Reedy Creek Elementary School

2014-15 School Improvement Plan

Reedy Creek Elementary School

5100 EAGLES TRL, Kissimmee, FL 34758

www.osceola.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	78%

Alternative/ESE Center	Charter School	Minority
No	No	74%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Reedy Creek Elementary School, in alliance with family and community, will provide a positive, safe environment where children will be challenged academically to become lifelong learners and respectful, contributing members of an ever changing, diverse society.

Provide the school's vision statement

Reedy Creek will serve as a model for educational excellence and life-long learning.

School Environment

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

Reedy Creek Elementary is a diverse school. Each year we host a multitude of schoolwide and grade level events that are geared toward building our school community and creating cultural awareness among our stakeholders. Some of these events including but not limited to: Title I Night; Primary Family Reading Night; Field Trips; PTO; SAC; and Fundraising events for our community. Our faculty members maintain contact with parents through the use of agendas, parent/teacher conferences, e-mail, text message services, and logged phone calls.

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

Reedy Creek Elementary is also home to many ongoing and successful programs that are geared to ensure the safety and security of our students while they are on campus. We have a schoolwide "Safety Patrol" manned by our most responsible intermediate students. They assist faculty and staff members by ensuring our primary students arrive on and depart from campus safely. Our "Watch Dog" program was founded and continues to be a successful campus organization for fathers and male guardians. These parents and guardians are visible and active volunteers who aid our school in matters of campus safety.

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

Our students abide by the schoolwide S.O.A.R.S. expectations which are: Show respect; Offer cooperation; Always try; (make) Responsible choices; (demonstrate) Safe behaviors. Students who do not abide by classroom and/or school rules and procedures receive progressive discipline. Our established protocol for disciplinary incidents which includes the use of "red sheets" to document three minor infractions prior to the generation of a referral. RCE forms a PBS committee annually, the goal of which is to discuss and establish schoolwide policies and procedures as they pertain to bullying prevention, discipline, and positive behavior support. Information regarding these policies and procedures is made readily available to faculty, staff, students, and other stakeholders through both traditional and electronic formats. We reward students with S.O.A.R.S. certificates and other positive reinforcements when they exhibit our school expectations. This year our school will observe bullying prevention month in November.

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

Reedy Creek Elementary School, with the assistance of the Guidance Department, has established a Character Education program geared toward helping our students learn effective social skills and positive coping strategies. These courses equip our students with the necessary tools to be successful and proactive in educational and social settings. We have an active MTSS committee that identifies and provides services for at-risk students.

Early Warning Systems

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

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

The Leadership Team will review STAR monitoring data to determine academic needs in order to ensure that ALL students are learning and accelerating. If a child is not being successful will place them into MTSS providing interventions in academic areas that are needed to close the learning GAP. Reviewing of CFAs and adjusting the learning process with students will also ensure the closure of learning gaps. Dr. Burda and her Discipline Committee will review discipline data and develop plans of action to reduce discipline problems and increase positive rewards. We will regularly monitor attendance, when students have missed 10% of schools, phone calls and/or meetings will be held with parents to share the concern of attendance and help develop a plan of success. FOCUS will be used to run reports in discipline and attendance to help identify the early warnings of the problematic areas. For those students who received Level 1s in Reading or math Extended Learning Opportunities will be made available to assist them in closing their achievement gaps, these students will be identified using FCAT data, FOCUS and STAR progress monitoring.

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	11	10	15	14	8	10	68
One or more suspensions	4	1	3	14	26	13	61
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	27	20	25	72
Previous Retention	0	10	16	27	20	23	96
	0	0	0	0	0	0	

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	2	5	28	18	12	65

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

Attendance below 90% intervention - Letters when students who are signed out early are signed and the academic areas highlighted that the students have missed. Phone calls are made home to determine reasons why and statistics revealed of how missing will hinder. Plans of success are developed as well.
Students who have one or more suspensions - Parent conferences are conducted to develop behavioral plans and monitoring of the behavioral plan through the MTSS process.
A Level 1 on a statewide assessment- Students are monitored in the MTSS process using STAR assessments by providing interventions during SOARS time(iii) or during the day provided by interventionists or Extended Learning Opportunities during Block.
Retention in a previous grade - Students are placed into a different learning environment for the new year and are monitored in the MTSS process using STAR assessments by providing interventions during SOARS time(iii) or during the day provided by interventionists or Extended Learning Opportunities during Block.

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

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.
Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.
All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

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

Reedy Creek has a Business Partner Liaison who is also our OASIS Coordinator. She attends monthly Business Partner Meetings to learn of businesses that would like to partner with schools, what they have to offer to support our future and how other schools work with business partners. She reaches out to

businesses and community members to partner in education with our school and communicates ways they can support our students and staff. She stays in contact with them on a regular basis and invites them to participate in some of building capacity events.

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
Sanders, Katrina	Principal
Burda, Nicole	Assistant Principal
Dyer, Laura	Instructional Coach
Larson, Suzi	Instructional Coach
Steele, Vicki	Instructional Coach

Duties

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

MTSS Coach/Test Coordinator oversees the process of MTSS by monitoring interventions, progress monitoring students, providing training to interventionist, holding meetings with teachers, keeping data and setting up meetings with parents and RCS.
Literacy Coach and Math Coach help review and dis-aggregate data, determine correct resources to meet the needs of the students, assist in developing action plans, coach teachers, model effective instruction, mentor teachers and train interventionist.
Administration reviews and dis-aggregates data, determines what is needed and how we should get there, what they can do to support and determine effective resources to reach goals.
School Psychologist reviews data and gives input to help make accurate decisions, consults with Problem Solving Team to help pinpoint accurate intervention at Tier 3.
Guidance Counselor shares input on behavioral concerns, helps develop behavioral plans and guidance for students along with helping families with resources as well.

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

Each week our MTSS Coach and the Problem Solving Team reviews students in specified tiers, teachers concerns and new data when it is gained. Based on data we adjust the tier intervention, add more students into the MTSS process, progress monitor students who are being successful or determine if there needs to be a change school wide, classroom and or small groups. This is done through PLCS, LLT team meetings, PST team meetings, Leadership Team Meetings and Faculty Meetings.
Title I Part A:To ensure students requiring additional remediation are assisted; extended learning opportunities are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Florida Common Core

Standards curriculum/behavior assessment and intervention approaches. Also helps provided professional development for teachers in FLCC and allows for supplemental support such as KidBiz, MobyMax, Ticket to Read to be purchased to support teachers in their teaching.

Title I, Part C-Migrant: When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D: When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II: Professional Development is provided for Core Connections, Math Solutions, STAR, Marzano Research Laboratory and as needed according to the needs of students and staff. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X: To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

Title III: Theses funds help support the ESOL population with Assistants and supplemental materials to assist NES students transition into the English language.

SAI: These funds are used to provided extra learning opportunities for our students with intervention/ tutoring programs. Our goal is to get students while they are on our campus so we use PE waivers.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Erin Tracy	Parent
Katrina Sanders	Principal
John Deir	Teacher
Yatrawati Mastapha	Teacher
Danny Rangel	Parent
Veronica Rangel	Parent
Gina Morrison	Teacher
Natasha Griffin	Parent
Teresa Lavita	Education Support Employee
Cheryl Johnson	Teacher
Adrienne Lewis	Teacher
Evelyn Fret	Education Support Employee
Carolyn Grzeskiewcz	Parent
Ruth Bastein	Teacher
Estafany Alvarez	Parent
Tammy Fox	Parent
Elisa Velez	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

We were not successful in achieving our academic goals nor getting new involvement from new parents and community members.

Development of this school improvement plan

SAC members share the improvement plan at the beginning of the year to review what was developed, if changes need to be made we tweak in order to have a well layer out plan. Then In the summer we have a working breakfast to review the old plan, data and develop a new plan that reflects are needs. We send out emails, IRIS alerts and invitations to get parents and staff involved in the process. We do round table discussion to collaborate and decide on the best needs for the students.

Preparation of the school's annual budget and plan

We will ensure that funds are being used to align with the SIP academic areas in ways such as Professional Development, resources for the classroom, positive rewards to celebrate success. The budget will be reviewed monthly and requests will be voted upon monthly as long as quorum is present.

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

We only had approximately $350 dollars in our budget because we did not received any funds from the state until late in May. We did not have a budget nor did we spend any funds.

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
Larson, Suzi	Instructional Coach
Dyer, Laura	Instructional Coach
Wurst, Megan	Teacher, K-12
Holloway, Juanita	Teacher, K-12
Andrews, Amy	Teacher, K-12
Alexander, Becky	Teacher, K-12
Nuzzi, Maria	Teacher, K-12
Wheeler, Linda	Teacher, K-12
Haynes, Misty	Teacher, K-12
Sanders, Katrina	Principal

Duties

Describe how the LLT promotes literacy within the school

Planning and executing effective and purposeful Parent Involvement Nights
Building the capacity of Academic Vocabulary throughout the school
Develop the understanding of complex text and reponse to reading
Expanding knowledge of the ELA standards
Analyzing and sharing ELA data

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

RCE has full implementation of PLCs where grade levels collaborate to determine what students need, how to intervene and how to enrich. The develop power standards plans, SMART GOALS, CFA where they ensure ALL students are reaching their highest potential. They develop their group Norms or Essential Agreements and follow them through their meetings. The meet the 1st, 2nd and 3rd Wednesdays of every month. PLC Facilitators meet with Leadership the 1st and 3rd Wednesday to check and determine what is needed. If grade levels need planning time then subs will be provided with Title I funds. 5th Wednesdays of the month will be times for Celebrating Success. After STAR Assessment windows leadership will review data and share with facilitators and ELO (Extended Learning Opportunities) will be adjusted. We also have a positive shout out board to nominate staff members who

are on Fire and making a change. Once a month 10 nomination forms will be drawn and recipients names will be a on a board and receive a small prize.

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

We have a committee who interviews candidates to join our team that is represented of our administration, one of our coaches and grade level to who we are looking to hire. When new teachers join our team, Laura Dyer, one of our instructional coaches, assigns them a mentor to help throughout the school year. For our veterans we continually praise them, provide feedback and support needed to be the most successful that they can be.

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

When new teachers come on board my Instructional Coach, Laura Dyer, oversees the Mentoring program, determines the need of support for the teacher. She strives to match personality and grade level representation to assure the teacher is successful. She meets with the mentors and mentees and share a suggested timeline of activites or portfolios items that may need to get done. For those teachers who have taught before receive a mentor to help them with how to follow RCE procedures.

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

Osceola County has developed curriculum maps (CMaps) for the subjects of English Language Arts, Math and Science which are aligned to the Florida Standards. Teachers will follow the standards that are on the CMaps throughout the school year. The CMaps also provide teachers with resources that they are able to use in their instruction. The Math Coach and the Literacy Coach will support teachers through the year to have an effective implementation. These CMaps are located on CPalms. In conjunction with the CPalms teachers use the District Adopted curriculum(ELA- Journeys, Math-Go Math, Science-Fusion which all fall under the technical support Think Central) that supports Florida standards. STAR Assessments are given 6 times of year to monitor students in Reading and Math. The results are used to help develop instruction to support students. Core Progression tool with STAR will be utilized as well.

Instructional Strategies

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

The Leadership Team, the Problem Solving Team and Grade Level Teams met during the summer to analyze data from the previous year to determine benchmarks that students were weak in as they enter the next grade level. Plans were developed to provide intervention to students who are weak in the benchmark and to provide enrichment for students who are at or above grade level. In addition, the Problem Solving Team determines interventions for students who scored a Level 1 in Reading or in Math.

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: 0

We use PE Waivers to provide extra interventions for our students and have built in a 30 minute intervention time first thing in the morning. We provide 3rd, 4th and 5th grade students currently 4 days a week with PE intervention groups in Math and Reading. We service the lowest quartile and the bubble students. Grades K-5 are also serviced 4 days a week in Reading and Math during the iii time. We are using the following research based programs to provide the instruction: MOBYMAX, Do the Math, GO MATH, KidBiz, Voyager, LLI, Write in Read with the Journeys series and STAR Renaissance.

Strategy Rationale

Students who are working below grade level need additional instuctional time to close the gap. Providing this time during the school day provides that additional time. Transportation is a barrier for some of our students is a barrier.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Sanders, Katrina, sandersk@osceola.k12.fl.us

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

We use the Progress monitoring with the STAR Reading and STAR Math once a month to determine the success or weakness. After reviewing the data we determine the the skills that need to be worked on in the Intervention classes to support the studnets and fill in the missing gaps. We use the Instructional Planning reports from STAR Reading and STAR Math to determine the focus skills that are missing so that they cna be worked on during the intervention classes

Strategy: Extended School Day

Minutes added to school year: 0

We use Sunshine Math to enrich the high level math students during the iii/enrichment time(K-5). In Reading we are using Literature Circles using the Scholastic Leveled Book Room (2-5).

Strategy Rationale

Students who are working at or above grade level need to be provided with activities and instruction that stretches their thinking and provides them with more complex materials.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Sanders, Katrina, sandersk@osceola.k12.fl.us

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

We will review the STAR Reading and STAR Math test that will be given 5 times a year in August, October, January, March and May.

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

Our VPK and PK ESE classrooms are a part of our school in several ways, they use the cafeteria and go through the lunch/breakfast line making their choices of food to eat and eating at our tables. They go to the library and use the Media Center. They participate in recess activities on a playground. The students and parents are invited and included in our PTO/SAC meetings, Parent Involvement Nights and Title I Night. They participate in picture day and other events. They take tours of the school and learn about the different areas for instruction. We hold a Kindergarten Round Up where the parents can register, and meet the Kindergarten team where parents learn expectations and students can explore the kindergarten classrooms and get a quick snapshot of what kindergarten is and will look like.

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

We will strive to add College days to our school by having the school where their favorite college! We bring in business partners and community members to assist with reading challenges and mentoring.

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

This not applicable to our elementary school.

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

We offer Elementary curriculum but expose students to career and technical education through in house field trips as well as outside field trips to ensure real world application.

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

We are an elementary school and do not receive the High School Feedback Report.

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. Decrease the number of bus referrals by 20%.

G2. Increase student's knowledge in scientific concepts.

G3. Increase the understanding and application of mathematical concepts which will increase Math achievement in ALL groups.

G4. Increase the use of higher order questions/critical thinking skills by incorporating the use of rigorous and complex text.

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. Decrease the number of bus referrals by 20%. 1a

🔍 G040515

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	20.0
One or More Suspensions	10.0

Resources Available to Support the Goal 2

- Discipline data generated by FOCUS and ODMS as it relates to transportation issues

- Bus videos

- Climate surveys taken by drivers, students, and parents

-

Targeted Barriers to Achieving the Goal 3

- Students not aware of discipline policies as they relate to bus transportation

- Students not aware of behavioral/safety expectations when using bus transportation

- No positive behavior support plan in place to recognize bus drivers and riders for observing policies and procedures as they relate to behavior and safety.

Plan to Monitor Progress Toward G1. 8

Use Discipline Data from ODMS and FOCUS to target certain behaviors or bus/buses where undesirable behaviors are occuring; Correspondence and Meetings with Transportation Dept.; results from climate surveys

Person Responsible

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

Evidence of Completion
Progress will be made evident through data collected from ODMS and Focus; Bus referrals from drivers/transportation department; feedback from climate surveys, feedback during meetings with drivers, employees of Transportation Department, and other school stakeholders

G2. Increase student's knowledge in scientific concepts. `1a`

🔍 G036360

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	51.0

Resources Available to Support the Goal `2`

- Science resources
- AIMS
- Pearson testing center
- Think Central
- House of Science
- CPalms

Targeted Barriers to Achieving the Goal `3`

- weak understanding in scientific concepts

Plan to Monitor Progress Toward G2. `8`

progress monitoring on pearson

Person Responsible
Laura Dyer

Schedule
Every 6 Weeks, from 8/25/2014 to 6/4/2015

Evidence of Completion
increase level of proficient students on FCAT

G3. Increase the understanding and application of mathematical concepts which will increase Math achievement in ALL groups. 1a

🔑 G036362

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	65.0
AMO Math - ELL	56.0
AMO Math - Hispanic	60.0

Resources Available to Support the Goal 2

- GO Math CCSS curriculum and Think Central
- Math Solutions training fro grades K-5
- Math Coach - modeling
- Moby Max computer program utilized in Math Lab
- FSA Test specifications
- STAR progress monitoring data and CORE Progression
- Mindsets in the Classroom
- CPALMS
- ESE teachers using push in services
- PLC Interventions(small group- intense with teachers who have results), incorporating CFAs
- Rigorous Learning Goals for ALL students
- Corrective Feedback

Targeted Barriers to Achieving the Goal 3

- Lack of high expectation,curriculum fidelity, teacher collaboration and effective use of PLCs

Plan to Monitor Progress Toward G3. 8

STAR Renaissance assessment and FSA

Person Responsible
Katrina Sanders

Schedule
Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion
increase of students at or above the 50th percentile on the STAR Renaissance assessment and increase the number of students scoring at proficient level on FSA.

G4. Increase the use of higher order questions/critical thinking skills by incorporating the use of rigorous and complex text. 1a

Targets Supported 1b

🔑 G036363

Indicator	Annual Target
AMO Reading - ELL	65.0
AMO Reading - All Students	76.0

Resources Available to Support the Goal 2

- Literacy Coach and Literacy Leadership Team
- Scholastic Level Library
- Rigorous and Complex Texts
- KIDBIZ, STAR Renaissance, Ticket to read, CPalms
- Journeys Curriculum and Think Central
- Word Walls with no excuse vocabulary and content area common vocabulary list
- iii/enrichment opportunitites
- PLC Interventions(small group- intense with teachers who have results) and incorporating CFAs
- ESE teachers using push in sevices
- PD opportunities with Core Connections
- Mindsets in the Classroom
- Rigorous Learning Goals for ALL students

Targeted Barriers to Achieving the Goal 3

- Adequate time to intervene and provide additional support

Plan to Monitor Progress Toward G4. 8

STAR Renaissance, Osceola and RCE Writes and FSA assessment

Person Responsible
Suzi Larson

Schedule
Monthly, from 8/25/2014 to 8/25/2014

Evidence of Completion
Successful increase on the STAR Renaissance testing and increase number of students scoring proficiency on the Osceola and RCE Writes and FSA.

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. Decrease the number of bus referrals by 20%. 1

🔍 G040515

G1.B1 Students not aware of discipline policies as they relate to bus transportation 2

🔍 B097987

G1.B1.S1 Provide each bus rider with a copy of the unique progression of disciplinary consequences on their bus tags. 4

🔍 S109346

Strategy Rationale

Parents and students alike will have a consistent reminder of potential consequences for not following same expectations when utilizing district transportation. Allows for greater school community awareness of school and district safety goals.

Action Step 1 5

Provide each bus rider with a backpack tag that lists behavioral expectations and disciplinary consequences.

Person Responsible

Nicole Burda

Schedule

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

Evidence of Completion

All students who utilize district transportation as a means of getting to and from school will have a red tag that shows their bus number and lists rules/consequences adhered to their backpacks. Students will keep these tags on their backpacks all year.

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

Use discipline data gathered from ODMS and FOCUS to monitor the number of bus referrals being generated for RCE students; create and implement a climate survey pertaining to transportation policies for students, drivers, and other stakeholders; monitor students on buses as they arrive on/depart from campus; board buses to perform spot checks; work cooperatively with drivers and Transportation Department; attend any transportation meetings pertaining to RCE students

Person Responsible

Nicole Burda

Schedule

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

Evidence of Completion

Data will be gathered and reviewed on a monthly basis from ODMS and Focus

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

Use discipline data gathered from ODMS and FOCUS to monitor the number of bus referrals being generated for RCE students; create and implement a climate survey (once at beginning of year and once at end of year) pertaining to transportation policies for students, drivers, and other stakeholders; monitor students on buses as they arrive on/depart from campus; board buses to perform spot checks; work cooperatively with drivers and Transportation Department; attend any transportation meetings pertaining to RCE students

Person Responsible

Nicole Burda

Schedule

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

Evidence of Completion

Discipline data from ODMS and Focus

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

Provide students with backpack tags that outline behavioral/safety expectations that will remain adhered to their backpacks throughout the year

Person Responsible

Nicole Burda

Schedule

Annually, from 8/11/2014 to 8/11/2014

Evidence of Completion

Discipline data from ODMS and Focus; results from climate survey taken by students, drivers, and stakeholders

G1.B3 No positive behavior support plan in place to recognize bus drivers and riders for observing policies and procedures as they relate to behavior and safety. `2`

🔍 B098025

G1.B3.S1 Create a Positive Behavior Support Plan that is geared toward recognizing bus drivers and riders for observing and exhibiting the most ideal behaviors with respect to the safe and effective transportation of students to and from our campus; create a plan that would also allow for the reteaching of expectations to students who do not exhibit ideal behaviors when using district transportation. `4`

🔍 S109348

Strategy Rationale

Students, drivers, and other stakeholders will respond well to a plan that recognizes ideal behaviors. Incentivizing both bus safety and behavior will lead to creating safer environments for students and drivers alike.

Action Step 1 `5`

Meet with PBS Committee to develop a schoolwide plan that is designed to recognize students and drivers for observing and exhibiting ideal behaviors as they pertain to the effective and safe transportation of students to and from our campus

Person Responsible

Nicole Burda

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Monthly PBS committee meeting minutes; ODMS and Focus discipline data

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

Hold monthly PBS committee meetings, during which bus discipline and transportation positive behavior support plan will be discussed.

Person Responsible

Nicole Burda

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Meeting minutes; artifacts of plan implementation including e-mails and phone logs; copies of incentives

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

Hold monthly PBS committee meetings; use Discipline data gathered from ODMS and Focus to create and modify Transportation PBS plan for 2014-2015.

Person Responsible

Nicole Burda

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

ODMS and Focus Data; PBS committee meeting minutes

G2. Increase student's knowledge in scientific concepts. `1`

`G036360`

G2.B1 weak understanding in scientific concepts `2`

`B087080`

G2.B1.S1 Increase the use of scientific method with hands on activities and increase in specific and guaranteed science academic vocabulary. `4`

`S097809`

Strategy Rationale

Students would have a better understanding of the scientific process and vocabulary that is needed to be known to understand concepts.

Action Step 1 `5`

Provide resources for hands on activiities and guaranteed science vocabulary

Person Responsible

Vicki Steele

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

walk throughs and feedback with true north logic system and progress monitoring assessments

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

walk throughs

Person Responsible

Katrina Sanders

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

students engagement and increase of knowledge of scientific vocabulary that will be applied in scientific experiments and written response.

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

Pearson Assessments

Person Responsible

Laura Dyer

Schedule

Every 6 Weeks, from 8/25/2014 to 6/4/2015

Evidence of Completion

increase score on the progress monitoring assessment.

G3. Increase the understanding and application of mathematical concepts which will increase Math achievement in ALL groups. `1`

🔍 G036362

G3.B4 Lack of high expectation,curriculum fidelity, teacher collaboration and effective use of PLCs `2`

🔍 B095704

G3.B4.S1 Effective PLCS - teachers will meet 3 times a month to review data in order to determine appropriate instruction for all students. They will plan interventions, grade level specifics, and enrichment to ensure ALL achieve. They will develop CFAs to help with determining specific benchmarks that students may need to review. Interventions will be based on data. `4`

🔍 S106902

Strategy Rationale

Using this strategy will assist in remedying the students' weakness in order to understand new concepts and being able to master them.

Action Step 1 `5`

PLC- Intervention Analysis and Strategic Planning

Person Responsible

Katrina Sanders

Schedule

Weekly, from 7/14/2014 to 6/4/2015

Evidence of Completion

Evidence will be based on the Power standard worksheets, SMART Goal sheets, CFAs, and agendas and meeting notes.

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

Administration will complete walk throughs observing implementation of curriculum, interventions and enrichment by providing continual feedback in regular classroom environments and intervention classrooms. Ensuring PLCs are conducting on the 1st, 2nd and 3rd Wednesdays of every month.

Person Responsible

Katrina Sanders

Schedule

Daily, from 8/26/2014 to 6/4/2015

Evidence of Completion

Observational data through True North Logic. Notes and agendas from PLCs.

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

Reviewing STAR data after each assessment window and determining if students especially targeted students. Reviewing agendas and minutes from PLCs.

Person Responsible

Katrina Sanders

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Data from STAR and from PLCs.

G3.B4.S2 Develop rigorous learning goals for every standard that will be implemented in all classrooms.
4

🔑 S106903

Strategy Rationale

Ensuring high expectations for all students.

Action Step 1 5

Teachers will develop rigorous Learning goals based off the power/essential standards they have chosen during PLCs.

Person Responsible

Katrina Sanders

Schedule

Monthly, from 7/14/2014 to 6/4/2015

Evidence of Completion

Monitoring with classroom walk with the element #1 providing clear learning goals.

Plan to Monitor Fidelity of Implementation of G3.B4.S2 6

Administration will complete walk throughs and provide feedback.

Person Responsible

Katrina Sanders

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Data from Truth North Logic on Element 1 providing Clear Learning Goals.

Plan to Monitor Effectiveness of Implementation of G3.B4.S2 `7`

STAR assessments

Person Responsible

Katrina Sanders

Schedule

Every 6 Weeks, from 8/25/2014 to 6/4/2015

Evidence of Completion

Data from STAR assessments that shows an increase in students scale score.

G3.B4.S3 Utilizing CPALMS, CMaps, to ensure curriculum is be using with fidelity. `4`

🔑 S106904

Strategy Rationale

Using curriculum with fidelity will ensure that all students receive the same viable and guaranteed curriculum

Action Step 1 `5`

Implementation of CPALMS using the CMaps to develop lesson plans and ensure curriculum is being implemented with fidelity.

Person Responsible

Suzi Larson

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Lesson plans and attendance logs of PD that is provided.

Plan to Monitor Fidelity of Implementation of G3.B4.S3 `6`

Review of Lesson plans and attendance at PD for CPalms

Person Responsible

Suzi Larson

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Lesson plans and attendance logs to PD

Plan to Monitor Effectiveness of Implementation of G3.B4.S3 `7`

Classroom walk throughs

Person Responsible

Katrina Sanders

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Data from True North Logic

G4. Increase the use of higher order questions/critical thinking skills by incorporating the use of rigorous and complex text. 1

🔑 G036363

G4.B1 Adequate time to intervene and provide additional support 2

🔑 B087089

G4.B1.S1 Using ELO and ELO Plus funds to provide extra intensive instruction to those students scoring below the 50th percentile on the STAR Renaissance testing be utilizing supplemental evidence based materials and teachers to effectively engage and and educate the students. 4

🔑 S097812

Strategy Rationale

To close the learning gap for students in order for them to accel.

Action Step 1 5

Intervention Groups and Teachers to be developed and appropriate curriculum to be chosen to meet the needs of the students.

Person Responsible

Laura Dyer

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Successful increase on STAR Renaissance Progress Monitoring test and proficiency scores on FSA.

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

Students participating in the intervention groups will be progress monitored using the STAR Renaissance assessment system.

Person Responsible

Laura Dyer

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Increase in Scale Scores on the STAR Renaissance assessment

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

STAR Renaissance Assessment

Person Responsible

Laura Dyer

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Increase scale score on the STAR Renaissance progress monitoring and seeing students move beyond the 50th percentile.

G4.B1.S2 Ensuring teachers attend Core Connections and then implementing the strategies and ideas that were being delivered in the PD. `4`

🔑 S106908

Strategy Rationale

To increase students understanding of specific standards and how to answer appropriate questions

Action Step 1 `5`

Ensure teachers have substitutes and attend CORE Connections training.

Person Responsible

Suzi Larson

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Attendance logs from Core Connections training.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 `6`

Walk throughs will be conducted and surveys to determine the needs of the teachers.

Person Responsible

Suzi Larson

Schedule

Monthly, from 8/24/2014 to 6/4/2015

Evidence of Completion

Data from TRUE North Logic and survey results.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Classroom walk throughs, review of Osceola and RCE Writes, and lesson plans

Person Responsible

Katrina Sanders

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

data from true north logic, data from Osceola and RCE Writes and lesson plans

G4.B1.S3 PLC- CFAs with fidelity • Establish Essential Agreements led by PLC Facilitator • Schedule for Meetings – 1st, 2nd and 3rd Wednesdays on MC • Create Power/ Essential Standards • Develop GOALS • Rigorous LG 4

S106909

Strategy Rationale

Will allow teacher collaboration, development of instruction that meets the needs of ALL students.

Action Step 1 5

Implement PLCs with fidelity that will occur on the 1st, 2nd and 3rd Wednesdays.

Person Responsible

Katrina Sanders

Schedule

Weekly, from 7/14/2014 to 6/4/2015

Evidence of Completion

PLC agenda and notes will collected and Leadership meetings which will reviewed as well.

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

The review of STAR assessment after giving to determine if students improved their Scale Score.

Person Responsible

Katrina Sanders

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Data from STAR assessment.

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 `7`

After reviewing the data from STAR assessments and the readjustment of interventions and ELO opportunities.

Person Responsible

Katrina Sanders

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Data from STAR assessments

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.B1.S1.A1	Provide resources for hands on activiities and guaranteed science vocabulary	Steele, Vicki	8/25/2014	walk throughs and feedback with true north logic system and progress monitoring assessments	6/4/2015 monthly
G4.B1.S1.A1	Intervention Groups and Teachers to be developed and appropriate curriculum to be chosen to meet the needs of the students.	Dyer, Laura	8/25/2014	Successful increase on STAR Renaissance Progress Monitoring test and proficiency scores on FSA.	6/4/2015 weekly
G3.B4.S1.A1	PLC- Intervention Analysis and Strategic Planning	Sanders, Katrina	7/14/2014	Evidence will be based on the Power standard worksheets, SMART Goal sheets, CFAs, and agendas and meeting notes.	6/4/2015 weekly
G3.B4.S2.A1	Teachers will develop rigorous Learning goals based off the power/ essential standards they have chosen during PLCs.	Sanders, Katrina	7/14/2014	Monitoring with classroom walk with the element #1 providing clear learning goals.	6/4/2015 monthly
G3.B4.S3.A1	Implementation of CPALMS using the CMaps to develop lesson plans and ensure curriculum is being implemented with fidelity.	Larson, Suzi	8/11/2014	Lesson plans and attendance logs of PD that is provided.	6/4/2015 weekly
G4.B1.S3.A1	Implement PLCs with fidelity that will occur on the 1st, 2nd and 3rd Wednesdays.	Sanders, Katrina	7/14/2014	PLC agenda and notes will collected and Leadership meetings which will reviewed as well.	6/4/2015 weekly
G4.B1.S2.A1	Ensure teachers have substitutes and attend CORE Connections training.	Larson, Suzi	8/25/2014	Attendance logs from Core Connections training.	6/4/2015 monthly
G1.B1.S1.A1	Provide each bus rider with a backpack tag that lists behavioral expectations and disciplinary consequences.	Burda, Nicole	8/18/2014	All students who utilize district transportation as a means of getting to and from school will have a red tag that shows their bus number and lists rules/ consequences adhered to their backpacks. Students will keep these tags on their backpacks all year.	6/4/2015 annually
G1.B3.S1.A1	Meet with PBS Committee to develop a schoolwide plan that is designed to recognize students and drivers for observing and exhibiting ideal behaviors as they pertain to the	Burda, Nicole	8/11/2014	Monthly PBS committee meeting minutes; ODMS and Focus discipline data	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	effective and safe transportation of students to and from our campus				
G1.MA1	Use Discipline Data from ODMS and FOCUS to target certain behaviors or bus/buses where undesirable behaviors are occuring; Correspondence and Meetings with Transportation Dept.; results from climate surveys		8/18/2014	Progress will be made evident through data collected from ODMS and Focus; Bus referrals from drivers/ transportation department; feedback from climate surveys, feedback during meetings with drivers, employees of Transportation Department, and other school stakeholders	6/4/2015 monthly
G1.B1.S1.MA1	Use discipline data gathered from ODMS and FOCUS to monitor the number of bus referrals being generated for RCE students; create and implement a climate survey (once at beginning of year and once at end of year) pertaining to transportation policies for students, drivers, and other stakeholders; monitor students on buses as they arrive on/depart from campus; board buses to perform spot checks; work cooperatively with drivers and Transportation Department; attend any transportation meetings pertaining to RCE students	Burda, Nicole	8/18/2014	Discipline data from ODMS and Focus	6/4/2015 monthly
G1.B1.S1.MA1	Use discipline data gathered from ODMS and FOCUS to monitor the number of bus referrals being generated for RCE students; create and implement a climate survey pertaining to transportation policies for students, drivers, and other stakeholders; monitor students on buses as they arrive on/depart from campus; board buses to perform spot checks; work cooperatively with drivers and Transportation Department; attend any transportation meetings pertaining to RCE students	Burda, Nicole	8/18/2014	Data will be gathered and reviewed on a monthly basis from ODMS and Focus	6/4/2015 monthly
G1.B2.S1.MA1	Provide students with backpack tags that outline behavioral/safety expectations that will remain adhered to their backpacks throughout the year	Burda, Nicole	8/11/2014	Discipline data from ODMS and Focus; results from climate survey taken by students, drivers, and stakeholders	8/11/2014 annually
G1.B3.S1.MA1	Hold monthly PBS committee meetings; use Discipline data gathered from ODMS and Focus to create and modify Transportation PBS plan for 2014-2015.	Burda, Nicole	8/11/2014	ODMS and Focus Data; PBS committee meeting minutes	6/4/2015 monthly
G1.B3.S1.MA1	Hold monthly PBS committee meetings, during which bus discipline and transportation positive behavior support plan will be discussed.	Burda, Nicole	8/11/2014	Meeting minutes; artifacts of plan implementation including e-mails and phone logs; copies of incentives	6/4/2015 monthly
G2.MA1	progress monitoring on pearson	Dyer, Laura	8/25/2014	increase level of proficient students on FCAT	6/4/2015 every-6-weeks
G2.B1.S1.MA1	Pearson Assessments	Dyer, Laura	8/25/2014	increase score on the progress monitoring assessment.	6/4/2015 every-6-weeks
G2.B1.S1.MA1	walk throughs	Sanders, Katrina	8/25/2014	students engagement and increase of knowledge of scientific vocabulary that will be applied in scientific experiments and written response.	6/4/2015 weekly
G3.MA1	STAR Renaissance assessment and FSA	Sanders, Katrina	8/25/2014	increase of students at or above the 50th percentile on the STAR Renaissance assessment and increase	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				the number of students scoring at proficient level on FSA.	
G3.B4.S1.MA1	Reviewing STAR data after each assessment window and determining if students especially targeted students. Reviewing agendas and minutes from PLCs.	Sanders, Katrina	8/25/2014	Data from STAR and from PLCs.	6/4/2015 weekly
G3.B4.S1.MA1	Administration will complete walk throughs observing implementation of curriculum, interventions and enrichment by providing continual feedback in regular classroom environments and intervention classrooms. Ensuring PLCs are conducting on the 1st, 2nd and 3rd Wednesdays of every month.	Sanders, Katrina	8/26/2014	Observational data through True North Logic. Notes and agendas from PLCs.	6/4/2015 daily
G3.B4.S2.MA1	STAR assessments	Sanders, Katrina	8/25/2014	Data from STAR assessments that shows an increase in students scale score.	6/4/2015 every-6-weeks
G3.B4.S2.MA1	Administration will complete walk throughs and provide feedback.	Sanders, Katrina	8/25/2014	Data from Truth North Logic on Element 1 providing Clear Learning Goals.	6/4/2015 weekly
G3.B4.S3.MA1	Classroom walk throughs	Sanders, Katrina	8/25/2014	Data from True North Logic	6/4/2015 weekly
G3.B4.S3.MA1	Review of Lesson plans and attendance at PD for CPalms	Larson, Suzi	8/11/2014	Lesson plans and attendance logs to PD	6/4/2015 weekly
G4.MA1	STAR Renaissance, Osceola and RCE Writes and FSA assessment	Larson, Suzi	8/25/2014	Successful increase on the STAR Renaissance testing and increase number of students scoring proficiency on the Osceola and RCE Writes and FSA.	8/25/2014 monthly
G4.B1.S1.MA1	STAR Renaissance Assessment	Dyer, Laura	8/25/2014	Increase scale score on the STAR Renaissance progress monitoring and seeing students move beyond the 50th percentile.	6/4/2015 monthly
G4.B1.S1.MA1	Students participating in the intervention groups will be progress monitored using the STAR Renaissance assessment system.	Dyer, Laura	8/25/2014	Increase in Scale Scores on the STAR Renaissance assessment	6/4/2015 monthly
G4.B1.S2.MA1	Classroom walk throughs, review of Osceola and RCE Writes, and lesson plans	Sanders, Katrina	8/25/2014	data from true north logic, data from Osceola and RCE Writes and lesson plans	6/4/2015 monthly
G4.B1.S2.MA1	Walk throughs will be conducted and surveys to determine the needs of the teachers.	Larson, Suzi	8/24/2014	Data from TRUE North Logic and survey results.	6/4/2015 monthly
G4.B1.S3.MA1	After reviewing the data from STAR assessments and the readjustment of interventions and ELO opportunities.	Sanders, Katrina	8/25/2014	Data from STAR assessments	6/4/2015 monthly
G4.B1.S3.MA1	The review of STAR assessment after giving to determine if students improved their Scale Score.	Sanders, Katrina	8/25/2014	Data from STAR assessment.	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G3. Increase the understanding and application of mathematical concepts which will increase Math achievement in ALL groups.

G3.B4 Lack of high expectation,curriculum fidelity, teacher collaboration and effective use of PLCs

G3.B4.S1 Effective PLCS - teachers will meet 3 times a month to review data in order to determine appropriate instruction for all students. They will plan interventions, grade level specifics, and enrichment to ensure ALL achieve. They will develop CFAs to help with determining specific benchmarks that students may need to review. Interventions will be based on data.

PD Opportunity 1

PLC- Intervention Analysis and Strategic Planning

Facilitator

Resource Coaches, PLC Facilitators and Administration

Participants

ALL teachers and Support Staff

Schedule

Weekly, from 7/14/2014 to 6/4/2015

G3.B4.S3 Utilizing CPALMS, CMaps, to ensure curriculum is be using with fidelity.

PD Opportunity 1

Implementation of CPALMS using the CMaps to develop lesson plans and ensure curriculum is being implemented with fidelity.

Facilitator

Suzi Larson and Vicki Bachman

Participants

All K-5 teachers

Schedule

Weekly, from 8/11/2014 to 6/4/2015

G4. Increase the use of higher order questions/critical thinking skills by incorporating the use of rigorous and complex text.

G4.B1 Adequate time to intervene and provide additional support

G4.B1.S2 Ensuring teachers attend Core Connections and then implementing the strategies and ideas that were being delivered in the PD.

PD Opportunity 1

Ensure teachers have substitutes and attend CORE Connections training.

Facilitator

Core Connections Trainers, Suzi Larson

Participants

K-5 Teachers

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: Decrease the number of bus referrals by 20%.	1,000
Goal 2: Increase student's knowledge in scientific concepts.	1,000
Goal 3: Increase the understanding and application of mathematical concepts which will increase Math achievement in ALL groups.	19,700
Goal 4: Increase the use of higher order questions/critical thinking skills by incorporating the use of rigorous and complex text.	11,000
Grand Total	**32,700**

Goal 1: Decrease the number of bus referrals by 20%.		
Description	**Source**	**Total**
B3.S1.A1	General Fund	500
B3.S1.A1	General Fund	500
Total Goal 1		**1,000**

Goal 2: Increase student's knowledge in scientific concepts.		
Description	**Source**	**Total**
B1.S1.A1 - Purchase hands on materials needed to present the concepts being taught. Pay for PD opportunities that are not being offered by the District.	School Improvement Funds	1,000
Total Goal 2		**1,000**

Goal 3: Increase the understanding and application of mathematical concepts which will increase Math achievement in ALL groups.		
Description	**Source**	**Total**
B4.S1.A1 - Pay for substitutes to ensure adequate planning for PLCS purchase the book Mindsets in the Classroom by Mary Cay Ricci for all Teachers to do a book study on.	Title I Part A	8,700
B4.S1.A1 - Utilize SAI and ELO Plus to provide interventions for students to pay for teachers and curriculum if needed.	Other	10,000
B4.S1.A1 - Pay for PD opportunities that are not being offered District wide and possibly purchase supplemental materials for classrooms.	School Improvement Funds	1,000
Total Goal 3		**19,700**

Goal 4: Increase the use of higher order questions/critical thinking skills by incorporating the use of rigorous and complex text.		
Description	**Source**	**Total**
B1.S1.A1 - Utilize SAI and ELO Plus funds to pay for salaries for teachers to provide the additional learning opportunities for targeted students.	Other	10,000

Goal 4: Increase the use of higher order questions/critical thinking skills by incorporating the use of rigorous and complex text.		
Description	**Source**	**Total**
B1.S2.A1 - To purchase resources that would assist in delivering the Core Connections lessons with fidelity.	School Improvement Funds	1,000
Total Goal 4		**11,000**