

Wakulla County Schools

Riversink Elementary School



2016-17 Schoolwide Improvement Plan

Riversink Elementary School

530 LONNIE RAKER LN, Crawfordville, FL 32327

<https://res.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	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan 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 Riversink 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 Riversink Elementary School is to facilitate the development of all students to their fullest potential by providing research-based instructional strategies and promoting the love of learning and community pride in a safe, positive environment.

b. Provide the school's vision statement.

Every student will reach his or her highest potential in our positive learning environment provided by highly qualified professionals; every child, every chance, every day.

2. School Environment

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

The school offers many opportunities for parents and teachers to build relationships. Because of our small community, transition from one school to another is personal with direct contact from sending schools to receiving schools. Teachers become aware of cultural differences and are sensitive to this before they even meet the students. Through Title I parent nights, parents are invited to participate in activities along with their students. Teachers also keep communication open with parents through weekly written notes and regularly scheduled conferences. Parents are also encouraged to further build relationships by volunteering at the school and during field trips.

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

Students, teachers, and staff all participate in the school-wide Positive Behavior Support (PBS) program in which respectful behavior is defined, modeled, practiced and reinforced throughout the school day including before and after school.

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.

All school personnel participate in the the school-wide PBS program with three clear expectations. Students are taught the expectations and are reinforced for engaging in positive behavior. The PBS Handbook includes protocols for disciplinary incidents, as well as outlines expectations and behavior lesson plan examples for school personnel.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The guidance counselor provides character training for all students throughout the school year. She is also available for small group and individual counseling as needed. In addition, counselors from FSU and state appointed counselors may meet with students on campus.

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.

All teachers are required to attend "Data Day Training" the first quarter of the school year in which watch lists are created by teams of teachers and administrators based on review of data. Students displaying the following early warning indicators are placed on watch lists and may be referred to the school's MTSS:

Attendance below 90%

Failure in English Language Arts or Mathematics

Level 1 score on statewide standardized assessments in English Language Arts or Mathematics

1 or more behavioral referrals resulting in suspension

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	13	17	9	10	9	19	0	0	0	0	0	0	0	77
One or more suspensions	0	3	2	3	1	7	0	0	0	0	0	0	0	16
Course failure in ELA or Math	0	3	2	2	1	5	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	10	18	25	0	0	0	0	0	0	0	53

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	2	2	7	5	14	0	0	0	0	0	0	0	30

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

Grade Level Teams meet to discuss interventions and review progress monitoring data. If students are not responding to differentiated instruction provided through small group instruction within the classroom, they are referred to the school's MTSS. Tier 2 interventions for ELA include PALS, REWARDS, and FCRR interventions. The Tier 3 intervention is FastForward computer instruction.

Tier 2 interventions for Mathematics include Mobymax and IXL. Tier 2 and Tier 3 behavior interventions are from the Automatic RtI Behavior Intervention Program.

Positive behavior intervention to address school-wide attendance incorporated under the school-wide positive behavior plan.

Students will receive 30 minutes intensive instruction Mon - Thurs in ELA and Math.

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

see Parent Involvement Plan

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school has an active PTO that works toward securing resources from parents, local community members, businesses and business organizations to support the school and student achievement. The Project Learning Tree committee invites local experts to the school to present during PLT activities yearly. The school also partners with local agencies for mutual support including the Wakulla County Senior Citizens, the Wakulla Community Center, and the Wakulla County Sheriff's Department.

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
Nelson, Simeon	Principal
Tillman, Susan	Assistant Principal
Salib, Bonita	School Counselor

b. Duties

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

- Vicki Tillman, Administrator-sets and presides over meetings.
- Bonny Salib, Guidance Counselor, Vicki Tillman if needed
- Christie Whitfield, brings progress monitoring data, resource for strategies/interventions
- Cori Revell, Staffing Specialist, assures that district policies and procedures are being followed properly leading up to eligibility and services
- FSU Psychology Intern, responsible for evaluations and reporting the findings of the evaluation
- Gina Mitchell, Recorder/Secretary, manages data/ paperwork
- Sarah Watters, Speech/Language Pathologist, will create IEP for students qualifying for speech/ language services
- Diana Miller, ESE Teacher, will create IEP for students qualifying for services other than speech /language

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.

To request an IST meeting, teachers must sign up with the Assistant Principal who informs the teacher of what data and paperwork are needed at the meetings. The administrator will be responsible for setting up meeting. The team will problem-solve, collaborate, share effective instructional strategies, evaluate implementation and make decisions. The Assistant Principal or Principal will conduct classroom observations unless otherwise specified by the IST. The IST will make the determination to convene the CST and move to referral. Paraprofessionals will cover classrooms while teachers attend meetings.

Title 1, Part A: Title 1 funds provide for supplemental materials, equipment, smaller teacher pupil ratio, staff development, remediation and parent involvement activities.

Title 1, Part C-Migrant: PAEC coordinates services for migrant students. Currently we do not have any migrant students.

Title 1, Part D: The district does not receive Title 1 Part D funds.

Title II: Part A funds are used to fund an elementary Reading/Intervention Coach, and professional development for teachers from all schools based on needs determined by analyzing assessment data. Title II, Part A funds provide staff development addressing incorporating technology into instruction.

Title III: The district does not receive Title III funds. However, services for English Language Learners are provided by the district student services department.

Title X- Homeless: The District Student Services Department will assist in providing resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers from a free and appropriate education.

Supplemental Academic Instruction: After school remediation. Free after school tutoring in reading and math for 3rd, 4th and 5th grade students scoring Level 2 and below.

Violence Prevention Programs: Schools offer violence prevention programs and anti-drug programs which are supported by the community and Sheriff's Department through SAVE/ Guidance Curriculum/ Character Education, School-wide PBS programs.

Nutrition Programs: Wellness Program which includes goals for nutrition, physical activities, health and safety, and family and community involvement goals.

Head Start: Head Start students participate in Pre-K transition visits. Transition meetings are held between pre-school and elementary teachers to discuss incoming Head Start kindergarten students.

Adult Education: N/A

Career and Technical Education: N/A

Job Training: N/A

Other: N/A

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Diana Miller	Teacher
Toyia Herring	Parent
Belinda Heys	Parent
Traci Bourgeois	Parent
Simeon Nelson	Principal
Rikki Anderson	Parent
Megan McKee	Business/Community
Amanda Davenport	Parent
Cindy Cross	Parent
Mary Harris	Parent
Amy Lalonde	Parent
Michelle Stewart	Parent
Vicki Tillman	Principal
Bonny Salib	Education Support Employee
Terri Robinson	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC team meets at least 4 times per year to discuss the progress on the SIP. The chairperson shares reports on evaluations of Title 1 Parent Nights, Progress Monitoring Data and how it compares to SIP goals, and finally spring assessment data, including subgroup AMOs and how they compare to SIP goals.

b. Development of this school improvement plan

SAC Members will review trend data, climate surveys and SAC surveys. Members will hear concerns of teachers and parents in reference to the School Improvement Plan and the Parental Involvement Plan. SAC Members will also vote on amending the SIP or the PIP for the following year as well as vote to approve these documents and their changes annually. Additionally, the members will vote on the use of Title 1 and SI funds.

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

The SAC committee votes to approve Title 1 budget items and School Improvement budget items.

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

Saved for future technology needs.

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
Nelson, Simeon	Principal
Tillman, Susan	Assistant Principal
Salib, Bonita	School Counselor
Whitfield, Christy	Instructional Coach

b. Duties

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

The LLT oversees scheduling and administration of Progress Monitoring as well as providing Data Day in-service in which teachers and the LLT look at data trends vertically and across grade levels. During this time, Watch Lists are created and strategies made to help increase literacy at all levels of student scores. LLT members do walk-through observations to ensure that the district approved curriculum is being used with integrity with emphasis on daily writing in response to reading at all grade-levels. The LLT surveys teachers to find Professional Development opportunities to support literacy and to ensure that teachers have the tools they need to teach efficiently.

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.

Teams of teachers across grade levels attend professional development activities and return to share within their grade teams. Teachers also participate in the practice of Lesson Studies. In addition, many teachers volunteer their time in the summer to contribute to district-wide long term lesson planning that is then shared within the school. Grade-level teams meet regularly to plan, collaborate and review progress-monitoring data. Positive working relationships are also promoted through social and community service activities.

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

1. Riversink Elementary participates with Flagler, FAMU and FSU Colleges to provide experiences for interns in order to build a pool of highly qualified faculty members
2. Teacher Mentoring; Assistant Principal
3. Needs-based inservices and trainings; Principal

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

Riversink Elementary School's teacher mentoring program pairs new teachers with veteran teachers within grade-level or area of need. Planned activities include meetings and observations to familiarize new teachers with policies, procedures and best practices.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers at Riversink Elementary use district approved materials to deliver instruction that are aligned to Florida's standards. RES participated in district professional development activities focusing on using methods and routines to best deliver the instruction.

Grade level teams develop long-range plans to ensure that all standards are taught. Additionally, vertical teams meet in order to become familiar with standards required above and below their grade level so that our students are prepared to meet the requirements of the next level in core instructional areas.

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.

All teachers attend "Data Day Training" in the first quarter. Each teacher looks at the data trends of the past year in order to provide diverse instruction in identified areas of need. Teachers create watch lists in order to identify students exhibiting early warning indicators. These students are referred to RtI team for more frequent progress monitoring and to determine if the intervention strategies are effective.

Students identified as advanced learners are either served in classrooms with a teacher certified to teach gifted students or teachers share strategies across grade level to help these advanced level students attain their goals. Newspaper club and Odyssey of the Mind are offered after school for enrichment. In addition, RES participates in the annual Creative Writing Bowl and the 4-H Tropicana Speech Contests.

All teachers collect and review progress monitoring data from the district progress monitoring tool, Discovery Education, 3 times per year.

Grade level teams share data and strategies, as well as vertical teams across the grade levels.

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: 2,880

Remediation for grade 3,4 and 5 in reading, writing and math. Students are selected by their teacher based on data collected in data book.

Strategy Rationale

Some students need extended school day for remediation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Nelson, Simeon, simeon.nelson@wcsb.us

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

DEA, STAR Reading and STAR Math assessments are reviewed along with FSA reports.

Strategy: Extended School Day

Minutes added to school year:

Professional Development Targeting Special Needs Students and Florida Standards

Strategy Rationale

Teachers learn and share best practices during Professional Development and Teacher Collaboration

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Nelson, Simeon, simeon.nelson@wcsb.us

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

Review of follow-up activities through PAEC

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.

Administrators will meet annually with teachers at the pre-school to discuss upcoming kindergartners, and pre-school students visit the school. Upon entering kindergarten, students are screened using FLKRS during the first 30 days. In addition, the school provides four Title 1 Parent nights that include transitioning from grade to grade. In the final months of school, transitioning fifth graders are taken to

visit and preview the middle school they will attend. Opportunities open to middle school students are presented to help them with the transition.

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. § 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.** 70% of Grade 5 students taking FCAT Science 2.0 will be proficient (level 3 or higher).
- G2.** 65% of students in the lowest quartile will make learning gains in ELA.
- G3.** 70% of all students tested in Grades 3-5 on Math will score at Achievement Level 3 or higher on the FSA.
- G4.** 70% of all students tested in Grades 3-5 on ELA will score at Achievement Level 3 or higher on the FSA.
- G5.** 65% of students with disabilities in the general curriculum will make learning gains in ELA.
- G6.** 65% of students in the lowest quartile will make learning gains in Math.

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. 70% of Grade 5 students taking FCAT Science 2.0 will be proficient (level 3 or higher). 1a

G087002

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Level 5	70.0

Targeted Barriers to Achieving the Goal 3

- Students may lack science background in basic concepts relating to the world around them.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly qualified instructional personnel
- Inquiry-based lesson plans
- Computer Software including Core Clicks, National Geographic

Plan to Monitor Progress Toward G1. 8

Classroom Observation and Lesson Plans

Person Responsible

Simeon Nelson

Schedule

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

Evidence of Completion

Lesson plans; student grades

G2. 65% of students in the lowest quartile will make learning gains in ELA. 1a

G087003

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Majority of students in the lowest quartile in ELA have tardy and attendance issues resulting in loss of classroom instructional time.
- Majority of students in the lowest quartile in ELA are at least one year behind grade level in reading.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Computer-based learning program (Core Clicks, Moby Max)
- Highly Qualified instructional personnel
- Document cameras for K-2
- FCRR passages and activities, QAR, Florida Center for Reading Resources.
- School-wide Positive Behavior Support Program

Plan to Monitor Progress Toward G2. 8

Discovery Education Assessments and probes, progress monitoring data, ROMP data

Person Responsible

Simeon Nelson

Schedule

Triannually, from 9/19/2016 to 5/26/2017

Evidence of Completion

DE Assessments, progress monitoring data, ROMP data, data team notes, FSA scores (Grades 3-5)

G3. 70% of all students tested in Grades 3-5 on Math will score at Achievement Level 3 or higher on the FSA. 1a

G087004

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly Qualified Instructional Personnel Discovery Education Probes Standards-based Instructional Material Instructional Coach - C. Whitfield Accelerated Math, IXL, Moby Max

Plan to Monitor Progress Toward G3. 8

Triannual Discovery Education Assessments (DEA)

Person Responsible

Simeon Nelson

Schedule

Triannually, from 9/12/2016 to 5/26/2017

Evidence of Completion

DEA Reports, FSA scores

G4. 70% of all students tested in Grades 3-5 on ELA will score at Achievement Level 3 or higher on the FSA. 1a

G087005

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly Qualified Instructional Personnel Core Clicks Standards-based Instructional Materials
Discovery Education probes
- American legacy publishing - e-studies
- Datebooks for 4th and 5th grade

Plan to Monitor Progress Toward G4. 8

Discovery Education Assessments, teacher watch lists

Person Responsible

Simeon Nelson

Schedule

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

Evidence of Completion

DEA scores, teacher watch lists, FSA results

G5. 65% of students with disabilities in the general curriculum will make learning gains in ELA. 1a

G087006

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Some students are more than 1 year below grade level
- Attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- ESE Resource Teacher for intensive instruction
- Computer Assisted Instruction such as Fast ForWord, Core Clicks
- Standards-based instructional Material
- Highly Qualified Personnel

Plan to Monitor Progress Toward G5. 8

Discovery Education Assessment Data

Person Responsible

Simeon Nelson

Schedule

Triannually, from 9/12/2016 to 5/26/2017

Evidence of Completion

Discovery Education Assessment reports, FSA scores

G6. 65% of students in the lowest quartile will make learning gains in Math. 1a

G087007

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- Majority of students in the lowest quartile in Math have tardy and attendance issues
- Majority of students in the lowest quartile in Math are at least one year behind grade level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- GoMath textbooks with technology features and manipulatives
- Computer Based Learning Program - Accelerated Math, Moby Max, IXL
- Vertical Team meetings across district to develop long range plans.
- Math Journals

Plan to Monitor Progress Toward G6. 8

DE Assessments and probes; Accelerated Math scores

Person Responsible

Simeon Nelson

Schedule

Triannually, from 9/12/2016 to 5/26/2017

Evidence of Completion

DE Assessment data; FSA scores

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. 70% of Grade 5 students taking FCAT Science 2.0 will be proficient (level 3 or higher). 1

G087002

G1.B1 Students may lack science background in basic concepts relating to the world around them. 2

B231284

G1.B1.S1 Students will use technology to make connections between science in the classroom and how it applies to real-world experiences. 4

S244011

Strategy Rationale

Using technology allows for simulated experiences in science.

Action Step 1 5

Teachers will use standards-based computer software for research and instruction.

Person Responsible

Simeon Nelson

Schedule

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

Evidence of Completion

Teacher lesson plans

Action Step 2 5

Grade level teachers will meet to prepare long range plans.

Person Responsible

Simeon Nelson

Schedule

On 8/11/2016

Evidence of Completion

5th grade copy of long range plans for RES science lessons.

Action Step 3 5

Teachers (Grades 3-5) will participate in Kagan Training.

Person Responsible

Simeon Nelson

Schedule

On 7/26/2016

Evidence of Completion

Sign in sheets

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

Classroom walk-through and lesson plans

Person Responsible

Simeon Nelson

Schedule

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

Evidence of Completion

Observations and lesson plans

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

FCAT assessment data will be reviewed.

Person Responsible

Simeon Nelson

Schedule

On 5/26/2017

Evidence of Completion

FCAT Science 2.0 results

G2. 65% of students in the lowest quartile will make learning gains in ELA. 1

G087003

G2.B1 Majority of students in the lowest quartile in ELA have tardy and attendance issues resulting in loss of classroom instructional time. 2

B231285

G2.B1.S1 Additional incentives (for parents and students) for attending school will be put in place within the school-wide Positive Behavior Support program. 4

S244012

Strategy Rationale

Incentives (for parents and students) to improve attendance will mean less classroom instructional time lost to absences/tardiness.

Action Step 1 5

An extra attendance "Caught'ya" will be drawn each week.

Person Responsible

Simeon Nelson

Schedule

Weekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Record of student names drawn

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

An extra attendance "Caught ya" will be drawn weekly

Person Responsible

Simeon Nelson

Schedule

Weekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Record of student names drawn.

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

Attendance clerk will review absences/tardies daily.

Person Responsible

Simeon Nelson

Schedule

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

Evidence of Completion

Attendance report from Focus, sign-in sign-out log

G2.B2 Majority of students in the lowest quartile in ELA are at least one year behind grade level in reading.

2

 B231286

G2.B2.S1 Students will receive 30 minutes of intensive instruction daily (Mon. through Thurs.) in ELA (1st semester) in leveled groups. (ROMP) 4

 S244013

Strategy Rationale

Students in the lowest quartile are at least one year behind grade level.

Action Step 1 5

The school day will be re-vamped to include 30 minutes of intensive instruction daily.

Person Responsible

Simeon Nelson

Schedule

Daily, from 9/19/2016 to 12/16/2016

Evidence of Completion

Attendance; class schedules

Action Step 2 5

Scholastic Core Click Training

Person Responsible

Simeon Nelson

Schedule

On 8/23/2016

Evidence of Completion

Sign-in sheet

Action Step 3 5

Teachers(Gr. K-2) will attend Expanding Expressions training

Person Responsible

Simeon Nelson

Schedule

On 7/14/2016

Evidence of Completion

sign in sheet

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

Observations during classroom walk-throughs, ROMP data

Person Responsible

Simeon Nelson

Schedule

Quarterly, from 9/19/2016 to 5/12/2017

Evidence of Completion

Attendance; students grades, Principal calendar

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

DE Assessments and probes

Person Responsible

Simeon Nelson

Schedule

Triannually, from 9/19/2016 to 5/12/2017

Evidence of Completion

DE scores, FSA scores

G2.B2.S2 Teachers will provide computer-assisted instruction. 4

S244014

Strategy Rationale

Students will be more engaged during instruction.

Action Step 1 5

Teachers will use technology including document cameras, Moby Max, e-studies, Discovery Education, Brain Pop during instruction.

Person Responsible

Simeon Nelson

Schedule

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

Evidence of Completion

Classroom walk-throughs

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

Classroom Observations

Person Responsible

Simeon Nelson

Schedule

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

Evidence of Completion

Lesson plans, Observation form

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

DE Assessments and probes

Person Responsible

Susan Tillman

Schedule

Triannually, from 9/12/2016 to 5/26/2017

Evidence of Completion

DEA scores, FSA scores

G2.B2.S3 Students in the lowest quartile will be invited to attend Operation Brain Power after school for extended day tutoring in reading. 4

 S244015

Strategy Rationale

Students at least one year behind grade level would benefit from extra tutoring in reading.

Action Step 1 5

Students will attend extended day tutoring.

Person Responsible

Simeon Nelson

Schedule

Weekly, from 9/27/2016 to 11/3/2016

Evidence of Completion

Attendance rosters

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Classroom walk-throughs

Person Responsible

Simeon Nelson

Schedule

Semiannually, from 9/28/2016 to 11/18/2016

Evidence of Completion

Teacher lesson plans, student performance data

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

DE Assessments

Person Responsible

Simeon Nelson

Schedule

Triannually, from 9/19/2016 to 5/26/2017

Evidence of Completion

DEA scores, FSA scores

G3. 70% of all students tested in Grades 3-5 on Math will score at Achievement Level 3 or higher on the FSA.

1

G087004

G3.B1 Attendance 2

B231287

G3.B1.S1 Parents will be notified through the Principal's monthly newsletter; Principal addressing parents on all Parent Nights, robocall will go out every time a student is absent, excessively tardy students will be identified and parents will be contacted when necessary, and attendance incentives created for students and parents. 4

S244016

Strategy Rationale

Students need to be at school on time to receive the full 30 minutes of intensive instruction (ROMP)

Action Step 1 5

Tardiness and attendance are reviewed on a daily basis.

Person Responsible

Susan Tillman

Schedule

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

Evidence of Completion

Attendance reports from Focus.

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

Tardiness and attendance will be monitored daily by the Attendance cleric.

Person Responsible

Susan Tillman

Schedule

Daily, from 1/16/2017 to 5/12/2017

Evidence of Completion

Attendance report from Focus and sign -in sign - out program.

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

Attendance cleric will monitor school-wide attendance on a daily basis.

Person Responsible

Simeon Nelson

Schedule

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

Evidence of Completion

Attendance report from Focus.

G4. 70% of all students tested in Grades 3-5 on ELA will score at Achievement Level 3 or higher on the FSA.

1

G087005

G4.B1 Attendance 2

B231288

G4.B1.S1 Parents will be notified through the Principal's monthly newsletter; Principal addressing parents on all Parent Nights, robocall will go out every time a student is absent, excessively tardy students will be identified and parents will be contacted when necessary, and attendance incentives created for students and parents. 4

S244017

Strategy Rationale

Students need to be at school on time to receive all instruction including the full 30 minutes of intensive instruction (ROMP).

Action Step 1 5

Tardiness and attendance are reviewed on a daily basis.

Person Responsible

Simeon Nelson

Schedule

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

Evidence of Completion

Attendance Reports from Focus.

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

Attendance cleric will run daily reports.

Person Responsible

Susan Tillman

Schedule

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

Evidence of Completion

Attendance report from Focus.

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

Daily Attendance reports are generated, communication tab on focus, sign-in sign-out program,

Person Responsible

Simeon Nelson


Schedule

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

Evidence of Completion

Focus attendance reports, communication notes on focus, sign-in sign-out reports

G5. 65% of students with disabilities in the general curriculum will make learning gains in ELA. **1**

 G087006

G5.B1 Some students are more than 1 year below grade level **2**

 B231289

G5.B1.S1 Students with disabilities will have access to a Resource teacher in their General Education class for intensive instruction in reading. **4**

 S244018

Strategy Rationale

Students with disabilities may need additional help to be successful in ELA because they are not on grade level

Action Step 1 **5**

Resource Teacher will provide small group and intensive instruction within the general education classroom.

Person Responsible

Simeon Nelson

Schedule

Daily, from 8/22/2016 to 5/12/2017

Evidence of Completion

Teacher schedules, observation through classroom walk-throughs

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

Review of special education services for students with disabilities.

Person Responsible

Bonita Salib

Schedule

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

Evidence of Completion

Resource Teacher schedule ,Quarterly IEP progress reports

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

Resource teacher will complete progress reports on students with a disability in general curriculum.

Person Responsible

Bonita Salib

Schedule

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

Evidence of Completion

Progress Report on PEER, in ESE file and sent home

G5.B1.S2 Students with disabilities will have access to computer-assisted learning (Fast ForWord). 4

S244019

Strategy Rationale

Computer programs such as Fast Forward are research-based and proven to help students improve reading skills

Action Step 1 5

Students will have access daily to computer-assisted instruction (Fast Forward)

Person Responsible

Christy Whitfield

Schedule

Daily, from 8/22/2016 to 5/12/2017

Evidence of Completion

Computer logs; teacher data

Action Step 2 5

Resource teacher will attend Fast Forward Training.

Person Responsible

Simeon Nelson

Schedule

On 8/24/2016

Evidence of Completion

sign in sheet

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Attendance

Person Responsible

Christy Whitfield

Schedule

Daily, from 9/9/2016 to 5/12/2017

Evidence of Completion

Computer-generated student scores

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Student attendance will be recorded

Person Responsible

Christy Whitfield

Schedule

Quarterly, from 9/9/2016 to 5/12/2017


Evidence of Completion

Computer-generated student scores

G5.B2 Attendance 2

 B231290

G5.B2.S1 Attendance incentives will be created for students and parents. 4

 S244020

Strategy Rationale

Positive reinforcement and rewards will help to improve attendance for all students, including those with disabilities, so they will not miss instructional time.

Action Step 1 5

An additional attendance Caught'ya will be drawn weekly for a gift certificate to the parent and a trip to Mr. Nelson's Treasure Chest for the student.

Person Responsible

Simeon Nelson

Schedule

Weekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

Record of Winners; gift card invoices

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Winners of the additional weekly Caught'ya draw will be announced at school and gift cards will be sent home with student.

Person Responsible

Simeon Nelson

Schedule

On 5/26/2017

Evidence of Completion

List of winners, gift card invoices

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Attendance records will be reviewed daily.

Person Responsible

Susan Tillman

Schedule

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

Evidence of Completion

Attendance report from Focus; sign-in/sign-out program

G6. 65% of students in the lowest quartile will make learning gains in Math. 1

G087007

G6.B1 Majority of students in the lowest quartile in Math have tardy and attendance issues 2

B231291

G6.B1.S1 Additional incentives for attending school will be put in place within the school-wide Positive Behavior Support program. 4

S244021

Strategy Rationale

Incentives to improve attendance will mean less instruction lost to absences/tardiness.

Action Step 1 5

Members of the School-wide Positive Behavior Support committee will draw an extra attendance "Caught'ya" each week.

Person Responsible

Simeon Nelson

Schedule

Weekly, from 9/19/2016 to 5/26/2017

Evidence of Completion

List of winners; Gift Card receipts

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

Members of the School-wide Positive Behavior Support committee will conduct an extra weekly attendance Caught'ya drawing.

Person Responsible

Simeon Nelson

Schedule

Weekly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Record of winners

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

Attendance clerk will review absences.

Person Responsible

Susan Tillman


Schedule

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

Evidence of Completion

Letters sent home to students in the lowest quartile with frequent absences.

G6.B2 Majority of students in the lowest quartile in Math are at least one year behind grade level. 2

 B231292

G6.B2.S1 Students will receive 30 minutes of intensive instruction daily in Math (2nd semester) in leveled groups. (ROMP) 4

 S244022

Strategy Rationale

Students in the lowest quartile are at least one year behind grade level.

Action Step 1 5

Schedule for school day to include 30 minutes of intensive instruction in math (2nd semester).

Person Responsible

Simeon Nelson

Schedule

Daily, from 9/19/2016 to 5/12/2017

Evidence of Completion

Attendance in ROMP

Action Step 2 5

Teachers will attend vertical team training

Person Responsible

Simeon Nelson

Schedule

On 7/12/2016

Evidence of Completion

Sign in sheet

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Bell Schedule; Principal Observations during classroom walk-throughs,

Person Responsible

Simeon Nelson

Schedule

Daily, from 9/19/2016 to 5/12/2017

Evidence of Completion

ROMP attendance; Principal calendar

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

DE Assessment and probes

Person Responsible

Simeon Nelson

Schedule

Triannually, from 9/19/2016 to 5/26/2017

Evidence of Completion

DE scores






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					
G6.B2.S1.A2 A315927	Teachers will attend vertical team training	Nelson, Simeon	7/11/2016	Sign in sheet	7/12/2016 one-time
G2.B2.S1.A3 A315916	Teachers(Gr. K-2) will attend Expanding Expressions training	Nelson, Simeon	7/14/2016	sign in sheet	7/14/2016 one-time
G1.B1.S1.A3 A315912	Teachers (Grades 3-5) will participate in Kagan Training.	Nelson, Simeon	7/25/2016	Sign in sheets	7/26/2016 one-time
G1.B1.S1.A2 A315911	Grade level teachers will meet to prepare long range plans.	Nelson, Simeon	8/11/2016	5th grade copy of long range plans for RES science lessons.	8/11/2016 one-time
G2.B2.S1.A2 A315915	Scholastic Core Click Training	Nelson, Simeon	8/23/2016	Sign-in sheet	8/23/2016 one-time
G5.B1.S2.A2 A315923	Resource teacher will attend Fast Forward Training.	Nelson, Simeon	8/24/2016	sign in sheet	8/24/2016 one-time
G2.B2.S3.A1 A315918	Students will attend extended day tutoring.	Nelson, Simeon	9/27/2016	Attendance rosters	11/3/2016 weekly
G2.B2.S3.MA1 M327628	Classroom walk-throughs	Nelson, Simeon	9/28/2016	Teacher lesson plans, student performance data	11/18/2016 semiannually
G2.B2.S1.A1 A315914	The school day will be re-vamped to include 30 minutes of intensive instruction daily.	Nelson, Simeon	9/19/2016	Attendance; class schedules	12/16/2016 daily
G2.B2.S1.MA1 M327623	DE Assessments and probes	Nelson, Simeon	9/19/2016	DE scores, FSA scores	5/12/2017 triannually
G2.B2.S1.MA1 M327624	Observations during classroom walk-throughs, ROMP data	Nelson, Simeon	9/19/2016	Attendance; students grades, Principal calendar	5/12/2017 quarterly
G3.B1.S1.MA1 M327631	Tardiness and attendance will be monitored daily by the Attendance cleric.	Tillman, Susan	1/16/2017	Attendance report from Focus and sign-in sign-out program.	5/12/2017 daily
G5.B1.S1.A1 A315921	Resource Teacher will provide small group and intensive instruction within the general education...	Nelson, Simeon	8/22/2016	Teacher schedules, observation through classroom walk-throughs	5/12/2017 daily
G6.B2.S1.MA1 M327646	Bell Schedule; Principal Observations during classroom walk-throughs,	Nelson, Simeon	9/19/2016	ROMP attendance; Principal calendar	5/12/2017 daily
G6.B2.S1.A1 A315926	Schedule for school day to include 30 minutes of intensive instruction in math (2nd semester).	Nelson, Simeon	9/19/2016	Attendance in ROMP	5/12/2017 daily
G5.B1.S2.MA1 M327638	Student attendance will be recorded	Whitfield, Christy	9/9/2016	Computer-generated student scores	5/12/2017 quarterly
G5.B1.S2.MA1 M327639	Attendance	Whitfield, Christy	9/9/2016	Computer-generated student scores	5/12/2017 daily
G5.B1.S2.A1 A315922	Students will have access daily to computer-assisted instruction (Fast Forward)	Whitfield, Christy	8/22/2016	Computer logs; teacher data	5/12/2017 daily
G1.MA1 M327620	Classroom Observation and Lesson Plans	Nelson, Simeon	8/11/2016	Lesson plans; student grades	5/26/2017 semiannually
G2.MA1 M327629	Discovery Education Assessments and probes, progress monitoring data, ROMP data	Nelson, Simeon	9/19/2016	DE Assessments, progress monitoring data, ROMP data, data team notes, FSA scores (Grades 3-5)	5/26/2017 triannually
G3.MA1 M327632	Triannual Discovery Education Assessments (DEA)	Nelson, Simeon	9/12/2016	DEA Reports, FSA scores	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
G4.MA1 M327635	Discovery Education Assessments, teacher watch lists	Nelson, Simeon	8/11/2016	DEA scores, teacher watch lists, FSA results	5/26/2017 triannually
G5.MA1 M327642	Discovery Education Assessment Data	Nelson, Simeon	9/12/2016	Discovery Education Assessment reports, FSA scores	5/26/2017 triannually
G6.MA1 M327647	DE Assessments and probes; Accelerated Math scores	Nelson, Simeon	9/12/2016	DE Assessment data; FSA scores	5/26/2017 triannually
G1.B1.S1.MA1 M327618	FCAT assessment data will be reviewed.	Nelson, Simeon	No Start Date	FCAT Science 2.0 results	5/26/2017 one-time
G1.B1.S1.MA1 M327619	Classroom walk-through and lesson plans	Nelson, Simeon	8/11/2016	Observations and lesson plans	5/26/2017 semiannually
G1.B1.S1.A1 A315910	Teachers will use standards-based computer software for research and instruction.	Nelson, Simeon	8/11/2016	Teacher lesson plans	5/26/2017 weekly
G2.B1.S1.MA1 M327621	Attendance clerk will review absences/tardies daily.	Nelson, Simeon	8/11/2016	Attendance report from Focus, sign-in sign-out log	5/26/2017 daily
G2.B1.S1.MA1 M327622	An extra attendance "Caught ya" will be drawn weekly	Nelson, Simeon	9/26/2016	Record of student names drawn.	5/26/2017 weekly
G2.B1.S1.A1 A315913	An extra attendance "Caught'ya" will be drawn each week.	Nelson, Simeon	9/26/2016	Record of student names drawn	5/26/2017 weekly
G3.B1.S1.MA1 M327630	Attendance cleric will monitor school-wide attendance on a daily basis.	Nelson, Simeon	8/11/2016	Attendance report from Focus.	5/26/2017 daily
G3.B1.S1.A1 A315919	Tardiness and attendance are reviewed on a daily basis.	Tillman, Susan	8/11/2016	Attendance reports from Focus.	5/26/2017 daily
G4.B1.S1.MA1 M327633	Daily Attendance reports are generated, communication tab on focus, sign-in sign-out program,	Nelson, Simeon	8/11/2016	Focus attendance reports, communication notes on focus, sign-in sign-out reports	5/26/2017 daily
G4.B1.S1.MA1 M327634	Attendance cleric will run daily reports.	Tillman, Susan	8/11/2016	Attendance report from Focus.	5/26/2017 daily
G4.B1.S1.A1 A315920	Tardiness and attendance are reviewed on a daily basis.	Nelson, Simeon	8/11/2016	Attendance Reports from Focus.	5/26/2017 daily
G5.B1.S1.MA1 M327636	Resource teacher will complete progress reports on students with a disability in general curriculum.	Salib, Bonita	8/11/2016	Progress Report on PEER, in ESE file and sent home	5/26/2017 quarterly
G5.B1.S1.MA1 M327637	Review of special education services for students with disabilities.	Salib, Bonita	8/11/2016	Resource Teacher schedule ,Quarterly IEP progress reports	5/26/2017 annually
G5.B2.S1.MA1 M327640	Attendance records will be reviewed daily.	Tillman, Susan	8/11/2016	Attendance report from Focus; sign-in/ sign-out program	5/26/2017 daily
G5.B2.S1.MA1 M327641	Winners of the additional weekly Caught'ya draw will be announced at school and gift cards will be...	Nelson, Simeon	9/26/2016	List of winners, gift card invoices	5/26/2017 one-time
G5.B2.S1.A1 A315924	An additional attendance Caught'ya will be drawn weekly for a gift certificate to the parent and a...	Nelson, Simeon	9/26/2016	Record of Winners; gift card invoices	5/26/2017 weekly
G6.B1.S1.MA1 M327643	Attendance clerk will review absences.	Tillman, Susan	8/11/2016	Letters sent home to students in the lowest quartile with frequent absences.	5/26/2017 daily
G6.B1.S1.MA1 M327644	Members of the School-wide Positive Behavior Support committee will conduct an extra weekly...	Nelson, Simeon	9/19/2016	Record of winners	5/26/2017 weekly
G6.B1.S1.A1 A315925	Members of the School-wide Positive Behavior Support committee will draw an extra attendance...	Nelson, Simeon	9/19/2016	List of winners; Gift Card receipts	5/26/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B2.S1.MA1  M327645	DE Assessment and probes	Nelson, Simeon	9/19/2016	DE scores	5/26/2017 triannually
G2.B2.S2.MA1  M327625	DE Assessments and probes	Tillman, Susan	9/12/2016	DEA scores, FSA scores	5/26/2017 triannually
G2.B2.S2.MA1  M327626	Classroom Observations	Nelson, Simeon	8/11/2016	Lesson plans, Observation form	5/26/2017 semiannually
G2.B2.S2.A1  A315917	Teachers will use technology including document cameras, Moby Max, e-studies, Discovery Education,...	Nelson, Simeon	8/11/2016	Classroom walk-throughs	5/26/2017 daily
G2.B2.S3.MA1  M327627	DE Assessments	Nelson, Simeon	9/19/2016	DEA scores, FSA scores	5/26/2017 triannually

V. Professional Development Opportunities

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

G1. 70% of Grade 5 students taking FCAT Science 2.0 will be proficient (level 3 or higher).

G1.B1 Students may lack science background in basic concepts relating to the world around them.

G1.B1.S1 Students will use technology to make connections between science in the classroom and how it applies to real-world experiences.

PD Opportunity 1

Teachers (Grades 3-5) will participate in Kagan Training.

Facilitator

WCSB Kagan Training

Participants

Teachers

Schedule

On 7/26/2016

G2. 65% of students in the lowest quartile will make learning gains in ELA.

G2.B2 Majority of students in the lowest quartile in ELA are at least one year behind grade level in reading.

G2.B2.S1 Students will receive 30 minutes of intensive instruction daily (Mon. through Thurs.) in ELA (1st semester) in leveled groups. (ROMP)

PD Opportunity 1

Scholastic Core Click Training

Facilitator

Scholastic Webinar

Participants

Teachers

Schedule

On 8/23/2016

PD Opportunity 2

Teachers(Gr. K-2) will attend Expanding Expressions training

Facilitator

District Trainer

Participants

Teachers K-2

Schedule

On 7/14/2016

G5. 65% of students with disabilities in the general curriculum will make learning gains in ELA.

G5.B1 Some students are more than 1 year below grade level

G5.B1.S2 Students with disabilities will have access to computer-assisted learning (Fast ForWord).

PD Opportunity 1

Resource teacher will attend Fast Forward Training.

Facilitator

WCSB Fast Forward Trainer

Participants

Resource Teacher

Schedule

On 8/24/2016

G6. 65% of students in the lowest quartile will make learning gains in Math.

G6.B2 Majority of students in the lowest quartile in Math are at least one year behind grade level.

G6.B2.S1 Students will receive 30 minutes of intensive instruction daily in Math (2nd semester) in leveled groups. (ROMP)

PD Opportunity 1

Teachers will attend vertical team training

Facilitator

Beth Mims

Participants

Grades 3-5 teachers

Schedule

On 7/12/2016

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	Teachers will use standards-based computer software for research and instruction.				\$0.00
2	G1.B1.S1.A2	Grade level teachers will meet to prepare long range plans.				\$0.00
3	G1.B1.S1.A3	Teachers (Grades 3-5) will participate in Kagan Training.				\$8,124.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0015 - Riversink Elementary School	General Fund		\$7,200.00
			0015 - Riversink Elementary School	Title I, Part A		\$924.00
4	G2.B1.S1.A1	An extra attendance "Caught'ya" will be drawn each week.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0015 - Riversink Elementary School	School Improvement Funds		\$1,200.00
5	G2.B2.S1.A1	The school day will be re-vamped to include 30 minutes of intensive instruction daily.				\$0.00
6	G2.B2.S1.A2	Scholastic Core Click Training				\$2,999.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0015 - Riversink Elementary School	Title I, Part A		\$2,999.00
7	G2.B2.S1.A3	Teachers(Gr. K-2) will attend Expanding Expressions training				\$480.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0015 - Riversink Elementary School	Title I, Part A		\$480.00
8	G2.B2.S2.A1	Teachers will use technology including document cameras, Moby Max, e-studies, Discovery Education, Brain Pop during instruction.				\$6,181.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0015 - Riversink Elementary School	Title I, Part A		\$6,181.00
9	G2.B2.S3.A1	Students will attend extended day tutoring.				\$5,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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			0015 - Riversink Elementary School	Title I, Part A		\$5,400.00
10	G3.B1.S1.A1	Tardiness and attendance are reviewed on a daily basis.				\$0.00
11	G4.B1.S1.A1	Tardiness and attendance are reviewed on a daily basis.				\$933.30
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0015 - Riversink Elementary School	Title I, Part A		\$933.30
<i>Notes: e-studies</i>						
12	G5.B1.S1.A1	Resource Teacher will provide small group and intensive instruction within the general education classroom.				\$0.00
13	G5.B1.S2.A1	Students will have access daily to computer-assisted instruction (Fast Forward)				\$0.00
14	G5.B1.S2.A2	Resource teacher will attend Fast Forward Training.				\$0.00
15	G5.B2.S1.A1	An additional attendance Caught'ya will be drawn weekly for a gift certificate to the parent and a trip to Mr. Nelson's Treasure Chest for the student.				\$0.00
16	G6.B1.S1.A1	Members of the School-wide Positive Behavior Support committee will draw an extra attendance "Caught'ya" each week.				\$0.00
17	G6.B2.S1.A1	Schedule for school day to include 30 minutes of intensive instruction in math (2nd semester).				\$0.00
18	G6.B2.S1.A2	Teachers will attend vertical team training				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0015 - Riversink Elementary School	Title I, Part A		\$1,000.00
					Total:	\$26,317.30