

Seven Springs Elementary School



2014-15 School Improvement Plan

Seven Springs Elementary School

8025 MITCHELL RANCH RD, New Port Richey, FL 34655

www.pasco.k12.fl.us

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
67%

Alternative/ESE Center
No

Charter School
No

Minority
30%

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | D | C | C | C |

School Board Approval

This plan is pending approval by the Pasco 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 | 4 | Jim Browder |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We believe the growth of a child is fostered by the school, home, and community working harmoniously in developing relevant life goals and values. It is our responsibility to provide a positive learning environment for all students which allows individual characteristics to be appreciated and successful learning experiences ensured.

Provide the school's vision statement

Our vision is to create a community which works together so all Pasco County students will reach their highest potential.

School Environment

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

The state requires the district to collect a Home Language Survey for every new student. This information is used to count the students whose families speak a language other than English at home. It also helps to identify the students who need to be assessed for English language proficiency. This information allows the school to be able to reach diverse populations. The teacher works alongside the ESOL IA to ensure that strategies to support the standards are in place while still recognizing the challenges faced by our ELL students.

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

TIER 1 Positive Behavior Support (PBS) has been implemented and provides evidence-based strategies and systems to assist our school in increasing our academic performance and safety, as well as decreasing problem behavior and establishing positive school cultures.

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

Tier 1: Universal PBS – Processes and procedures intended for all students and staff, in all settings and across campus have been implemented.
Classroom – Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classroom settings have also been implemented.

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

Students social needs are met through Tiered levels of support. TIER 1 students receive instruction in Character Counts (The Pillars of Character) and the PBS lessons provided to all through classroom instruction. Students who require a more intense level of social support meet with Behavior Specialist and Guidance Counselors using the Affective Curriculum and Second Step.

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

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 |
|---------------------------------|-------------|-------|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

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

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

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

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Building trust is the foundation of positive relationships. Communication between home and school is operational in nature such as informative letters from the principal and teachers, Connect Ed., and event flyers. In addition, providing a warm welcoming environment for parents will further develop partnerships, as well as produce volunteers for the school. SSES has an active Parent Teacher Association (PTA) which provides a wonderful opportunity to involve parents in the learning community.

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 School Advisory Council (SAC) is comprised of various stakeholder groups including business partners, whose main responsibility is to collaborate with the principal on specific matters that affect student achievement and school improvement. Their primary role is to participate in the decision-making

process that ensures that the needs of all students are specifically addressed in the school Action Plan and Budget—
the two key documents which set the overall education plan for the school.

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 |
|----------------|---------------------|
| Garner, Vicki | Principal |
| Edwards, Kelly | Assistant Principal |

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 is responsible for the implementation, and monitoring of the School Improvement Plan (SIP). The team is focused on using data to drive the improvement process and monitor progress toward goals outlined in the SIP.

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

A needs assessment is conducted in the Spring and early Summer using local and state assessments, staff surveys, and district initiatives to determine areas of need. Administration then works with the regional team to develop a prioritized plan of action that will eventually drive our work and in its final form serve as our SIP.

The action plan states that the SAC and SBLT are responsible for ensuring the implementation of these goals and for coordinating necessary resources. These meetings occur bi-monthly.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|-----------------|--------------------|
| Jacki Barkley | Teacher |
| John Becker | Business/Community |
| Michelle Stantz | Teacher |
| Olga Samalea | Teacher |
| Lauren Rees | Teacher |
| Jennifer Quijda | Business/Community |
| Scott Gardner | Parent |
| Vicki Garner | Principal |
| Kelly Edwards | Principal |
| Jennifer Kalo | Teacher |
| Carmen Chacon | Parent |
| Jose Vazquez | Parent |
| Evette Striblen | 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

The SAC plays a vital role in the development and implementation of the School Improvement Plan. The SAC council meets every month or at least eight months per school year. Initial meetings are used to communicate the School Improvement Plan and then later meetings deal with analyzing school data, monitoring the SIP, and looking at both school and community needs as they develop.

Development of this school improvement plan

SAC members participated in data analysis, brainstorming and problem solving connected to the development of the 2014-2015 School Improvement Plan. The SIP goals and action plan will be shared with the SAC members for discussion and approval.

Preparation of the school's annual budget and plan

The district provides each school with a tentative budget in the Spring based on the ADM of each school. That budget is desegregated to teachers for direct classroom use with materials, etc. In addition, we have a textbook budget that was critical this year due to our Reading series adoption, a Media Tech budget and School Advisory Council funds. Once the basic necessities are achieved, the SAC and PTA work with administration to determine what resources contribute to our prioritized goals. For example, in our goal of deeper and more rigorous learning, technology plays a big part so a plan for technology was developed.

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

School Wide Expectation signs were purchased last school year for \$270.23. The amount budgeted was \$300.00. These signs were purchased for students and staff to ensure expected behaviors across school settings were posted and followed which will create safer and more effective schools.

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 |
|---------------|-----------|
| Garner, Vicki | Principal |

Duties

Describe how the LLT promotes literacy within the school

The LLT meets monthly to review data from a variety of sources to determine the professional development assistance needed to support our literacy goals. This includes identification of specific implementation needs, resources and support needs. The team also works to enhance the ability to understand and use literacy assessment to improve 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

Professional Learning Communities meet weekly to build collegial relationships that result in creative and appropriate solutions to problems, strengthening the bond between teachers and increasing the commitment to student achievement. Time is built in for each grade level to create these supportive structures. These structures include norms of continuous inquiry, improvement, trust, and respect.

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

The district advertises and recruits regionally and nationally when necessary. The Office for Human Resources and Educator Quality carefully screens all applicants. Beginning teachers are assigned to highly qualified teachers, who have been trained as mentors to provide support and resources during the year. In addition, all teachers are provided with staff development in order to meet their professional needs.

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

Ongoing support is given to beginning teachers and veteran teachers who are new to a grade level. Beginning teachers are assigned to mentor teachers who are highly qualified teachers. These teachers give support, resources and feedback to new teachers. In addition, all teachers are provided the opportunity to observe highly effective teachers and participate in professional development based on their needs.

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

All instructional programs and materials have been adopted by the school district and align to Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Seven Springs Elementary follows a framework where teachers plan the curricula; teach the students; assess those students proficiency; reflect on the improvements and ongoing needs of the students and provides additional differentiated support for those needs. Reading curriculum provides scaffolded strategies within each lesson that includes useful strategies and practical routines that teachers can employ during reading and writing to support student needs.

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: 3,600

The Extended Day Program in math is designed to meet the needs of students who are pursuing a standard diploma and who are experiencing difficulty meeting district minimum standards in math. Students' who have scored lower than a 3 on FCAT Math and students with a Progress Monitoring Plan will be given priority to participate in this program. The Extended School Day Program follows an organizational framework for learning, which includes a combination of grouping structures for supporting student application of target skills and concepts. The math instruction will be student-focused, including hands-on activities, and encouraging school-home connections. Ongoing assessment will ensure that students are working at levels that are challenging and achievable based on their unique needs.

Strategy Rationale

The Extended Day Program provides additional explicit instruction to allow extra support for those students who have shown difficulty in mastering standards. Teachers use different teaching techniques that best address the content in such a way that struggling students are able to comprehend in-depth concepts on a similar pace as the on-level students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Edwards, Kelly, kdougher@pasco.k12.fl.us

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

Ongoing assessment through conferencing will ensure that students are working at levels that are challenging and achievable and that students are receiving just in time feedback for progressing towards meeting standards. Student progress on unit tests will be used to measure growth and provide diagnostic information. The regular education teacher will administer the assessments and that information will be provided to the extended day teacher. Additional assessments may include HMH Go Math! and Discovery Education Benchmark Tests.

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

A transition planning process is in place to ensure that all students transition from elementary school to middle school with adequate support from the school and family. Parents are informed of the middle school transition process through information sessions sponsored by the middle school. Plans are developed for students who will struggle with social/emotional, organizational/environmental, academic, developmental as well as college, career and life awareness.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the end of 2014-2015 our goal is to make decisions to improve Tier 1 effectiveness.
- G2.** By the end of 2014-2015 our goal is to develop and implement effective Tier 2 and Tier 3 levels of support.
- G3.** By the end of 2014-2015 our goal is for PLCs to intentionally design inquiry based, integrated, real world learning experiences using design questions and elements and monitor for desired effects.
- G4.** By the end of 2014-2015 our goal is to increase the percentage of K-5 students meeting required mathematical fluency benchmarks.
- G5.** By the end of 2014-2015 our goal is to implement problem based learning in grades 4 and 5.

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. By the end of 2014-2015 our goal is to make decisions to improve Tier 1 effectiveness. 1a

G040159

Targets Supported 1b

| Indicator | Annual Target |
|------------|---------------|
| Math Gains | 75.0 |

Resources Available to Support the Goal 2

- Administration, District Regional Staff, Math Coach, Marzano Strategies, CANVAS

Targeted Barriers to Achieving the Goal 3

- Lack of Exemplar Data Based Decision Making Models

Plan to Monitor Progress Toward G1. 8

Discovery Education Assessments

Person Responsible

Kelly Edwards

Schedule

Quarterly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Tier One Action Plans, PLC conversations, Data Discussions for all grade levels, Increase of students achieving benchmarks

G2. By the end of 2014-2015 our goal is to develop and implement effective Tier 2 and Tier 3 levels of support. 1a

G040158

Targets Supported 1b

| Indicator | Annual Target |
|------------|---------------|
| Math Gains | 75.0 |

Resources Available to Support the Goal 2

- Administration, District Regional Staff, Math Coach, Marzano Strategies, PLC

Targeted Barriers to Achieving the Goal 3

- Lack of Data System

Plan to Monitor Progress Toward G2. 8

Discovery Education Assessments

Person Responsible

Kelly Edwards

Schedule

Quarterly, from 9/8/2014 to 6/2/2015

Evidence of Completion

Tier 2 and Tier 3 meetings in which students are identified based upon data, Tier 2 and Tier 3 action plans

G3. By the end of 2014-2015 our goal is for PLCs to intentionally design inquiry based, integrated, real world learning experiences using design questions and elements and monitor for desired effects. 1a

G040157

Targets Supported 1b

| Indicator | Annual Target |
|------------|---------------|
| Math Gains | 75.0 |

Resources Available to Support the Goal 2

- District Regional Reps., Math Coach, Administration, Fifth Grade Team

Targeted Barriers to Achieving the Goal 3

- Students expectations and abilities

Plan to Monitor Progress Toward G3. 8

Lesson Plans, PLC notes, Observation

Person Responsible

Kelly Edwards

Schedule

Quarterly, from 9/4/2014 to 6/3/2015

Evidence of Completion

Walk throughs, teachers integrating inquiry based experiences into their lessons

G4. By the end of 2014-2015 our goal is to increase the percentage of K-5 students meeting required mathematical fluency benchmarks. 1a

G040156

Targets Supported 1b

| Indicator | Annual Target |
|------------|---------------|
| Math Gains | 75.0 |

Resources Available to Support the Goal 2

- Math Coach, Regional Math Rep., Fifth Grade Team, CANVAS, Math PLC

Targeted Barriers to Achieving the Goal 3

- Lack of understanding the phases of math fluency

Plan to Monitor Progress Toward G4. 8

Fluency Assessments, Discovery Education Assessments

Person Responsible

Kelly Edwards

Schedule

Quarterly, from 5/13/2014 to 6/2/2015

Evidence of Completion

Math Fluency Measures for all grade levels

G5. By the end of 2014-2015 our goal is to implement problem based learning in grades 4 and 5. 1a

G040155

Targets Supported 1b

| Indicator | Annual Target |
|------------|---------------|
| Math Gains | 75.0 |

Resources Available to Support the Goal 2

- Math Coach, Math PLC, Regional District Rep., Fifth Grade Team

Targeted Barriers to Achieving the Goal 3

- Classroom- size, resources, schedule, support

Plan to Monitor Progress Toward G5. 8

Tier One data will be collected and used to determine progress.

Person Responsible

Vicki Garner

Schedule

Quarterly, from 6/5/2015 to 6/5/2015

Evidence of Completion

Tier one data will be collected and monitored .

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. By the end of 2014-2015 our goal is to make decisions to improve Tier 1 effectiveness. **1**

 G040159

G1.B1 Lack of Exemplar Data Based Decision Making Models **2**

 B101428

G1.B1.S1 Professional Development from Regional District Staff and Student Support Services Team on data based decision making that includes identifying and problem solving student needs using data. **4**

 S113746

Strategy Rationale

By giving teachers the professional development needed for Tier 1 that is focused specifically within the core curriculum with instruction and interventions, student achievement will occur.

Action Step 1 **5**

Regional District Staff and Student Support Services Team will provide professional development and support to all grade levels on using data to drive instruction.

Person Responsible

Vicki Garner

Schedule

Quarterly, from 8/12/2014 to 6/3/2015

Evidence of Completion

Meeting Notes, Evidence of completion on school wide focus document

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

Administration will closely monitor the school focus document to ensure fidelity is followed.

Person Responsible

Vicki Garner

Schedule

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

Evidence of Completion

Evidence of completion using the school focus document will demonstrate that the plan was monitored and implemented.

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

Quarterly Data Chats to determine Tier One effectiveness will be used to monitor the success of implementation.

Person Responsible

Vicki Garner

Schedule

Quarterly, from 8/1/2014 to 6/1/2015

Evidence of Completion

Discovery Education Assessments

G2. By the end of 2014-2015 our goal is to develop and implement effective Tier 2 and Tier 3 levels of support.

1

G040158

G2.B1 Lack of Data System 2

B102615

G2.B1.S1 In order to build school wide commitment to data, teachers will be provided with tools that simplify data analysis and protocols will be created that support teachers in planning around data use.

4

S114753

Strategy Rationale

Systematic evaluation is essential for determining the effectiveness of the school's Tier 2 and Tier 3 support.

Action Step 1 5

The Student Support Team and Administration will identify and refine common assessments, schedule data reflections and problem solve student needs using data.

Person Responsible

Kelly Edwards

Schedule

Quarterly, from 9/4/2014 to 6/3/2015

Evidence of Completion

Assessment Calendar, Common Assessments for all grade levels, Action Plans

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

Data discussions will be held quarterly and the Student Support Team will host meetings for teachers that support Tier 2 and 3 interventions.

Person Responsible

Kelly Edwards

Schedule

Quarterly, from 9/4/2014 to 6/2/2015

Evidence of Completion

Intervention Data, Tier One Data- Discovery Education, Unit Assessments

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

PLC Facilitators will meet regularly to discuss the support given to provide feedback for growth.

Person Responsible

Kelly Edwards

Schedule

Quarterly, from 9/4/2014 to 6/3/2015

Evidence of Completion

Intervention and fidelity data will be collected to ensure the strategy was monitored and implemented.

G3. By the end of 2014-2015 our goal is for PLCs to intentionally design inquiry based, integrated, real world learning experiences using design questions and elements and monitor for desired effects. 1

 G040157

G3.B4 Students expectations and abilities 2

 B103610

G3.B4.S1 Professional Development will be given for FSA and Florida Standards in order to increase teacher awareness of state and district expectations of student performance. 4

 S114749

Strategy Rationale

When teachers become aware of state and district expectations, it will drive the need for these type of rigorous tasks in order for students to succeed.

Action Step 1 5

The Math PLC and the ELA PLC will work to provide opportunities for teachers to dig deep into FSA questions and the alignment to Florida Standards.

Person Responsible

Kelly Edwards

Schedule

Quarterly, from 9/4/2014 to 6/3/2015

Evidence of Completion

Weekly Agendas, Lesson Plans, Walk Throughs

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Administration will follow up with PLC Facilitators to support the professional development.

Person Responsible

Kelly Edwards

Schedule

Quarterly, from 9/4/2014 to 6/3/2015

Evidence of Completion

Lesson Plans , PLC notes, Walk Throughs

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Tier One data will be used to monitor the student performance.

Person Responsible

Kelly Edwards

Schedule

Quarterly, from 9/4/2014 to 6/3/2015

Evidence of Completion

Tier one data will show improvement

G4. By the end of 2014-2015 our goal is to increase the percentage of K-5 students meeting required mathematical fluency benchmarks. **1**

 G040156

G4.B1 Lack of understanding the phases of math fluency **2**

 B102619

G4.B1.S1 The Regional District Rep. will provide PD on the phases of math fluency. In addition, the Math PLC team and Math Coach will analyze fluency data quarterly . **4**

 S113758

Strategy Rationale

Without the ability to retrieve facts directly or automatically, students are likely to experience a high cognitive load as they perform a range of complex tasks.

Action Step 1 **5**

Regional District Rep. will give PD on phases of fluency.

Person Responsible

Kelly Edwards

Schedule

Quarterly, from 6/3/2014 to 6/3/2015

Evidence of Completion

Ticket out the Door activity

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

Fluency checks will be collected quarterly and will be used for fidelity implementation.

Person Responsible

Kelly Edwards

Schedule

Quarterly, from 9/4/2014 to 6/3/2015

Evidence of Completion

Fluency checks

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

The Math PLC will meet monthly to monitor and support implementation.

Person Responsible

Kelly Edwards

Schedule

Quarterly, from 9/4/2014 to 6/3/2015

Evidence of Completion

Tier One data will increase when math fluency increases.

G5. By the end of 2014-2015 our goal is to implement problem based learning in grades 4 and 5. 1

 G040155

G5.B2 Classroom- size, resources, schedule, support 2

 B102664

G5.B2.S1 Using fifth grade teachers to model exemplar lessons both formal and informal, fourth grade teachers will have collaborative conversations with the support of the math coach in implementing problem based learning. 4

 S113792

Strategy Rationale

By supporting the teachers and providing resources for problem based learning the classroom will become a collaborative culture with high student engagement where deeper and more meaningful learning can occur.

Action Step 1 5

Teachers will observe the fifth grade teachers using the problem based learning model. Fourth grade teachers will also participate in a book study around the topic of problem based learning.

Person Responsible

Vicki Garner

Schedule

Quarterly, from 9/4/2014 to 6/3/2015

Evidence of Completion

Book Study discussions, Observation calendar

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Administration will participate in PLC conversations to monitor and support implementation.

Person Responsible

Vicki Garner

Schedule

Quarterly, from 9/4/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, PLC Notes

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Tier One data will be used to determine support needed.

Person Responsible

Vicki Garner

Schedule

Quarterly, from 9/4/2014 to 6/2/2015

Evidence of Completion

Tier One data will be evidence that supports effectiveness.

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 | Regional District Staff and Student Support Services Team will provide professional development and support to all grade levels on using data to drive instruction. | Garner, Vicki | 8/12/2014 | Meeting Notes, Evidence of completion on school wide focus document | 6/3/2015 quarterly |
| G4.B1.S1.A1 | Regional District Rep.will give PD on phases of fluency. | Edwards, Kelly | 6/3/2014 | Ticket out the Door activity | 6/3/2015 quarterly |
| G5.B2.S1.A1 | Teachers will observe the fifth grade teachers using the problem based learning model. Fourth grade teachers will also participate in a book study around the topic of problem based learning. | Garner, Vicki | 9/4/2014 | Book Study discussions, Observation calendar | 6/3/2015 quarterly |
| G2.B1.S1.A1 | The Student Support Team and Administration will identify and refine common assessments, schedule data | Edwards, Kelly | 9/4/2014 | Assessment Calendar, Common Assessments for all grade levels, Action Plans | 6/3/2015 quarterly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|----------------|-------------------------------|--|--------------------|
| | reflections and problem solve student needs using data. | | | | |
| G3.B4.S1.A1 | The Math PLC and the ELA PLC will work to provide opportunities for teachers to dig deep into FSA questions and the alignment to Florida Standards. | Edwards, Kelly | 9/4/2014 | Weekly Agendas, Lesson Plans, Walk Throughs | 6/3/2015 quarterly |
| G1.MA1 | Discovery Education Assessments | Edwards, Kelly | 9/8/2014 | Tier One Action Plans, PLC conversations, Data Discussions for all grade levels, Increase of students achieving benchmarks | 6/1/2015 quarterly |
| G1.B1.S1.MA1 | Quarterly Data Chats to determine Tier One effectiveness will be used to monitor the success of implementation. | Garner, Vicki | 8/1/2014 | Discovery Education Assessments | 6/1/2015 quarterly |
| G1.B1.S1.MA1 | Administration will closely monitor the school focus document to ensure fidelity is followed. | Garner, Vicki | 8/4/2014 | Evidence of completion using the school focus document will demonstrate that the plan was monitored and implemented. | 5/5/2015 quarterly |
| G2.MA1 | Discovery Education Assessments | Edwards, Kelly | 9/8/2014 | Tier 2 and Tier 3 meetings in which students are identified based upon data, Tier 2 and Tier 3 action plans | 6/2/2015 quarterly |
| G2.B1.S1.MA1 | PLC Facilitators will meet regularly to discuss the support given to provide feedback for growth. | Edwards, Kelly | 9/4/2014 | Intervention and fidelity data will be collected to ensure the strategy was monitored and implemented. | 6/3/2015 quarterly |
| G2.B1.S1.MA1 | Data discussions will be held quarterly and the Student Support Team will host meetings for teachers that support Tier 2 and 3 interventions. | Edwards, Kelly | 9/4/2014 | Intervention Data, Tier One Data-Discovery Education, Unit Assessments | 6/2/2015 quarterly |
| G3.MA1 | Lesson Plans, PLC notes, Observation | Edwards, Kelly | 9/4/2014 | Walk throughs, teachers integrating inquiry based experiences into their lessons | 6/3/2015 quarterly |
| G3.B4.S1.MA1 | Tier One data will be used to monitor the student performance. | Edwards, Kelly | 9/4/2014 | Tier one data will show improvement | 6/3/2015 quarterly |
| G3.B4.S1.MA1 | Administration will follow up with PLC Facilitators to support the professional development. | Edwards, Kelly | 9/4/2014 | Lesson Plans , PLC notes, Walk Throughs | 6/3/2015 quarterly |
| G4.MA1 | Fluency Assessments, Discovery Education Assessments | Edwards, Kelly | 5/13/2014 | Math Fluency Measures for all grade levels | 6/2/2015 quarterly |
| G4.B1.S1.MA1 | The Math PLC will meet monthly to monitor and support implementation. | Edwards, Kelly | 9/4/2014 | Tier One data will increase when math fluency increases. | 6/3/2015 quarterly |
| G4.B1.S1.MA1 | Fluency checks will be collected quarterly and will be used for fidelity implementation. | Edwards, Kelly | 9/4/2014 | Fluency checks | 6/3/2015 quarterly |
| G5.MA1 | Tier One data will be collected and used to determine progress. | Garner, Vicki | 6/5/2015 | Tier one data will be collected and monitored . | 6/5/2015 quarterly |
| G5.B2.S1.MA1 | Tier One data will be used to determine support needed. | Garner, Vicki | 9/4/2014 | Tier One data will be evidence that supports effectiveness. | 6/2/2015 quarterly |
| G5.B2.S1.MA1 | Administration will participate in PLC conversations to monitor and support implementation. | Garner, Vicki | 9/4/2014 | Lesson Plans, PLC Notes | 6/3/2015 quarterly |

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. By the end of 2014-2015 our goal is to make decisions to improve Tier 1 effectiveness.

G1.B1 Lack of Exemplar Data Based Decision Making Models

G1.B1.S1 Professional Development from Regional District Staff and Student Support Services Team on data based decision making that includes identifying and problem solving student needs using data.

PD Opportunity 1

Regional District Staff and Student Support Services Team will provide professional development and support to all grade levels on using data to drive instruction.

Facilitator

Larry Porter

Participants

Larry Porter, Vicki Garner, Kelly Edwards, Gabriella Brodhead, Beth Strickland, Michele Fiumara, Laura Fink, Jennifer Tennant, Susan Reed

Schedule

Quarterly, from 8/12/2014 to 6/3/2015

G2. By the end of 2014-2015 our goal is to develop and implement effective Tier 2 and Tier 3 levels of support.

G2.B1 Lack of Data System

G2.B1.S1 In order to build school wide commitment to data, teachers will be provided with tools that simplify data analysis and protocols will be created that support teachers in planning around data use.

PD Opportunity 1

The Student Support Team and Administration will identify and refine common assessments, schedule data reflections and problem solve student needs using data.

Facilitator

Gabriella Brodhead

Participants

Gabriella Brodhead, Kelly Edwards, Vicki Garner, Beth Strickland, Jennifer Tennant, Laura Fink, Michele Fiumara, Marilon Furman, Susan Reed

Schedule

Quarterly, from 9/4/2014 to 6/3/2015

G3. By the end of 2014-2015 our goal is for PLCs to intentionally design inquiry based, integrated, real world learning experiences using design questions and elements and monitor for desired effects.

G3.B4 Students expectations and abilities

G3.B4.S1 Professional Development will be given for FSA and Florida Standards in order to increase teacher awareness of state and district expectations of student performance.

PD Opportunity 1

The Math PLC and the ELA PLC will work to provide opportunities for teachers to dig deep into FSA questions and the alignment to Florida Standards.

Facilitator

Chrissy Bell, Evette Striblen

Participants

Math PLC teachers, ELA PLC teachers, Administration, District Regional Staff

Schedule

Quarterly, from 9/4/2014 to 6/3/2015

G4. By the end of 2014-2015 our goal is to increase the percentage of K-5 students meeting required mathematical fluency benchmarks.

G4.B1 Lack of understanding the phases of math fluency

G4.B1.S1 The Regional District Rep. will provide PD on the phases of math fluency. In addition, the Math PLC team and Math Coach will analyze fluency data quarterly .

PD Opportunity 1

Regional District Rep.will give PD on phases of fluency.

Facilitator

Chrissy Bell

Participants

All instructional staff members

Schedule

Quarterly, from 6/3/2014 to 6/3/2015

G5. By the end of 2014-2015 our goal is to implement problem based learning in grades 4 and 5.

G5.B2 Classroom- size, resources, schedule, support

G5.B2.S1 Using fifth grade teachers to model exemplar lessons both formal and informal, fourth grade teachers will have collaborative conversations with the support of the math coach in implementing problem based learning.

PD Opportunity 1

Teachers will observe the fifth grade teachers using the problem based learning model. Fourth grade teachers will also participate in a book study around the topic of problem based learning.

Facilitator

Chrissy Bell, Fifth Grade teachers

Participants

Fifth grade teachers, Fourth grade teachers

Schedule

Quarterly, from 9/4/2014 to 6/3/2015

Technical Assistance Items

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

Budget Rollup

Summary

| Description | Total |
|-------------|-------|
| Grand Total | 0 |