Mcintosh Area School

2014-15 School Improvement Plan

Mcintosh Area School

20400 19TH ST -AVE I, Mc Intosh, FL 32664

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	29%

Alternative/ESE Center	Charter School	Minority
No	Yes	22%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F			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.

Table of Contents

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

McIntosh Area Charter School's mission is to build a better world through education.

Provide the school's vision statement

McIntosh Area Charter School's vision is to provide a safe learning environment where students feel comfortable taking academic risks.

School Environment

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

McIntosh Area Charter School is a small community school where parents are required to volunteer twenty hours a year. During the summer the school plans work day opportunities where community members, families, and staff come together to work on school improvement projects. Working together as a team provides opportunities to build strong relationships within the community. As teachers and parents spend more time working together to achieve a common goal, the family atmosphere grows.The school offers many opportunities for parents to volunteer in the classroom and at special events.

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

In order to create a safe environment, students stay behind a fenced area while outside, doors to classrooms automatically lock after the teacher has been in the classroom for a period of time, all visitors must sign in before going to any classroom, and all safety measure have been reviewed.

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

As a school McIntosh Area School has implemented a school-wide positive behavior incentive through Eagle Bucks. Students earn Eagle Bucks by displaying positive behavior and making good choices. Students may save dollars to purchase items in the store or purchase a ticket to a special prize.

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

McIntosh Area Charter School complies with all district and state requirements regarding pupil services.

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 uses reports through Performance Matters and the Student Management System identifying students with attendance below 90 percent, one or more suspensions, course failure in math or reading, and scoring a level 1 on the reading or math state assessment as early warning indicators.
Additionally the school uses Performance Matters trend data and portfolios to track progress of students from Kindergarten through graduation.

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	5	4	1	3	1	0	14
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	10	6	4	20

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

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

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

The students exhibiting two or more early warning signs are receiving interventions with the classroom teacher and support staff.
The interventions in place to encourage positive behavior include the use of a behavior checklist and check-in with the principal.
In order to improve attendance parents will receive a letter with the attendance policy, including the possibility of failure due to excessive absences, when their child misses five days and for every day after the fifth absence.

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/58968.

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 McIntosh Area School works to sustain a partnership with the community by working closely with the Friends of McIntosh community group. The group supports the school financially and provides volunteers for various activities. In order to give back to the community the school participates in community events and local meetings. The McIntosh Area School Advisory Council and Parent Teacher Organization include local community members as representatives. Community representatives work as a liaison between the school and community for local resources to meet material needs and the need for volunteers.

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
Renfro, Christina	Instructional Coach
Vining, Joelene	Principal
Roach, Cindy	Teacher, K-12

Duties

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

The principal oversees the implementation of the MTSS/RtI Leadership/Student Assistance Team (SAT), ensures implementation of intervention support and ensures adequate professional development, and funding to support the MTSS/RtI model. The classroom teachers are responsible for notifying the principal of a need for intervention because they are usually the first to recognize the need for intervention services. Each grade level teacher serves on the SAT to provide information about the progress of students identified as being non-proficient or in need of leveled intervention. Teachers provide interventions, report grade level mastery goals, collect and report pre and post data to the SAT. The ESE teacher assists the team with reporting assessment data and with the development and scheduling of services for ESE students. The ESE teacher also suggests appropriate interventions and provides ongoing support to the teachers and paraprofessionals as needed. The ESE teacher communicates with parents and families as needed through conferences, phone calls and letters, keeps the appropriate records and data for team meetings and assists with the preparation of psychological referrals and receives psychological data from Psych Services. The ESE teacher works with the Marion County Resource Compliance Specialist and ESE department. The school psychologist meets regularly with the team to provide recommendations and information to assist the team with the process. She also provides psychological consultation and psychological consultation as requested by the team. A behavior specialist is consulted on an as needed basis.

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 School-based Leadership Team will consistently monitor student achievement data and provide
intervention opportunities to students as needed. Progress will be monitored and interventions will be
adjusted based on student growth data. The school based team identifies areas in need of
improvement and sets annual goals that are articulated in the SIP. An action plan is then created to
address each goal area. The team meets periodically to set individual goals for students and to
progress monitor student growth. Teachers are included in conversations about student growth and
their professional growth needs are identified and prioritized through these conversations and results
of team meetings. Data is consistently analyzed to adjust the action plan and to address new areas of
need.

Through our Title I allotment we will be using supplemental math and reading materials, promoting
parental involvement and literacy and providing a paraprofessional 5 days a week for assistance in
the classrooms and a reading coach one day a week.

McIntosh Area School teaches character development and promotes anti-bullying and anti-violence.
Teachers discuss appropriate behavior whole group, small group and if necessary, the administrator
will consult with individuals. A major focus at our school is to become global citizens.

Health is taught in the classroom and healthy choices are encouraged at lunchtime. All students can
receive free breakfast and free lunch. Students can participate in the afterschool Mileage Club on
Mondays and Wednesdays.

Through our vocal and instrumental music curriculum, our free play program and our art curriculum,
we teach all of our students how to get along and live with those who are different, in a global world.

School Advisory Council (SAC)

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

Name	Stakeholder Group
John McGhee	Parent
Deana Wilson	Parent
Michelle Maple	Teacher
Joelene Vining	Principal
Beverly Dodder	Business/Community
	Student

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

The faculty and staff and members of the school board reviewed the 2013-14 plan in order to
determine effectiveness of the previous plan. After a review of the previous year's plan, the team
determined McIntosh would utilize SAC for the 2014-15 school year instead of having the school
board work as the SAC and board. SAC will allow for the school, community, and parents to work
collaboratively on the same committee.

Development of this school improvement plan

McIntosh Area Charter School Board, community members, faculty, and Marion County District staff members met with administration at various times to create a focus for the upcoming school year in order to ensure student's showed a year's worth of growth for a year of instruction.

Preparation of the school's annual budget and plan

The principal and administrative assistant worked with the McIntosh Area Charter School Board to create a budget for the 2014-15 school year. As the members of the team reflected on school grade data, allocations were made prioritizing instruction and materials for students.

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

Annually, the General Appropriations Act provides a portion of funds for use by the SAC that is to be used for implementing the School Improvement Plan. These funds can't be used for food or for capital improvement projects. SAC also assists in the development of the Parental Involvement Plan.

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
Vining, Joelene	Principal
Renfro, Christina	Instructional Coach
Roach, Cindy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) will meet weekly to review student progress and create a plan for improving instructional strategies.
The LLT will plan weekly opportunities for the reading coach to model exemplary lessons within the classroom.
A retired teacher will volunteer weekly to provide an opportunity for students to check out books and utilize graphic organizers focusing on ELA skills for each grade level. The volunteer will meet bi-weekly with the administrator or reading coach to ensure the focus in the media center follows the curriculum maps, so as teachers bring students the materials support classroom instruction.

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

The master schedule allows for Kindergarten through Second and third through fifth grade to plan class lessons for collaborative work throughout the day.

Additionally the schedule allows for K/1, 2/3, and 4/5 to work collaboratively during lunch and PE.
All teachers have collaborative time before and after school for meetings and planning.

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

In order to recruit highly qualified, certified teachers the school posts positions on the Marion County District website requiring a resume. Once a resume is submitted, the principal communicates with the interested teacher asking for documentation of certification. An applicant must be certified in K-5 to be considered for a position.Teachers must meet the highly qualified status through the district prior to being cleared for hire. The principal communicates with local teacher intern programs to recruit qualified applicants.
To develop and retain highly qualified teachers, our school provides professional development at both the school and the district level. Additionally the reading coach provides weekly modeling and support on the campus. To develop leaders on the campus the principal asks teachers to lead book studies, professional development, and various committees on campus.

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

McIntosh only has one new teacher this year. The teacher has taught Head Start for many years, but this is the first year she is teaching elementary school. The principal placed the new teacher next to an experienced teacher in order to provide support throughout the day and opportunities for collaboration. Additionally the reading coach is providing weekly modeling and coaching for instructional strategies.

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

McIntosh Area School using a a state adopted core curriculum. The teachers use the Marion County School Board Curriculum Maps and Florida Standards to align the core curriculum.
The principal and reading coach use walk through information and work samples to ensure the materials are aligned to the 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

The school will use AIMsweb, FLCKRS, fluency, and learning checks to monitor student progress. If a student shows a significant need on the baseline assessments (AIMs or FLCKRS) the student will be identified as a student to progress monitor. The reading coach and principal will progress monitor students biweekly.
Initial intervention groups will be determined based on the baseline data. Students will receive interventions based on identified needs. Intervention groups will change as students progress and needs change.
Learning checks and fluency checks will identify students with a need for varied instructional resources. The reading coach and principal will work to find resources to meet the needs of students.

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: 5,400

Students will receive thirty minutes of math intervention or enrichment daily. Teachers will use Math Connects intervention resources, Fast Math, CPalms lessons, and small group instruction to provide additional support and enrichment to students.

Strategy Rationale

The additional thirty minutes of instruction was allocated to math based on the 2013-2014 FCAT data.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Vining, Joelene, joelene.vining@marion.k12.fl.us

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

Students will take learning checks as determined by the district curriculum map. Students will take the AIMS progress checks as they are available. Data will be recorded and monitored for progress toward grade level Florida standard requirements.

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

Prior to the beginning of the school year, McIntosh schedules a Meet the Teacher morning for all students and parents to come to the campus for an informal meeting with the teacher. Students walk through their classroom and to meet the teacher and take tours of the campus. The cafeteria and library are open for students to look at and meet staff.
Our kindergarten program accommodates both first time students and students who have attended Pre-K. The Kindergarten teacher scheduled parent conferences prior to school opening. Parents were given an opportunity to ask questions and provide the teacher with information regarding their child. The school utilizes stagger start to allow a small group of students to meet with their teacher the first four days of school. The teacher is able to give the students the attention they need to become familiar with their new school.
The school will work closely with the area middle schools to provide parents with information regarding open house for sixth grade. The principal will communicate with the middle school administrators to ensure the fifth grade teacher helps to boost sixth grade skills during the last few weeks of school. Additionally the fifth grade teacher will communicate with sixth grade teachers to help ensure the students leave McIntosh ready for a successful year at the middle school.

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***

McIntosh Area School will work closely with the community to provide opportunities for students to
experience a variety of careers through a Career Day. In addition the school will utilize community
partners to volunteer to read and share about career opportunities and goal setting with students
monthly.
Teachers will build opportunities in the classroom for students to make real world connections.
As teachers work with the Florida Standards, they will meet with vertical teams to view the overall
goals of the students.

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

N/A

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

N/A

***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***

Teachers will provide interventions to close the learning gaps for struggling students.
Teachers will provide opportunities for students to build critical thinking skills for reading and math
through rigorous activities.
Teachers will utilize writing throughout all instructional lessons.

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   Our goal is to increase student achievement by improving core instruction.

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. Our goal is to increase student achievement by improving core instruction. 1a

G036029

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Gains	70.0

Resources Available to Support the Goal 2

- Title I Paraprofessional

- Reading Coach

Targeted Barriers to Achieving the Goal 3

- Math Curriculum/Resources

- Providing rigorous assignments and tasks that meet the requirements of the Florida Standards.

Plan to Monitor Progress Toward G1. 8

AIMS Web Data and Unit Assessments will be monitored throughout the year to ensure students are showing growth.

Person Responsible

Christina Renfro

Schedule

Every 6 Weeks, from 10/15/2014 to 5/22/2015

Evidence of Completion

All students will be assessed with AIMSweb benchmark assessments. Additionally students identified on AIMSweb as needing progress monitoring, will be assessed every two weeks through AIMSweb. Progress will be graphed through the AIMSweb reporting system. Unit assessments will be completed as the Marion County Curriculum Map requires and assessment scores will be entered in Performance Matters for data tracking.

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. Our goal is to increase student achievement by improving core instruction. 1

🔑 G036029

G1.B1 Math Curriculum/Resources 2

🔑 B115347

G1.B1.S1 Teachers will utilize CPalms as a resource for lessons aligned to the Florida Standards. 4

🔑 S126932

Strategy Rationale

Lessons on CPalms are reviewed and aligned to the Florida Standards.

Action Step 1 5

Teachers will use CPalms to help supplement the curriculum. Teachers will find a minimum of one CPalm lesson to meet the Florida Standards not covered through the current curriculum.

Person Responsible

Joelene Vining

Schedule

Quarterly, from 10/1/2014 to 5/8/2015

Evidence of Completion

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

Teachers will share out about the lessons found and effectiveness of the lessons during PLCs.

Person Responsible

Joelene Vining

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Teachers will print the lesson that covers the missing standard and place it with curriculum maps and lesson plans which will be checked during administrator walk throughs.

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

Teachers will reflect on CPalm lessons and determine effectiveness of the lesson as a resource for the future.

Person Responsible

Joelene Vining

Schedule

Quarterly, from 11/21/2014 to 6/5/2015

Evidence of Completion

After CPalm lessons are taught and found to be an effective tool, teachers will make a note on the curriculum map and add them to a resource folder for the following year.

G1.B1.S2 Students will use MobyMax during math small group or intervention time. `4`

S126933

Strategy Rationale

MobyMax online provides a diagnostic assessment for students and provides lessons to meet the students' needs.

Action Step 1 `5`

Students will work on Moby Max Math assignments daily.

Person Responsible

Joelene Vining

Schedule

Daily, from 9/20/2014 to 6/5/2015

Evidence of Completion

Student reports will be pulled bi-weekly.

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

Teachers will monitor student use of the program and ensure all students have an opportunity at school to utilize the program.

Person Responsible

Joelene Vining

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Teachers will use Moby Max student reports with time on task and tasks completed to ensure students are working and completing assignments to the best of their ability.

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

The administrator and teacher will monitor student tasks assigned in MobyMax to ensure they match with Florida standards.

Person Responsible

Joelene Vining

Schedule

Biweekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Reports from Moby Max will be pulled and printed.

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

The administrator and teacher will monitor student tasks assigned in MobyMax to ensure they match with Florida standards.

Person Responsible

Joelene Vining

Schedule

Biweekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Reports from Moby Max will be pulled and printed.

G1.B3 Providing rigorous assignments and tasks that meet the requirements of the Florida Standards. [2]

🔧 B115352

G1.B3.S1 Provide time for teachers to meet in vertical teams. [4]

🔧 S126948

Strategy Rationale

Meeting vertically will allow teachers an opportunity to become familiar with the requirements facing students as they move to the next grade level. This will help the teachers to enrich students ready for the next grade level and will provide a resource for teachers with students struggling with a previous grade level concept.

Action Step 1 [5]

Teachers will meet in vertical teams to reflect on instruction and assignments with a guiding question and focus outlined for discussion.

Person Responsible

Christina Renfro

Schedule

Biweekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Teachers will answer the guiding question and take notes on the outlined discussion focus.

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

The reading coach and administrator will meet weekly to discuss instructional needs and design a focus for vertical team meetings.

Person Responsible

Joelene Vining

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

After discussing the instructional needs the reading coach and administrator will create the outline for the teachers to use during their vertical team meetings. The reading coach will log meetings as part of the reading coach's log.

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

The reading coach and administrator will walk through classrooms with a weekly focus on rigorous instruction and assignments.

Person Responsible

Joelene Vining

Schedule

Weekly, from 9/23/2014 to 5/26/2015

Evidence of Completion

Classroom walk through data and outlines for vertical team meetings will show the focus created after walk through information was shared between the reading coach and administrator.

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

The administrator will collect random student work artifacts from the classrooms.

Person Responsible

Joelene Vining

Schedule

Monthly, from 10/3/2014 to 5/29/2015

Evidence of Completion

After artifacts are collected teachers will utilize the standards and Webb's Depth of Knowledge to assign a grade level and depth of knowledge to each artifact. Once all artifacts are marked, a graph with showing grade level assignments and level of rigor will be created in order to compare the correlation throughout the year.

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

The administrator will collect random student work artifacts from the classrooms.

Person Responsible

Joelene Vining

Schedule

Monthly, from 10/3/2014 to 5/29/2015

Evidence of Completion

After artifacts are collected teachers will utilize the standards and Webb's Depth of Knowledge to assign a grade level and depth of knowledge to each artifact. Once all artifacts are marked, a graph with showing grade level assignments and level of rigor will be created in order to compare the correlation throughout the year.

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

The reading coach will model rigorous lessons within the classroom.

Person Responsible

Christina Renfro

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Teachers will keep observation notes as they watch the reading coach's lesson. The teacher will work with the reading coach to create a lesson using the same rigor.

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	Teachers will use CPalms to help supplement the curriculum. Teachers will find a minimum of one CPalm lesson to meet the Florida Standards not covered through the current curriculum.	Vining, Joelene	10/1/2014		5/8/2015 quarterly
G1.B3.S1.A1	Teachers will meet in vertical teams to reflect on instruction and assignments with a guiding question and focus outlined for discussion.	Renfro, Christina	10/1/2014	Teachers will answer the guiding question and take notes on the outlined discussion focus.	5/29/2015 biweekly
G1.B1.S2.A1	Students will work on Moby Max Math assignments daily.	Vining, Joelene	9/20/2014	Student reports will be pulled bi-weekly.	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	AIMS Web Data and Unit Assessments will be monitored throughout the year to ensure students are showing growth.	Renfro, Christina	10/15/2014	All students will be assessed with AIMSweb benchmark assessments. Additionally students identified on AIMSweb as needing progress monitoring, will be assessed every two weeks through AIMSweb. Progress will be graphed through the AIMSweb reporting system. Unit assessments will be completed as the Marion County Curriculum Map requires and assessment scores will be entered in Performance Matters for data tracking.	5/22/2015 every-6-weeks
G1.B1.S1.MA1	Teachers will reflect on CPalm lessons and determine effectiveness of the lesson as a resource for the future.	Vining, Joelene	11/21/2014	After CPalm lessons are taught and found to be an effective tool, teachers will make a note on the curriculum map and add them to a resource folder for the following year.	6/5/2015 quarterly
G1.B1.S1.MA1	Teachers will share out about the lessons found and effectiveness of the lessons during PLCs.	Vining, Joelene	10/1/2014	Teachers will print the lesson that covers the missing standard and place it with curriculum maps and lesson plans which will be checked during administrator walk throughs.	5/29/2015 quarterly
G1.B3.S1.MA1	The reading coach and administrator will walk through classrooms with a weekly focus on rigorous instruction and assignments.	Vining, Joelene	9/23/2014	Classroom walk through data and outlines for vertical team meetings will show the focus created after walk through information was shared between the reading coach and administrator.	5/26/2015 weekly
G1.B3.S1.MA1	The reading coach and administrator will meet weekly to discuss instructional needs and design a focus for vertical team meetings.	Vining, Joelene	9/29/2014	After discussing the instructional needs the reading coach and administrator will create the outline for the teachers to use during their vertical team meetings. The reading coach will log meetings as part of the reading coach's log.	5/29/2015 weekly
G1.B1.S2.MA1	The administrator and teacher will monitor student tasks assigned in MobyMax to ensure they match with Florida standards.	Vining, Joelene	9/29/2014	Reports from Moby Max will be pulled and printed.	5/29/2015 biweekly
G1.B1.S2.MA1	The administrator and teacher will monitor student tasks assigned in MobyMax to ensure they match with Florida standards.	Vining, Joelene	9/29/2014	Reports from Moby Max will be pulled and printed.	5/29/2015 biweekly
G1.B1.S2.MA1	Teachers will monitor student use of the program and ensure all students have an opportunity at school to utilize the program.	Vining, Joelene	9/22/2014	Teachers will use Moby Max student reports with time on task and tasks completed to ensure students are working and completing assignments to the best of their ability.	5/29/2015 weekly
G1.B3.S2.MA1	The reading coach will model rigorous lessons within the classroom.	Renfro, Christina	9/22/2014	Teachers will keep observation notes as they watch the reading coach's lesson. The teacher will work with the reading coach to create a lesson using the same rigor.	5/29/2015 weekly
G1.B3.S2.MA1	The administrator will collect random student work artifacts from the classrooms.	Vining, Joelene	10/3/2014	After artifacts are collected teachers will utilize the standards and Webb's Depth of Knowledge to assign a grade level and depth of knowledge to each artifact. Once all artifacts are marked, a graph with showing grade level assignments and level of rigor will be created in order to compare the correlation throughout the year.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S2.MA1	The administrator will collect random student work artifacts from the classrooms.	Vining, Joelene	10/3/2014	After artifacts are collected teachers will utilize the standards and Webb's Depth of Knowledge to assign a grade level and depth of knowledge to each artifact. Once all artifacts are marked, a graph with showing grade level assignments and level of rigor will be created in order to compare the correlation throughout the year.	5/29/2015 monthly

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 Opportuntities

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

G1. Our goal is to increase student achievement by improving core instruction.

G1.B1 Math Curriculum/Resources

G1.B1.S1 Teachers will utilize CPalms as a resource for lessons aligned to the Florida Standards.

PD Opportunity 1

Teachers will use CPalms to help supplement the curriculum. Teachers will find a minimum of one CPalm lesson to meet the Florida Standards not covered through the current curriculum.

Facilitator

Christina Renfro

Participants

All Teachers

Schedule

Quarterly, from 10/1/2014 to 5/8/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: Our goal is to increase student achievement by improving core instruction.	499
Grand Total	**499**

Goal 1: Our goal is to increase student achievement by improving core instruction.		
Description	**Source**	**Total**
B1.S2.A1	General Fund	499
Total Goal 1		**499**