

Greenway Elementary School



2014-15 School Improvement Plan

Greenway Elementary School

207 MIDWAY RD, Ocala, FL 34472

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

50%

Alternative/ESE Center

No

Charter School

No

Minority

55%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

D

C

C

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
Not In DA	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

Every child is capable of learning and has the potential to become a responsible, contributing adult member of society. Based upon this belief, it is the mission of Greenway Elementary to maintain a challenging curriculum with high expectations for all students to achieve their personal best, thus preparing them to develop into lifelong learners and problem solvers.

An effective instructional program that allows for optimal progress for each student regardless of developmental or cognitive level must support the aforementioned curriculum, and must be presented in a secure, comfortable, well-maintained and organized school environment where all members of the school community feel nurtured and welcomed.

Provide the school's vision statement

Greenway Elementary will provide an educational environment where each individual of the school community is valued, respected, and encouraged to reach their fullest potential as a productive citizen.

School Environment

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

Greenway values parent input regarding students' strengths, weaknesses, needs, and personal cultures. We constantly inquire asking parents for feedback and input regarding how we can best meet the needs of their child. Greenway is in the business of building relationships with both students and parents or guardians knowing that these relationships can have a positive impact of our students. In addition, teachers are actively building positive relationships with their students through personal interactions, such as showing interest in a students activities within the school day and outside the school day, ensuring that students are making good choices regarding behavior and commitment to academics and out showing a consistent desire to provide engaging instruction.

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

Our number one priority is safety. We begin with creating a safe arrival and dismissal process. Parents are notified in writing on or procedures for keeping their children safe during the time of arriving on campus and exiting our school campus. In addition to our high security fencing, classroom doors are kept locked for added safety. Students are provided opportunity to participate in practice drills for fire, code yellow, code red, and tornado drills. Students are rewarded for following school rules with Gator Bucks which is part of our positive reward system.

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

Greenway is proud to be part of the Positive Behavior System (PBS) initiated throughout our District. This is our first line of defense. Administration and teachers are highly encouraged to provide positive feedback with our parents/guardians. These positive phone calls or other communication will provide

an added incentive for students to earn this same type of positive communication. If students are not responding to the positive reinforcement, then teachers are required to document student issues, along with strategies used to change behavior as well as consequences that students have experienced. When adequate consequences are met and behavior is still not acceptable, then the Dean of Students becomes involved with the student and we follow the district student discipline procedures.

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

Teachers are encouraged to monitor the social-emotional needs of their students. As they become aware of any issues with their students, or others on our staff become aware of needs, the needs are addressed with administration, the leadership team, and/or the guidance counselor. The guidance counselor is trained to work through some of the social-emotional needs of our students. At the point we are not able to adequately meet the needs of the student, we refer the case to our District Problem Solving Team. Through discussion, the students maybe mentored, provided additional or outside counseling, or provided academic support.

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

Performance Matters is used to monitor EWS indicators such as students with attendance below 90%, ELA and Math course failure and students scoring Level 1 on the statewide assessment in ELA and Math, the student management system is used to monitor student with one or more suspension.

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	4	12	11	8	22	11	68
One or more suspensions	6	7	5	24	16	31	89
Course failure in ELA or Math	25	24	55	24	20	13	161
Level 1 on statewide assessment	0	0	0	38	15	22	75

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

Indicator	Grade Level			Total
	2	3	4	
Students exhibiting two or more indicators	1	3	1	5

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

Greenway Elementary has an attendance plan to assist families that have a high absenteeism. Our guidance department is involved in helping families through phone calls, wake up calls, CST meetings and discipline referrals.

Greenway Elementary has scheduled remediation time for students in kindergarten thru fifth grade daily. Students needing remediation will be involved in the Corrective Reading program or Fast Forward.

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/62081>.

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

Greenway Elementary gives parents an opportunity to meet teachers before school actually begins. There is also an Open House that encourages our parents to visit the classrooms, learn about the curriculum and see our school campus. We also conduct a Title I meeting that affords parents the knowledge regarding our Title I status.

Our administration and faculty are regularly making positive contact with parents and guardians so that Greenway has a positive impact in our community. Our school uses the PBS program, Positive Behavior Support, which helps to ensure that our students are rewarding for good and appropriate behavior. Students demonstrating appropriate behavior are often more engaged in learning, therefore increasing our student achievement.

Publix and Wal-Mart in our area support our school and students with school supplies that are donated by the local customers of these stores. These businesses also provide other donations throughout the year. Donations to the school allows us to continue to motivate students to make academic gains.

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
Clark, Luann	Principal
Buck, Treasa	Assistant Principal
Hunt, Leona	Instructional Coach
Schrader, Tammy	Instructional Coach
Thornal, Candy	Dean
Reese, Marlana	Guidance Counselor
Glover, Jacqueline	Instructional Coach

Duties

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

School Based Leadership Team- Establish, communicate and build consensus among the staff, establish school policies, allocate school resources and support, engage in ongoing collaborative data- based problem solving, utilize data to monitor, evaluate, and augment school policies, procedures and processes.

Administration- To develop a continuum of intervention supports which are readily accessible as soon as

a student is indicated as at risk or off track. Develop effective intervention plans. Provide prevention supports which act to prevent students from becoming disengaged or developing skills deficits.

Reading/Instructional, Academy & Academic Coach- Coaches will serve as a full time professional developer as a member of a school's district support team. The coach will collaborate with members of the district support team to generate improvement in reading, math, science and writing.

Dean - Maintain effective student behavior so that learning is taking place.

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

The Synergy team will meet biweekly throughout the year to discuss the progress of students in Tier 2 and Tier 3. The leadership team will meet weekly to discuss the implementation of the Tier 1 core curriculum.

Performance Matters and AIMS Web will be used to provide data to the Synergy team and the leadership team to analyze for the effectiveness of the core curriculum and supplemental supports provided to students not making progress with the core curriculum.

Members of the Synergy team will meet with staff members at least once bi-monthly to discuss the MTSS process and to discuss the progress of their students in Tier 2 and Tier 3. Teachers and members of the Synergy team will meet with parents of students in Tier 2 and Tier 3 to discuss the implementation of interventions and the progress of their child.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Andrea Borges	Parent
Joe Borge	Parent
Terry Burley	Parent
Silvia Camacho	Parent
Stacie Collins	Parent
Jennifer Craig	Parent
Nicole Dallensandra	Parent
Allison Dreiling	Parent
Quinn Flournoy	Teacher
David Forbes	Parent
Pamela Fraser- Bonner	Parent
Hairon Gil	Parent
Karen Glass	Parent
Gina Harris	Teacher
Angela Iacobaccio	Parent
Jarrold Lorenz	Teacher
Shannon Morris	Parent
Jennifer Nowlin	Parent
Karen Puracan	Parent
	Student
Zulia Quintana	Teacher
Zandra Raines	Parent
Vicky Reyes	Parent
Mya Rivera	Parent
Robert Smith	Parent
Candy Thornal	Teacher
Luann Clark	Principal

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

Throughout the 2013-2014 school year members of the SAC were a part of subject specific committees. Each committee met and reviewed the previous years plan and develop next years school improvement plan. When the School Advisory Council met at least one committee presented their findings and suggestions for the next school year.

Development of this school improvement plan

Throughout the 2013-2014 school year members of the SAC were a part of subject specific committees. Each committee met and reviewed the previous years plan and develop next years

school improvement plan. When the School Advisory Council met at least on committee presented their findings and suggestions for the next school year

Preparation of the school's annual budget and plan

The School Advisory Council and the leadership team reviewed data to verify the effectiveness of each resource paid for through Title 1 funds. The leadership team met with instructional staff to get feedback on the resources funded through Title 1. When Greenway received the new budget for the 2014-2015 school year the leadership team reviewed the resource lists created by the school advisory council, the leadership team and instructional staff.

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

Funding will be spent this for teachers grants as selected by the SAC committee.

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
Clark, Luann	Principal
Buck, Treasa	Assistant Principal
Glover, Jacqueline	Instructional Coach
Schrader, Tammy	Instructional Coach
Hunt, Leona	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT meets to discuss literacy resources being used at Greenway. Tammy Schrader is involved with our Academy classrooms in grades kindergarten- second. Mrs. Schrader updates the LLT with the progress of our reading programs implemented in the Academy classrooms. Leona Hunt is the academic coach that works with teachers through modeling and effective lesson planning, as well as enrichment curriculum. Mrs. Hunt is also involved in progress monitoring of students in need of additional academic support. Jackie Glover is our Reading Coach and develops the remediation/ enrichment program for grades kindergarten- fifth grade. Mrs. Glover updates the LLT on the achievement gains of our students in all grade levels. Treasa Buck and Luann Clark is involved in making curriculum and instructional decisions for all resources used at Greenway. Mrs. Buck updates the LLT on individual student needs discussed during problem solving team meetings and IEP meetings.

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

Title I funds are used three times a year to provide substitutes so that teachers are afforded the opportunity to collaborate by grade level so that they can plan and share effective teaching strategies. Once a year there is an opportunity for vertical teams to meet and discuss student's needs for the upcoming year.

Through creative scheduling, teachers are given approximately 5 hours of continuous grade level planning every 7 weeks. This allows collaboration and encourages positive working relationships with our teachers. This time is used for unwrapping the standards, looking at data and sharing best practices of instruction.

During trainings and faculty meetings, meetings begin with sharing 5 positive things that might have happened to someone in our group, and this encourages our teachers and helps to create positive working relationships.

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

1. Staff is recruited through the District application process. Also, local universities are contacted to inquire about recent or upcoming Education majors that have stellar reputations. The reputation of Greenway Elementary School provides interest from prospective teachers inquiring about future employment.
2. Provide support through provision of materials, supplies and resources (Principal, Assistant Principal)
2. Provide quality ongoing professional development (Principal, Assistant Principal)
3. Assign highly qualified mentors (Principal, Assistant Principal)
4. Provide feedback on lessons, unit development, classroom management, and delivery (Principal, Assistant Principal)

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

Administration assigns mentors to our new teachers. Teachers with previous experience are able to share best practices and their expertise with the new teachers.

Teachers are given support if they are new to teaching, or new to a grade level. Rookie teacher meetings provide an opportunity for new teachers to discuss grade level curriculum/planning, sharing best practices, classroom management, strategies for raising student achievement, data review for differentiated instruction, etc. Reading Coach, Academic Coach, and Administration are available to model instruction and planning for new teachers. Mentees provide extra support to teachers new to a Grade level.

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

Our district adopted curriculum in reading and math are aligned to Florida Standards. In addition, our District provides extensive curriculum resources that are aligned to the Florida Standards which is highly suggested that teachers use as a resource. Administration closely monitors classroom instruction to ensure that the core instructional program is aligned to the Florida Standards.

District created assessments are another avenue to ensure that instruction is aligned to Florida Standards.

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

We use the district endorsed and stated approved Wonders Reading series. This series is aligned to the Florida Standards. Teachers are given copies of the Florida Standards along with District created curriculum maps aligned to the Florida standards.

District provides monthly opportunities for training and staff development in the core curriculum areas. Half days are used for school site training by instructional coaches, STEM Leads, and administration. As formative assessments or district created assessments are given, teachers are required to analyze the data and determine how instruction should be changed to meet the individual needs of the students.

During classroom instruction, teachers are required to provide differentiated instruction to students that require additional assistance or enhanced learning.

During our iii time, many different levels of remediation and enrichment take place every day for 40 minutes.

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: Weekend Program

Minutes added to school year: 0

Our students are rewarded for reading during the weekend. We have a program called, Weekend Warriors, and our students are eager to read in order to compete for the prizes.

Strategy Rationale

The more students read, the better they become at reading, as well as learning the love of reading.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Clark, Luann, luann.clark@marion.k12.fl.us

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

Weekly totals of students reading. Weekly reading assessments, classroom observation, and formative assessments. In addition, FSA and LEOCs will help determine the effectiveness of our 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

Title I District office provides a Title I Pre-K/VPK program on the Greenway campus. All students are fully integrated into the school setting thus helping them transition to Kindergarten. In addition, information is provided to our parents from the Title I Office on the HIPPY (Home Instruction for Parents of Preschool Youngsters) program.

MCPS provides an Exception Student Education Pre-K Program in our District for eligible 3 thru 5 year of age. All students are fully integrated into the school setting which provides help in the transition to Kindergarten. MCPS also provides a Summer VPK Program for eligible Pre-K students. FLKRS and WSS are administered to kindergartners within the first 30 days to evaluate the effectiveness of these our Pre-K programs.

Kindergarten registration begins in April and continues until school begins in the fall. Beginning in April each year, Marion County Public Schools coordinated with Childhood Development Services Inc. and the Early Learning Coalition to assist in the registration of Pre-K students. A school-based, week long, Kindergarten Round Up is planned for the spring and is advertised through community based flyers, letters sent home with current students, and a Connect 5 message to the parents. A special orientation is provided to all parents of kindergarten students to give them information regarding school policies and procedures to help orient them to the school. STAGGER START is a district initiative to assist kindergarten students in transitioning into local elementary schools. The primary focus of stagger start is to give the staff the opportunity to administer assessments, including FLKRS, and begin to develop one- on-one relationships with students.

On September 16, at 6:00 PM, we will host our PreK Open House. Parents and students will be able to join the teacher in the classroom.

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.** If we increase our knowledge and understanding of the Florida Standards then through more effective planning and instruction we will raise student achievement.

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. If we increase our knowledge and understanding of the Florida Standards then through more effective planning and instruction we will raise student achievement. 1a

G044454

Targets Supported 1b

Indicator	Annual Target
Math Gains	59.0
Math Lowest 25% Gains	61.0
FCAT 2.0 Science Proficiency	50.0
ELA/Reading Gains	71.0

Resources Available to Support the Goal 2

- Wonders Collaboration- focused on standards Manipulatives Leveled Readers Tools for differentiation CPalms- searching for standards and resources Technology- all teachers have engaged cart systems/laptop cart Florida Standards- electronic or paper DOE/RED Team Reading/ Academic coach- modeling/ feedback School based resource list- done during unpacking the standards- working document that we add to Support plan for new teachers/staff coming in throughout the school year- mentor teachers Performance Matters Concrete representational- abstract sequence of instruction- inquiry based instruction in science Hands on Standards Collaborative Planning among grade levels Professional Development- voluntary and mandatory Goal setting with students- data chats Use model teachers Academy classes have student conferencing Celebrations with parents- positive phone calls within 1st 2 weeks of school (30 day window)- new students within 1st week Parent involvement (telling them what to do) v/s engagement (how can you help me) with parents Parent/student surveys

Targeted Barriers to Achieving the Goal 3

- Bucket #1 Data used for planning/ instruction and student achievement goals. Effective Data chats with students Don't share enough data with parents Lack of knowledge of school and district resources Reading/Academic Coach not being used Lack of knowledge in 5E model- too many videos not enough text/response to text Lack of knowledge of CPalms Lack of planning time
- Bucket #2 Lack of knowledge/ understanding of standards and utilize resources. Vertical and horizontal alignment Wonders- overwhelming and need more training Florida Standards being revised Embracing Florida Standards- comfortable and being effective with instruction New Learning Checks Misalignment with district curriculum maps and core curriculum resources (Wonders, Go Math etc.) Too many resources listed on Focus Calendars Learn to teach/ planning by the standard not by the curriculum (Wonders as a resource) Need to know how to unpack the new standards Parent involvement- support- buy in
- Bucket #3 Organizational scheduling for PD and collaborative planning/data review. Collaboration with peers Master Schedule- lack of time for collaboration with like teachers Lack of data meetings to track data Not enough collaborative planning among grade levels-core instruction-action research- PLCs Scheduling time for data chats- goal setting with students- academy conferencing Focused (narrow resources) PD- work sessions Moodles- PD not enough time to implement it before the next PD/Moodle Resistant learners
- Other: Money- budget to purchase supplies/ material/ man power Many new teachers coming in the middle of the year- need mentor teacher Man power Staff Moral Student demographics Celebrations with parents- positive phone calls within 1st 2 weeks of school (30 day window)- new students within 1st week Parent Involvement (telling them what to do) v/s engagement (how can you help me) with parents Laptop cart needs individual chargers

Plan to Monitor Progress Toward G1. 8

CIMs team will meet 3x during the 2014-2015 school year to collect and analyze data to track the progress towards our goal.

Person Responsible

Luann Clark

Schedule

Semiannually, from 10/29/2014 to 5/19/2015

Evidence of Completion

Mastery on Learning Checks in grades K-5. Percentage of student scoring average or above average on AIMS Web increased. Percentage of students in AIMS Web below average made gains towards their progress monitoring goals. Action Plans from collaborative planning meetings. Percentage of students proficient in 3rd - 5th in Reading, Math & Science on the Florida Standards Assessment increased from the 2014 FCAT.

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. If we increase our knowledge and understanding of the Florida Standards then through more effective planning and instruction we will raise student achievement. **1**

 **G044454**

G1.B1 Bucket #1 Data used for planning/ instruction and student achievement goals. Effective Data chats with students Don't share enough data with parents Lack of knowledge of school and district resources Reading/Academic Coach not being used Lack of knowledge in 5E model- too many videos not enough text/response to text Lack of knowledge of CPalms Lack of planning time **2**

 **B109370**

G1.B1.S1 Inform the staff of our most recent data. **4**

 **S120929**

Strategy Rationale

Knowledge is power so the more staff members that know where our academic needs are the more staff members we working towards that goal. Planning without data is just planning activities and not planning for academic growth.

Action Step 1 **5**

Inform the staff, students and parents of the most recent data results by grade level, class, students and/or school.

Person Responsible

Luann Clark

Schedule

Every 6 Weeks, from 8/12/2014 to 6/3/2015

Evidence of Completion

Data Chat logs, Collaborative Team Action Plans, Gator Tails (monthly parent newsletter), Parent Conference Forms, Goal Setting Forms

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

Informing the staff, students and parents of district and state assessment results.

Person Responsible

Luann Clark

Schedule

Every 6 Weeks, from 9/3/2014 to 5/13/2015

Evidence of Completion

Emails with attached data, student data chat logs, parent conference forms and communication log.

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

Parents and students have knowledge of their personal data will increase student proficiency.

Person Responsible

Luann Clark


Schedule

Monthly, from 10/1/2014 to 5/15/2015

Evidence of Completion

Performance Matters grade level data from ELA and Math unit assessments, student data chat logs, student goal setting forms, FSA results.

G1.B1.S2 PD on how to understand and use the data. 4

 S120930

Strategy Rationale

Once staff members have the data they need to know how to break it down and use it for strategic planning.

Action Step 1 5

Provide professional development on understanding and using data for planning and instruction. Administration will provide grade level specific data meetings and voluntary trainings based on instructional need.

Person Responsible

Leona Hunt

Schedule

Every 2 Months, from 8/4/2014 to 5/27/2015

Evidence of Completion

True North Logic course descriptions and sign in logs & Collaborative TEAM Action Plans

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

PD on understanding data from AIMs Web, Learning Checks, Unit Assessments and individual student data from district provided websites.

Person Responsible

Treasa Buck

Schedule

Quarterly, from 8/4/2014 to 5/15/2015

Evidence of Completion

Course description from TNL, sign in sheets from TNL, Action Plans from collaborative planning meetings.

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

Staff evaluation in Domains 1 and 3.

Person Responsible

Treasa Buck


Schedule

Quarterly, from 10/13/2014 to 10/13/2014

Evidence of Completion

Dashboard Staff Competency Report from True North Logic.

G1.B1.S3 Collaboratively plan using the most recent data. 4

 S120932

Strategy Rationale

Providing time for the staff to work collaboratively with grade level or subject area peers will allow for a deeper understanding of the data, standards and will result in more purposeful instruction.

Action Step 1 5

Instructional staff in grades K-5 & ESE will collaboratively plan and discuss data 1x per 7 weeks. The instructional staff will spend at least 50% of one school day collaboratively planning.

Person Responsible

Treasa Buck

Schedule

On 5/13/2015

Evidence of Completion

TEAM Action Plans & attendance of instructional staff on collaboration days

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Scheduled collaborative planning by grade level.

Person Responsible

Treasa Buck

Schedule

Every 6 Weeks, from 9/3/2014 to 5/13/2015

Evidence of Completion

Monthly school calendar, Action Plans created by staff during their collaborative planning meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Implementation of the Action Plans created by grade levels during collaborative planning meetings.

Person Responsible

Treasa Buck


Schedule

Quarterly, from 9/3/2014 to 4/8/2015


Evidence of Completion

True North Logic observations by administration for Domain 3, Dashboard Staff Competency Report/graph. Increase in grade level proficiency on district and state assessments.

G1.B2 Bucket #2 Lack of knowledge/ understanding of standards and utilize resources. Vertical and horizontal alignment Wonders- overwhelming and need more training Florida Standards being revised Embracing Florida Standards- comfortable and being effective with instruction New Learning Checks Misalignment with district curriculum maps and core curriculum resources (Wonders, Go Math etc.) Too many resources listed on Focus Calendars Learn to teach/ planning by the standard not by the curriculum (Wonders as a resource) Need to know how to unpack the new standards Parent involvement- support- buy in **2**

 B109393

G1.B2.S1 Unwrapping the Florida Standards to help teachers fully understand the standards and be able to effectively teach the standard. **4**

 S120925

Strategy Rationale

In order for teachers to be able to pull resources and effectively plan instruction based on the standards they need to first have a deep understanding of the Florida Standards.

Action Step 1 **5**

A 2 day training provided to instructional staff on unwrapping the Florida Standards. Teachers will fully understand the Florida Standards to be able to effectively teach the standard

Person Responsible

Luann Clark

Schedule

On 8/5/2014

Evidence of Completion

Needs assessment conducted during the training, True North Logic course description and sign in sheets

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

Teachers understand the Florida Standards and are able to effectively teach the standard. Evidence that a variety of resources are being used to teach the standard.

Person Responsible

Treasa Buck

Schedule

Quarterly, from 10/13/2014 to 4/22/2015

Evidence of Completion

Lesson plans, collaborative action plans, observation on True North Logic, best practices shared at collaboration meetings, coach's logs.

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

Students demonstrate mastery of standards.

Person Responsible

Treasa Buck

Schedule

Every 2 Months, from 10/1/2014 to 6/3/2015

Evidence of Completion

Mastery of standards on district and state assessments.

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

Increase of student engagement and skill mastery through the use of various resources.

Person Responsible

Treasa Buck


Schedule

Quarterly, from 10/13/2014 to 4/15/2015

Evidence of Completion

Increase in the percentage of instructional staff effective or highly effective in Domain 3 for student engagement.

G1.B2.S2 Provide the Florida Standards to all stakeholders involved. 4

 S120933

Strategy Rationale

It is important for parents, families and local businesses to be knowledgeable of the academic expectations of our students. Our students are involved with local churches, daycares and tutoring programs outside of school and those businesses have an impact on the student's education.

Action Step 1 5

Inform instructional and non instructional staff, parents and the community of the Florida Standards

Person Responsible

Treasa Buck

Schedule

Every 2 Months, from 8/4/2014 to 5/29/2015

Evidence of Completion

Greenway Elementary website, grade level/ classroom newsletters, professional development with instructional and non instructional staff

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Instructional staff will receive a Play Book that will include Florida Standards for all areas, Focus Calendars for all subjects and the district and state assessment calendar.

Person Responsible

Treasa Buck

Schedule

On 8/12/2014

Evidence of Completion

Instructional staff will bring their Play Book to all PD and collaboration meetings.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Instructional staffs' plans and instruction will reflect their increased knowledge of the current Florida Standards.

Person Responsible

Treasa Buck


Schedule

Quarterly, from 9/8/2014 to 4/22/2015

Evidence of Completion

Staff Competency Report on True North Logic for Domains 1 and 3.

G1.B2.S3 Become familiar with the District and State assessments. 4

 S120934

Strategy Rationale

Teachers need to be aware of all District and State assessments timeline, types of questioning and expectations. Teachers will then be able to help students become familiar with the expectations of district and state assessments.

Action Step 1 5

Teachers will use the same testing format used on District and State assessments on their formative assessments.

Person Responsible

Treasa Buck

Schedule

Quarterly, from 9/10/2014 to 4/30/2015

Evidence of Completion

Data from District and State assessments, Standards Playbook provided by administration

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Instructional staff will be trained on District and State Assessments along with the use of IBTP (Item Bank Testing Platform).

Person Responsible

Treasa Buck

Schedule

On 9/19/2014

Evidence of Completion

Course description from True North Logic, Sign in Sheets for September 19, 2014.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Formative assessments created by Instructional staff will include questions that align with the District and State assessment questionable style. Instructional staff take advantage of the sample questions provided on the IBTP.

Person Responsible

Treasa Buck


Schedule

Quarterly, from 10/13/2014 to 4/22/2015


Evidence of Completion

Action plans from collaborative planning meetings, increase in the percentage of instructional staff that is effective or highly effective in True North Logic for Domain 3.

G1.B3 Bucket #3 Organizational scheduling for PD and collaborative planning/data review. Collaboration with peers Master Schedule- lack of time for collaboration with like teachers Lack of data meetings to track data Not enough collaborative planning among grade levels-core instruction-action research- PLCs Scheduling time for data chats- goal setting with students- academy conferencing Focused (narrow resources) PD- work sessions Moodles- PD not enough time to implement it before the next PD/Moodle Resistant learners **2**

 B109394

G1.B3.S1 Provide teachers with grade level and subject area collaborative planning time. **4**

 S121015

Strategy Rationale

We know that teachers need time to work together to brainstorm and purposefully plan for their students. Teachers will be provided scheduled, structured collaborative planning time.

Action Step 1 **5**

Teachers will be provided with a scheduled-structured collaborative planning time.

Person Responsible

Treasa Buck

Schedule

Weekly, from 9/3/2014 to 5/6/2015

Evidence of Completion

Collaborative Team Action Plans, attendance roster

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

The PD calendar will reflect which grade level will have collaboration weekly.

Person Responsible

Treasa Buck

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Monthly PD calendar provided to the staff.

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

Staff attendance at the collaboration meetings.

Person Responsible

Treasa Buck

Schedule

Every 6 Weeks, from 9/3/2014 to 5/13/2015

Evidence of Completion

Action plans that include staff members attending the meeting.

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

Administration will observe the implementation of the action plans in individual teachers' classrooms.

Person Responsible

Luann Clark

Schedule

Quarterly, from 10/13/2014 to 4/22/2015

Evidence of Completion

Staff competency report/graph from True North Logic in all domains.

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

Increase in student's mastery on district assessments.

Person Responsible

Treasa Buck

Schedule

Every 2 Months, from 10/20/2014 to 5/8/2015

Evidence of Completion

Performance Matters data on district assessments for reading, math and writing.

G1.B3.S2 Set professional development calendar by semester and provide a monthly calendar to give advance notice of upcoming professional development. 4

 S121016

Strategy Rationale

To help teachers be prepared for the professional development trainings provided we need to give them advance notice. Having teachers prepared will save time and will provide a more effective training.

Action Step 1 5

Instructional staff will be provided with a scheduled, structured collaborative planning time.

Person Responsible

Luann Clark

Schedule

Every 6 Weeks, from 9/3/2014 to 5/13/2015

Evidence of Completion

Monthly PD calendar, Action Plans from collaboration meetings.

Action Step 2 5

Instructional and noninstructional staff will be provided with a scheduled, structured semester PD calendar.

Person Responsible

Treasa Buck

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Monthly calendars with PD listed.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Administration will review the monthly staff calendar before it is given to the staff.

Person Responsible

Luann Clark

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Monthly PD calendar with accurate PD information for instructional and non instructional.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Instructional and non instructional staff will be more prepared for their Professional Development because they are informed in advance.

Person Responsible

Treasa Buck


Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Staff attendance to professional development provided by the district and school. Classroom observations by administration will show strategies learned during professional development is being implemented in the classroom.

G1.B4 Other: Money- budget to purchase supplies/ material/ man power Many new teachers coming in the middle of the year- need mentor teacher Man power Staff Moral Student demographics Celebrations with parents- positive phone calls within 1st 2 weeks of school (30 day window)- new students within 1st week Parent Involvement (telling them what to do) v/s engagement (how can you help me) with parents Laptop cart needs individual chargers 2

 B109396

G1.B4.S1 Resources, including personnel, to provide additional support at the school site. 4

 S127015

Strategy Rationale

Additional personnel will provide small group assistance to students to ensure academic progress.

Academic Coach will assist by modeling, providing resources, and staff development to ensure teachers are effectively using strategies that produce gains in academic growth of all students.

Action Step 1 5

Additional personnel

Person Responsible

Luann Clark

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Formative assessments, FSA, LEOCEs

Action Step 2 5

Materials and supplies will enhance academic instruction

Person Responsible

Luann Clark

Schedule

Every 2 Months, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student data will help to monitor effective instruction

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Evaluation of employees, observation in classrooms, evaluation of student data

Person Responsible

Luann Clark

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

TrueNorth Logic evaluation for instructional personnel, observation of personnel, student data

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Evaluation of employees, observation in classrooms, evaluation of student data

Person Responsible

Luann Clark

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

TrueNorth Logic evaluation for instructional personnel, observation of personnel, student data

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	Inform the staff, students and parents of the most recent data results by grade level, class, students and/or school.	Clark, Luann	8/12/2014	Data Chat logs, Collaborative Team Action Plans, Gator Tails (monthly parent newsletter), Parent Conference Forms, Goal Setting Forms	6/3/2015 every-6-weeks
G1.B1.S2.A1	Provide professional development on understanding and using data for planning and instruction. Administration will provide grade level specific data meetings and voluntary trainings based on instructional need.	Hunt, Leona	8/4/2014	True North Logic course descriptions and sign in logs & Collaborative TEAM Action Plans	5/27/2015 every-2-months
G1.B1.S3.A1	Instructional staff in grades K-5 & ESE will collaboratively plan and discuss data 1x per 7 weeks. The instructional staff will spend at least 50% of one school day collaboratively planning.	Buck, Treasa	9/3/2014	TEAM Action Plans & attendance of instructional staff on collaboration days	5/13/2015 one-time

Marion - 0671 - Greenway Elementary School - 2014-15 SIP
Greenway Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	A 2 day training provided to instructional staff on unwrapping the Florida Standards. Teachers will fully understand the Florida Standards to be able to effectively teach the standard	Clark, Luann	8/4/2014	Needs assessment conducted during the training, True North Logic course description and sign in sheets	8/5/2014 one-time
G1.B2.S2.A1	Inform instructional and non instructional staff, parents and the community of the Florida Standards	Buck, Treasa	8/4/2014	Greenway Elementary website, grade level/ classroom newsletters, professional development with instructional and non instructional staff	5/29/2015 every-2-months
G1.B2.S3.A1	Teachers will use the same testing format used on District and State assessments on their formative assessments.	Buck, Treasa	9/10/2014	Data from District and State assessments, Standards Playbook provided by administration	4/30/2015 quarterly
G1.B3.S1.A1	Teachers will be provided with a scheduled-structured collaborative planning time.	Buck, Treasa	9/3/2014	Collaborative Team Action Plans, attendance roster	5/6/2015 weekly
G1.B3.S2.A1	Instructional staff will be provided with a scheduled, structured collaborative planning time.	Clark, Luann	9/3/2014	Monthly PD calendar, Action Plans from collaboration meetings.	5/13/2015 every-6-weeks
G1.B4.S1.A1	Additional personnel	Clark, Luann	8/18/2014	Formative assessments, FSA, LEOCEs	6/4/2015 annually
G1.B3.S2.A2	Instructional and noninstructional staff will be provided with a scheduled, structured semester PD calendar.	Buck, Treasa	9/1/2014	Monthly calendars with PD listed.	5/29/2015 monthly
G1.B4.S1.A2	Materials and supplies will enhance academic instruction	Clark, Luann	8/18/2014	Student data will help to monitor effective instruction	6/4/2015 every-2-months
G1.B1.S1.A2	[no content entered]			one-time	
G1.MA1	CIMs team will meet 3x during the 2014-2015 school year to collect and analyze data to track the progress towards our goal.	Clark, Luann	10/29/2014	Mastery on Learning Checks in grades K-5. Percentage of student scoring average or above average on AIMS Web increased. Percentage of students in AIMS Web below average made gains towards their progress monitoring goals. Action Plans from collaborative planning meetings. Percentage of students proficient in 3rd - 5th in Reading, Math & Science on the Florida Standards Assessment increased from the 2014 FCAT.	5/19/2015 semiannually
G1.B2.S1.MA1	Students demonstrate mastery of standards.	Buck, Treasa	10/1/2014	Mastery of standards on district and state assessments.	6/3/2015 every-2-months
G1.B2.S1.MA3	Increase of student engagement and skill mastery through the use of various resources.	Buck, Treasa	10/13/2014	Increase in the percentage of instructional staff effective or highly effective in Domain 3 for student engagement.	4/15/2015 quarterly
G1.B2.S1.MA1	Teachers understand the Florida Standards and are able to effectively teach the standard. Evidence that a variety of resources are being used to teach the standard.	Buck, Treasa	10/13/2014	Lesson plans, collaborative action plans, observation on True North Logic, best practices shared at collaboration meetings, coach's logs.	4/22/2015 quarterly
G1.B1.S1.MA1	Parents and students have knowledge of their personal data will increase student proficiency.	Clark, Luann	10/1/2014	Performance Matters grade level data from ELA and Math unit assessments, student data chat logs, student goal setting forms, FSA results.	5/15/2015 monthly
G1.B1.S1.MA1	Informing the staff, students and parents of district and state assessment results.	Clark, Luann	9/3/2014	Emails with attached data, student data chat logs, parent conference forms and communication log.	5/13/2015 every-6-weeks
G1.B3.S1.MA1	Administration will observe the implementation of the action plans in individual teachers' classrooms.	Clark, Luann	10/13/2014	Staff competency report/graph from True North Logic in all domains.	4/22/2015 quarterly

Marion - 0671 - Greenway Elementary School - 2014-15 SIP
Greenway Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA4	Increase in student's mastery on district assessments.	Buck, Treasa	10/20/2014	Performance Matters data on district assessments for reading, math and writing.	5/8/2015 every-2-months
G1.B3.S1.MA1	The PD calendar will reflect which grade level will have collaboration weekly.	Buck, Treasa	9/1/2014	Monthly PD calendar provided to the staff.	5/29/2015 monthly
G1.B3.S1.MA2	Staff attendance at the collaboration meetings.	Buck, Treasa	9/3/2014	Action plans that include staff members attending the meeting.	5/13/2015 every-6-weeks
G1.B4.S1.MA1	Evaluation of employees, observation in classrooms, evaluation of student data	Clark, Luann	8/18/2014	TrueNorth Logic evaluation for instructional personnel, observation of personnel, student data	6/4/2015 monthly
G1.B4.S1.MA1	Evaluation of employees, observation in classrooms, evaluation of student data	Clark, Luann	8/18/2014	TrueNorth Logic evaluation for instructional personnel, observation of personnel, student data	6/4/2015 monthly
G1.B1.S2.MA1	Staff evaluation in Domains 1 and 3.	Buck, Treasa	10/13/2014	Dashboard Staff Competency Report from True North Logic.	10/13/2014 quarterly
G1.B1.S2.MA1	PD on understanding data from AIMS Web, Learning Checks, Unit Assessments and individual student data from district provided websites.	Buck, Treasa	8/4/2014	Course description from TNL, sign in sheets from TNL, Action Plans from collaborative planning meetings.	5/15/2015 quarterly
G1.B2.S2.MA1	Instructional staffs' plans and instruction will reflect their increased knowledge of the current Florida Standards.	Buck, Treasa	9/8/2014	Staff Competency Report on True North Logic for Domains 1 and 3.	4/22/2015 quarterly
G1.B2.S2.MA1	Instructional staff will receive a Play Book that will include Florida Standards for all areas, Focus Calendars for all subjects and the district and state assessment calendar.	Buck, Treasa	8/12/2014	Instructional staff will bring their Play Book to all PD and collaboration meetings.	8/12/2014 one-time
G1.B3.S2.MA1	Instructional and non instructional staff will be more prepared for their Professional Development because they are informed in advance.	Buck, Treasa	9/1/2014	Staff attendance to professional development provided by the district and school. Classroom observations by administration will show strategies learned during professional development is being implemented in the classroom.	5/29/2015 monthly
G1.B3.S2.MA1	Administration will review the monthly staff calendar before it is given to the staff.	Clark, Luann	9/1/2014	Monthly PD calendar with accurate PD information for instructional and non instructional.	5/29/2015 monthly
G1.B1.S3.MA1	Implementation of the Action Plans created by grade levels during collaborative planning meetings.	Buck, Treasa	9/3/2014	True North Logic observations by administration for Domain 3, Dashboard Staff Competency Report/graph. Increase in grade level proficiency on district and state assessments.	4/8/2015 quarterly
G1.B1.S3.MA1	Scheduled collaborative planning by grade level.	Buck, Treasa	9/3/2014	Monthly school calendar, Action Plans created by staff during their collaborative planning meetings.	5/13/2015 every-6-weeks
G1.B2.S3.MA1	Formative assessments created by Instructional staff will include questions that align with the District and State assessment questionable style. Instructional staff take advantage of the sample questions provided on the IBTP.	Buck, Treasa	10/13/2014	Action plans from collaborative planning meetings, increase in the percentage of instructional staff that is effective or highly effective in True North Logic for Domain 3.	4/22/2015 quarterly
G1.B2.S3.MA1	Instructional staff will be trained on District and State Assessments along with the use of IBTP (Item Bank Testing Platform).	Buck, Treasa	9/19/2014	Course description from True North Logic, Sign in Sheets for September 19, 2014.	9/19/2014 one-time

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. If we increase our knowledge and understanding of the Florida Standards then through more effective planning and instruction we will raise student achievement.

G1.B1 Bucket #1 Data used for planning/ instruction and student achievement goals. Effective Data chats with students Don't share enough data with parents Lack of knowledge of school and district resources Reading/Academic Coach not being used Lack of knowledge in 5E model- too many videos not enough text/response to text Lack of knowledge of CPalms Lack of planning time

G1.B1.S1 Inform the staff of our most recent data.

PD Opportunity 1

Inform the staff, students and parents of the most recent data results by grade level, class, students and/or school.

Facilitator

8 Step Processing Team

Participants

Pre-K - 5th grade and ESE Instructional staff

Schedule

Every 6 Weeks, from 8/12/2014 to 6/3/2015

G1.B1.S2 PD on how to understand and use the data.

PD Opportunity 1

Provide professional development on understanding and using data for planning and instruction. Administration will provide grade level specific data meetings and voluntary trainings based on instructional need.

Facilitator

Administration, Reading Coach, Academic Coach and STEM lead teachers.

Participants

All Instructional staff members

Schedule

Every 2 Months, from 8/4/2014 to 5/27/2015

G1.B2 Bucket #2 Lack of knowledge/ understanding of standards and utilize resources. Vertical and horizontal alignment Wonders- overwhelming and need more training Florida Standards being revised Embracing Florida Standards- comfortable and being effective with instruction New Learning Checks Misalignment with district curriculum maps and core curriculum resources (Wonders, Go Math etc.) Too many resources listed on Focus Calendars Learn to teach/ planning by the standard not by the curriculum (Wonders as a resource) Need to know how to unpack the new standards Parent involvement- support- buy in

G1.B2.S1 Unwrapping the Florida Standards to help teachers fully understand the standards and be able to effectively teach the standard.

PD Opportunity 1

A 2 day training provided to instructional staff on unwrapping the Florida Standards. Teachers will fully understand the Florida Standards to be able to effectively teach the standard

Facilitator

DOE/ RED Team

Participants

Instructional staff, Leadership Team, Administration

Schedule

On 8/5/2014

G1.B2.S2 Provide the Florida Standards to all stakeholders involved.

PD Opportunity 1

Inform instructional and non instructional staff, parents and the community of the Florida Standards

Facilitator

DOE/RED Team, Leadership Team, District

Participants

Instructional and Non Instructional Staff

Schedule

Every 2 Months, from 8/4/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: If we increase our knowledge and understanding of the Florida Standards then through more effective planning and instruction we will raise student achievement.	372,630
Grand Total	372,630

Goal 1: If we increase our knowledge and understanding of the Florida Standards then through more effective planning and instruction we will raise student achievement.

Description	Source	Total
B1.S1.A1 - stipends for 45 teachers at \$10 per hour for 6 hours for a pre planning/ data review day.	Title I Part A	2,943
B1.S1.A1 - Academic coach to assist in the areas of math and science to review data, share with teachers, students and parents.	Title I Part A	51,331
B1.S1.A1 - school compacts, student planners, postage. These items will aide the school in communication with parents.	Title I Part A	1,729
B1.S1.A1 - copy paper	Title I Part A	5,478
B1.S1.A1 - Pastries for Parents, donuts for Dads, Muffins for Moms	Title I Part A	200
B1.S1.A1 - Science Gala pizza, supplies, and science boards	Title I Part A	1,020
B1.S1.A1		0
B1.S2.A1 - Academic coach to assist in the areas of math and science to review data, share with teachers, students and parents.	Title I Part A	51,331
B1.S2.A1 - casio projector, document camera 450, interactive whiteboard 77	Title I Part A	2,708
B1.S2.A1 - Social studies weekly	Title I Part A	4,091
B1.S2.A1 - Rewards	Title I Part A	1,320
B1.S2.A1 - Versatiles	Title I Part A	2,380
B1.S2.A1 - Office supplies for professional development	Title I Part A	1,879
B1.S2.A1 - Brain Pop	Title I Part A	2,095
B1.S2.A1 - Para Professionals	Title I Part A	69,606
B1.S3.A1 - Collaboration and planning days	Title I Part A	6,486
B1.S3.A1	Title I Part A	0

Goal 1: If we increase our knowledge and understanding of the Florida Standards then through more effective planning and instruction we will raise student achievement.

Description	Source	Total
B2.S1.A1 - Unwrapping the Standards Professional Development	Title I Part A	2,943
B2.S2.A1 - Paper and copy machine needed to make copies. Notebooks provided to instructional staff for copies.	General Fund	65
B2.S3.A1 - No funding required.	General Fund	0
B3.S1.A1 - Collaborative Planning Days - Substitutes so grade levels can meet together, at same time.		6,476
B3.S2.A1 - No funding required. Have made time available to teachers through creative scheduling.	Other	0
B3.S2.A2 - No funding required.	Title I Part A	0
B4.S1.A1 - Salary for Academic Coach Salaries for Paraprofessionals	Title I Part A	120,397
B4.S1.A1 - Materials and Supplies to supplement instruction	Title I Part A	16,368
B4.S1.A1 - Technology to supplement instruction		2,708
B4.S1.A2 - Materials and Supplies		16,368
B4.S1.A2 - Technology to enhance instruction		2,708
Total Goal 1		372,630