Sarasota County Schools

Gocio Elementary School

2017-18 Schoolwide Improvement Plan

Gocio Elementary School

3450 GOCIO RD, Sarasota, FL 34235

www.sarasotacountyschools.net/gocio

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Gocio Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Gocio has a high percentage of ESOL students. Upon registering, all families are given the Home-Language Survey to collect information. All communication to our families is done in Spanish and English. This includes flyers, Connect Ed messages, Remind texts and newsletters. We plan ESOL nights with our parents and provide interpreters. Our Diversity committee plans several events throughout the year to celebrate our students' heritage. Gocio's teachers schedule conferences to meet with each family to discuss their child's progress. All families at Gocio have an annual parent teacher conference to discuss their progress, as well as a face-to-face conference if there are academic struggles beyond language assimilation. Some of these conferences are student led to engage our students directly with their families concerning their academic progress. This year we continued a one-on-one mentoring program in which over 30 staff members agreed to mentor a child at our school to build a deeper bond with an adult here that they could trust. We hold a Title I meeting each year to provide information on our programs. We have moved into a year two partnership with a local organization, Unidos Now that works directly with our families regarding their students educational opportunities. These are just some of the many ways we build relationships between teachers, students, and families.

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

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

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

Attendance below 90 percent-Gocio monitors attendance daily. Attendance is checked every morning at the school level and a Connect Ed message is sent for students who are out of school daily. The HSL meets with the registrar every week and a spreadsheet is updated with students who have absent days. This live database is then shared with a grade level representative who works with teachers to communicate with families and help families with barriers from getting students to school on time. Letters are sent home, home visits conducted, and a truancy worker assists the school in connecting with families that continual display habitual absences.

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

Level 1 on statewide assessment-Gocio progress monitors throughout the year through a variety of

school wide data. Teachers work in the classroom to provide interventions for students who are below grade level. A clear intervention time is built in for every grade level. I Ready is used daily and used to guide instructional decisions specific to each student. In addition, Gocio uses Title I dollars to ensure highly qualified teachers are working with struggling students.

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	31	31	26	20	14	25	0	0	0	0	0	0	0	147
One or more suspensions	7	5	0	1	4	3	0	0	0	0	0	0	0	20
Course failure in ELA or Math	11	2	2	4	4	2	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	11	26	10	0	0	0	0	0	0	0	47
Level 1 on statewide assessment-math	0	0	0	12	21	26	0	0	0	0	0	0	0	59

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	3	11	15	6	0	0	0	0	0	0	0	37

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

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

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

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

Level 1 on state wide assessments:

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

In addition: Gocio Elementary provides individual and small group intensive services for targeted students. Our ESE and ESOL teachers provide instruction based on student IEP and LEP goals. We also provide daily classroom intervention instruction for students that need remediation. The attendance committee meets weekly and has a clear plan in place that regularly monitors students attendance and identifies those students with excessive tardies or absences. Each grade level has a "point person," who meets with grade level teams to ensure proper notification, documentation, and interventions. Gocio also adopted a school wide positive behavior attendance incentive program this year to recognize and reward students for coming to school daily and on time.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/ 470479.

2. Description

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

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

Gocio has partnerships with All Faiths Food Bank for our Backpack Kids and Food Pantry to provide nutritional food on a regular basis. The Rotary Club provides backpacks and dictionaries for our students. The Manasota Track Club provides support to our running program and 100 Mile Club for healthy bodies. Gocio has worked with the Sarasota Ballet for years to provide enrichment and scholarship opportunities for students. This past year we have partnered with Forty Carrots to provide a program, Partners in Play, to work with families from birth to five. In addition we have partnered with a local philanthropist to provide the first General Education 4 year old Pre-K program in the district. The local arts community supports our fine arts department through donation of props, costumes, materials and lighting and staging as well as with YEA arts. Florida Studio Theatre provides instruction in language arts and play writing. Gocio partners with a local community member and master gardener as well as Bok Tower Gardens/UF to have a school garden and garden club. The local community also spearheads a Bridge Club on our campus.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Royce, Steven	Principal
Kocur, Heidi	Teacher, K-12
Smithson, Angela	Teacher, K-12
Dutkiewicz, Michael	Teacher, K-12
Annicelli, Marya	Assistant Principal
Baldwin, Amy	Teacher, K-12
Smith, Jackie	Teacher, K-12
Gambill, Amanda	Teacher, K-12
dromgool, shannon	Teacher, K-12
anderson, lori	Teacher, K-12
Wasley, Laura	Teacher, K-12

b. Duties

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

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

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

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Breanne Winn	Teacher
Robert Kanotz	Teacher
Jessica Harris	Teacher
Lisa Crosby	Parent
April Ammeson	Teacher
Janette Garcia	Parent
Jesse Guajardo	Teacher
Ruth Rubinstein	Business/Community
Steve Royce	Principal
Rebekah Leopold	Business/Community
Brenda Miller	Teacher
Nahir Colmenas	Business/Community
Laura Corona	Parent
Carla Sachetti	Business/Community
Ingrid Arita	Business/Community
Yusmary Duarte	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The data from 2017-18 school year is reviewed and discussed with SAC, as required. SAC is instrumental in discussing academic programs and progress at Gocio Elementary.

b. Development of this school improvement plan

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

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

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

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

All school improvement funds were designated to fund the daily agendas for students. The SAC/SDMT reached consensus on this expenditure as it promotes communication between school and home. The funds for the agenda books was $2500.00

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

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

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

3. Literacy Leadership Team (LLT)

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

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

b. Duties

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

Gocio uses a standards based approach to teaching reading. As a school during our PLCs, teachers plan together and create cluster assessments to determine how students are mastering standards. The district provided Reading Wonders Series is an available resource as well as other resources such as Read Works, novels, and I-Ready in the classroom. Each of these resources helps teachers implement and effectively teach the Florida Standards. The team is proactive with PD opportunities in regards to ELA standards, and to provide information to other teachers. The team plans reading events, celebrations and reading intervention programs. The team supports the school-wide reading incentive program to document the number of minutes students read monthly. The team supports the Sunshine State Readers program. At least 70% or more of the administration and faculty hold membership to the Sarasota Reading Council and Florida Reading Association. The committee meets monthly and discusses literacy activities and progress towards mastery at each grade level.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

All grade level teams have a daily common planning time. One common planning time each week is designated for a CPT where the teams focus on instructional and intervention strategies, data and progress monitoring. These sessions are specifically structured around the instructional needs of our

staff. Teachers choose to meet on a regular basis and invite district support staff, administration, as well as in house experts on areas affecting their grade level. The purpose of these sessions is to improve student achievement through their teaching practice. For the second year in a row Gocio teachers have opted to have a district specialist work with teams during their planning times to focus on using I Ready as an instructional tool in the classroom. In addition we have worked to develop capacity in house with teachers training one another on Florida Standards and the writing of cluster assessments.

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

The administration hired staff that were highly qualified and provided recommendations of high levels of performance in their prior schools. As a school we continue to experience less turnover and are fortunate to be retaining high quality staff. As an administrative team we work hard to support our teachers with the resources and the time they need to be effective educators. We support beginning teachers through the SCIP Mentoring program. One of our teachers, Amy Baldwin, is the Lead Mentor. She facilitates meetings and provides on-going support for the teachers. Each new teacher is assigned a trained SCIP Mentor, who provides support.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All teachers follow the Florida Standards as the base of their planning. Teachers work together through their PLC time to plan, create lessons, share resources, and develop cluster assessments to determine student mastery toward the standards. Our district provides an IFG (Instructional Focus Guide) to "map" the year for teachers. Additionally, all adopted series follow the standards. Lesson plans are closely monitored, as each team submits them to One Note for administrators to be able to review and to ensure that lessons are aligned to the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers input student data (I-Ready, running records, cluster assessments, benchmark testing, Go Math, Reading Wonders) and monitor their progress throughout the year. Teachers meet with the administration and support team three times annually to discuss the data, as well at post conferences from observations. The teachers also use this data to identify students needing remediation or

enrichment and to determine those students needing more assistance through MTSS. Through these determinations, teachers provide small group, scaffolding, and utilize support from resource staff to help students with specific skill deficits. These are provided in the classroom or during a small group pull out.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,520

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

Strategy Rationale

Remediation

Strategy Purpose(s)

- Core Academic Instruction

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

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

Formative and summative data is collected and monitored.

Strategy: Before School Program

Minutes added to school year: 5,400

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

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

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

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

Strategy: Extended School Day

Minutes added to school year: 3,600

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

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

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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

This past year we had a Kindergarten and incoming First grade transition program available to every incoming Kindergarten or First grade student. The program ran M-Thursdays from 8:30-1:30 and worked with students on K readiness skills and first grade reading skills. Over 80 students participated. We worked with feeder VPK programs to identify students who might attend for our K group. In addition, our school implements a summer screening process to identify student readiness and create mixed ability classrooms using this data. Gocio also presents a Kindergarten Round-Up for incoming kindergarten students. This past year we have partnered with Forty Carrots (a pre-k provider) to provide our families with a Partners in Play morning weekly to work with our families on birth to five skills. We also added a General Education 4 year old pre-k program on site due to the generosity of a local philanthropist. These students will feed directly into our Kindergarten next year. For our 5th grade students we ensure that we work with our local feeder middle schools for all of our grade 5 students to attend an orientation at their proposed middle school. This past year our administration met with a representative from VPK to gain insight to incoming students that may need additional services or support here during their K year.

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.

While Gocio serves students in grades K-5, we strive to prepare our students for the world beyond school. This past year we have begun a partnership with local area colleges for all 3rd, 4th, and 5th grade students will have the opportunity to experience a college environment through a field trip. In addition, we work with Sarasota Next Generation ballet program for students to potentially be afforded a full college scholarship if they continue with the program and maintain an acceptable GPA.

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

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

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

Gocio data indicates that we are still not at school or district wide goals in proficiency in ELA, math, or Science. We made substantial gains last year in proficiency as well as learning gains, however, this trend must continue. In grade 5 we worked extensively with specific instruction based on the standards. At that grade level we showed the highest gains and highest levels of proficiency. Currently however we are 52% proficient in math and 43% in ELA.

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

There are potentially a variety of reasons that Gocio students are not yet at proficiency. During the problem solving process we identified potential reasons and/or barriers and set specific, strategic goals to address these. These are all set in our strategic goals and have specific measurement points, as well as timelines, and individuals responsible for progress monitoring and implementation of each goal. A potential "why," for example is that Gocio has moved towards standards based instruction and specific training and instruction in this area. In years past, many teachers at Gocio taught out of a basal series and did not have an in depth knowledge of the Florida standards. We have been working to improve in this area.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   By the year 2018, there will be a minimum of a 4 percentage point increase in math learning gains for the students in the lowest quartile.

G2.   By the year 2018, there will be a minimum of a 4 percentage point increase in ELA learning gains for the students in the lowest quartile.

G3.   By the year 2018, there will be a minimum of a 4 percentage point increase in math learning gains.

G4.   By the year 2018, there will be a minimum of a 4 percentage point increase in ELA learning gains.

G5.   By the year 2018, Gocio will reduce its number of students involved in suspensions by 10% as measured by school wide data. last year 31 students had an OSS.

G6.   By the year 2018, Gocio will reduce its number of chronic absent students (18 days or more) by 10%. There will be a reduction in overall student absences by 10%. In 2016-2017 there were 84 students absent 18 days or more.

G7.   By the year 2018, increase parent involvement to 80%. This will be demonstrated by our families attending at least one parent conference with their child's teacher.

G8.   ELA- By the year 2018, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency.

G9.   Math -By the year 2018, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency.

G10.   Science - By the year 2018, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency.

Strategic Goals Detail

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

G1. By the year 2018, there will be a minimum of a 4 percentage point increase in math learning gains for the students in the lowest quartile. 1a

🔍 G098211

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Teacher depth of knowledge with Florida Math standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- IXL to assist with math fluency and targeted math standards

- Title I resource teacher for push in to assist struggling students

- Math PD and math rounding to improve instructional practice

Plan to Monitor Progress Toward G1. 8

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

Person Responsible
Steven Royce

Schedule
Monthly, from 8/14/2017 to 5/4/2018

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

G2. By the year 2018, there will be a minimum of a 4 percentage point increase in ELA learning gains for the students in the lowest quartile. 1a

🔍 G098212

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	49.0

Targeted Barriers to Achieving the Goal 3

- Lack of foundational reading skills in the primary grades

Resources Available to Help Reduce or Eliminate the Barriers 2

- OWL Academy (for incoming K,1st, 2nd)

- Moving to an ESOL push in model

- CPT meetings focused on specific standards students are weak in

- I Ready

Plan to Monitor Progress Toward G2. 8

Reading Recovery student data

Person Responsible

Tamara Ellis

Schedule

Monthly, from 8/14/2017 to 5/4/2018

Evidence of Completion

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

G3. By the year 2018, there will be a minimum of a 4 percentage point increase in math learning gains. `1a`

🔑 G098213

Targets Supported `1b`

Indicator	Annual Target
Math Gains	73.0

Targeted Barriers to Achieving the Goal `3`

- Summer slide

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

- Go Math Curriculum and Florida standards

- Math resource support

- PD for math by district specialists

- IXL and I Ready

- OWL Academy

- After school tutoring and HW assistance

Plan to Monitor Progress Toward G3. `8`

On the Mark Test information and I Ready information

Person Responsible
Tamara Ellis

Schedule
Monthly, from 6/11/2018 to 8/3/2018

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

G4. By the year 2018, there will be a minimum of a 4 percentage point increase in ELA learning gains. 1a

🔑 G098214

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Owl Academy for summer learning loss

- Additional reading/writing support personnel

- Reading Recovery teachers

- After school tutoring

- Additional reading/writing support personnel

Plan to Monitor Progress Toward G4. 8

I Ready reports to monitor growth and levels of proficiency

Person Responsible
shannon dromgool

Schedule
Monthly, from 9/21/2017 to 4/27/2018

Evidence of Completion
I Ready reports for each student enrolled.

G5. By the year 2018, Gocio will reduce its number of students involved in suspensions by 10% as measured by school wide data. last year 31 students had an OSS. `1a`

🔍 G098215

Targets Supported `1b`

Indicator	Annual Target
One or More Suspensions	4.0

Targeted Barriers to Achieving the Goal `3`

- Learned behaviors

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

- PBS plan

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

- Individual contracted for behavior support

- Restorative circles

- Partnership with JFCS for healthy relationship building

Plan to Monitor Progress Toward G5. `8`

Ongoing progress monitoring of project data and end of year data

Person Responsible
Marya Annicelli

Schedule
Monthly, from 8/14/2017 to 5/31/2018

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

G6. By the year 2018, Gocio will reduce its number of chronic absent students (18 days or more) by 10%. There will be a reduction in overall student absences by 10%. In 2016-2017 there were 84 students absent 18 days or more. `1a`

`G098216`

Targets Supported `1b`

Indicator	Annual Target
Chronic Absenteeism	76.0

Targeted Barriers to Achieving the Goal `3`

- Family transportation/family situations

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

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

- SWST

- Truancy officer

- Home school liasion

- Contracted individual to help monitor attendance

Plan to Monitor Progress Toward G6. `8`

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

Person Responsible
Marya Annicelli

Schedule
Weekly, from 8/14/2017 to 5/31/2018

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

G7. By the year 2018, increase parent involvement to 80%. This will be demonstrated by our families attending at least one parent conference with their child's teacher. 1a

🔍 G098217

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	80.0

Targeted Barriers to Achieving the Goal 3

- language/communication

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Involvement Coordinator
- Student agendas
- Interpreters

Plan to Monitor Progress Toward G7. 8

Parent attendance logs for all family events

Person Responsible
Steven Royce

Schedule
Semiannually, from 8/14/2017 to 5/31/2018

Evidence of Completion
Parent attendance logs

G8. ELA- By the year 2018, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency. 1a

🔍 G098218

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	48.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G8. 8

Reading Recovery student data

Person Responsible
Steven Royce

Schedule
Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion
Data reviewed on each RR student

Plan to Monitor Progress Toward G8. 8

I Ready student data

Person Responsible
Steven Royce

Schedule
Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion
I ready teacher and student data towards proficiency

G9. Math -By the year 2018, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency. 1a

🔑 G098219

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	58.0

Targeted Barriers to Achieving the Goal 3

- Teacher creation of materials to match rigor of the standards

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G9. 8

Quarterly Progress Monitoring meetings

Person Responsible
Steven Royce

Schedule
Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion
Progress Monitoring data Final student data

G10. Science - By the year 2018, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency. 1a

🔍 G098220

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

• Consistent science instruction across grade levels

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G10. 8

Quarterly data review
Science Committee input monthly

Person Responsible

Steven Royce

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Progress monitoring data Final student achievement data FCAT 2.0 Science data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =**
Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. By the year 2018, there will be a minimum of a 4 percentage point increase in math learning gains for the students in the lowest quartile. 1

🔑 G098211

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

🔑 B264201

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

🔑 S279861

Strategy Rationale

Our current data, both in proficiency and learning gains indicates training is needed in this area. With targeted PD and well designed CPT sessions, teacher practice and knowledge should improve. In addition we had pockets of teachers who demonstrated significant learning gains in the lowest quartile. CPT sessions and trainings utilizing these teachers will be critical. This will help all students, especially those who are struggling the most.

Action Step 1 5

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

Person Responsible

Steven Royce

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Math rounding feedback and evidence of practice in classroom observations.

Action Step 2 5

CPT sessions to develop and devise cluster assessments based on the standards.

Person Responsible

Steven Royce

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Development of cluster based assessments and standards based teaching.

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

Classroom observations and attendance at CPT and PD sessions

Person Responsible

Steven Royce

Schedule

Monthly, from 8/14/2017 to 5/4/2018

Evidence of Completion

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

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

Classroom observations and attendance at CPT and PD sessions

Person Responsible

Steven Royce

Schedule

Monthly, from 8/14/2017 to 5/4/2018

Evidence of Completion

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

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

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

Person Responsible

Marya Annicelli

Schedule

Monthly, from 8/14/2017 to 5/4/2018

Evidence of Completion

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

G2. By the year 2018, there will be a minimum of a 4 percentage point increase in ELA learning gains for the students in the lowest quartile. 1

🔑 G098212

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

🔑 B264205

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

🔑 S279863

Strategy Rationale

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

Action Step 1 5

Daily intensive reading instruction from a Reading Recovery teacher

Person Responsible

Tamara Ellis

Schedule

Daily, from 8/14/2017 to 5/4/2018

Evidence of Completion

Reading Recovery student datas

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

Daily data collection on each Reading Recovery student.

Person Responsible

Tamara Ellis

Schedule

Daily, from 8/14/2017 to 5/4/2018

Evidence of Completion

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

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

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

Person Responsible

Steven Royce

Schedule

Weekly, from 8/14/2017 to 5/4/2018

Evidence of Completion

Student data and classroom observations

G3. By the year 2018, there will be a minimum of a 4 percentage point increase in math learning gains. `1`
🔑 G098213

G3.B2 Summer slide `2`
🔑 B264207

G3.B2.S1 Research shows that over the summer students (especially from poverty) experience a summer slide in academics. Students often lose skills over the summer and teachers have to remedy this upon return. `4`
🔑 S279864

Strategy Rationale

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

Action Step 1 `5`

A summer academy will be expanded to include incoming K, first grade, and incoming 2nd grade

Person Responsible

Marya Annicelli

Schedule

Daily, from 6/11/2018 to 8/3/2018

Evidence of Completion

Student pre and post data

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

Regular class walk throughs to ensure quality instruction

Person Responsible

Marya Annicelli

Schedule

Daily, from 6/11/2018 to 8/3/2018

Evidence of Completion

Feedback to teachers regarding instruction and data monitoring of students enrolled

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

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

Person Responsible

Tamara Ellis

Schedule

Monthly, from 6/11/2018 to 8/3/2018

Evidence of Completion

On the Mark test to determine progress through summer instruction

G4. By the year 2018, there will be a minimum of a 4 percentage point increase in ELA learning gains. 1

G098214

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

B264210

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

S279865

Strategy Rationale

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

Action Step 1 5

After school tutoring

Person Responsible

shannon dromgool

Schedule

Weekly, from 9/21/2017 to 4/27/2018

Evidence of Completion

Summative student data at completion of the program

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

Daily monitoring of the after school instruction

Person Responsible

shannon dromgool

Schedule

Weekly, from 9/21/2017 to 4/27/2018

Evidence of Completion

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

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

Daily monitoring of the tutoring for the after school program

Person Responsible

shannon dromgool

Schedule

Weekly, from 9/21/2017 to 4/27/2018

Evidence of Completion

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

G5. By the year 2018, Gocio will reduce its number of students involved in suspensions by 10% as measured by school wide data. last year 31 students had an OSS. `1`

🔑 G098215

G5.B1 Learned behaviors `2`

🔑 B264213

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

🔑 S279869

Strategy Rationale

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

Action Step 1 `5`

Continued development and expansion of our PBS program

Person Responsible

Amy Baldwin

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

PBS committee notes and PBS action plan

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

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

Person Responsible

Amy Baldwin

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

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

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

Person Responsible

Amy Baldwin

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

G6. By the year 2018, Gocio will reduce its number of chronic absent students (18 days or more) by 10%. There will be a reduction in overall student absences by 10%. In 2016-2017 there were 84 students absent 18 days or more. 1

🔑 G098216

G6.B1 Family transportation/family situations 2

🔑 B264215

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

🔑 S279870

Strategy Rationale

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

Action Step 1 5

School wide Attendance Incentive Program

Person Responsible

Marya Annicelli

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Class attendance totals

Action Step 2 5

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

Person Responsible

Marya Annicelli

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Regular review of attendance data school wide by grade level

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

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

Person Responsible

Marya Annicelli

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Classroom attendance charts and totals.

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

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

Person Responsible

Marya Annicelli

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Weekly progress monitoring and incentives provided for attendance.

G7. By the year 2018, increase parent involvement to 80%. This will be demonstrated by our families attending at least one parent conference with their child's teacher. `1`

🔍 G098217

G7.B2 language/communication `2`

🔍 B264218

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

🔍 S279872

Strategy Rationale

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

Action Step 1 `5`

Translators to assist at family conference evenings.

Person Responsible

Amy Baldwin

Schedule

Daily, from 10/13/2017 to 5/31/2018

Evidence of Completion

Parent conference forms/parent attendance rate

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

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

Person Responsible

Amy Baldwin

Schedule

Daily, from 10/13/2017 to 5/31/2018

Evidence of Completion

Sign up forms, parent conference forms, parent attendance rate

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

Determine the attendance rate of families attending parent conferences.

Person Responsible

Amy Baldwin

Schedule

On 10/31/2017

Evidence of Completion

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

G7.B2.S2 Agenda books `4`

🔑 S279873

Strategy Rationale

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

Action Step 1 `5`

Agenda books for every student to ensure daily communication

Person Responsible

Steven Royce

Schedule

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

Evidence of Completion

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

Teachers and students use agenda books daily as a communication tool

Person Responsible

Steven Royce

Schedule

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

Evidence of Completion

Parent communication survey data

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

Daily communication tool with parent and teachers

Person Responsible

Steven Royce

Schedule

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

Evidence of Completion

Parent surveys regarding communication

G8. ELA- By the year 2018, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency. 1

G098218

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

B264221

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

S279877

Strategy Rationale

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

Action Step 1 5

Intensive reading support

Person Responsible

Steven Royce

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Teacher schedules, Student FSA and I ready data

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

Daily intensive reading instruction through a push in and coaching model

Person Responsible

Steven Royce

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, walk throughs, progress monitoring

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

Progress monitoring of students data

Person Responsible

Steven Royce

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

G9. Math -By the year 2018, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency. 1

🔍 G098219

G9.B1 Teacher creation of materials to match rigor of the standards 2

🔍 B264223

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

🔍 S279879

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Steven Royce

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans Teacher observations Progress monitoring data I-Ready data

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

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

Person Responsible

Steven Royce

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plans, teacher observations Data documentation Curriculum Team Leader meetings

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

Progress Monitoring data
Review of data
CPT and planning session notes

Person Responsible

Steven Royce

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Benchmark tests, FSA data, formative assessments

G10. Science - By the year 2018, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency. 1

🔑 G098220

G10.B1 Consistent science instruction across grade levels 2

🔑 B264226

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

🔑 S279881

Strategy Rationale

Gocio has continued to work in the areas of Science. This will be the second year Gocio has a certified Science teacher on the wheel. She is working and collaborating with grade levels to determine standards that are heavily assessed and ways to incorporate more Science into the ELA block through non-fiction reading.

Action Step 1 5

Benchmark Assesments
Pride Observations
Walk Throughs during Science Instruction
Quality Science instruction

Person Responsible

Steven Royce

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Progress Monitoring data Pride Documentation Lesson Planning PD opportunities

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

Monitoring of science data
Data sessions
Pride observations

Person Responsible

Steven Royce

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Benchmark Assessments Observation documentation Lesson plans Science Coach data
broken down by standard and proficiency

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

Progress monitoring of student data
Feedback from staff

Person Responsible

Steven Royce

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Benchmark data Final student data Staff feedback/surveys/input

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G7.B2.S2.MA1 M408299	Daily communication tool with parent and teachers	Royce, Steven	8/22/2016	Parent surveys regarding communication	6/2/2017 daily
G7.B2.S2.MA1 M408300	Teachers and students use agenda books daily as a communication tool	Royce, Steven	8/22/2016	Parent communication survey data	6/2/2017 daily
G7.B2.S2.A1 A377224	Agenda books for every student to ensure daily communication	Royce, Steven	8/22/2016		6/2/2017 daily
G7.B2.S1.MA1 M408297	Determine the attendance rate of families attending parent conferences.	Baldwin, Amy	10/13/2017	The month of October we will be hosting parent conferences. Parent conference forms as well as overall attendance rate will be monitored.	10/31/2017 one-time
G4.MA1 M408286	I Ready reports to monitor growth and levels of proficiency	dromgool, shannon	9/21/2017	I Ready reports for each student enrolled.	4/27/2018 monthly
G4.B2.S1.MA1 M408284	Daily monitoring of the tutoring for the after school program	dromgool, shannon	9/21/2017	I Ready data and profile reports for each student enrolled in after school tutoring. Diagnostic reports and progress monitoring reports monitored and shared with families for progress	4/27/2018 weekly
G4.B2.S1.MA1 M408285	Daily monitoring of the after school instruction	dromgool, shannon	9/21/2017	I Ready data at each diagnostic window (1,2,3)	4/27/2018 weekly
G4.B2.S1.A1 A377215	After school tutoring	dromgool, shannon	9/21/2017	Summative student data at completion of the program	4/27/2018 weekly
G1.MA1 M408277	School, class, and individual students performance data. PRIDE notes, schedules, and observations.	Royce, Steven	8/14/2017	Progress monitoring data, PRIDE observations, student final data	5/4/2018 monthly
G2.MA1 M408280	Reading Recovery student data	Ellis, Tamara	8/14/2017	Student data is collected by the teacher daily, and will be shared with administration monthly as to the progress of each RR student.	5/4/2018 monthly
G1.B3.S1.MA1 M408274	Monthly schedule of observation to be completed by administrative team along with data reviews with...	Annicelli, Marya	8/14/2017	Pride notes and observation spreadsheet, progress monitoring data at school, class, and individual students progress, CPT notes (admin 6X per year)	5/4/2018 monthly
G1.B3.S1.MA1 M408275	Classroom observations and attendance at CPT and PD sessions	Royce, Steven	8/14/2017	Pride form observations and classroom visits should demonstrate math PD in practice in the classrooms.	5/4/2018 monthly
G1.B3.S1.MA1 M408276	Classroom observations and attendance at CPT and PD sessions	Royce, Steven	8/14/2017	Pride form observations and classroom visits should demonstrate math PD in practice in the classrooms.	5/4/2018 monthly
G2.B4.S2.MA1 M408278	Reading Recovery staff have PD every Friday as well as weekly site visits	Royce, Steven	8/14/2017	Student data and classroom observations	5/4/2018 weekly
G2.B4.S2.MA1 M408279	Daily data collection on each Reading Recovery student.	Ellis, Tamara	8/14/2017	Reading Recovery specific data on each student identified for the instruction.	5/4/2018 daily
G2.B4.S2.A1 A377213	Daily intensive reading instruction from a Reading Recovery teacher	Ellis, Tamara	8/14/2017	Reading Recovery student datas	5/4/2018 daily
G5.MA1 M408291	Ongoing progress monitoring of project data and end of year data	Annicelli, Marya	8/14/2017	Final PBS Committee notes and progress Final discipline data Feedback regarding PBS activities and events	5/31/2018 monthly
G6.MA1 M408294	Attendance data will be collected weekly and shared with teachers. Attendance Committee meets...	Annicelli, Marya	8/14/2017	Attendance database and spreadsheet from month to month, as well as compared to previous year.	5/31/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.MA1 M408301	Parent attendance logs for all family events	Royce, Steven	8/14/2017	Parent attendance logs	5/31/2018 semiannually
G8.MA1 M408312	Reading Recovery student data	Royce, Steven	8/14/2017	Data reviewed on each RR student	5/31/2018 quarterly
G8.MA2 M408313	I Ready student data	Royce, Steven	8/14/2017	I ready teacher and student data towards proficiency	5/31/2018 monthly
G9.MA1 M408318	Quarterly Progress Monitoring meetings	Royce, Steven	8/14/2017	Progress Monitoring data Final student data	5/31/2018 quarterly
G10.MA1 M408321	Quarterly data review Science Committee input monthly	Royce, Steven	8/14/2017	Progress monitoring data Final student achievement data FCAT 2.0 Science data	5/31/2018 monthly
G1.B3.S1.A1 A377210	Targeted Math PD and Math rounding to examine our instructional practices. Subs to be secured for...	Royce, Steven	8/14/2017	Math rounding feedback and evidence of practice in classroom observations.	5/31/2018 monthly
G1.B3.S1.A2 A377211	CPT sessions to develop and devise cluster assessments based on the standards.	Royce, Steven	8/14/2017	Development of cluster based assessments and standards based teaching.	5/31/2018 monthly
G6.B1.S1.MA1 M408292	1. Attendance totals will be monitored weekly to determine progress. 2. SWST reviews weekly and...	Annicelli, Marya	8/14/2017	Weekly progress monitoring and incentives provided for attendance.	5/31/2018 weekly
G6.B1.S1.MA1 M408293	Attendance will be rewarded weekly, both in the classroom through our Zoo Zingo program and weekly...	Annicelli, Marya	8/14/2017	Classroom attendance charts and totals.	5/31/2018 weekly
G6.B1.S1.A1 A377219	School wide Attendance Incentive Program	Annicelli, Marya	8/14/2017	Class attendance totals	5/31/2018 weekly
G6.B1.S1.A2 A377220	SWST/Attendance Monitors will review attendance and take action on a weekly basis	Annicelli, Marya	8/14/2017	Regular review of attendance data school wide by grade level	5/31/2018 weekly
G7.B2.S1.MA1 M408298	Translator schedule posted for teachers, translators available at conferences and to translate...	Baldwin, Amy	10/13/2017	Sign up forms, parent conference forms, parent attendance rate	5/31/2018 daily
G7.B2.S1.A1 A377223	Translators to assist at family conference evenings.	Baldwin, Amy	10/13/2017	Parent conference forms/parent attendance rate	5/31/2018 daily
G8.B2.S1.MA1 M408308	Progress monitoring of students data	Royce, Steven	8/14/2017	I ready data and classroom data for students in grades 3,4,5	5/31/2018 quarterly
G8.B2.S1.MA1 M408309	Daily intensive reading instruction through a push in and coaching model	Royce, Steven	8/14/2017	Lesson plans, walk throughs, progress monitoring	5/31/2018 daily
G8.B2.S1.A1 A377229	Intensive reading support	Royce, Steven	8/14/2017	Teacher schedules, Student FSA and I ready data	5/31/2018 daily
G9.B1.S1.MA1 M408314	Progress Monitoring data Review of data CPT and planning session notes	Royce, Steven	8/14/2017	Benchmark tests, FSA data, formative assessments	5/31/2018 monthly
G9.B1.S1.MA1 M408315	Curriculum meetings to discuss implementation of research-based math strategies Regularly...	Royce, Steven	8/14/2017	Lesson plans, teacher observations Data documentation Curriculum Team Leader meetings	5/31/2018 monthly
G9.B1.S1.A1 A377231	Collaborative planning Ongoing review of student data I-Ready PD Math PD Math Intervention...	Royce, Steven	8/14/2017	Lesson plans Teacher observations Progress monitoring data I-Ready data	5/31/2018 monthly
G10.B1.S1.MA1 M408319	Progress monitoring of student data Feedback from staff	Royce, Steven	8/14/2017	Benchmark data Final student data Staff feedback/surveys/input	5/31/2018 monthly
G10.B1.S1.MA1 M408320	Monitoring of science data Data sessions Pride observations	Royce, Steven	8/14/2017	Benchmark Assessments Observation documentation Lesson plans Science Coach data broken down by standard and proficiency	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G10.B1.S1.A1 A377233	Benchmark Assesments Pride Observations Walk Throughs during Science Instruction Quality Science...	Royce, Steven	8/14/2017	Progress Monitoring data Pride Documentation Lesson Planning PD opportunities	5/31/2018 monthly
G5.B1.S4.MA1 M408289	Discipline data to be monitored and shared monthly at PBS committee meetings	Baldwin, Amy	8/14/2017	Discipline data to be monitored monthly. Committee action plan to be reviewed annually to determine if goals were met.	5/31/2018 monthly
G5.B1.S4.MA1 M408290	PBS committee meetings will take place monthly for staff input and continued development of Gocio's...	Baldwin, Amy	8/14/2017	PBS agendas, committee notes and action plan, PBS created documents	5/31/2018 monthly
G5.B1.S4.A1 A377218	Continued development and expansion of our PBS program	Baldwin, Amy	8/14/2017	PBS committee notes and PBS action plan	5/31/2018 monthly
G3.MA1 M408283	On the Mark Test information and I Ready information	Ellis, Tamara	6/11/2018	On the Mark will be used as a pre and post test. I Ready will be used for incoming first as progress monitoring data through the summer.	8/3/2018 monthly
G3.B2.S1.MA1 M408281	Students will be administered a pre test, progress monitoring, and post test at beginning and...	Ellis, Tamara	6/11/2018	On the Mark test to determine progress through summer instruction	8/3/2018 monthly
G3.B2.S1.MA1 M408282	Regular class walk throughs to ensure quality instruction	Annicelli, Marya	6/11/2018	Feedback to teachers regarding instruction and data monitoring of students enrolled	8/3/2018 daily
G3.B2.S1.A1 A377214	A summer academy will be expanded to include incoming K, first grade, and incoming 2nd grade	Annicelli, Marya	6/11/2018	Student pre and post data	8/3/2018 daily

V. Professional Development Opportunities

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

G1. By the year 2018, there will be a minimum of a 4 percentage point increase in math learning gains for the students in the lowest quartile.

G1.B3 Teacher depth of knowledge with Florida Math standards

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

PD Opportunity 1

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

Facilitator

Landings staff Math curriculum specialist Administration

Participants

All teachers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

PD Opportunity 2

CPT sessions to develop and devise cluster assessments based on the standards.

Facilitator

Grade 5 teachers Administration

Participants

All teachers

Schedule

Monthly, from 8/14/2017 to 5/31/2018

G2. By the year 2018, there will be a minimum of a 4 percentage point increase in ELA learning gains for the students in the lowest quartile.

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

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

PD Opportunity 1

Daily intensive reading instruction from a Reading Recovery teacher

Facilitator

Reading Recovery trainers

Participants

Jamie Ward, Tamara Ellis

Schedule

Daily, from 8/14/2017 to 5/4/2018

G9. Math -By the year 2018, there will be a minimum of 4 percentage point increase for all student groups, whereas 70% or less are currently demonstrating proficiency.

G9.B1 Teacher creation of materials to match rigor of the standards

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

PD Opportunity 1

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

Facilitator

Sue D'Angelo Administration I-Ready Rep

Participants

Classroom teachers, Grades K - 5

Schedule

Monthly, from 8/14/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	**Targeted Math PD and Math rounding to examine our instructional practices. Subs to be secured for quality PD. In addition instructional materials that meet standards to be used.**				**$8,391.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0261 - Gocio Elementary School	Title, I Part A		$8,391.00
			Notes: Subs to be secured to allow for extended PLCs for cluster test creation and other resources to help with effectively teaching to the standards.			
2	G1.B3.S1.A2	**CPT sessions to develop and devise cluster assessments based on the standards.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0261 - Gocio Elementary School	Title I, Part A		$0.00
			Notes: See Goal 1. Funds are the same.			
3	G10.B1.S1.A1	**Benchmark Assesments Pride Observations Walk Throughs during Science Instruction Quality Science instruction**				**$3,587.62**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	510-Supplies	0261 - Gocio Elementary School	Title I, Part A		$3,587.62
			Notes: PD and PLC time devoted to data analysis and standards based teaching for Science. Science Coach materials used in grades 3-5.			
4	G2.B4.S2.A1	**Daily intensive reading instruction from a Reading Recovery teacher**				**$228,591.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	100-Salaries	0261 - Gocio Elementary School	Title, I Part A		$228,591.00
			Notes: Two reading recovery teachers service first grade students in intensive reading instruction.			
5	G3.B2.S1.A1	**A summer academy will be expanded to include incoming K, first grade, and incoming 2nd grade**				**$43,688.16**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5500	130-Other Certified Instructional Personnel	0261 - Gocio Elementary School	Title I, Part A		$43,688.16
			Notes: SLA funding comes from grant funds: 25,000 In addition supplies and teacher contracts was 18,688.16			
6	G4.B2.S1.A1	**After school tutoring**				**$26,389.27**

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	130-Other Certified Instructional Personnel	0261 - Gocio Elementary School	Other		$26,389.27
			Notes: Fund 4497 Grant funds After school tutoring is paid for through a grant fund			
7	G5.B1.S4.A1	**Continued development and expansion of our PBS program**				**$0.00**
8	G6.B1.S1.A1	**School wide Attendance Incentive Program**				**$5,346.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0261 - Gocio Elementary School	Title I, Part A		$5,346.00
			Notes: Acct code 4421-Title 1			
9	G6.B1.S1.A2	**SWST/Attendance Monitors will review attendance and take action on a weekly basis**				**$43,891.87**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	0261 - Gocio Elementary School	Other		$43,891.87
			Notes: Fund 4497 Grants Private grant to contract with a behavior responder/ attendance monitor			
10	G7.B2.S1.A1	**Translators to assist at family conference evenings.**				**$8,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150		0261 - Gocio Elementary School	General Fund		$8,500.00
			Notes: Fund 1101-General fund			
11	G7.B2.S2.A1	**Agenda books for every student to ensure daily communication**				**$2,487.86**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0261 - Gocio Elementary School	Title, I Part A		$2,487.86
			Notes: Agenda books provide daily communication with families.			
12	G8.B2.S1.A1	**Intensive reading support**				**$156,723.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	100-Salaries	0261 - Gocio Elementary School	Title I, Part A		$156,723.00
			Notes: Two certified teachers provide daily push in small group instruction to grades 3-5.			
13	G9.B1.S1.A1	**Collaborative planning Ongoing review of student data I-Ready PD Math PD Math Intervention support**				**$77,543.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

	0000		0261 - Gocio Elementary School	Title I, Part A		$77,543.00
			Notes: Acct 4421 Title I dollars used for grade specific CPT in reading and math Data Driven lesson design			
					Total:	**$605,138.78**