

Sparr Elementary School



2014-15 School Improvement Plan

Sparr Elementary School

2525 E HWY 329, Anthony, FL 32617

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

56%

Alternative/ESE Center

No

Charter School

No

Minority

38%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

C

B

B

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	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

Increasing achievement for all students.

Provide the school's vision statement

Sparr Elementary will provide every student with learning opportunities to academically compete, and to grow emotionally, physically, and socially.

School Environment

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

During preplanning meetings, results from parent surveys were shared with staff that indicated parents felt a need for more communication from the school, and that the school climate needed to be more positive. Teachers were given an awareness level training on what a positive school culture looks like, and then asked to discuss how Sparr might compare.

A new parent/teacher conference form was introduced and now teachers are expected to hold a minimum of one conference per semester per child. To help teachers understand cultural differences, "Resistant Learner" learning training will be delivered on site with the assistance of the DA team, and will continue throughout the year.

Journals were purchased, as well as student planners, as means of increasing written communication between parent and teacher, as well as, student and teacher, thus to build relationships.

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

Sparr Elementary has implemented the Positive Behavior Support program. Through PBS, teachers have taught and modeled desired behaviors and expectations. All students participate in a PBS "Boot Camp" twice a year to learn and practice expectations in specific school areas (cafeteria, hallways, restrooms, computer labs, buses, etc.) Students are monitored regularly to ensure that expectations are being met. The School Safety Committee meets monthly to identify safety concerns, develop and implement action plans, and monitor effectiveness of the plans. Ten staff members are TEACH trained and are able to identify problematic behavior and de-escalate potentially problematic situations before they become unsafe.

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

Sparr Elementary is a Positive Behavior Support school. All staff members received training on the PBS program. The PBS committee meets month to review behavior data, behavior policies and procedures, and monitor the effectiveness of the program. Additional training will be put in place if data shows there is a need. School-wide expectations, known as "The Big 3" are posted in every classroom and school building. Students who exhibit these expectations are rewarded with "Sparr Bucks" and earn special privileges throughout the year. Students who don't exhibit the expectations may be placed on a Tier 2 or Tier 3 behavior intervention plan.

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

Counseling services are available through the Sparr Elementary Guidance Department. In addition, Sparr has a district assigned behavior specialist, school psychologist, and social worker to assist in meeting the needs of the student population. The social worker also assists families seeking services that are available in the community. The school Synergy Team, which includes the principal, assistant principal, dean, reading coach, guidance counselor, behavior specialist, psychologist, and social worker, meets twice a month to problem solve. The team discusses academic, behavioral, and social-emotional needs of the students. Students identified with specific needs are put on an intervention plan and progress monitored on a regular basis.

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

Data is pulled from SMS and performance matters to monitor attendance, grades and test scores. We cross reference this information with the hard copies held in the cum files at times. At this time we have two students with three or more Early Warning Indicators, that our Synergy team and teachers are closely watching.

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	12	8	10	2	4	5	41
One or more suspensions	1	3	3	3	1	2	13
Course failure in ELA or Math	8	18	30	26	2	4	88
Level 1 on statewide assessment	0	0	0	40	14	20	74

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

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

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

When teachers receive their new class rosters at the beginning of the year, our guidance department makes them aware of those students that are already known to be at high risk. These students are then progress monitored regularly by the teacher, interventionist, coach, and synergy team. Sparr is also an Extended Learning School, so that all students receive an extra hour of reading instruction daily. Research based programs such as EIR, Reading Mastery, Corrective Reading are examples of interventions used beyond the Wonders core series. Some students are identified as needing work in fluency or building vocabulary, so we offer intervention groups in Rewards, MyReadingCoach, Successmaker (reading and math), and Elements of Vocabulary intervention as well. We also use FASSTMath.

For Behavior, we utilize "check-in, check-out", and both in-school, and out of school suspension. For Attendance, we begin contacting parents by phone, and then by letter, continuously, after the third absence. Then we refer to our Social worker.

To keep groups on schedule, we added bells into the school day, so that students changing locations for Triple i are in place in a timely manner. We reward through academic achievement assemblies, certificates, posting on bulletin boards, and recognition on the morning announcements.

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/186819>.

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

Local service providers frequently visit our school to talk with students about various topics. In addition, our business partner, Sparr Lumber and Supply, sells us supplies at cost--for minigrants, campus beautifications projects, etc.. One of our Business Partners' staff members volunteers every week, going into classrooms to assist teachers. He is also a member of the SAC

Teachers write, submit, and sometimes receive mini-grants funded by outside agencies such as the Realtors' Association and IFAS.

Several active parent SAC members also make presentations on different topics during the school year. Teachers utilize the District's Business Partnership, the Public Ed Foundation, Teacher's Tools' store.

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
Hornsby, Pattie	Principal
Ford, Wendy	Assistant Principal
Sagendorph, Jennifer	Dean
Stein, Angela	Instructional Coach
Robinson, Tharon	Guidance Counselor

Duties

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

The school-based Leadership team consists of Principal, Assistant Principal, Guidance Counselor, Reading Coach, Dean of Students. This team meets with district personnel--School Psychologist, Behavior Specialist, Resource Compliance Specialist, and School Social Worker--to form our 'Synergy' team.

The team is responsible for gathering & interpreting progress monitoring data, and then developing & implementing an action plan based on the data. The team monitors progress, provides professional development, and communicates student needs with teachers, the district and parents.

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 identifies areas in need of improvement and sets annual goals based upon student achievement data. An action plan is then created by asking for input from all members. The team meets bi-weekly to set goals for groups of students receiving similar Tier 2 and Tier 3 interventions and monitor progress. The leadership team holds monthly data meetings with instructional staff to monitor student growth.

Title I Part A - funds used for instructional services & materials, parent involvement, staff development, and technology.

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Families must meet the federal eligibility to participate in the program.

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services

referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free

and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through

EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jessica Jones	Parent
Erin Burge	Parent
Patricia Hornsby	Principal
Dolores Urso	Teacher
Charlene Thomas	Education Support Employee
Jackie Beard	Business/Community
Geri Cook	Parent
Tanishia Turner	Parent
Tammy Strickland	Parent
Karen Welch	Teacher
Sherry Moore	Education Support Employee
Yesenia Flores	Parent
Shannon Teuton	Parent
Carl Vocaturo	Business/Community
Nancy Hopp	Teacher
Gwen Wilson	Parent

Duties

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

Evaluation of last year's school improvement plan

Throughout the school year, components of the school improvement plan are presented at every SAC meeting. Members of the SAC ask questions, make recommendations, and when appropriate, approve expenditures.

Development of this school improvement plan

SAC members gave input through out the year, when discussing the current plan, and discussing the school's long term future needs. Between meetings the Principal emailed and telephoned SAC board members for input into budgeting and planning. Particularly at the last meeting of the school year, the SAC meeting focused on brainstorming suggestions for this year's budget, as well as, editing and revising the work that the SAC had previously done together.

Preparation of the school's annual budget and plan

Each time the school was required to update the budget and spending plan, the information was discussed at SAC. Questions and suggestions from members were taken by school leadership. For example, after hearing parent concerns about the lack of technology in several SAC meetings, as funds were released, Ipads, Smartboards, and projectors were purchased.

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

Sparr was allocated \$2482.15 in SAC funds for the 2013-2014 school year. The SAC approved the purchase and installation of two Smartboards, which came to \$1980.00

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

Officers...

Through school newsletters, phonealerts and other ongoing communication, all parents, regardless of ethnicity or income, are continuously encouraged to attend and participate in SAC meetings. Meeting times have also been changed to try to attract more people,

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Hornsby, Pattie	Principal
Ford, Wendy	Assistant Principal
Stein, Angela	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Intervention programs are aligned with specific student needs through the use of AIMSWeb. The new Wonders reading series will be implemented, which parallels the new Florida Standards. The LLT will assist with effective implementation of the new Florida standards. This group also promotes Accelerated Reader to all students for pleasure reading, and all students are required to read for one hour a week, documented in their reading log.

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

Grade level team leaders will meet with the leadership team twice a month to discuss curriculum, lesson plans, best practices, data, and exemplar student work. Grade level teams will meet weekly to discuss curriculum, best practices, data, and exemplar student work. They will plan collaboratively to implement rigorous lessons in their instruction. Title I funds will be used to provide a full day of grade level collaborative planning at least three times during the year.

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

The school administration will assign teacher mentors and provide continuous staff development training at the school and district level. The leadership team will also be in new teachers' classrooms more frequently than others, offering Coaching feedback.

The Principal maintains a relationship with the District Professional Development contact, who works with local colleges and community colleges, to seek out interns. The Principal also encourages experienced teachers to take "Clinical Education" training, so that they will be certified to host interns.

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

New instructional staff members will be assigned a mentor who has completed the Clinical Educator training through MCPS. The mentor and mentee will meet on a regular basis. Classroom observations will be conducted by the mentor and administrators to provide formative and evaluative feedback. Student achievement data will be collected and discussed for progress monitoring to ensure effective teaching strategies are being utilized during instruction. Academic coaches will provide ongoing assistance with implementation of district and site based programs.

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

Sparr Elementary implements district provided curriculum in all core subject areas. Curriculum maps, which are aligned to the Florida Standards, are provided by the district for English Language Arts, Math, Science, and Social Studies. Instructional materials are based on the Florida Standards--i.e. the Wonders reading series, and GoMath, (also provided by the district). All teachers have access to CPALMS for Florida Standards based lessons, activities, and materials in all areas including core subjects, art, music, physical education, and technology.

Administrators will ensure standards are being taught by evaluating lesson plans, observations in classrooms, and monitoring student data on standards assessments.

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

All students in Kindergarten through 5th grade are benchmark assessed in reading and math three times per year using AIMSWeb. After each assessment the data is reviewed and students are placed in appropriate reading/math interventions or enrichments based on their areas of need. Students spend 90 minutes per day receiving differentiated instruction during their Extended Learning School blocks. Teachers will also use the data to incorporate small group instruction into their center rotations so that students may receive differentiated instruction.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Sixty minutes per day was added to the previously existing 30 minute intervention block (iii) for a total of 90 minutes of additional daily reading instruction. Students participate in the ELS block for 45 minutes each morning and 45 minutes in the afternoon. A majority of students were placed into research-based reading interventions based on the district's MTSS reading protocol, such as Reading Mastery, EIR, Corrective Reading, Rewards, etc, as well as considering their FCAT scores, AIMSWeb benchmark scores, classroom performance, and/or teacher input. Some students were placed into enrichment groups, such as Elements of Vocabulary or National Geographic's Ladders, based on the same factors. Students who are in need of Tier 2 or Tier 3 interventions are progress monitored weekly, biweekly, or monthly.

Strategy Rationale

The extended learning day is required by Florida Senate Bill 1514 based on FCAT reading scores. This additional time is designated specifically to improve students' reading scores. The intervention programs were accelerated in order to close the learning gap at a faster pace.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Stein, Angela, angela.stein@marion.k12.fl.us

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

District and school-level administrators will conduct walk-throughs during the intervention blocks to ensure and log fidelity of the programs. Students who are on Tier 2 or Tier 3 will be progress monitored using AIMSWeb. The data will be analyzed at regular data meetings with teachers to determine the effectiveness of the intervention(s). Students making adequate progress will continue with their current intervention plan, while those who are not will be discussed among the problem solving team to determine a more appropriate intervention.

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

Florida's Voluntary Pre-K, Headstart and HIPPPY (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschoolers with early academic skills. A Title I Four-Year-Old preschool program is currently in place during the regular term and summer months (VPK) to facilitate successful transition to Kindergarten. The TERA-e (Test of Early Reading Abilities) is administered to identify school readiness levels. Stagger start is a district initiative to assist Kindergarten students in transitioning into elementary school. During this time one third of the kindergarten population attends school each day, for the first three days. This allows the staff to administer assessments, observe students, and eliminate anxiety. When students enter Kindergarten they are assessed on 7 developmental areas using FLKRS.

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

N/A

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

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 improve school culture, then student achievement will improve in all areas.
- G2.** If we increase academic rigor in all content areas then student achievement will increase.

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 improve school culture, then student achievement will improve in all areas. 1a

G046543

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	50.0

Resources Available to Support the Goal 2

- some additional personnel have been hired
- students come to school ready to learn
- PLC trainings planned
- DA trainings
- planning time
- district and school based trainings
- some additional collaboration time is planned

Targeted Barriers to Achieving the Goal 3

- time for professional development

Plan to Monitor Progress Toward G1. 8

Student learning checks in all subject areas and RWA's will be monitored regularly to ensure student proficiency and achievement.

Person Responsible

Wendy Ford

Schedule

On 6/5/2015

Evidence of Completion

Students who attended Sparr for the entire school will demonstrate an increase in their subject area achievement scores from the beginning of the year.

G2. If we increase academic rigor in all content areas then student achievement will increase. 1a

G036105

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	51.0
FSA - Mathematics - Proficiency Rate	51.0
CELLA Writing Proficiency	50.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Professional development
- Wonders series
- Intervention materials
- Additional personnel (para's and 1/2 time math coach)
- Administrative class walk-through's
- District Administrative walk-through's
- DA trainings, district based trainings and school based trainings
- collaboration days
- PLC trainings that have been scheduled
- common planning time
- most students come to school ready to learn
- Title I Resources and funding

Targeted Barriers to Achieving the Goal 3

- scheduling of professional development

Plan to Monitor Progress Toward G2. 8

District Learning Checks and RWA Data

Person Responsible

Wendy Ford

Schedule

Monthly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Data from District learning checks and RWA's will be progress monitored through regular grade level data meetings with teachers during the school year. Also participating as appropriate will be the Principal, Reading Coach, Math Coach, Guidance Counselor, and Dean

Plan to Monitor Progress Toward G2. 8

FSA assessment data

Person Responsible

Pattie Hornsby

Schedule

On 5/29/2015

Evidence of Completion

End of school year FSA data will indicate that students have met targets established in part 1b of goal

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 improve school culture, then student achievement will improve in all areas. **1**

 **G046543**

G1.B1 time for professional development **2**

 **B115414**

G1.B1.S1 Using trainers from the DA office, offer trainings that address the topic of building a more positive school culture...such as "The Resistant Learner" **4**

 **S127017**

Strategy Rationale

Building staff awareness of the reasons for "student resistance", will help change their attitudes, and help them learn how to build more positive relationships with students.

Action Step 1 **5**

Offer two 1/2 days of "the Resistant Learner"

Person Responsible

Wendy Ford

Schedule

On 9/12/2014

Evidence of Completion

completed "Learner Resistance Problem Solving" forms

Action Step 2 5

offer session two of "The Resistant Learner"

Person Responsible

Wendy Ford

Schedule

On 10/29/2014

Evidence of Completion

sign in rosters

Action Step 3 5

meet with DA trainer to discuss and schedule any additional followup needs

Person Responsible

Pattie Hornsby

Schedule

On 10/29/2014

Evidence of Completion

Action Step 4 5

Follow up training , date and time to be determined

Person Responsible

Wendy Ford

Schedule

On 9/22/2014

Evidence of Completion

Walkthrough data, agenda

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

send email reminder to Ms. Ford, AP

Person Responsible

Pattie Hornsby

Schedule

On 10/20/2014

Evidence of Completion

email

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

classroom walkthroughs w/feedback

Person Responsible

Pattie Hornsby


Schedule

On 5/29/2015

Evidence of Completion

NCR notes, informal and formal entries into teachers' TruNorthLogic accounts, increased student achievement from the beginning of the school year

G1.B1.S2 Providing additional teacher collaboration time, structured so that teachers may begin to learn how to have collaborative conversations. 4

 S127018

Strategy Rationale

If teachers had more time to converse about effective strategies, and student data, this increase in the ability to openly communicate will move the culture of the school in a more positive direction.

Action Step 1 5

schedule collaboration days for teachers

Person Responsible

Wendy Ford

Schedule

On 9/11/2014

Evidence of Completion

Email sent to staff of grade level times/dates

Action Step 2 5

prepare agenda for meetings together with SBLT

Person Responsible

Pattie Hornsby

Schedule

On 9/26/2014

Evidence of Completion

agenda

Action Step 3 5

send out notice to teachers

Person Responsible

Pattie Hornsby

Schedule

On 9/26/2014

Evidence of Completion

email

Action Step 4 5

facilitate the first round of meetings, one per week

Person Responsible

Pattie Hornsby

Schedule

On 11/6/2014

Evidence of Completion

grade level agendas, and notes

Action Step 5 5

discuss/decide when to start the next round of these meetings with SBLT

Person Responsible

Pattie Hornsby

Schedule

On 10/20/2014

Evidence of Completion

new schedule of grade level collaboration days

Action Step 6 5

prepare Title one and substitute paperwork

Person Responsible


Wendy Ford

Schedule

On 10/16/2014

Evidence of Completion

G1.B1.S3 Teachers new to the profession need additional support and training, by providing a short "PLC" on the topic of building positive culture at the beginning of the school year. 4

 S138854

Strategy Rationale

Building new teachers' awareness of the impact that a positive school culture has on increasing student achievement, will help establish their own life-long teaching habits.

Action Step 1 5

Title One personnel present idea of short term support for new teachers

Person Responsible

Pattie Hornsby

Schedule

On 11/24/2014

Evidence of Completion

emails

Action Step 2 5

teachers will blog/email weekly to discuss articles on building positive school culture

Person Responsible

Pattie Hornsby

Schedule

On 11/24/2014

Evidence of Completion

emails, blogs

Action Step 3 5

participants will share knowledge gained at faculty meeting

Person Responsible

Pattie Hornsby

Schedule

On 11/24/2014

Evidence of Completion

agenda, notes

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

walkthrough's for formative feedback

Person Responsible

Pattie Hornsby

Schedule

Biweekly, from 10/13/2014 to 11/24/2014

Evidence of Completion

using the MCIES Rubric, Domain 2 to provide formative feedback

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

Mrs. Davis will visit/email Sparr

Person Responsible

Pattie Hornsby


Schedule

Weekly, from 10/13/2014 to 11/24/2014


Evidence of Completion

walkthrough feedback via email


G2. If we increase academic rigor in all content areas then student achievement will increase. 1

 G036105

G2.B3 scheduling of professional development 2

 B086422

G2.B3.S1 Develop and implement a professional development plan for Rigor and include followup. 4

 S097134

Strategy Rationale

By teaching instructional personnel what rigor is and what it looks like, and then providing ongoing coaching, and monitoring, student achievement should increase.

Action Step 1 5

Research ways to present rigorous instruction to teachers

Person Responsible

Pattie Hornsby

Schedule

On 10/6/2014

Evidence of Completion

Agenda from Leadership meetings

Action Step 2 5

Discuss research and identify what meets Sparr's needs, then determine who will present this information (PD).

Person Responsible

Pattie Hornsby

Schedule

On 10/6/2014

Evidence of Completion

Minutes from the Leadership team meeting/Agenda/List of who could possibly present PD

Action Step 3 5

Rigor PD, addressing lessons, with grade levels by DA

Person Responsible

Wendy Ford

Schedule

Weekly, from 10/16/2014 to 11/12/2014

Evidence of Completion

PD schedule on master calendar (email to request)

Action Step 4 5

Trainings for Rigor

Person Responsible

Wendy Ford

Schedule

Annually, from 9/20/2014 to 4/29/2015

Evidence of Completion

Training sign in sheets

Action Step 5 5

Develop follow up plan (for PD) with School Based Leadership Team

Person Responsible

Pattie Hornsby

Schedule

On 9/20/2014

Evidence of Completion

Meeting Notes---Following the initial training, and thereafter, the SBLT will review needs and design a followup plan

Action Step 6 5

During pre-planning 2014, provide optional, onsite training on the new Standards and Assessments

Person Responsible

Wendy Ford

Schedule

On 8/11/2014

Evidence of Completion

Teacher sign in list, products (center activities)

Action Step 7 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Reminder email to SBLT

Person Responsible

Pattie Hornsby

Schedule

On 10/3/2014

Evidence of Completion

Email

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Calendar invite for meeting (location, minutes, etc)

Person Responsible

Pattie Hornsby

Schedule

On 10/3/2014

Evidence of Completion

email invite

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Email Ms. Ford to ensure appropriate people have been contacted regarding PD

Person Responsible

Pattie Hornsby

Schedule

On 10/22/2014

Evidence of Completion

email re: scheduling

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Check-in w/Ms. Ford to ensure PD's are ready (copies, location, trainers, materials, etc)

Person Responsible

Pattie Hornsby

Schedule

Evidence of Completion

Emails will be sent one week prior to each training, once these are scheduled, to Ms. Ford

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Calendar invite to followup meeting

Person Responsible

Pattie Hornsby

Schedule

On 9/20/2014

Evidence of Completion

TBD--As the trainings are scheduled, One week before the trainings, an email will be sent to the SBLT to meet after the training.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administrators (both) will review teacher lesson plans for evidence of rigorous instruction

Person Responsible

Pattie Hornsby

Schedule

Monthly, from 11/14/2014 to 5/29/2015

Evidence of Completion

Administrators will utilize the MCIES Rubric, Domain 1 (Planning) to review teachers' lesson plans on a regular basis. By mid November, 2014, 100% of teachers will have submitted at least one week of lesson plans rated as "Effective" in at least 3 out of the 4 planning components (1a., 1b. 1c. 1d.). Reviews will continue throughout the year. Evidence will include notes from meetings and entries into TruNorthLogic.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Classroom Walkthrough's will reflect rigorous classroom instruction.

Person Responsible

Wendy Ford


Schedule

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

Evidence of Completion

Classroom Walkthrough notes from both administrators on NCR paper, entry feedback into TruNorth Logic

G2.B3.S2 Offer training for teachers on the new Florida Standards and Assessments prior to preplanning of school year 2014-2015. 4

 S128462

Strategy Rationale

By providing an introduction to the new Florida Standards and Assessments, teachers will gain understanding of the new curriculum maps, as well as become aware of new expectations

Action Step 1 5

Contact district trainer to discuss content (new Florida Standards and Assessments) and select date

Person Responsible

Pattie Hornsby

Schedule

On 7/28/2014

Evidence of Completion

Emails, outlook calendar

Action Step 2 5

Send notices to teachers of the topic, date, time of training

Person Responsible

Pattie Hornsby

Schedule

On 7/29/2014

Evidence of Completion

Emails

Action Step 3 5

Setup course number for the training day and write agenda

Person Responsible

Wendy Ford

Schedule

On 7/28/2014

Evidence of Completion

TruNorthLogic Course description

Action Step 4 5

Submit training paperwork to Title One for approval

Person Responsible

Wendy Ford

Schedule

On 7/28/2014

Evidence of Completion

Form marked "approved"

Action Step 5 5

Send reminder notices to teachers to register

Person Responsible

Wendy Ford

Schedule

On 8/4/2014

Evidence of Completion

Registration roster

Action Step 6 5

attend training with teachers

Person Responsible

Wendy Ford

Schedule

On 8/11/2014

Evidence of Completion

Sign in rosters

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Remind Ms. Ford, AP and Kris Lyon, consultant

Person Responsible

Pattie Hornsby

Schedule

On 8/7/2014

Evidence of Completion

Copies of emails

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Distribute followup materials from training, during preplanning

Person Responsible

Pattie Hornsby

Schedule

On 8/15/2014

Evidence of Completion

Agenda from meeting

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
G2.B3.S1.A1	Research ways to present rigorous instruction to teachers	Hornsby, Pattie	9/16/2014	Agenda from Leadership meetings	10/6/2014 one-time
G1.B1.S1.A1	Offer two 1/2 days of "the Resistant Learner"	Ford, Wendy	9/11/2014	completed "Learner Resistance Problem Solving" forms	9/12/2014 one-time
G1.B1.S2.A1	schedule collaboration days for teachers	Ford, Wendy	9/11/2014	Email sent to staff of grade level times/ dates	9/11/2014 one-time
G2.B3.S2.A1	Contact district trainer to discuss content (new Florida Standards and Assessments) and select date	Hornsby, Pattie	7/28/2014	Emails, outlook calendar	7/28/2014 one-time
G1.B1.S3.A1	Title One personnel present idea of short term support for new teachers	Hornsby, Pattie	10/13/2014	emails	11/24/2014 one-time
G2.B3.S1.A2	Discuss research and identify what meets Sparr's needs, then determine who will present this information (PD).	Hornsby, Pattie	10/6/2014	Minutes from the Leadership team meeting/Agenda/List of who could possibly present PD	10/6/2014 one-time
G1.B1.S1.A2	offer session two of "The Resistant Learner"	Ford, Wendy	10/28/2014	sign in rosters	10/29/2014 one-time
G1.B1.S2.A2	prepare agenda for meetings together with SBLT	Hornsby, Pattie	9/24/2014	agenda	9/26/2014 one-time
G2.B3.S2.A2	Send notices to teachers of the topic, date, time of training	Hornsby, Pattie	7/29/2014	Emails	7/29/2014 one-time
G1.B1.S3.A2	teachers will blog/email weekly to discuss articles on building positive school culture	Hornsby, Pattie	10/13/2014	emails, blogs	11/24/2014 one-time
G2.B3.S1.A3	Rigor PD, addressing lessons, with grade levels by DA	Ford, Wendy	10/16/2014	PD schedule on master calendar (email to request)	11/12/2014 weekly
G1.B1.S1.A3	meet with DA trainer to discuss and schedule any additional followup needs	Hornsby, Pattie	10/29/2014		10/29/2014 one-time
G1.B1.S2.A3	send out notice to teachers	Hornsby, Pattie	9/26/2014	email	9/26/2014 one-time
G2.B3.S2.A3	Setup course number for the training day and write agenda	Ford, Wendy	7/28/2014	TruNorthLogic Course description	7/28/2014 one-time
G1.B1.S3.A3	participants will share knowledge gained at faculty meeting	Hornsby, Pattie	11/24/2014	agenda, notes	11/24/2014 one-time
G2.B3.S1.A4	Trainings for Rigor	Ford, Wendy	9/20/2014	Training sign in sheets	4/29/2015 annually

Marion - 0381 - Sparr Elementary School - 2014-15 SIP
Sparr Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A4	facilitate the first round of meetings, one per week	Hornsby, Pattie	10/2/2014	grade level agendas, and notes	11/6/2014 one-time
G2.B3.S2.A4	Submit training paperwork to Title One for approval	Ford, Wendy	7/28/2014	Form marked "approved"	7/28/2014 one-time
G1.B1.S1.A4	Follow up training , date and time to be determined	Ford, Wendy	Walkthrough data, agenda	9/22/2014 one-time	
G2.B3.S1.A5	Develop follow up plan (for PD) with School Based Leadership Team	Hornsby, Pattie	9/20/2014	Meeting Notes---Following the initial training, and thereafter, the SBLT will review needs and design a followup plan	9/20/2014 one-time
G1.B1.S2.A5	discuss/decide when to start the next round of these meetings with SBLT	Hornsby, Pattie	10/20/2014	new schedule of grade level collaboration days	10/20/2014 one-time
G2.B3.S2.A5	Send reminder notices to teachers to register	Ford, Wendy	8/4/2014	Registration roster	8/4/2014 one-time
G2.B3.S1.A6	During pre-planning 2014, provide optional, onsite training on the new Standards and Assessments	Ford, Wendy	8/11/2014	Teacher sign in list, products (center activities)	8/11/2014 one-time
G1.B1.S2.A6	prepare Title one and substitute paperwork	Ford, Wendy	9/12/2014		10/16/2014 one-time
G2.B3.S2.A6	attend training with teachers	Ford, Wendy	8/11/2014	Sign in rosters	8/11/2014 one-time
G2.B3.S1.A7	[no content entered]			one-time	
G1.MA1	Student learning checks in all subject areas and RWA's will be monitored regularly to ensure student proficiency an achievement.	Ford, Wendy	11/14/2014	Students who attended Sparr for the entire school will demonstrate an increase in their subject area achievement scores from the beginning of the year.	6/5/2015 one-time
G1.B1.S1.MA1	classroom walkthroughs w/feedback	Hornsby, Pattie	9/29/2014	NCR notes, informal and formal entries into teachers' TruNorthLogic accounts, increased student achievement from the beginning of the school year	5/29/2015 one-time
G1.B1.S1.MA1	send email reminder to Ms. Ford, AP	Hornsby, Pattie	10/20/2014	email	10/20/2014 one-time
G1.B1.S3.MA1	Mrs. Davis will visit/email Sparr	Hornsby, Pattie	10/13/2014	walkthrough feedback via email	11/24/2014 weekly
G1.B1.S3.MA1	walkthrough's for formative feedback	Hornsby, Pattie	10/13/2014	using the MCIES Rubric, Domain 2 to provide formative feedback	11/24/2014 biweekly
G2.MA1	District Learning Checks and RWA Data	Ford, Wendy	11/3/2014	Data from District learning checks and RWA's will be progress monitored through regular grade level data meetings with teachers during the school year. Also participating as appropriate will be the Principal, Reading Coach, Math Coach, Guidance Counselor, and Dean	5/29/2015 monthly
G2.MA2	FSA assessment data	Hornsby, Pattie	9/25/2014	End of school year FSA data will indicate that students have met targets established in part 1b of goal	5/29/2015 one-time
G2.B3.S1.MA1	Administrators (both) will review teacher lessson plans for evidence of rigorous instruction	Hornsby, Pattie	11/14/2014	Administrators will utilize the MCIES Rubric, Domain 1 (Planning) to review teachers' lesson plans on a regular basis. By mid November, 2014, 100% of teachers will have submitted at least one week of lesson plans rated as "Effective" in at least 3 out of the 4 planning components (1a., 1b. 1c. 1d.). Reviews will continue throughout the year. Evidence will include notes from meetings and entries into TruNorthLogic.	5/29/2015 monthly

Marion - 0381 - Sparr Elementary School - 2014-15 SIP
Sparr Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA7	Classroom Walkthrough's will reflect rigorous classroom instruction.	Ford, Wendy	9/22/2014	Classroom Walkthrough notes from both administrators on NCR paper, entry feedback into TruNorth Logic	5/29/2015 biweekly
G2.B3.S1.MA1	Reminder email to SBLT	Hornsby, Pattie	10/3/2014	Email	10/3/2014 one-time
G2.B3.S1.MA3	Calendar invite for meeting (location, minutes, etc)	Hornsby, Pattie	10/3/2014	email invite	10/3/2014 one-time
G2.B3.S1.MA4	Email Ms. Ford to ensure appropriate people have been contacted regarding PD	Hornsby, Pattie	10/22/2014	email re: scheduling	10/22/2014 one-time
G2.B3.S1.MA5	Check-in w/Ms. Ford to ensure PD's are ready (copies, location, trainers, materials, etc)	Hornsby, Pattie	Emails will be sent one week prior to each training, once these are scheduled, to Ms. Ford	one-time	
G2.B3.S1.MA6	Calendar invite to followup meeting	Hornsby, Pattie	9/20/2014	TBD--As the trainings are scheduled, One week before the trainings, an email will be sent to the SBLT to meet after the training.	9/20/2014 one-time
G2.B3.S2.MA1	Distribute followup materials from training, during preplanning	Hornsby, Pattie	8/15/2014	Agenda from meeting	8/15/2014 one-time
G2.B3.S2.MA1	Remind Ms. Ford, AP and Kris Lyon, consultant	Hornsby, Pattie	8/1/2014	Copies of emails	8/7/2014 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 improve school culture, then student achievement will improve in all areas.

G1.B1 time for professional development

G1.B1.S1 Using trainers from the DA office, offer trainings that address the topic of building a more positive school culture...such as "The Resistant Learner"

PD Opportunity 1

Offer two 1/2 days of "the Resistant Learner"

Facilitator

Ford/ Porter from the DA office

Participants

Sparr teachers

Schedule

On 9/12/2014

PD Opportunity 2

offer session two of "The Resistant Learner"

Facilitator

Ford/Porter (from the DA office)

Participants

Sparr teachers

Schedule

On 10/29/2014

PD Opportunity 3

Follow up training , date and time to be determined

Facilitator

Ford with Hornsby and / the DA team

Participants

Sparr leadership team / teachers

Schedule

On 9/22/2014

G1.B1.S2 Providing additional teacher collaboration time, structured so that teachers may begin to learn how to have collaborative conversations.

PD Opportunity 1

facilitate the first round of meetings, one per week

Facilitator

Ford/ with Hornsby, Reading Coach, Math Coach, Dean, and Counselor

Participants

School based leadership team/all teachers, by grade level

Schedule

On 11/6/2014

G1.B1.S3 Teachers new to the profession need additional support and training, by providing a short "PLC" on the topic of building positive culture at the beginning of the school year.

PD Opportunity 1

Title One personnel present idea of short term support for new teachers

Facilitator

Hornsby/Jane Davis

Participants

Teachers with one year or less experience at Sparr

Schedule

On 11/24/2014

PD Opportunity 2

teachers will blog/email weekly to discuss articles on building positive school culture

Facilitator

Hornsby/Davis

Participants

Teachers with one year or less experience at Sparr

Schedule

On 11/24/2014

PD Opportunity 3

participants will share knowledge gained at faculty meeting

Facilitator

Jane Davis

Participants

Sparr teachers

Schedule

On 11/24/2014

G2. If we increase academic rigor in all content areas then student achievement will increase.

G2.B3 scheduling of professional development

G2.B3.S1 Develop and implement a professional development plan for Rigor and include followup.

PD Opportunity 1

Rigor PD, addressing lessons, with grade levels by DA

Facilitator

Ford/Hornsby/DA personnel

Participants

Sparr teachers, staff and administration

Schedule

Weekly, from 10/16/2014 to 11/12/2014

PD Opportunity 2

Trainings for Rigor

Facilitator

Ford/possible district and/or DA personnel

Participants

Sparr Faculty and staff

Schedule

Annually, from 9/20/2014 to 4/29/2015

PD Opportunity 3

During pre-planning 2014, provide optional, onsite training on the new Standards and Assessments

Facilitator

Kris Lyon

Participants

Volunteer Teachers from Spar

Schedule

On 8/11/2014

G2.B3.S2 Offer training for teachers on the new Florida Standards and Assessments prior to preplanning of school year 2014-2015.

PD Opportunity 1

attend training with teachers

Facilitator

Ford/Kris Lyon, county consultant

Participants

Administrative team/teachers

Schedule

On 8/11/2014

Technical Assistance Items

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

G1. If we improve school culture, then student achievement will improve in all areas.

G1.B1 time for professional development

G1.B1.S1 Using trainers from the DA office, offer trainings that address the topic of building a more positive school culture...such as "The Resistant Learner"

PD Opportunity 1

meet with DA trainer to discuss and schedule any additional followup needs

Facilitator

Ford, Hornsby/Porter and possible other DA staff

Participants

Sparr Leadership team/Sparr teachers and staff

Schedule

On 10/29/2014

G2. If we increase academic rigor in all content areas then student achievement will increase.

G2.B3 scheduling of professional development

G2.B3.S1 Develop and implement a professional development plan for Rigor and include followup.

PD Opportunity 1

Research ways to present rigorous instruction to teachers

Facilitator

Hornsby and Leadership team

Participants

Sparr faculty and staff

Schedule

On 10/6/2014

PD Opportunity 2

Discuss research and identify what meets Sparr's needs, then determine who will present this information (PD).

Facilitator

Hornsby and the Leadership team, Possible DA assistance

Participants

Sparr teachers, staff and administration

Schedule

On 10/6/2014

PD Opportunity 3

Develop follow up plan (for PD) with School Based Leadership Team

Facilitator

Hornsby and Leadership with possible assistance from DA

Participants

Sparr teachers and staff

Schedule

On 9/20/2014

Budget Rollup

Summary

Description	Total
Goal 1: If we improve school culture, then student achievement will improve in all areas.	8,997
Goal 2: If we increase academic rigor in all content areas then student achievement will increase.	2,211
Grand Total	11,208

Goal 1: If we improve school culture, then student achievement will improve in all areas.

Description	Source	Total
B1.S1.A1 - 17 Half day Substitutes for teachers for the two days	Title I Part A	714
B1.S1.A2 - Half day subs will be provided for teachers to attend one session of training... Estimate 17 subs needed	Title I Part A	714
B1.S1.A4 - After the first two Sessions of "The Resistant Learner", DA walkthrough's, and discussions with Sparr leadership, a possible third 1/2 day session will be scheduled.	Title I Part A	714
B1.S2.A4 - Funding to provide substitutes for teachers, so that they may attend structured, data driven collaborative planning days. These will occur three times during the year.	Title I Part A	5,755
B1.S2.A6 - One grade level will meet for 1/2 day each week, beginning Oct. 3, 2014. Depending on the size of the team, substitutes will be provides. We will do this once a week until Nov. 6, 2014	Title I Part A	0
B1.S3.A1 - Notes Stipends for teachers to work after hours with Title One personnel on learning more about developing a positive school culture.	Title I Part A	1,100
Total Goal 1		8,997

Goal 2: If we increase academic rigor in all content areas then student achievement will increase.

Description	Source	Total
B3.S1.A3 - Notes substitutes for teachers to attend grade level trainings with DA personnel		0
B3.S1.A6 - teacher stipends	Title I Part A	1,100
B3.S2.A6 - Teachers were paid stipends to attend training held on site just prior to preplanning, covering the new standards and assessments.	Title I Part A	1,111
Total Goal 2		2,211