document use of Harcourt Journeys, United Streaming, Project Learning Tree activities, Field Trips, and Community Experts. The ePDC attendance and follow up will document participation in Professional Development.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Classroom observations and review of lesson plans will be used to monitor implementation of the strategy.

Person Responsible

Susan Brazier

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Classroom observation notes and lesson plans. ePDC teacher training documentation

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Student data from FSA, Alternate Assessment, Discovery Education Assessments and STAR reading will be reviewed to determine the success of this strategy.

Person Responsible

Susan Brazier

Schedule

Triannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student data will show an increase in the number of students who are proficient in FS/ELA.

G2.B2.S2 Students identified as needing additional instruction in meeting grade level FS/ELA standards in 3rd, 4th, and 5th grade will have an opportunity to attend an after school remediation camp. The camp will meet for 60 minutes x 1 day per week for 8 weeks. 4

 S241364

Strategy Rationale

Students acquisition of grade level skills will increase with additional instructional time with highly qualified instructors.

Action Step 1 5

After school remediation camp will be offered to students identified as needing additional instructional time to master the FSA/ELA standards.

Person Responsible

Louis Hernandez

Schedule

Weekly, from 10/17/2016 to 3/31/2017

Evidence of Completion

Targeted students' FSA, Alternate Assessment, and DEA scores will be used as evidence, as well as attendance in the camp.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Student attendance and assessment data will be used to monitor fidelity of implementation.

Person Responsible

Louis Hernandez

Schedule

Weekly, from 10/17/2016 to 3/31/2017

Evidence of Completion

Student attendance records and assessment data will be kept for camp participants.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Administration will monitor and keep data on the effectiveness of the strategy through data from FSA, Alternate Assessment, Discovery Education Assessments and STAR reading.

Person Responsible

Louis Hernandez

Schedule

Weekly, from 10/17/2016 to 3/31/2017

Evidence of Completion

Student attendance and data provided through FSA, Alternate Assessment, Discovery Education Assessments and STAR reading.

G2.B3 Parent Involvement 2

 B228894

G2.B3.S1 Parents will be offered multiple opportunities to become involved in their child's academic careers throughout the school year such as: September Parent Education Night, PTO meetings, Story Teller & BINGO for science books, Volunteer opportunities, Parent and Teacher conferences, and student daily planners. Parents will receive a monthly newsletter. 4

 S241365

Strategy Rationale

Student achievement is improved through active parent involvement through out the school year.

Action Step 1 5

Open House, Parent Education Night, Title I Parent Nights for Literacy, PTO meetings, Volunteer opportunities, Parent and Teacher conferences, student daily planners, and Parent / Student information handlers.

Person Responsible

Susan Brazier

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Sign in sheets documenting parent attendance at Parent Nights, Title I Parent Nights for Literacy, Open House, Teacher and Parent conferences. Warrior Way Parent Newsletters

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Review sign in sheets that document parent participation in parent involvement activities.
Review classroom parent conference logs.

Person Responsible

Susan Brazier

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

The number of parents in attendance as documented by sign in sheets. Volunteer hours documented through the School Check-In computer program.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Success of this strategies will be determined by an increase in the number of parents involved in their child's education during the 2016-2017 school year.

Person Responsible

Susan Brazier

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

The percent of parents that where involved in their child's education through school provided activities will be reported to the SAC members.

G2.B3.S2 Parents will receive a school handler / with handbook information included such as: Vision, Mission, Dress Code, Discipline Code, Title I, PTO, Lunchroom and Bus Expectations, at the school's Open House in August and throughout the school year upon registration. 4

S241366

Strategy Rationale

Student achievement is improved through clear and open communication with parents through out the school year.

Action Step 1 5

Parent Handler / Handbook and Monthly Parent Newsletter

Person Responsible

Susan Brazier

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Handler and Newsletters

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Handlers will be provided to all students at Open House and all new students upon registration. The Parent Newsletter will be sent home monthly with all students.

Person Responsible

Susan Brazier

Schedule

Monthly, from 8/11/2016 to 5/26/2017

Evidence of Completion

Monthly Parent Newsletters and a copy of the Parent/Student Handler

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

An increase in parent participation of school wide activities will be noted through our schools annual climate survey.

Person Responsible

Susan Brazier

Schedule

Annually, from 1/9/2017 to 5/26/2017

Evidence of Completion

Climate survey data concerning parent participation in school wide activities.

G3. The percent of students scoring at or above the proficiency level in math on the Florida Standards Assessment will increase to at least 70%. Additionally, at least 50% or more of students tested will show learning gains in Mathematics on the Florida Standards Assessment. Students in kindergarten through third grade will show a year's growth as measured by Discovery Education Assessments. 1

G086165

G3.B1 Students prior math knowledge and skills acquisition, as well as understanding of the 8 mathematical practices 2

B228895

G3.B1.S1 All classrooms will provide at least 90 minutes per day to the instruction of grade level FL math standards. 4

S241367

Strategy Rationale

To be proficient in math students need adequate time to gain understanding and practice math concepts and skills.

Action Step 1 5

All teachers' schedules will allow for at least 90 minutes of math instruction daily.

Person Responsible

Susan Brazier

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Lesson plans will document 90 minutes of math instruction in all classrooms. Classroom observations will verify the 90 minutes of instructions.

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

Administrators will review lesson plans and observe classrooms during math instruction throughout the school year to monitor for the fidelity of implementation.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Lesson plans and classroom observation notes.

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

Individual student report card grades, FSA, Alternated Assessment, Discovery Education Assessment, and STAR math data will be used to monitor effectiveness.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Randomly selected student report cards will be reviewed and data from FSA, Alternate Assessment, Discovery Education and STAR math will be reviewed as available.

G3.B1.S2 Continue to use educational technology such as IXL Math, Moby Max, and Accelerated Math to enhance the math curriculum and assist in providing differentiated instructional practice in math at all grade levels. 4

 S241368

Strategy Rationale

Students need daily individualized opportunities to practice skills to make progress toward mastery of the FL Standards in math.

Action Step 1 5

Classroom teachers will use available educational technology to support and enhance the FL math standards curriculum.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 9/19/2016 to 9/19/2016

Evidence of Completion

Teacher lesson plans and classroom observation notes will show evidence of the use of educational technology to enhance and differentiate math instruction.

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

Classroom teachers' lesson plans will note the implementation of educational technology such as: IXL, Moby Max, and Accelerated Math to enhance the FL math standards curriculum.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Classroom lesson plans will be collected at the end of the school year and reviewed during teacher evaluations.

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

Student achievement toward mastery of the grade level FL standards math curriculum will be reviewed using FSA, Alternate Assessment, Discovery Education Assessments, and classroom performance.

Person Responsible

Susan Brazier


Schedule

Triannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student data will be reviewed as information becomes available through out the school year.

G3.B1.S3 Students will participate daily in "The High Yield Routines" and keep a math journal at all grade levels. 4

 S241369

Strategy Rationale

Students must be able to explain the math concepts and skills in order to show understanding.

Action Step 1 5

All general education teachers will be provided with the book "High Yield Routines" and implement a new routine each 9 weeks per district curriculum guidelines. Students will keep a math journal of work related to the routines. Shadeville's self-contained ESE classrooms implement the Unique Curriculum to strengthen math concepts and applications.

Person Responsible

Susan Brazier

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom observations, and student journals will document the implementation of these routines daily.

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

Classroom teachers' lesson plans will note implementation of the "High Yield Routine" activities, as well as periodic review of individual student math journals.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 9/21/2016 to 5/26/2017

Evidence of Completion

Classroom Lesson plans and select student journals will be collected at the end of the school year and reviewed during teacher evaluations.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

The effectiveness of this strategy will be reflected in the number of students who show proficiency in math as measured by: FSA, Alternate Assessment, Discovery Education Assessments, and classroom performance.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student data will be reviewed as it becomes available.

G3.B1.S4 Identified students in 3rd, 4th and 5th grade students will receive additional math instruction for 60 minutes X 1 day per week for 8 weeks through an after school math camp. 4

 S241370

Strategy Rationale

Providing additional opportunities to practice math skills will increase the number of students who are proficient in math.

Action Step 1 5

After school math camp - 60 minutes x 1 day per week for 8 weeks for identified students in 3rd, 4th and 5th grades.

Person Responsible

Louis Hernandez

Schedule

Weekly, from 10/17/2016 to 4/7/2017

Evidence of Completion

Student attendance records and assessment data will be used as available from Discovery Education Assessments, STAR math, FSA, and Alternate Assessment.

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Student attendance and an increase in proficiency of math skills using IXL or Moby Max.

Person Responsible

Louis Hernandez

Schedule

Weekly, from 10/17/2016 to 4/7/2017

Evidence of Completion

Attendance records and data from IXL and Moby Max math.

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Teacher / Administrators will meet to discuss the student data used to monitor the camps effectiveness.

Person Responsible

Louis Hernandez


Schedule

On 4/7/2017

Evidence of Completion

Meeting notes and student data will be used to verify that the effectiveness of the strategy was monitored.

G3.B1.S5 Teachers will review available data (Discovery Education & STAR Math) to drive instruction at least 3 times per year. 4

 S241371

Strategy Rationale

Students will be more successful in math when grade level skills are monitored and differentiated math instruction is provided at all grade levels.

Action Step 1 5

All classroom teachers will review the data from Discovery Education Assessment and STAR Math Assessments to drive instruction at least 3 times yearly. Teachers with students who have an IEP or 504 will ensure that appropriate accommodations are provided daily.

Person Responsible

Susan Brazier

Schedule

Triannually, from 8/11/2016 to 5/31/2017

Evidence of Completion

Math lesson plans will be adjusted based on assessment data.

Plan to Monitor Fidelity of Implementation of G3.B1.S5 6

Classroom Teachers lesson plans will be monitored to ensure data driven instruction. Teachers will record accommodations provided to each ESE and 504 students on a daily basis.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 8/11/2016 to 5/31/2017

Evidence of Completion

Lesson plans and accommodation forms will be collected at the end of the school year and reviewed with teachers individually.

Plan to Monitor Effectiveness of Implementation of G3.B1.S5 7

Classroom walk through and observations will be done and teacher conferences will take place as needed.

Person Responsible

Susan Brazier

Schedule

Quarterly, from 9/21/2016 to 5/31/2017

Evidence of Completion

Lesson plans and accommodation forms will be collected annually and discussed with teachers.

G3.B1.S6 Students with identified learning disabilities (language, autism, other health impaired, and/or specific learning disability in math) will be provided with instruction toward meeting the FL Math Standards at grade level in an inclusion setting when deemed appropriate by the school's Child Study Team. 4

 S241372

Strategy Rationale

Students will be exposed to grade level FL Math Standards, but will be provided with additional strategies to meet the standards by a certified ESE teacher.

Action Step 1 5

Students identified with learning disabilities (language, autism, and/or specific learning disabilities) will be provided with instruction in an inclusion model when deemed appropriate by the school's Child Study Team.

Person Responsible

Jennifer Redfern

Schedule

Daily, from 8/11/2016 to 5/26/2017

Evidence of Completion

Students' assessments using FSA, Discovery Education, and STAR Math will be used to show implementation of this strategy and its success.

Plan to Monitor Fidelity of Implementation of G3.B1.S6 6

Classroom observations will be done to monitor the implementation of this strategy, as well as a review of students' assessments in math toward meeting grade level standards.

Person Responsible

Susan Brazier

Schedule

Semiannually, from 9/21/2016 to 5/19/2017

Evidence of Completion

Classroom observation notes will be collected as evidence of monitoring the implementation of this strategy.

Plan to Monitor Effectiveness of Implementation of G3.B1.S6 7

Students' assessments and mastery toward IEP goals will be used to monitor the effectiveness of this strategy.

Person Responsible

Susan Brazier

Schedule

Annually, from 8/11/2016 to 5/31/2017

Evidence of Completion

Students' assessments and IEP's will be collected and reviewed annually by the school's Child Study Team to monitor the effectiveness of the inclusion model as a strategy for student progress toward meeting their grade level standards and IEP goals.

G3.B2 Parent Involvement 2

 B228896

G3.B2.S1 Parents will be provided with opportunities to come to the school to assist their children in attaining the grade level FL math standards through: Parent Education Night in September and individual parent conferences. 4

 S241373

Strategy Rationale

When parents are involved in their child's education student success increases.

Action Step 1 5

Parent Education Night will be held in September to assist parents with educational activities and websites that they can use to assist their child at home in mastering the FL math standards. Teachers will meet with individual parents throughout the school year to discuss and share ideas concerning their child's progress in math.

Person Responsible

Susan Brazier

Schedule

Annually, from 9/15/2016 to 5/26/2017

Evidence of Completion

Parent sign in sheets and a grade level activities agenda will be collected during Parent Education Night. Teachers will document parent conferences.

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

Parent Sign -In sheets will be collected for Parent Night. Annual climate survey will be reviewed when available concerning data about parent opportunities to come to the school for assistance with math instruction.

Person Responsible

Susan Brazier

Schedule

Annually, from 9/15/2016 to 5/26/2017

Evidence of Completion

Sign in sheets and climate survey data.

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

Student data will show an increase in the number of students proficient in meeting the grade level FL math standards.

Person Responsible

Susan Brazier

Schedule

Annually, from 10/3/2016 to 5/26/2017

Evidence of Completion

Student data from FSA and Discovery Education Assessments will be used to monitor effectiveness of this strategy.

G3.B3 Teacher training: The implementation of Best Practices in math instruction through Grade Level Vertical Team meetings. 2

 B228897

G3.B3.S1 Vertical Math Team: Grade level representatives will be provided with training throughout the year on "Best Practices" in teaching differentiated math lessons. 4

 S241374

Strategy Rationale

Student achievement is increased when taught by highly qualified math instructors.

Action Step 1 5

Vertical Math Team members will meeting during the summer for planning and during the year to increase their knowledge of providing effective differentiated math instruction at all grade levels.

Person Responsible

Susan Brazier

Schedule

Annually, from 7/20/2016 to 5/26/2017

Evidence of Completion

Attendance and follow up activities of the professional development activities will be kept through the ePDC.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Participants attendance will be monitored using the ePDC and implementation of practices will be observed by the school's administration throughout the year.

Person Responsible

Susan Brazier

Schedule

Annually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Data from the ePDC concerning attendance and follow up, as well as classroom observation notes will be used to monitor the fidelity of implementation of this strategy.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Data from FSA, Alternate Assessment, DEA, and STAR math will show that student achievement toward achieving proficiency on grade level FL math standards will increase at all grade levels.

Person Responsible

Susan Brazier

Schedule

Triannually, from 8/11/2016 to 5/26/2017

Evidence of Completion

Student data from FSA, Alternate Assessment, STAR math, and Discovery Education Assessments will be reviewed as it becomes available.

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					
G3.B1.S2.A1 A312372	Classroom teachers will use available educational technology to support and enhance the FL math...	Brazier, Susan	9/19/2016	Teacher lesson plans and classroom observation notes will show evidence of the use of educational technology to enhance and differentiate math instruction.	9/19/2016 semiannually
G2.B2.S2.MA1 M321709	Administration will monitor and and keep data on the effectiveness of the strategy through data...	Hernandez, Louis	10/17/2016	Student attendance and data provided through FSA, Alternate Assessment, Discovery Education Assessments and STAR reading.	3/31/2017 weekly
G2.B2.S2.MA1 M321710	Student attendance and assessment data will be used to monitor fidelity of implementation.	Hernandez, Louis	10/17/2016	Student attendance records and assessment data will be kept for camp participants.	3/31/2017 weekly
G2.B2.S2.A1 A312368	After school remediation camp will be offered to students identified as needing additional...	Hernandez, Louis	10/17/2016	Targeted students' FSA, Alternate Assessment, and DEA scores will be used as evidence, as well as attendance in the camp.	3/31/2017 weekly
G3.B1.S4.MA1 M321722	Teacher / Administrators will meet to discuss the student data used to monitor the camps...	Hernandez, Louis	10/17/2016	Meeting notes and student data will be used to verify that the effectiveness of the strategy was monitored.	4/7/2017 one-time
G3.B1.S4.MA1 M321723	Student attendance and an increase in proficiency of math skills using IXL or Moby Max.	Hernandez, Louis	10/17/2016	Attendance records and data from IXL and Moby Max math.	4/7/2017 weekly
G3.B1.S4.A1 A312374	After school math camp - 60 minutes x 1 day per week for 8 weeks for identified students in 3rd,...	Hernandez, Louis	10/17/2016	Student attendance records and assessment data will be used as available from Discovery Education Assessments, STAR math, FSA, and Alternate Assessment.	4/7/2017 weekly
G2.B1.S11.MA1 M321705	Students' "Cold Read" grades and DEA grade level ELA scores will be reviewed tri-annually to to...		10/31/2016	"Cold Read" grades and DEA grade level ELA scores will be collected to evidence effectiveness of strategy.	4/28/2017 triannually
G2.B1.S11.MA1 M321706	Students participating in the reading remediation instruction will be monitored through the use of...		11/1/2016	Cold Read scores and an improvement in the number of grade level skills mastered as evidence by DEA scores.	4/28/2017 triannually
G2.B1.S11.A1 A312366	Students in first and second grade that are not mastering grade level ELA skills will receive...	Brazier, Susan	10/31/2016	Students will show an increase in their grade level ELA reading scores through classroom "Cold Read" grades and Discovery Education Assessment scores.	4/28/2017 daily
G3.B1.S6.MA1 M321727	Classroom observations will be done to monitor the implementation of this strategy, as well as a...	Brazier, Susan	9/21/2016	Classroom observation notes will be collected as evidence of monitoring the implementation of this strategy.	5/19/2017 semiannually
G1.MA1 M321684	Science report card grades and FCAT 2.0 for fifth grade.	Brazier, Susan	8/11/2016	Student data will show an increase in science grades and FCAT 2.0 proficiency results.	5/26/2017 quarterly
G2.MA1 M321715	Student data from FSA/ELA, Alternate Assessment, STAR reading, and Discovery Education Assessments...	Brazier, Susan	8/11/2016	The last administration of the following assessments will be reviewed to determine success of this strategy: STAR reading, Discovery Education Assessment, FSA/ELA, and Alternate Assessment.	5/26/2017 triannually
G3.MA1 M321732	FSA Mathematics, Alternate Assessment, Discovery Education Assessment, and STAR math data will be...	Brazier, Susan	8/11/2016	Assessment data will be collected and reviewed throughout the year to monitor progress toward meeting the math goal.	5/26/2017 triannually
G1.B1.S1.MA1 M321680	Acquisition of grade level appropriate science vocabulary.	Brazier, Susan	8/11/2016	Students will show acquisition of grade level appropriate science vocabulary as evidenced through report card grades	5/26/2017 quarterly

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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
				and FCAT 2.0 5th grade science results.	
G1.B1.S1.MA1 M321681	Implementation of hands - on science inquiry lessons.	Brazier, Susan	8/11/2016	Lesson plans will show the implementation of hands - on science inquiry.	5/26/2017 quarterly
G1.B1.S1.A1 A312354	Students will have multiple opportunities to participate in hands - on science activities.	Brazier, Susan	8/11/2016	Teacher lesson plans and classroom observations.	5/26/2017 quarterly
G2.B1.S1.MA1 M321685	Classroom lesson plans, walk through and observation notes	Brazier, Susan	8/11/2016	Lesson plans & Evaluations	5/26/2017 semiannually
G2.B1.S1.MA1 M321686	Principal will observe daily read aloud lessons and monitor lesson plans	Brazier, Susan	8/11/2016	Lesson plans will be collected at the end of 2016-2017. Walk through and observation notes will be reflected in classroom teachers' evaluations.	5/26/2017 semiannually
G2.B1.S1.A1 A312356	Every classroom teacher will provide students with Florida ELA grade appropriate daily read aloud...	Brazier, Susan	8/11/2016	Teachers' lesson plans will document individual classroom read aloud. Classroom walk through and observation will document individual classroom read aloud.	5/26/2017 daily
G2.B2.S1.MA1 M321707	Student data from FSA, Alternate Assessment, Discovery Education Assessments and STAR reading will...	Brazier, Susan	8/11/2016	Student data will show an increase in the number of students who are proficient in FS/ELA.	5/26/2017 triannually
G2.B2.S1.MA1 M321708	Classroom observations and review of lesson plans will be used to monitor implementation of the...	Brazier, Susan	8/11/2016	Classroom observation notes and lesson plans. ePDC teacher training documentation	5/26/2017 daily
G2.B2.S1.A1 A312367	Teachers will have an opportunity to refresh, explore, and learn additional information through...	Brazier, Susan	8/11/2016	Teachers' lesson plans will document use of Harcourt Journeys, United Streaming, Project Learning Tree activities, Field Trips, and Community Experts. The ePDC attendance and follow up will document participation in Professional Development.	5/26/2017 daily
G2.B3.S1.MA1 M321711	Success of this strategies will be determined by an increase in the number of parents involved in...	Brazier, Susan	8/11/2016	The percent of parents that where involved in their child's education through school provided activities will be reported to the SAC members.	5/26/2017 annually
G2.B3.S1.MA1 M321712	Review sign in sheets that document parent participation in parent involvement activities. Review...	Brazier, Susan	8/11/2016	The number of parents in attendance as documented by sign in sheets. Volunteer hours documented through the School Check-In computer program.	5/26/2017 annually
G2.B3.S1.A1 A312369	Open House, Parent Education Night, Title I Parent Nights for Literacy, PTO meetings, Volunteer...	Brazier, Susan	8/11/2016	Sign in sheets documenting parent attendance at Parent Nights, Title I Parent Nights for Literacy, Open House, Teacher and Parent conferences. Warrior Way Parent Newsletters	5/26/2017 annually
G3.B1.S1.MA1 M321716	Individual student report card grades, FSA, Alternated Assessment, Discovery Education Assessment,...	Brazier, Susan	8/11/2016	Randomly selected student report cards will be reviewed and data from FSA, Alternate Assessment, Discovery Education and STAR math will be reviewed as available.	5/26/2017 semiannually
G3.B1.S1.MA1 M321717	Administrators will review lesson plans and observe classrooms during math instruction through out...	Brazier, Susan	8/11/2016	Lesson plans and classroom observation notes.	5/26/2017 semiannually
G3.B1.S1.A1 A312371	All teachers' schedules will allow for at least 90 minutes of math instruction daily.	Brazier, Susan	8/11/2016	Lesson plans will document 90 minutes of math instruction in all classrooms. Classroom observations will verify the 90 minutes of instructions.	5/26/2017 daily
G3.B2.S1.MA1 M321728	Student data will show an increase in the number of students proficient in meeting the grade level...	Brazier, Susan	10/3/2016	Student data from FSA and Discovery Education Assessments will be used to monitor effectiveness of this strategy.	5/26/2017 annually

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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
G3.B2.S1.MA1 M321729	Parent Sign -In sheets will be collected for Parent Night. Annual climate survey will be reviewed...	Brazier, Susan	9/15/2016	Sign in sheets and climate survey data.	5/26/2017 annually
G3.B2.S1.A1 A312377	Parent Education Night will be held in September to assist parents with educational activities and...	Brazier, Susan	9/15/2016	Parent sign in sheets and a grade level activities agenda will be collected during Parent Education Night. Teachers will document parent conferences.	5/26/2017 annually
G3.B3.S1.MA1 M321730	Data from FSA, Alternate Assessment, DEA, and STAR math will show that student achievement toward...	Brazier, Susan	8/11/2016	Student data from FSA, Alternate Assessment, STAR math, and Discovery Education Assessments will be reviewed as it becomes available.	5/26/2017 triannually
G3.B3.S1.MA1 M321731	Participants attendance will be monitored using the ePDC and implementation of practices will be...	Brazier, Susan	8/11/2016	Data from the ePDC concerning attendance and follow up, as well as classroom observation notes will be used to monitor the fidelity of implementation of this strategy.	5/26/2017 annually
G3.B3.S1.A1 A312378	Vertical Math Team members will meeting during the summer for planning and during the year to...	Brazier, Susan	7/20/2016	Attendance and follow up activities of the professional development activities will be kept through the ePDC.	5/26/2017 annually
G1.B1.S2.MA1 M321682	Science report card grades and FCAT 2.0 Science results.	Brazier, Susan	8/11/2016	Increase in student performance as shown by report card grades and students scoring at or above proficiency as measured by FCAT 2.0.	5/26/2017 quarterly
G1.B1.S2.MA1 M321683	Discussion of implementation during grade level meetings.	Brazier, Susan	10/17/2016	Teachers' Lesson Plans	5/26/2017 monthly
G1.B1.S2.A1 A312355	Students will have the opportunity to use technology to increase their science vocabulary.	Brazier, Susan	8/11/2016	Teachers' Lesson Plans and Classroom Observations	5/26/2017 semiannually
G2.B1.S2.MA1 M321687	FSA, Discovery Education Assessments, and STAR reading student data will be reviewed. A higher...	Brazier, Susan	8/11/2016	A notebook will be completed for the School Administration and SAC members that contains related data.	5/26/2017 annually
G2.B1.S2.MA1 M321688	Classroom walk through and observations notes and conferences will be used to monitor the...	Brazier, Susan	8/11/2016	Classroom walk through and observations noted in teachers' evaluations.	5/26/2017 semiannually
G2.B1.S2.A1 A312357	Working word walls will be incorporated into every classroom throughout the school setting.	Brazier, Susan	8/11/2016	Observations will note that working word walls have been implemented into classroom instruction.	5/26/2017 semiannually
G2.B3.S2.MA1 M321713	An increase in parent participation of school wide activities will be noted through our schools...	Brazier, Susan	1/9/2017	Climate survey data concerning parent participation in school wide activities.	5/26/2017 annually
G2.B3.S2.MA1 M321714	Handlers will be provided to all students at Open House and all new students upon registration. The...	Brazier, Susan	8/11/2016	Monthly Parent Newsletters and a copy of the Parent/Student Handler	5/26/2017 monthly
G2.B3.S2.A1 A312370	Parent Handler / Handbook and Monthly Parent Newsletter	Brazier, Susan	8/11/2016	Handler and Newsletters	5/26/2017 monthly
G3.B1.S2.MA1 M321718	Student achievement toward mastery of the grade level FL standards math curriculum will be reviewed...	Brazier, Susan	8/11/2016	Student data will be reviewed as information becomes available through out the school year.	5/26/2017 triannually
G3.B1.S2.MA1 M321719	Classroom teachers' lesson plans will note the implementation of educational technology such as:...	Brazier, Susan	8/11/2016	Classroom lesson plans will be collected at the end of the school year and reviewed during teacher evaluations.	5/26/2017 semiannually
G2.B1.S3.MA1 M321689	FSA,Alternate Assessment,Discovery Education Assessments, and STAR reading student data will be...	Brazier, Susan	8/11/2016	Student data from FSA/ELA, Alternate Assessment, STAR reading,and Discovery Education Assessments will be used to determine if this strategy was successful in achieving the goal. STAR reading and Discovery Education Assessment will be monitored at least 3	5/26/2017 triannually

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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
				times a year. FSA/ELA/Alternate Assessment will be reviewed annually as the data is available.	
G2.B1.S3.MA1 M321690	Classroom walk through and observation notes, as well as data from Discovery Education Assessments...	Brazier, Susan	8/11/2016	Lesson plans, classroom walk through, observation notes and DEA data.	5/26/2017 triannually
G2.B1.S3.A1 A312358	Classroom teachers will incorporate grade level appropriate vocabulary that has been identified in...	Brazier, Susan	8/11/2016	Classroom walk through & observation notes, as well as individual lesson plans	5/26/2017 semiannually
G3.B1.S3.MA1 M321720	The effectiveness of this strategy will be reflected in the number of students who show proficiency...	Brazier, Susan	8/11/2016	Student data will be reviewed as it becomes available.	5/26/2017 semiannually
G3.B1.S3.MA1 M321721	Classroom teachers' lesson plans will note implementation of the "High Yield Routine" activities,...	Brazier, Susan	9/21/2016	Classroom Lesson plans and select student journals will be collected at the end of the school year and reviewed during teacher evaluations.	5/26/2017 semiannually
G3.B1.S3.A1 A312373	All general education teachers will be provided with the book "High Yield Routines" and implement a...	Brazier, Susan	8/11/2016	Lesson plans, classroom observations, and student journals will document the implementation of these routines daily.	5/26/2017 daily
G2.B1.S4.MA1 M321691	FSA, Alternate Assessment, Discovery Education Assessments, and STAR reading student data will be...	Brazier, Susan	8/11/2016	Student data from FSA, Alternate Assessment, STAR reading, and Discovery Education Assessments will be used to determine if this strategy was successful in achieving the goal. STAR reading and Discovery Education Assessment will be monitored at least 3 times a year. FSA/Alternate Assessment will be monitored 1 time a year.	5/26/2017 triannually
G2.B1.S4.MA1 M321692	Student data reviews will be used to determine student achievement as well as the students time...	Brazier, Susan	8/11/2016	Student data concerning time of students' use of school's educational technology and increased student achievement data .	5/26/2017 quarterly
G2.B1.S4.A1 A312359	Students will be provided with daily opportunities to practice differentiated grade level reading...	Brazier, Susan	8/11/2016	STAR reading assessments, FSA, Alternate Assessment, and Discovery Education Assessments will be used to monitor success toward meet the goal.	5/26/2017 daily
G2.B1.S5.MA1 M321693	Acquisition of grade level appropriate vocabulary.	Brazier, Susan	8/11/2016	Students will show acquisition of grade level vocabulary as evidenced through: Discovery Education Assessment, FSA Reading, and Alternate Assessment.	5/26/2017 triannually
G2.B1.S5.MA1 M321694	Use of Time for Kids at all grade levels to enrich vocabulary development.	Brazier, Susan	8/11/2016	Lesson plans will show use of the student magazine to enrich vocabulary development.	5/26/2017 weekly
G2.B1.S5.A1 A312360	Time for Kids will be purchased for students at all grade levels and reviewed in class.	Brazier, Susan	8/11/2016	Lesson Plans will show the use of Time for Kids for vocabulary enrichment.	5/26/2017 weekly
G2.B1.S6.MA1 M321695	Effectiveness will be judged using the program's criteria for successful implementation of the...	Brazier, Susan	10/17/2016	Odyssey of the Mind criteria and successful implementation by the team.	5/26/2017 annually
G2.B1.S6.MA1 M321696	The school administration will provide support for the implementation of Odyssey of the Mind...	Brazier, Susan	10/17/2016	Creation of the Odyssey of the Mind's student team's project will serve as evidence.	5/26/2017 weekly
G2.B1.S6.A1 A312361	Targeted 4th and 5th grade students will participate in an after school enrichment activity through...	Seidler, Amy	10/17/2016	The students attendance, created project , and attendance at the FL Odyssey Conference will serve as evidence.	5/26/2017 weekly
G3.B1.S6.A1 A312376	Students identified with learning disabilities (language, autism, and/or specific learning...	Redfern, Jennifer	8/11/2016	Students' assessments using FSA, Discovery Education, and STAR Math will be used to show implementation of this strategy and it's success.	5/26/2017 daily

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G2.B1.S7.MA1 M321697	Classroom lesson plans and observations will be used to monitor effectiveness of this strategy.	Brazier, Susan	8/11/2016	Lesson Plans and Observation notes will be collected to serve as evidence that this strategy is being implemented through out the school setting.	5/26/2017 semiannually
G2.B1.S7.MA1 M321698	School level vertical ELA teams will report to grade level teams important information and grade...	Brazier, Susan	8/11/2016	Grade level team meeting notes will be collected monthly.	5/26/2017 monthly
G2.B1.S7.A1 A312362	Grade level Vertical ELA Teams will meet during the summer and throughout the school year to assure...	Brazier, Susan	7/18/2016	ePDC attendance and follow up will be reviewed. Student data will be reviewed as available through the use of FSA and Write Score.	5/26/2017 semiannually
G2.B1.S8.MA1 M321699	Mastery of EP goals, Statewide Assessments, and Discovery Education Assessments will be reviewed to...	Brazier, Susan	8/11/2016	EP goal mastery and assessment data will be collected annually.	5/26/2017 triannually
G2.B1.S8.MA1 M321700	Lesson plans will be used to check for the fidelity of implementation, as well as class lists that...	Brazier, Susan	8/11/2016	Lesson plans will be collected annually and reviewed periodically through the school year.	5/26/2017 daily
G2.B1.S8.A1 A312363	Students identified as "Gifted" based on Florida requirements will be provided with instruction by...	Brazier, Susan	8/11/2016	Classroom teachers lesson plans will be used to verify "Best Practice" gifted strategies. Identified students EP's will verify that students are placed with a certified gifted teacher and in an inclusion classroom.	5/26/2017 daily
G2.B1.S9.MA1 M321701	During each student's annual IEP meeting the progress toward meeting FL grade level standards and...	Redfern, Jennifer	8/11/2016	Review of each student's IEP and assessment information will be done annually to determine adequate academic progress in FL ELA standards	5/26/2017 annually
G2.B1.S9.MA1 M321702	Students' progress toward meeting the FL grade level standards in ELA will be monitored at least 3...		9/14/2016	Students' assessment reports will be collected to monitor progress toward meeting FL grade level standards in ELA.	5/26/2017 triannually
G2.B1.S9.A1 A312364	Students identified with learning disabilities in the areas of language,autism, other health...	Redfern, Jennifer	8/11/2016	Student assessments on grade level FL Standards, Discovery Education, STAR Reading, and Fast Forward will provide evidence of students' mastery toward grade level standards in ELA.	5/26/2017 daily
G2.B1.S10.MA1 M321703	School Administrators will do classroom observations to ensure implementation of Expanding...	Brazier, Susan	9/2/2016	Student writing journals and FSA/ ELA writing scores	5/26/2017 semiannually
G2.B1.S10.MA1 M321704	First grade and kindergarten teachers will be provided with professional development opportunities...	Brazier, Susan	9/2/2016	Student journals will be collected in May. Classroom observation notes will reflect implementation of Expanding Expressions.	5/26/2017 semiannually
G2.B1.S10.A1 A312365	Kindergarten and first grade students will increase their speaking and written vocabulary through...	Brazier, Susan	9/2/2016	Classroom observation and student writing journals.	5/26/2017 one-time
G3.B1.S5.MA1 M321724	Classroom walk through and observations will be done and teacher conferences will take place as...	Brazier, Susan	9/21/2016	Lesson plans and accommodation forms will be collected annually and discussed with teachers.	5/31/2017 quarterly
G3.B1.S5.MA1 M321725	Classroom Teachers lesson plans will be monitored to ensure data driven instruction. Teachers will...	Brazier, Susan	8/11/2016	Lesson plans and accommodation forms will be collected at the end of the school year and reviewed with teachers individually.	5/31/2017 semiannually
G3.B1.S5.A1 A312375	All classroom teachers will review the data from Discovery Education Assessment and STAR Math...	Brazier, Susan	8/11/2016	Math lesson plans will be adjusted based on assessment data.	5/31/2017 triannually
G3.B1.S6.MA1 M321726	Students' assessments and mastery toward IEP goals will be used to monitor the effectiveness of...	Brazier, Susan	8/11/2016	Students' assessments and IEP's will be collected and reviewed annually by the school's Child Study Team to monitor the effectiveness of the inclusion model as a strategy for	5/31/2017 annually

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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
				student progress toward meeting their grade level standards and IEP goals.	

V. Professional Development Opportunities

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

G2. The percent of students scoring at or above proficiency in English Language Arts on the FL Standards Assessment will increase to at least 70% . Additionally, at least 50% or more of students tested will show learning gains in English Language Arts on the Florida Standards Assessment. Students in kindergarten through third grade will show a years growth as measured by Discovery Education Assessments.

G2.B1 Exposure to rigorous, grade level appropriate vocabulary and complex text.

G2.B1.S7 Grade Level Vertical ELA Teams will be created to assist teachers in the implementation of FL writing standards.

PD Opportunity 1

Grade level Vertical ELA Teams will meet during the summer and throughout the school year to assure high quality instruction.

Facilitator

Katherine Spivey

Participants

Grade Level Vertical ELA Team

Schedule

Semiannually, from 7/18/2016 to 5/26/2017

G2.B1.S8 Students identified as "Gifted" under Florida regulations will be provided instruction by a certified gifted instructor in an inclusion classroom.

PD Opportunity 1

Students identified as "Gifted" based on Florida requirements will be provided with instruction by a certified gifted teacher in an inclusion setting. Teachers will be provided with opportunities to earn their gifted endorsement through the WCS and FDLRS trainings.

Facilitator

Tanya English / Ex. Director of ESE programs

Participants

Classroom Teachers

Schedule

Daily, from 8/11/2016 to 5/26/2017

G2.B1.S10 Kindergarten and first grade students will increase their speaking and written vocabulary through the daily implementation of Expanding Expressions.

PD Opportunity 1

Kindergarten and first grade students will increase their speaking and written vocabulary through the daily implementation of Expanding Expressions.

Facilitator

Katherine Spivey

Participants

Kindergarten and First Grade Teachers

Schedule

On 5/26/2017

G2.B2 Limited prior knowledge and the ability to analyze complex text and respond to text-based questions.

G2.B2.S1 Harcourt Journeys / FL, Social Studies Weekly, National Geographic Science textbooks, SRA labs, Brain Pop, Brain Pop Jr., Discovery Education United Streaming, Field Trips, and Community Experts will be used to provide students with prior knowledge of grade level information.

PD Opportunity 1

Teachers will have an opportunity to refresh, explore, and learn additional information through professional development opportunities such as: Project Learning Tree. Students will be offered opportunities to add to their prior knowledge base through the use of Harcourt Journeys, Discovery Education United Streaming, Project Learning Tree activities, Field Trips and Community Experts.

Facilitator

PLT State Facilitator Susan Brazier

Participants

Teaching Staff

Schedule

Daily, from 8/11/2016 to 5/26/2017

G3. The percent of students scoring at or above the proficiency level in math on the Florida Standards Assessment will increase to at least 70%. Additionally, at least 50% or more of students tested will show learning gains in Mathematics on the Florida Standards Assessment. Students in kindergarten through third grade will show a year's growth as measured by Discovery Education Assessments.

G3.B1 Students prior math knowledge and skills acquisition, as well as understanding of the 8 mathematical practices

G3.B1.S5 Teachers will review available data (Discovery Education & STAR Math) to drive instruction at least 3 times per year.

PD Opportunity 1

All classroom teachers will review the data from Discovery Education Assessment and STAR Math Assessments to drive instruction at least 3 times yearly. Teachers with students who have an IEP or 504 will ensure that appropriate accommodations are provided daily.

Facilitator

Christina Nall, Lauralee Moore and Susan Brazier

Participants

Classroom Teachers

Schedule

Triannually, from 8/11/2016 to 5/31/2017

G3.B3 Teacher training: The implementation of Best Practices in math instruction through Grade Level Vertical Team meetings.

G3.B3.S1 Vertical Math Team: Grade level representatives will be provided with training throughout the year on "Best Practices" in teaching differentiated math lessons.

PD Opportunity 1

Vertical Math Team members will meeting during the summer for planning and during the year to increase their knowledge of providing effective differentiated math instruction at all grade levels.

Facilitator

Katherine Spivey

Participants

Grade level representatives on the school's Vertical Math Team

Schedule

Annually, from 7/20/2016 to 5/26/2017

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	Students will have multiple opportunities to participate in hands - on science activities.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0091 - Shadeville Elementary School	General Fund		\$1,200.00
			<i>Notes: Safari Man, Science on the Move, Gulf Speciman, PLT presentors, PLT activities</i>			
2	G1.B1.S2.A1	Students will have the opportunity to use technology to increase their science vocabulary.				\$3,378.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0091 - Shadeville Elementary School	Title I, Part A		\$1,912.00
			<i>Notes: Brain Pop and Brain Pop Jr.</i>			
			0091 - Shadeville Elementary School	Title I, Part A		\$1,466.00
			<i>Notes: Discovery Education/United Streaming</i>			
3	G2.B1.S1.A1	Every classroom teacher will provide students with Florida ELA grade appropriate daily read aloud opportunities that focus on vocabulary development.				\$0.00
4	G2.B1.S10.A1	Kindergarten and first grade students will increase their speaking and written vocabulary through the daily implementation of Expanding Expressions.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0091 - Shadeville Elementary School	Title I, Part A		\$2,000.00
			<i>Notes: Summer training for teachers using Expanding Expressions 2000.00</i>			
5	G2.B1.S11.A1	Students in first and second grade that are not mastering grade level ELA skills will receive additional instruction in vocabulary development, phonemic awareness, and sight word recognition.				\$0.00
6	G2.B1.S2.A1	Working word walls will be incorporated into every classroom throughout the school setting.				\$0.00
7	G2.B1.S3.A1	Classroom teachers will incorporate grade level appropriate vocabulary that has been identified in the WCS curriculum and FSA/ELA Standards into their lesson plans across the curriculum.				\$0.00
8	G2.B1.S4.A1	Students will be provided with daily opportunities to practice differentiated grade level reading skills through the use of educational technology.				\$12,088.00

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	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0091 - Shadeville Elementary School	General Fund		\$7,340.00	
<i>Notes: Renaissance Learning:\$7,340.00</i>							
			0091 - Shadeville Elementary School	General Fund		\$533.00	
<i>Notes: Moby Max: \$533.00</i>							
			0091 - Shadeville Elementary School	Title I, Part A		\$2,615.00	
<i>Notes: Discovery Education Assessment ELA: \$2,615.00</i>							
			0091 - Shadeville Elementary School	Title I, Part A		\$1,600.00	
<i>Notes: Flocabulary \$1,600.00</i>							
9	G2.B1.S5.A1	Time for Kids will be purchased for students at all grade levels and reviewed in class.					\$2,502.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0091 - Shadeville Elementary School	Title I, Part A		\$2,502.00	
<i>Notes: Time for Kids: \$ 2,502.00</i>							
10	G2.B1.S6.A1	Targeted 4th and 5th grade students will participate in an after school enrichment activity through Odyssey of the Mind.					\$135.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0091 - Shadeville Elementary School	General Fund		\$135.00	
<i>Notes: Odyssey of the Mind: \$ 135.00</i>							
11	G2.B1.S7.A1	Grade level Vertical ELA Teams will meet during the summer and throughout the school year to assure high quality instruction.					\$1,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0091 - Shadeville Elementary School	Title I, Part A		\$1,400.00	
<i>Notes: Vertical ELA Team 1,400.00</i>							
12	G2.B1.S8.A1	Students identified as "Gifted" based on Florida requirements will be provided with instruction by a certified gifted teacher in an inclusion setting. Teachers will be provided with opportunities to earn their gifted endorsement through the WCS and FDLRS trainings.					\$0.00
13	G2.B1.S9.A1	Students identified with learning disabilities in the areas of language,autism, other health impaired, and/or specific learning disabilities will be provided with additional strategies by a certified ESE teacher.					\$0.00

14	G2.B2.S1.A1	Teachers will have an opportunity to refresh, explore, and learn additional information through professional development opportunities such as: Project Learning Tree. Students will be offered opportunities to add to their prior knowledge base through the use of Harcourt Journeys, Discovery Education United Streaming, Project Learning Tree activities, Field Trips and Community Experts.				\$0.00
15	G2.B2.S2.A1	After school remediation camp will be offered to students identified as needing additional instructional time to master the FSA/ELA standards.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0091 - Shadeville Elementary School	General Fund		\$3,000.00
			<i>Notes: SAI/ After school remediation camp for 3rd, 4th and 5th grades. \$3,000.00</i>			
			0091 - Shadeville Elementary School	Title I, Part A		\$2,000.00
			<i>Notes: Title I after school remediation camp / 3rd, 4th and 5th grades: \$2,000.00</i>			
16	G2.B3.S1.A1	Open House, Parent Education Night, Title I Parent Nights for Literacy, PTO meetings, Volunteer opportunities, Parent and Teacher conferences, student daily planners, and Parent / Student information handlers.				\$1,500.50
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0091 - Shadeville Elementary School	Title I, Part A		\$1,000.50
			<i>Notes: Story Teller (3 student sessions & parent event) \$1,00.50</i>			
			0091 - Shadeville Elementary School	Title I, Part A		\$500.00
			<i>Notes: BINGO for Science Books Parent Night \$500.00</i>			
17	G2.B3.S2.A1	Parent Handler / Handbook and Monthly Parent Newsletter				\$798.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0091 - Shadeville Elementary School	Title I, Part A		\$798.00
			<i>Notes: School Student Handlers / Title I Parent Involvement \$798.00</i>			
18	G3.B1.S1.A1	All teachers' schedules will allow for at least 90 minutes of math instruction daily.				\$350.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0091 - Shadeville Elementary School	General Fund		\$350.00
			<i>Notes: Harcourt Go Math: \$350.00</i>			
19	G3.B1.S2.A1	Classroom teachers will use available educational technology to support and enhance the FL math standards curriculum.				\$2,915.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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			0091 - Shadeville Elementary School	General Fund		\$500.00
			<i>Notes: HP student stations for AM math implementation \$500.00</i>			
			0091 - Shadeville Elementary School	General Fund		\$2,415.00
			<i>Notes: IXL Math \$ 2,415.00</i>			
20	G3.B1.S3.A1	All general education teachers will be provided with the book "High Yield Routines" and implement a new routine each 9 weeks per district curriculum guidelines. Students will keep a math journal of work related to the routines. Shadeville's self-contained ESE classrooms implement the Unique Curriculum to strengthen math concepts and applications.				\$0.00
21	G3.B1.S4.A1	After school math camp - 60 minutes x 1 day per week for 8 weeks for identified students in 3rd, 4th and 5th grades.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0091 - Shadeville Elementary School	General Fund		\$3,000.00
			<i>Notes: SAI funds: After School Remediation Camp: Second Semester: \$3,000.00</i>			
			0091 - Shadeville Elementary School	Title I, Part A		\$2,000.00
			<i>Notes: After School Remediation Camp: First Semester: \$2,000.00</i>			
22	G3.B1.S5.A1	All classroom teachers will review the data from Discovery Education Assessment and STAR Math Assessments to drive instruction at least 3 times yearly. Teachers with students who have an IEP or 504 will ensure that appropriate accommodations are provided daily.				\$0.00
23	G3.B1.S6.A1	Students identified with learning disabilities (language, autism, and/or specific learning disabilities) will be provided with instruction in an inclusion model when deemed appropriate by the school's Child Study Team.				\$0.00
24	G3.B2.S1.A1	Parent Education Night will be held in September to assist parents with educational activities and websites that they can use to assist their child at home in mastering the FL math standards. Teachers will meet with individual parents throughout the school year to discuss and share ideas concerning their child's progress in math.				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0091 - Shadeville Elementary School	Title I, Part A		\$1,800.00
			<i>Notes: Supplies for Parent Education Night activities</i>			
25	G3.B3.S1.A1	Vertical Math Team members will meeting during the summer for planning and during the year to increase their knowledge of providing effective differentiated math instruction at all grade levels.				\$1,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0091 - Shadeville Elementary School	Title I, Part A		\$1,400.00

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	Notes: Professional Development / Vertical Math Team: \$1,400.00
	Total: \$41,466.50