

students

school

teaching

improvement

strategic

collaborative

family

environment

instruction

needs

goals

mission

vision

public

and

community

involvement

planning

building

relationships

increased

achievement

ambitious

supportive

problem solving

8-Step

zero

college

career

assessment

resources

effective

leadership

strategies

Emerald Shores Elementary School

404 EMERALD RD, Ocala, FL 34472

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

69%

Alternative/ESE Center

No

Charter School

No

Minority

59%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

F

D

C

B

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide an educationally rich environment where each individual of the school is valued, respected and encouraged to reach his/her fullest potential as a productive citizen

Provide the school's vision statement

As educators, we take great pride in creating learners for life.

School Environment

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

The staff at Emerald Shores strives to provide an atmosphere conducive to learning by building relationships with students. The culture of the school is built on the idea of mutual respect. Through project based learning and curriculum the school is able to explore various cultures represented in our school and empower students to gain knowledge of different backgrounds. Through this knowledge the teachers and students build relationships. As a result of providing a strong instructional culture and excellent instruction the students can then reach their full potential in the future.

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

Emerald Shores Elementary School expectations are called the Panther Pillars. These are the foundation three essential components students are taught to be successful. These school wide expectations consist of being respectful, responsible and being an active listener. Students are continually exposed to the expectations and the rules through daily instruction. The school creates a safe environment by modeling and providing curriculum that focuses on creating a positive environment where students feel safe. The school uses a Positive Behavior Support program to help reinforce good choices and therefore creating knowledge and habits that students will need to be successful. Students are taught life lessons through a character-building curriculum that helps them make better choices not only in school but also in their daily lives. These character lessons help teach students a mutual respect and foster a positive learning environment within our school. Our goal is to provide students with the background knowledge to help them be successful as a future productive citizen.

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

The school uses a Positive Behavior Support program to help reinforce good choices and therefore creating knowledge and habits that students will need to be successful. Students are taught life lessons through a character-building curriculum that helps them make better choices not only in school but also in their daily lives. These character lessons help teach students a mutual respect and foster a positive learning environment within our school. Our goal is to provide students with the background knowledge to help them be successful as a future productive citizen.

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

Emerald Shores ensures that the social-emotional needs of all students are being met in a multitude of ways. With a skilled staff that includes: a school psychologist, staffing specialist, a mental health trained guidance counselor, dean, behavior specialist, and social worker; students are addressed and paid attention to by implementing a number of individual services. Those services include: Individual Education Plans, individual and group counseling, 504 accommodations, parent/teacher conferences, behavior plans, and rewards. Each student's cumulative folder is thoroughly viewed so teacher and staff can determine the best academic and/or behavior path for that student. A multi-tiered system of interventions, psycho-educational testing, and observations for occupational, speech, or physical therapies are also implemented to ensure all students are exactly where they need to be and are receiving the services they need to succeed in the classroom. Communication between staff members is paramount and done on a daily basis through e-mails and personal visits to classrooms and offices. In addition to services, students are able to earn rewards on a daily basis. In order to help keep students motivated to learning and staying on track with their academic and behavioral goals, students are rewarded for their progress with incentives such as panther cash, movie Fridays, and sock hops.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The school district has built the capacity within our data program Performance Matters that allows a school to research the following early warning signs:
Attendance below 90 percent and students who have missed more than three (3) days within the first weeks of school.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	20	28	17	20	22	14	121
One or more suspensions	3	9	12	19	25	21	89
Course failure in ELA or Math	5	17	14	8	4	2	50
Level 1 on statewide assessment	0	0	0	36	37	38	111

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	3	3	3	6	15

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

Each student's cumulative folder is thoroughly viewed so teacher and staff can determine the best academic and/or behavior path for that student. A multi-tiered system of interventions, psycho-

educational testing, and observations for occupational, speech, or physical therapies are also implemented to ensure all students are exactly where they need to be and are receiving the services they need to succeed in the classroom. Communication between staff members is paramount and done on a daily basis through e-mails and personal visits to classrooms and offices. Furthermore, Emerald Shores ensures that students are receiving curriculum that is aligned to the Florida Standards by administrators attending weekly collaboration meetings and attending monthly collaboration planning. All teachers have been or will be trained on the FL Standards and how to unwrap the standards.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/55805>.

Description

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

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

The district through the Education Foundation works to secure business partners for all schools. Emerald Shores works hand in hand with community based groups to provide information on educational, parenting and recreational opportunities in the community. Closet Maid is kept abreast of school improvement plan and is invited to participate in the improvement of teaching and learning.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Williams, John	Principal
Howell, Margaret	Instructional Coach
Cook, Donna	Assistant Principal

Duties

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

J. Williams serves as the instructional leader at Emerald Shores and sets the agenda and the weekly focus for the team. He conducts walk through on a daily basis, coach's teachers and works with team members to gather information and resources to assist teachers in the teaching and learning process. D. Cook is the assistant principal for curriculum and works to ensure all teachers are equip with the instructional materials needed to teach the Florida standards. D. Cook also works to make sure the school master calendar is based on what the needs of students and meets the district and state requirements.

M. Howell is the reading and writing coach and works closely with school administration to ensure all teachers are equip to deliver a standard based and need based reading and writing program. She regularly models best practices for teachers and plays a vital role in progress monitoring and professional development.

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

This team meets on a weekly basis. We meet to discuss the needs of all students, disseminate information and materials, discuss programs that will be implemented, and address feedback from teachers. The team provides administrative support to ensure commitment, resources and teacher support to share in the common goal of improving instruction and overall to build staff support, sustainability over time. Avalialble resources are maintained in school based accounting system and managed by school secretary (K. Cook) and Principal--J. Williams

Data Team meetings ensure that our new teachers stay fully informed re: policies, procedures, district/school based initiatives, student performance, and best practices. DTs provide for grade level collaboration to maximize new teacher success!

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Marcia Ricks	Teacher
Melissa Snowden	Parent
Judy Albright	Parent
John Williams	Principal
Margaret Fortner	Teacher
Lola Rawls	Parent

Duties

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

Evaluation of last year's school improvement plan

Data was shared with SAC committee on May 22, 2014. All available FCAT data as well as school district provided projections based on district assessments were reviewed. Members thought overall plan was followed and concerns centered on how to use data to positively impact student performance on accountability measures.

Development of this school improvement plan

SAC members are given school data and goals and provide feedback during draft process and before final edit. Parent feedback is incorporated into the plan.

Preparation of the school's annual budget and plan

The school budget is built around ensuring all budget related instructional items are addressed before any needs outside of the classroom are budgeted. Instructional materials, technology and hardware that will enhance instruction is given a priority. Professional development opportunities are then considered and items outside of the classroom are prioritized based on needs and available funds.

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

When funding is available it will be used to supplement activities that support teaching and learning in the classroom.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Williams, John	Principal
Cook, Donna	Assistant Principal
Howell, Margaret	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

This team meets on a weekly basis. We meet to discuss the needs of all students, disseminate information and materials, discuss programs that will be implemented, and address feedback from teachers. The team provides administrative support to ensure commitment, resources and teacher support to share in the common goal of improving instruction and overall to build staff support, sustainability over time. Team members meet weekly with classroom teachers to discuss Literacy development and how teachers can incorporated Literacy across the content.

Public and Collaborative Teaching

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

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

Teachers meet collaboratively to discuss the most current data on students. The students may then be regrouped into fluid small groups to address an academic skill that was not proficient. These groups may be run by a teacher or paraprofessional

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

- 1.District electronic application process allows candidates from across the nation to apply for vacancies at Emerald Shores Elementary. Debra Mueller On-going
- 2.District New Teacher orientation Dianna Thompson On-going
- 3.Teacher Mentor Program for teachers new to the profession and new to the school - John C. Williams SY 2014
- 4.Data Team meetings ensure that our new teachers stay fully informed re: policies, procedures, district/ school based initiatives, student performance, and best practices. DTs provide for grade level collaboration to maximize new teacher success! P- John C. Williams
AP-Donna Cook
RC-Margaret Howell
Dean- Shannon Lafferty
GC-V. Colleli

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

- 1.District New Teacher orientation Dianna Thompson On-going
- 2.Teacher Mentor Program for teachers new to the profession and new to the school .. Peer mentor orients and serves as advocate for teacher to ensure needs and required trainings are achieved. John C Williams SY 2014
- 4.Data Team meetings ensure that our new teachers stay fully informed re: policies, procedures, district/ school based initiatives, student performance, and best practices. DTs provide for grade level collaboration to maximize new teacher success!
Mentors are paired with new teachers by grade level and activities are designed to meet the individual professional development of each new teaches. New teachers meet monthly with their assigned administrators and are encouraged to participate in all in-service activities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Emerald Shores ensures that students are receiving curriculum that is aligned to the Florida Standards by administrators attending weekly collaboration meetings and attending monthly collaboration planning. All teachers have been or will be trained on the FL Standards and how to unwrap the standards. All teachers have received training on the district curriculum maps that are aligned to the standards. Administrative walk-throughs and formal observations ensure the standards are being followed.

Instructional Strategies

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 meet collaboratively to discuss the most current data on students. The students may then be regrouped into fluid small groups to address an academic skill that was not proficient. These groups may be facilitated by a teacher or paraprofessional. Our ELA block has a portion of time dedicated to differentiated instruction of the students. The students receive instruction that is focused

toward their specific needs both directly from an instructor and via review of skills in centers. This gives the exposure to grade level material during whole group instruction while adapting instruction and tailoring it to raise proficiency levels within the small groups.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Increased the amount of actual time on task by extending the instructional day.

Strategy Rationale

Time on task is a major indicator of academic achievement. Studies have shown that when students are given more time in school academic achievement increases.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, John, john.williams@marion.k12.fl.us

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

Reading data is collected weekly from reading intervention programs and students who are displaying mastery will be moved to next levels. Reading skills will be measured through AIMsWEB and progress towards grade level will be an indicator of reading improvement and the effectiveness of reading program.

Student Transition and Readiness

PreK-12 Transition

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

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

STAGGER START is a district wide program designed to assist students in transitioning into local elementary schools. Five to six students per day attend school during the first three days, giving staff the opportunity to administer assessments, to develop one-on-one relationships with students, and to reduce anxiety associated with starting school. The Treasures placement test, FAIR, and FLKRS are assessment tools used to determine the readiness needs of these Kindergarten students. Students who need intensive interventions will receive additional assistance from trained teachers and paraprofessionals, utilizing the Scott Foresman's ERI kits, Triumphs, and other intervention materials. Title 1 funds are used to deliver parent workshops such as Building Better Readers, which provides specific strategies for improving children's reading achievement. During the spring and summer kindergarten enrollment periods, information is shared with parents regarding the state funded Voluntary Pre-K opportunities and the Home Instruction of Parents of Pre-School Youngsters (HIPPY). This year Emerald Shores is offering a Title I Pre-K/VPK School Year program to ensure students have a successful transition to Kindergarten.

College and Career Readiness

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

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

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

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

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.** All teachers will collaborate to establish grade level rigorous instruction designed to meet the Florida State academic standards

Strategic Goals Detail

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

G1. All teachers will collaborate to establish grade level rigorous instruction designed to meet the Florida State academic standards **1a**

 G044724

Targets Supported **1b**

Indicator	Annual Target
Math Lowest 25% Gains	75.0
Math Gains	75.0
FSA - Mathematics - Proficiency Rate	58.0
FCAT 2.0 Science Proficiency	55.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	75.0
FSA - English Language Arts - Proficiency Rate	58.0
FAA Writing Proficiency	75.0

Resources Available to Support the Goal **2**

- District supplied full time reading coach and part-time math coach.
- Master Schedule has built in time for all teachers to have two hours of collaborative planning every three weeks.
- Training day has been designated by district for teachers to be trained on how to unpack new Florida standards

Targeted Barriers to Achieving the Goal **3**

- Teachers lack of familiarity with new standards.
- Teachers lack of knowledge and experience in planning and delivering complexity level 2 and 3 standard based work or activities.

Plan to Monitor Progress Toward G1. **8**

End of chapter test and Learning checks

Person Responsible

John Williams

Schedule

Every 6 Weeks, from 10/3/2014 to 4/24/2015

Evidence of Completion

Results of District provided monitoring assessments will show 70% of students are proficient on Florida Standards by January 2015.

Plan to Monitor Progress Toward G1. 8

AIMsWEB assessments and Benchmarks

Person Responsible

Margaret Howell

Schedule

Quarterly, from 9/22/2014 to 3/27/2015

Evidence of Completion

Data from AIMsWEB will show a steady increase in proficiency during the regulary scheduled monitoring process.

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. All teachers will collaborate to establish grade level rigorous instruction designed to meet the Florida State academic standards **1**

 **G044724**

G1.B1 Teachers lack of familiarity with new standards. **2**

 **B110188**

G1.B1.S1 Design Professional development opportunities for teachers to learn how to unpack standards. Demonstrate how Curriculum maps serves as a guide to unpacking and implementing grade level work. **4**

 **S121686**

Strategy Rationale

Knowledge of what each standard requires students to learn and master will help teachers design quality instruction and related student activities.

Action Step 1 **5**

Reading coach will conduct monthly trainings on unpacking standards.

Person Responsible

Margaret Howell

Schedule

Monthly, from 8/29/2014 to 5/15/2015

Evidence of Completion

Teacher lesson plans and samples of student work.

Action Step 2 5

Demonstrate how curriculum map facilitates the unpacking and implementation of grade level work.

Person Responsible

John Williams

Schedule

Biweekly, from 8/12/2014 to 12/12/2014

Evidence of Completion

Teacher lesson plans will reflect increased understanding of standards. Student performance on Learning checks should show a steady increase. Class room observations.

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

Monthly teacher collaborative planning meetings and lesson plans

Person Responsible

John Williams

Schedule

Monthly, from 9/26/2014 to 5/22/2015

Evidence of Completion

Lesson plans should reflect work consistent with Florida Standards and activities should contain rigor consistent with the grade level of plans. Students participating in grade level rigorous activities should be observed during Classroom walkthroughs and observation.

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

Monthly review of student work

Person Responsible

Donna Cook

Schedule

Monthly, from 10/10/2014 to 5/22/2015

Evidence of Completion

Teachers will respond to National School Reform Protocol on "Focusing Questions for Looking at Student Work". Work will be rated and classified by rigor and grade level.

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

Classroom Walk Through Data

Person Responsible

Donna Cook

Schedule

Weekly, from 11/10/2014 to 5/22/2015

Evidence of Completion

By November 10, 2014 Classroom walkthrough data will show that 50 percent of all academic work and activities are rigorous and grade level appropriated to requirements of the Florida Standards.

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

End of Chapter test and Learning Checks

Person Responsible

John Williams


Schedule

Every 6 Weeks, from 10/4/2014 to 4/30/2015

Evidence of Completion

Results of District provided monitoring assessments will show 70% of students are proficient on Florida Standards.

G1.B2 Teachers lack of knowledge and experience in planning and delivering complexity level 2 and 3 standard based work or activities. 2

 B110189

G1.B2.S1 Teachers will use gradual release activities to help students move from level 1 work to level 3. 4

 S122709

Strategy Rationale

Many students are unable to perform level 2 and 3 work without assistance.

Action Step 1 5

Train teachers on how to implement gradual release strategies across the content.

Person Responsible

John Williams

Schedule

On 11/14/2014

Evidence of Completion

Classroom walkthroughs and lesson plans.

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

Reading coach, Principal and Assistant Principal will participate in weekly collaborative meetings to assist in implementation of strategies.

Person Responsible

Margaret Howell

Schedule

Biweekly, from 9/15/2014 to 4/24/2015

Evidence of Completion

Classroom walkthroughs

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

AIMsWEB data

Person Responsible

Donna Cook

Schedule

Every 6 Weeks, from 9/29/2014 to 4/24/2015

Evidence of Completion

Results of AIMsWEB data should display a gradual incline from left to right as students are monitored.

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

Learning Checks and End of Chapter test

Person Responsible

Donna Cook

Schedule

Every 6 Weeks, from 9/29/2014 to 4/24/2015

Evidence of Completion

Data from assessments will show a gradual increase in performance from one test to next as students progress through curriculum.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Reading coach will conduct monthly trainings on unpacking standards.	Howell, Margaret	8/29/2014	Teacher lesson plans and samples of student work.	5/15/2015 monthly
G1.B2.S1.A1	Train teachers on how to implement gradual release strategies across the content.	Williams, John	10/2/2014	Classroom walkthroughs and lesson plans.	11/14/2014 one-time
G1.B1.S1.A2	Demonstrate how curriculum map facilitates the unpacking and implementation of grade level work.	Williams, John	8/12/2014	Teacher lesson plans will reflect increased understanding of standards. Student performance on Learning checks should show a steady increase. Class room observations.	12/12/2014 biweekly
G1.MA1	End of chapter test and Learning checks	Williams, John	10/3/2014	Results of District provided monitoring assessments will show 70% of students are proficient on Florida Standards by January 2015.	4/24/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA2	AIMsWEB assessments and Benchmarks	Howell, Margaret	9/22/2014	Data from AIMsWEB will show a steady increase in proficiency during the regulary scheduled monitoring process.	3/27/2015 quarterly
G1.B1.S1.MA1	Classroom Walk Through Data	Cook, Donna	11/10/2014	By November 10, 2014 Classroom walkthrough data will show that 50 percent of all academic work and activities are rigorous and grade level appropriated to requirements of the Florida Standards.	5/22/2015 weekly
G1.B1.S1.MA4	End of Chapter test and Learning Checks	Williams, John	10/4/2014	Results of District provided monitoring assessments will show 70% of students are proficient on Florida Standards.	4/30/2015 every-6-weeks
G1.B1.S1.MA1	Monthly teacher collaborative planning meetings and lesson plans	Williams, John	9/26/2014	Lesson plans should reflect work consistent with Florida Standards and activities should contain rigor consistent with the grade level of plans. Students participating in grade level rigorous activities should be observed during Classroom walkthroughs and observation.	5/22/2015 monthly
G1.B1.S1.MA2	Monthly review of student work	Cook, Donna	10/10/2014	Teachers will respond to National School Reform Protocol on "Focusing Questions for Looking at Student Work". Work will be rated and classified by rigor and grade level.	5/22/2015 monthly
G1.B2.S1.MA1	AIMsWEB data	Cook, Donna	9/29/2014	Results of AIMsWEB data should display a gradual incline from left to right as students are monitored.	4/24/2015 every-6-weeks
G1.B2.S1.MA3	Learning Checks and End of Chapter test	Cook, Donna	9/29/2014	Data from assessments will show a gradual increase in performance from one test to next as students progress through curriculum.	4/24/2015 every-6-weeks
G1.B2.S1.MA1	Reading coach, Principal and Assistant Principal will participate in weekly colloborative meetings to assist in implelmentation of strategies.	Howell, Margaret	9/15/2014	Classroom walkthroughs	4/24/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will collaborate to establish grade level rigorous instruction designed to meet the Florida State academic standards

G1.B1 Teachers lack of familiarity with new standards.

G1.B1.S1 Design Professional development opportunities for teachers to learn how to unpack standards. Demonstrate how Curriculum maps serves as a guide to unpacking and implementing grade level work.

PD Opportunity 1

Reading coach will conduct monthly trainings on unpacking standards.

Facilitator

Margaret Howell

Participants

All K-5 teachers

Schedule

Monthly, from 8/29/2014 to 5/15/2015

PD Opportunity 2

Demonstrate how curriculum map facilitates the unpacking and implementation of grade level work.

Facilitator

Maps are developed by District. Principal and Assistant principal will use this document to facilitate PD.

Participants

All K-5 teachers

Schedule

Biweekly, from 8/12/2014 to 12/12/2014

G1.B2 Teachers lack of knowledge and experience in planning and delivering complexity level 2 and 3 standard based work or activities.

G1.B2.S1 Teachers will use gradual release activities to help students move from level 1 work to level 3.

PD Opportunity 1

Train teachers on how to implement gradual release strategies across the content.

Facilitator

Margaret Howell and Brain Hunt

Participants

All K-5 teachers.

Schedule

On 11/14/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0