

Martin County School District

Hobe Sound Elementary School



2017-18 Schoolwide Improvement Plan

Hobe Sound Elementary School

11555 SE GOMEZ AVE, Hobe Sound, FL 33455

martinschools.org/o/hses

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 PK-5	Yes	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	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 Martin 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 Hobe Sound Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Hobe Sound Elementary's mission is to encourage positive behavior patterns in our school community by teaching and reinforcing school-wide expectations.

b. Provide the school's vision statement.

Hobe Sound Elementary's vision is to soar to greater heights by continuously striving to promote academic, social, and emotional growth. We are a team of students, teachers, parents, and community members working cooperatively to create a positive, safe, and successful environment.

2. School Environment

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

Hobe Sound Elementary has various parent involvement and family activities that promote a positive school culture and allow interactions between students and families. These activities are both social and academic and are sponsored by PTA or via the Parent Involvement team. Such activities are Literacy Night, Math Night and STEAM Night.

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

Hobe Sound Elementary has established school-wide expectations that are designed to create a positive learning environment based on demonstrating appropriate behavior and taking responsibility for one's actions. School-wide expectations are posted in all areas of the school and are specific to a given area. Expectations are taught, reviewed and reinforced by teachers and staff. HSE follows the state's MTSS process when meeting the social-emotional needs of students. Members of the crisis team have been trained to provide interventions to students within the classroom. This technique provides immediate interventions to students to help deescalate a situation. Students who need more intensive social-emotional interventions are seen by a contracted licensed counselor.

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.

Hobe Sound Elementary utilizes Positive Behavior Intervention Supports (PBIS) to minimize distractions and to keep students engaged during instructional time. School-wide expectations are communicated, taught and followed as standard protocol for the school.

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.

Positive Behavior Intervention Supports provide a school culture and climate that allows students to develop socially while feeling safe, supported, and valued. Character education such as Character Counts is also implemented to further enhance a feeling of well-being and safety. Group counseling is provided as well as counseling agencies that work with the school to assist students. Teachers and Staff also mentor students and provide extra academic support where needed.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

The School Leadership and MTSS teams review early warning student data and takes action to arrest the problem and reduce barriers to lower academic performance by the student.

The following early warning indicators are used to track and intervene before students exhibit a decline in classroom performance or student achievement:

1. One or more suspensions, whether in school or out of school
2. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
3. Excessive absences/ attendance below 90%

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	11	7	2	4	7	2	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	24	27	34	0	0	0	0	0	0	0	85

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

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

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

Students exhibiting two or more early warning indicators are reviewed via the School Leadership and MTSS teams to determine appropriate intervention strategies to arrest the problem and reduce barriers that promote lower academic performance by the student. Every effort is made to support students and ensure their success.

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 available at the school site.

2. Description

100% of Hobe Sound Elementary School families will participate in at least one Parent Involvement event during the 2014-2015 school year. Please see our detailed Parent Involvement Plan which describes family literacy nights, conferencing, training and various other methods to support each school family.

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.

Hobe Sound builds partnerships with local businesses to support the students and school. Through donations of time and other resources, students have benefited from the support given from the local community. Community partners volunteer and are invited to visit, participate in various activities and have an opportunity to witness the learning that is occurring in the school. Community partners are also invited to the various family nights to witness firsthand the learning that occurs at school.

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
Memmer Novak, Dianne	Principal
Gore, Willie	Assistant Principal
Slavin, Mary	Instructional Coach
Altman, Julia	Teacher, ESE
Elliott, Jan	Instructional Coach
Patel, Kara	Instructional Coach
Casady, Ruth	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.

The MTSS Leadership Team meets weekly to review academic and behavioral data. Expertise in specific areas of need and collaboration enables the group to better support students and teachers with core and tiered levels of academic and behavioral interventions.

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.

Our Core Team consists of these members:

Mary Slavin, Problem Solving Intervention Coach

Ruth Casady, Guidance Counselor

Jan Elliott, Reading/Writing Coach

Julie Stellman, Speech and Language Therapist

Julia Altman, ESE Facilitator

Rengin Pecci, School Psychologist

Willie Gore, Assistant Principal

Dr. Dianne Memmer-Novak, Principal

Other teacher members will join, in-school and after-school meetings based upon student academic or behavioral, grade level needs.

Title I funds three staff positions at the school. The literacy coach (reading and writing) offers instructional support and professional development to teachers. An interventionist is on staff to support at risk students. A home-school parent liaison offers support to our parent involvement strategies. Two "Family Learning Nights" will take place this year. Topics for these events are: Literacy, Math/Science, Parenting and Learning about assessments. Our Parent Library, housed in our front office reception area is for parents to use when visiting the school and will be enhanced with additional resources. Professional development programs will offer instructional staff members training in strategies and best practices for science, math, reading and technology. Funds will be used for consultants in these subject areas not supported by an instructional coach. Funds will also be used in these subject areas for supplementary school assembly style programs for students and parents. Home/School Communication notebooks will be used daily to facilitate timely information sharing. Technology for math and reading instruction, writing workshop materials such as journals, post-it notes, and folders will supplement the instructional focus of our teachers.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Giselle Emerson	Parent
Monica Graham	Parent
Kathy Creswell	Teacher
Ruth March	Education Support Employee
Stephanie Devoe	Teacher
Dr. Dianne Memmer-Novak	Principal
Rev. Dr. Marta Burke	Business/Community
Angela Billiot	Parent
Carla Davis	Parent
Diane Murray	Parent
Crystal Brandt	Teacher
Katie Tyler	Parent
Jamie Schwartz	Parent
Willie Gore	Principal
Anne Wheeler	Teacher

b. Duties

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

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

a. Evaluation of last year's school improvement plan

SAC members are presented data and are actively involved with the monitoring and evaluation of the School Improvement Plan. The plan is reviewed at various times during the year and progress updates are presented to SAC.

b. Development of this school improvement plan

SAC members are actively involved with the development and monitoring of the School Improvement Plan. SAC is involved in the safety and enhancement of the school facility.

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

SAC members are actively involved with input into the annual budget.. SAC is active in the process to allocate funding for the enhancement of student learning and the school facility.

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

SAC authorized School Improvement funds to train teachers in Balanced Literacy and Units of Study (Consultant, Shannon Blount, Reading Coordinator ,Reading Coach) to be implemented in the classroom (Training - \$1000.00).

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.

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
Gore, Willie	Assistant Principal
Elliott, Jan	Instructional Coach
Slavin, Mary	Instructional Coach
Memmer Novak, Dianne	Principal
Patel, Kara	Instructional Coach
Casady, Ruth	School Counselor
Stellman, Julie	Other

b. Duties

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

Identify areas of need after analyzing student performance data (testing and applicable observation of student work). Plan, develop and execute professional development with all teachers in the areas of literacy, math, science, technology, and behavior, specifically focusing on strategies for under performing students and at risk populations.

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.

Teachers have been trained in how to work as collaborative teams. Ground rules and norms have been established and ongoing professional development is conducted to ensure a positive school culture exists. The core instruction is divided into Reading/Language Arts, Mathematics, Science and Social Studies. Collaboration, teamwork and professionalism is an expectation for all.

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

The Principal on an ongoing basis reviews Human Resource online applicants to identify high quality teachers and continue networking with FAU (Florida Atlantic University) Department of Education to host interns and "Develop our own" at HSE.

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

Hobe Sound Elementary supports teachers by pairing them with a mentor at a respective grade level or close to their academic assignment. The rationale for mentoring would include the following: procedures and practices common to HSE, grade level expectations, support with technology, lesson plan development, and assessments. Other reasons would include support with assessments, instructional focus in all academic areas, data analysis and technology. Grade level members would support a teacher new to a given grade level as well as one new to the school. In addition to the assistant principal serving as a mentor to new teachers, this type of support is layered by the support of a teacher in a

different grade level. In Kindergarten, Mrs. Brandt and Corona will support Mrs. Alvelar, Evans, Petty and Miss Bitanga. In Grade 1, Mrs. Campbell would support Miss Larit. Grade 2, Mrs. Wheeler and Hager would support Mrs. Evans, Bodie and Hoilman. Grade 4, Mr. Billington and Cagni would support Mrs. Sherman. In Grade 5, Miss Balough is supported by Mrs. Creswell, Miss Strumwasser and Miss Cusack.

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.

Hobe Sound Elementary implements the school districts Instructional Frameworks which are built around the Florida Standards and provides a structured guide to planning and implementation of the standards. Instructional materials are also aligned with the standards and are monitored for usage. Core Instruction is monitored weekly as a school and with individual teachers to ensure effectiveness and fidelity.

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.

Student performance and data will be reviewed weekly by the teacher and shared during collaborative team planning. Teachers in collaborative teams and other personnel will review data and offer suggestions to differentiate instruction. Students that are not performing well will be retaught utilizing various strategies to match a student's learning style.

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: 1,200

HSE will offer computer enrichment in reading and math. This enrichment will take place after school.

Strategy Rationale

Additional support in a smaller setting will allow for more individualized instruction and remedial work to build deficient skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Memmer Novak, Dianne, memmerd@martin.k12.fl.us

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

Data will be collected and reviewed through iReady assessments. iReady assessments are aggregated via the iReady progress monitoring tool (Curriculum Associates site).

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, Â§ 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.

Our kindergarten teachers coordinate kindergarten screenings and school tours in May and August of each year. Translators are available to support families in completing necessary paperwork. Our parent liaison works in collaboration with neighboring preschools to ensure communication of our kindergarten program. We host a VPK program on our campus which enables a smooth transition for these 18 students to our school culture and campus. All families receive a welcome letter from the Principal and quarterly newsletters to support the transition of preschool students to our school. Guidance counselors at the feeder middle school for HSE hold meetings with teachers to transition outgoing 5th grade students and place them in appropriate courses. Orientation sessions are conducted to further aide in the transition to middle school. This and the half day field trip are a huge help to the transition process.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.

On the 2017 Florida Standards Assessment, students at Hobe Sound Elementary scored the following: In Reading/ELA, Grade 3, 58% , Grade 4, 54% and Grade 5, 51% of students scored proficient. In Mathematics, Grade 3, 67%, Grade 4, 74%, and Grade 5, 57% of students scored proficient. Grade 5, 56% of students scored proficient in science.

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.

The following are the primary and underlying root causes for the proficiency rate of the students:

1. A lack of academic skills and foundation that spiral up to the next level (weak prerequisite skills).
2. Professional Development training for teachers to improve their expertise, strategies and best practices for instruction.
3. Greater support for higher performing students is essential for optimal growth.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 60% of students in grades 3-5, will score at or above the proficient level on the 2018 FSA English Language Arts Assessment.
- G2.** 71% of students in grades 3-5, will score at or above the proficient level on the 2018 FSA Math Assessment.
- G3.** The percent of students scoring levels 3-5 in science will increase by 4%. 60% of students will score a level 3 or above on the 2018 Florida State-Wide Science Assessment.
- G4.** 60% of students will score at or above the proficient level on the 4th grade and 5th grade FSA writing/ ELA test in the spring of 2018

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. 60% of students in grades 3-5, will score at or above the proficient level on the 2018 FSA English Language Arts Assessment. 1a

G098463

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0

Targeted Barriers to Achieving the Goal 3

- Increase level of instructional expertise for teachers of reading.
- Ability to increase language acquisition and vocabulary of students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The following resources are available to teachers: CPALMS, Ready Reading Instruction, Units of Study, Balanced Literacy, Words Their Way, F and P Assessments, the Continuum of Literacy Learning (F and P Continuum), When Readers Struggle (F and P Continuum), iReady Assessments, Close Up Standards, Text Connections, Literacy Coach modeling of lessons and providing resources to instructional staff, PD Modules

Plan to Monitor Progress Toward G1. 8

The following process will be used to monitor the goal: data meetings with LLT and MTSS teams, administration review of lesson plans and classroom observations for evidence of implementation of components of Balanced Literacy and Curriculum Frameworks with fidelity.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

An analysis of each classroom's progress on a monthly basis, data analysis at a weekly LLT, MTSS, grade level PLT meetings, and the results of applicable student assessment data.

G2. 71% of students in grades 3-5, will score at or above the proficient level on the 2018 FSA Math Assessment. 1a

G098464

Targets Supported 1b

Indicator	Annual Target
	75.0

Targeted Barriers to Achieving the Goal 3

- Students limited ability to attack higher order questions with appropriate strategies.
- Increase knowledge base of teaching Math Standards with increased academic rigor.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMS and opportunities for inquiry learning are available and can be supported by the Math PLT. Curriculum Frameworks for every math standard are available on the district website for teachers to access and use to increase the rigor of instruction. These standards/resources include: academic vocabulary, essential questions, and specific goals and scales. We have i-Ready Instruction for grades Kindergarten through 5. Students and teachers will utilize a technology supported program such as the iReady Instruction component K-5 to support student achievement and extend learning time outside of the school day. Hands on Equations, Simple Solutions and Kagan Strategies are also utilized.

Plan to Monitor Progress Toward G2. 8

The following process will be used to monitor the goal: analysis of iReady Assessment, implementation of a technology supported program such as iReady Instruction for Math, (K-5) and analysis of formative assessments. and review of standards and scales.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: data analysis of student scores recorded in iReady Progress Monitoring site, i-Ready data, student achievement in classroom and PLT/ Collaborative grade level logs.

G3. The percent of students scoring levels 3-5 in science will increase by 4%. 60% of students will score a level 3 or above on the 2018 Florida State-Wide Science Assessment. 1a

G098465

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	71.0

Targeted Barriers to Achieving the Goal 3

- The ability to increase the level of instructional expertise of teachers.
- Ability to increase student achievement in higher-order thinking skills needed for problem-solving and analysis for science proficiency.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The following resources will be used to achieve the goal of increasing student achievement in Science: professional development in science instruction, inquiry-based activities and Science Probes, progress monitoring utilizing formative assessments, Curriculum Frameworks for science and effective use of materials for hands-on labs. Use of STEAM Lab to explore, discover and create project based investigations.

Plan to Monitor Progress Toward G3. 8

The following process will be used to monitor the goal: analyze student performance data and the implementation of science labs and lessons with fidelity.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: analysis of each classroom's progress on a monthly basis, data analysis at LLT, MTSS and grade level PLT logs.

G4. 60% of students will score at or above the proficient level on the 4th grade and 5th grade FSA writing/ELA test in the spring of 2018 **1a**

 G098466

Targets Supported **1b**

Indicator	Annual Target
FAA Writing Proficiency	75.0

Targeted Barriers to Achieving the Goal **3**

- Increasing focused instructional time in cross-curricular writing
- Ability to increase students' language acquisition, vocabulary, spelling and use of conventions

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

- Professional development from Writing Coaches and ELA Coordinator, Practice Writing Assessment (online), Writers' Workshop Units of Study aligned to the LAFS, tutorial interventions before, during and after school by school-based providers and educational paraprofessionals, literacy coach modeling of lessons, facilitation of training and professional collaborative discussions to deepen knowledge of writing across content areas.

Plan to Monitor Progress Toward G4. **8**

The following process will be used to monitor the goal: analyze performance data, implementation of writing units of study with fidelity.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be collected/reported: analysis of each class' progress on a quarterly basis, data analysis at targeted LLT, MTSS, grade level PLT/ collaborative team meetings, lesson plans and classroom observations.

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. 60% of students in grades 3-5, will score at or above the proficient level on the 2018 FSA English Language Arts Assessment. **1**

 **G098463**

G1.B1 Increase level of instructional expertise for teachers of reading. **2**

 **B264875**

G1.B1.S1 Provide Professional Development at HSE to increase instructional expertise. Teachers will increase knowledge of the Units of Study, components of Balanced Literacy and analysis of data (Guided Reading and Running Records), PD Modules **4**

 **S280750**

Strategy Rationale

Action Step 1 **5**

Professional Development training specific to grade levels, debriefing and the modeling of lessons for teachers. Implement strategies gained from PD.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

Coaches' logs, PD evaluations, Grade level meeting log

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

Monitor the implementation of strategies gained from PD, Grade level PLT meetings and debriefing, and the modeling of lessons for teachers for fidelity.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

Literacy Coach's Log, PLT teacher feedback, student progress data, PD module

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

Monitor the implementation of strategies gained from PD, Grade level PLT meetings and debriefing, and the modeling of lessons for teachers for effectiveness.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

Literacy Coach's Log, PD Module, PLT teacher feedback, student progress data

G1.B2 Ability to increase language acquisition and vocabulary of students. **2**

 B264876

G1.B2.S1 Teachers will implement the Balanced Literacy components including Units of Study thus increasing students language acquisition. Within the Balanced Literacy framework, teachers will implement the use of Story Works magazines, Close Up Standards, Text Connections that provides an opportunity for students to build their vocabulary and comprehension. The use of a Realia room and Mondo strategies will be implemented to increase oral language in targeted students. **4**

 S280751

Strategy Rationale

Action Step 1 **5**

The implementation of Balanced Literacy components increasing student language acquisition. Within Balanced Literacy framework, teachers will implement the use of Story Works magazines, Close Up Standards, Text Connections that provides an opportunity for students to build their vocabulary and comprehension. The use of a Realia room and Mondo strategies will be implemented to increase oral language in targeted students.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

Lesson planning and observations of lesson delivery in the classroom

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Monitor the implementation of Balanced Literacy components increasing student language acquisition. Balanced Literacy framework, teachers will implement the use of Story Works magazines, Close Up Standards, Text Connections that provides an opportunity for students to build their vocabulary and comprehension. The use of a Realia room and Mondo strategies will be implemented to increase oral language in targeted students.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

Lesson plans, lesson planning and observations of lessons in the classroom

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor the implementation of Balanced Literacy framework, teachers will implement the use of Story Works magazines, Close Up Standards, Text Connections that provides an opportunity for students to build their vocabulary and comprehension. The use of a Realia room and Mondo strategies will be implemented to increase oral language in targeted students.

Person Responsible

Dianne Memmer Novak


Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

Lesson planning and observations of lessons in the classroom

G2. 71% of students in grades 3-5, will score at or above the proficient level on the 2018 FSA Math Assessment. 1

 G098464

G2.B1 Students limited ability to attack higher order questions with appropriate strategies. 2

 B264877

G2.B1.S1 Classroom teachers will collaborate in weekly PLT meetings to provide well focused and rigorous lessons that incorporate higher order questions and opportunities for student exploration. Math PLT/Collaborative team members support the implementation of Math and STEAM professional development. 4

 S280752

Strategy Rationale

Action Step 1 5

Monitor the application of math manipulatives when attacking new skills in an attempt to promote inquiry/exploration based learning, iReady Curriculum, and guided math strategies K-5 for effectiveness. Review Standards and scales.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

Student work samples, assessment results

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

Monitor the following implementation: the application of of math manipulatives when attacking new skills in an attempt to promote inquiry/exploration based learning, iReady Curriculum, and guided math strategies K-5 for effectiveness. Review Standards and scales.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

Student work samples, classroom observations, lesson plans, improved assessment data (scores)

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

Monitor the application of of math manipulatives when attacking new skills in an attempt to promote inquiry/exploration based learning, iReady Curriculum, and guided math strategies K-5 for effectiveness. Review Standards and scales.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

Student work samples, classroom observations, lesson plans, improved assessment data (scores).

G2.B2 Increase knowledge base of teaching Math Standards with increased academic rigor. 2

 B264878

G2.B2.S1 Process MAFS standards thoroughly at weekly PLT meetings. Engage in professional development of Frameworks and other resources. 4

 S280753

Strategy Rationale

Action Step 1 5

Review MAFS as a PLT , view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

Lesson plans, observations, meeting logs

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

Monitor the review and implementation of MAFS as a PLT and/or team, view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards with fidelity.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

Lesson plans, classroom observations, PLT meeting logs, student achievement

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

Monitor the review and implementation of MAFS as a PLT and/or team, view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards for effectiveness.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

Lesson plans, classroom observations, meeting logs, student achievement

G3. The percent of students scoring levels 3-5 in science will increase by 4%. 60% of students will score a level 3 or above on the 2018 Florida State-Wide Science Assessment. 1

G098465

G3.B1 The ability to increase the level of instructional expertise of teachers. 2

B264879

G3.B1.S1 Training in Science Frameworks to allow for cross content area learning; address cognitive complexity in questioning. The use of Assessment Probes, STEAM lab and Inquiry Strategies of Dr. Larry Chew 4

S280754

Strategy Rationale

Action Step 1 5

Implement training in Science Frameworks to allow for cross content area learning; address cognitive complexity in questioning. The use of Assessment Probes, STEAM lab and Inquiry Strategies of Dr. Larry Chew

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each classroom's progress on a monthly basis, data analysis at LLT, MTSS, grade level collaborative team meetings, classroom observations and lesson plans.

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

Monitor implementation of training in Science Frameworks to allow for cross content area learning; address cognitive complexity in questioning. The use of Assessment Probes, STEAM lab and Inquiry Strategies of Dr. Larry Chew

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each classroom's progress on a monthly basis, data analysis at LLT meetings, MTSS meetings, grade level PLT meetings; classroom observations and lesson plans

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

Monitor implementation of training in Science Frameworks to allow for cross content area learning; address cognitive complexity in questioning. The use of Assessment Probes, STEAM lab and Inquiry Strategies of Dr. Larry Chew

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2017 to 5/18/2018


Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each classroom's progress on a monthly basis, data analysis at LLT meetings, MTSS meetings, grade level PLT meetings; classroom observations and lesson plans

G3.B2 Ability to increase student achievement in higher-order thinking skills needed for problem-solving and analysis for science proficiency. 2

 B264880

G3.B2.S1 Increased use of Science Journals in classrooms and in the lab; implementing Curriculum Frameworks to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes. Additionally, the use of a STEAM Lab to explore, discover and create project based investigations 4

 S280755

Strategy Rationale

Action Step 1 5

Monitor the increased use of Science Journals in classrooms and in the lab; implementing Science Frameworks to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes, Kagan Strategies and the use of STEAM Lab to explore, discover and create project based investigations

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each classroom's progress on a monthly basis , data analysis at LLT, MTSS, and grade level meetings; classroom observations and lesson plans.

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

Monitor the increased use of Science Journals in classrooms and in the lab; implementing Science Frameworks to allow for cross -curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes, Kagan Strategies and the use of a STEAM Lab to explore, discover and create project based investigations for fidelity.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis , data analysis at LLT, MTSS, and grade level PLT meetings; classroom observation and lesson plans.

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

Monitor the increased use of Science Journals in classrooms and in the lab; implementing Science Frameworks to allow for cross -curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes, Kagan Strategies and the use of a STEAM Lab to explore, discover and create project based investigations for effectiveness.

Person Responsible

Willie Gore


Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis , data analysis at LLT, MTSS, and Grade level PLT meetings; classroom observation and lesson plans.

G4. 60% of students will score at or above the proficient level on the 4th grade and 5th grade FSA writing/ ELA test in the spring of 2018 **1**

 G098466

G4.B1 Increasing focused instructional time in cross-curricular writing **2**

 B264881

G4.B1.S1 Specify literacy blocks in the schedule and integrate writing across other content areas **4**

 S280756

Strategy Rationale

Action Step 1 **5**

The implementation of more rigorous and specified ELA block with integration of writing across all content areas.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: analysis of each class' progress on a monthly basis, data analysis of Writing Assessment and data at targeted LLT, MTSS, and grade level PLT meeting logs.

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

Monitoring the implementation of strategies to increase school wide ELA blocks and integrate writing in reading and across other content areas for fidelity.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis, Data analysis at at targeted LLT meetings, MTSS meetings, and grade level collaborative meetings.

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

The monitoring of the implementation of strategies to increase school wide ELA blocks and Integrate writing in reading and across other content areas for effectiveness

Person Responsible

Dianne Memmer Novak


Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

The following process will be used as evidence of completion of monitoring activities that will be conducted/reported: An analysis of each class's progress on a monthly basis, data analysis at at targeted LLT meetings, MTSS meetings, and grade level collaborative meetings.

G4.B2 Ability to increase students' language acquisition, vocabulary, spelling and use of conventions 2

 B264882

G4.B2.S1 Provide professional development opportunities for K-5 (all teachers) to increase knowledge, strengthen skills with LAFS, Ready Writing, and Writing Units of Study (Balanced Literacy). Provide prescriptive feedback and strategies in the areas of Organizations/Evidence and Elaboration/Conventions of Standard English. 4

 S280757

Strategy Rationale

Action Step 1 5

Implement strategies gained from professional development with LAFS, Ready Writing and Writing Units of Study (Balanced Literacy).

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

Lesson plans and observations of lesson delivery

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

Monitor the implementation of strategies gained from professional development with LAFS, Ready Writing and Writer's Workshop fidelity.

Person Responsible

Willie Gore

Schedule

Monthly, from 9/22/2017 to 5/18/2018

Evidence of Completion

Lesson plans, observations of lessons and Writing Analysis in PLT

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

Monitor the implementation of strategies gained from professional development with LAFS, Ready Writing and Writing Units (Balanced Literacy) for effectiveness.

Person Responsible

Dianne Memmer Novak

Schedule

Monthly, from 9/22/2017 to 5/18/2018



Evidence of Completion

Lesson plans, observations of lessons, and feedback from PLT






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					
G1.MA1 M410156	The following process will be used to monitor the goal: data meetings with LLT and MTSS teams,...	Memmer Novak, Dianne	9/22/2017	An analysis of each classroom's progress on a monthly basis, data analysis at a weekly LLT, MTSS, grade level PLT meetings, and the results of applicable student assessment data.	5/18/2018 monthly
G2.MA1 M410161	The following process will be used to monitor the goal: analysis of iReady Assessment,...	Gore, Willie	9/22/2017	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: data analysis of student scores recorded in iReady Progress Monitoring site, i-Ready data, student achievement in classroom and PLT/ Collaborative grade level logs.	5/18/2018 monthly
G3.MA1 M410166	The following process will be used to monitor the goal: analyze student performance data and the...	Gore, Willie	9/22/2017	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: analysis of each classroom's progress on a monthly basis, data analysis at LLT, MTSS and grade level PLT logs.	5/18/2018 monthly
G4.MA1 M410171	The following process will be used to monitor the goal: analyze performance data, implementation of...	Memmer Novak, Dianne	9/22/2017	The following process will be used as evidence of completion of monitoring activities that will be collected/reported: analysis of each class' progress on a quarterly basis, data analysis at targeted LLT, MTSS, grade level PLT/ collaborative team meetings, lesson plans and classroom observations.	5/18/2018 monthly
G1.B1.S1.MA1 M410152	Monitor the implementation of strategies gained from PD, Grade level PLT meetings and debriefing,...	Memmer Novak, Dianne	9/22/2017	Literacy Coach's Log, PD Module, PLT teacher feedback, student progress data	5/18/2018 monthly
G1.B1.S1.MA1 M410153	Monitor the implementation of strategies gained from PD, Grade level PLT meetings and debriefing,...	Memmer Novak, Dianne	9/22/2017	Literacy Coach's Log, PLT teacher feedback, student progress data, PD module	5/18/2018 monthly
G1.B1.S1.A1 A378480	Professional Development training specific to grade levels, debriefing and the modeling of lessons...	Memmer Novak, Dianne	9/22/2017	Coaches' logs, PD evaluations, Grade level meeting log	5/18/2018 monthly
G1.B2.S1.MA1 M410154	Monitor the implementation of Balanced Literacy framework, teachers will implement the use of Story...	Memmer Novak, Dianne	9/22/2017	Lesson planning and observations of lessons in the classroom	5/18/2018 monthly
G1.B2.S1.MA1 M410155	Monitor the implementation of Balanced Literacy components increasing student language acquisition....	Memmer Novak, Dianne	9/22/2017	Lesson plans, lesson planning and observations of lessons in the classroom	5/18/2018 monthly
G1.B2.S1.A1 A378481	The implementation of Balanced Literacy components increasing student language acquisition. Within...	Memmer Novak, Dianne	9/22/2017	Lesson planning and observations of lesson delivery in the classroom	5/18/2018 monthly
G2.B1.S1.MA1 M410157	Monitor the application of of math manipulatives when attacking new skills in an attempt to promote...	Gore, Willie	9/22/2017	Student work samples, classroom observations, lesson plans, improved assessment data (scores).	5/18/2018 monthly
G2.B1.S1.MA1 M410158	Monitor the following implementation: the application of of math manipulatives when attacking new...	Gore, Willie	9/22/2017	Student work samples, classroom observations, lesson plans, improved assessment data (scores)	5/18/2018 monthly
G2.B1.S1.A1 A378482	Monitor the application of math manipulatives when attacking new skills in an attempt to promote...	Gore, Willie	9/22/2017	Student work samples, assessment results	5/18/2018 monthly

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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
G2.B2.S1.MA1  M410159	Monitor the review and implementation of MAFS as a PLT and/or team, view standards and research...	Gore, Willie	9/22/2017	Lesson plans, classroom observations, meeting logs, student achievement	5/18/2018 monthly
G2.B2.S1.MA1  M410160	Monitor the review and implementation of MAFS as a PLT and/or team, view standards and research...	Gore, Willie	9/22/2017	Lesson plans, classroom observations, PLT meeting logs, student achievement	5/18/2018 monthly
G2.B2.S1.A1  A378483	Review MAFS as a PLT , view standards and research materials to support teaching lessons with...	Gore, Willie	9/22/2017	Lesson plans, observations, meeting logs	5/18/2018 monthly
G3.B1.S1.MA1  M410162	Monitor implementation of training in Science Frameworks to allow for cross content area learning;...	Gore, Willie	9/22/2017	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each classroom's progress on a monthly basis, data analysis at LLT meetings, MTSS meetings, grade level PLT meetings; classroom observations and lesson plans	5/18/2018 monthly
G3.B1.S1.MA1  M410163	Monitor implementation of training in Science Frameworks to allow for cross content area learning;...	Gore, Willie	9/22/2017	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each classroom's progress on a monthly basis, data analysis at LLT meetings, MTSS meetings, grade level PLT meetings; classroom observations and lesson plans	5/18/2018 monthly
G3.B1.S1.A1  A378484	Implement training in Science Frameworks to allow for cross content area learning; address...	Gore, Willie	9/22/2017	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each classroom's progress on a monthly basis, data analysis at LLT, MTSS, grade level collaborative team meetings, classroom observations and lesson plans.	5/18/2018 monthly
G3.B2.S1.MA1  M410164	Monitor the increased use of Science Journals in classrooms and in the lab; implementing Science...	Gore, Willie	9/22/2017	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each class's progress on a monthly basis , data analysis at LLT, MTSS, and Grade level PLT meetings; classroom observation and lesson plans.	5/18/2018 monthly
G3.B2.S1.MA1  M410165	Monitor the increased use of Science Journals in classrooms and in the lab; implementing Science...	Gore, Willie	9/22/2017	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each class's progress on a monthly basis , data analysis at LLT, MTSS, and grade level PLT meetings; classroom observation and lesson plans.	5/18/2018 monthly
G3.B2.S1.A1  A378485	Monitor the increased use of Science Journals in classrooms and in the lab; implementing Science...	Gore, Willie	9/22/2017	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each classroom's progress on a monthly basis , data analysis at LLT, MTSS, and grade level meetings; classroom observations and lesson plans.	5/18/2018 monthly
G4.B1.S1.MA1  M410167	The monitoring of the implementation of strategies to increase school wide ELA blocks and Integrate...	Memmer Novak, Dianne	9/22/2017	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each class's	5/18/2018 monthly

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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
				progress on a monthly basis, data analysis at at targeted LLT meetings, MTSS meetings, and grade level collaborative meetings.	
G4.B1.S1.MA1  M410168	Monitoring the implementation of strategies to increase school wide ELA blocks and integrate...	Memmer Novak, Dianne	9/22/2017	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: An analysis of each class's progress on a monthly basis, Data analysis at at targeted LLT meetings, MTSS meetings, and grade level collaborative meetings.	5/18/2018 monthly
G4.B1.S1.A1  A378486	The implementation of more rigorous and specified ELA block with integration of writing across all...	Memmer Novak, Dianne	9/22/2017	The following process will be used as evidence of completion of monitoring activities that will be conducted/ reported: analysis of each class' progress on a monthly basis, data analysis of Writing Assessment and data at targeted LLT, MTSS, and grade level PLT meeting logs.	5/18/2018 monthly
G4.B2.S1.MA1  M410169	Monitor the implementation of strategies gained from professional development with LAFS, Ready...	Memmer Novak, Dianne	9/22/2017	Lesson plans, observations of lessons, and feedback from PLT	5/18/2018 monthly
G4.B2.S1.MA1  M410170	Monitor the implementation of strategies gained from professional development with LAFS, Ready...	Gore, Willie	9/22/2017	Lesson plans, observations of lessons and Writing Analysis in PLT	5/18/2018 monthly
G4.B2.S1.A1  A378487	Implement strategies gained from professional development with LAFS, Ready Writing and Writing...	Memmer Novak, Dianne	9/22/2017	Lesson plans and observations of lesson delivery	5/18/2018 monthly

V. Professional Development Opportunities

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

G1. 60% of students in grades 3-5, will score at or above the proficient level on the 2018 FSA English Language Arts Assessment.

G1.B1 Increase level of instructional expertise for teachers of reading.

G1.B1.S1 Provide Professional Development at HSE to increase instructional expertise. Teachers will increase knowledge of the Units of Study, components of Balanced Literacy and analysis of data (Guided Reading and Running Records), PD Modules

PD Opportunity 1

Professional Development training specific to grade levels, debriefing and the modeling of lessons for teachers. Implement strategies gained from PD.

Facilitator

District Coordinator, Reading coach, Principal

Participants

Classroom teachers

Schedule

Monthly, from 9/22/2017 to 5/18/2018

G1.B2 Ability to increase language acquisition and vocabulary of students.

G1.B2.S1 Teachers will implement the Balanced Literacy components including Units of Study thus increasing students language acquisition. Within the Balanced Literacy framework, teachers will implement the use of Story Works magazines, Close Up Standards, Text Connections that provides an opportunity for students to build their vocabulary and comprehension. The use of a Realia room and Mondo strategies will be implemented to increase oral language in targeted students.

PD Opportunity 1

The implementation of Balanced Literacy components increasing student language acquisition. Within Balanced Literacy framework, teachers will implement the use of Story Works magazines, Close Up Standards, Text Connections that provides an opportunity for students to build their vocabulary and comprehension. The use of a Realia room and Mondo strategies will be implemented to increase oral language in targeted students.

Facilitator

Literacy Coach, Administration

Participants

Classroom teachers

Schedule

Monthly, from 9/22/2017 to 5/18/2018

G2. 71% of students in grades 3-5, will score at or above the proficient level on the 2018 FSA Math Assessment.

G2.B1 Students limited ability to attack higher order questions with appropriate strategies.

G2.B1.S1 Classroom teachers will collaborate in weekly PLT meetings to provide well focused and rigorous lessons that incorporate higher order questions and opportunities for student exploration. Math PLT/Collaborative team members support the implementation of Math and STEAM professional development.

PD Opportunity 1

Monitor the application of math manipulatives when attacking new skills in an attempt to promote inquiry/exploration based learning, iReady Curriculum, and guided math strategies K-5 for effectiveness. Review Standards and scales.

Facilitator

Math Coach, District Coordinator, iReady Consultant

Participants

Math PLT/Collaborative team members, Math Coach, Admin

Schedule

Monthly, from 9/22/2017 to 5/18/2018

G2.B2 Increase knowledge base of teaching Math Standards with increased academic rigor.

G2.B2.S1 Process MAFS standards thoroughly at weekly PLT meetings. Engage in professional development of Frameworks and other resources.

PD Opportunity 1

Review MAFS as a PLT , view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards.

Facilitator

Math PLT, District Coordinator, Math Coach

Participants

Math PLT/collaborative team members, Math Coach, Admin

Schedule

Monthly, from 9/22/2017 to 5/18/2018

G3. The percent of students scoring levels 3-5 in science will increase by 4%. 60% of students will score a level 3 or above on the 2018 Florida State-Wide Science Assessment.

G3.B1 The ability to increase the level of instructional expertise of teachers.

G3.B1.S1 Training in Science Frameworks to allow for cross content area learning; address cognitive complexity in questioning. The use of Assessment Probes, STEAM lab and Inquiry Strategies of Dr. Larry Chew

PD Opportunity 1

Implement training in Science Frameworks to allow for cross content area learning; address cognitive complexity in questioning. The use of Assessment Probes, STEAM lab and Inquiry Strategies of Dr. Larry Chew

Facilitator

PLC/STEM Science Leaders and District Coordinator

Participants

Classroom Teachers, Interventionist, Problem Solving Intervention Coach, PLC/STEM Leaders

Schedule

Monthly, from 9/22/2017 to 5/18/2018

G3.B2 Ability to increase student achievement in higher-order thinking skills needed for problem-solving and analysis for science proficiency.

G3.B2.S1 Increased use of Science Journals in classrooms and in the lab; implementing Curriculum Frameworks to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes. Additionally, the use of a STEAM Lab to explore, discover and create project based investigations

PD Opportunity 1

Monitor the increased use of Science Journals in classrooms and in the lab; implementing Science Frameworks to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes, Kagan Strategies and the use of STEAM Lab to explore, discover and create project based investigations

Facilitator

District Science Coordinator and Math Coach

Participants

Classroom Teachers

Schedule

Monthly, from 9/22/2017 to 5/18/2018

G4. 60% of students will score at or above the proficient level on the 4th grade and 5th grade FSA writing/ ELA test in the spring of 2018

G4.B1 Increasing focused instructional time in cross-curricular writing

G4.B1.S1 Specify literacy blocks in the schedule and integrate writing across other content areas

PD Opportunity 1

The implementation of more rigorous and specified ELA block with integration of writing across all content areas.

Facilitator

Writing Coach, District Coordinator, Administration

Participants

Classroom teachers, PLT/Collaborative team members

Schedule

Monthly, from 9/22/2017 to 5/18/2018

G4.B2 Ability to increase students' language acquisition, vocabulary, spelling and use of conventions

G4.B2.S1 Provide professional development opportunities for K-5 (all teachers) to increase knowledge, strengthen skills with LAFS, Ready Writing, and Writing Units of Study (Balanced Literacy). Provide prescriptive feedback and strategies in the areas of Organizations/Evidence and Elaboration/Conventions of Standard English.

PD Opportunity 1

Implement strategies gained from professional development with LAFS, Ready Writing and Writing Units of Study (Balanced Literacy).

Facilitator

District ELA Supervisor, Literacy coach

Participants

Classroom Teachers, Literacy Coach, Problem Solving Coach, Administration, Math Coach

Schedule

Monthly, from 9/22/2017 to 5/18/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional Development training specific to grade levels, debriefing and the modeling of lessons for teachers. Implement strategies gained from PD.				\$0.00
2	G1.B2.S1.A1	The implementation of Balanced Literacy components increasing student language acquisition. Within Balanced Literacy framework, teachers will implement the use of Story Works magazines, Close Up Standards, Text Connections that provides an opportunity for students to build their vocabulary and comprehension. The use of a Realia room and Mondo strategies will be implemented to increase oral language in targeted students.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0111 - Hobe Sound Elementary School			\$1,000.00
3	G2.B1.S1.A1	Monitor the application of math manipulatives when attacking new skills in an attempt to promote inquiry/exploration based learning, iReady Curriculum, and guided math strategies K-5 for effectiveness. Review Standards and scales.				\$0.00
4	G2.B2.S1.A1	Review MAFS as a PLT , view standards and research materials to support teaching lessons with increased rigor, plan for student inquiry experiences and time for mastery of standards.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0111 - Hobe Sound Elementary School	School Improvement Funds		\$1,000.00
5	G3.B1.S1.A1	Implement training in Science Frameworks to allow for cross content area learning; address cognitive complexity in questioning. The use of Assessment Probes, STEAM lab and Inquiry Strategies of Dr. Larry Chew				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0111 - Hobe Sound Elementary School	Title I, Part A		\$1,000.00
6	G3.B2.S1.A1	Monitor the increased use of Science Journals in classrooms and in the lab; implementing Science Frameworks to allow for cross-curricular learning; address cognitive complexity in questioning. Increase use of Formative Assessment probes, Kagan Strategies and the use of STEAM Lab to explore, discover and create project based investigations				\$0.00
7	G4.B1.S1.A1	The implementation of more rigorous and specified ELA block with integration of writing across all content areas.				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0111 - Hobe Sound Elementary School			\$250.00

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8	G4.B2.S1.A1	Implement strategies gained from professional development with LAFS, Ready Writing and Writing Units of Study (Balanced Literacy).				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0111 - Hobe Sound Elementary School	School Improvement Funds		\$250.00
Total:						\$3,500.00