



## Floresta Elementary School

1501 SE FLORESTA DR, Port St Lucie, FL 34983

<http://www.stlucie.k12.fl.us/flo/>

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

75%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

51%

### School Grades History

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

### School Board Approval

This plan is pending approval by the St. Lucie 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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>15</b>
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	17
<b>Appendix 1: Implementation Timeline</b>	<b>21</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>22</b>
Professional Development Opportunities	23
Technical Assistance Items	24
<b>Appendix 3: Budget to Support Goals</b>	<b>25</b>

## 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	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

At Floresta Elementary, caring and dedicated professionals facilitate learning by engaging all students in challenging work. As a collaborative unit, educators connect learning to real life experiences that maximize each child's potential. Families and community members join Floresta in a partnership that fosters success in a nurturing and safe environment.

##### **Provide the school's vision statement**

All students will leave Floresta with mastery of all subject area skills so they are equipped to succeed in their future endeavors. We welcome stakeholders to actively participate in our school, both formally and informally.

#### School Environment

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

Beginning the first week of the school year and continuing throughout, the following activities are facilitated in the classrooms in a variety of ways. Classroom meetings, student surveys, individual student conferences, learning how to work together through structured cooperative learning activities, and reading stories that have themes from other cultures.

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

We are a school-wide PBIS school in which the environment is structured around encouraging positive student behavior and mutual respect. Specific procedures for arrival and dismissal are implemented with interactive adult supervision. Student leadership roles are available in the school such as, safety patrol, student council, morning news crew, student of the month, honor roll, and participation in school-wide musical productions. The level of student participation is high because of the safe and respected school environment. There is never a shortage of students who want to be involved.

##### **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**

We are a fully implemented PBIS school and participate in the CHAMPS framework to assist teachers in designing a proactive and positive classroom. All teachers have a classroom management plan that emphasizes reduction of classroom disruptions and office referrals; improves classroom climate; increases student on-task behavior; and establishes respectful and civil interactions. By using these strategies, teachers have implemented pathways for communicating their expectations on every classroom activity and all transitions.

All teachers and support staff have been trained in the implementation of PBIS, CHAMPS and Bully prevention. In addition, we have a well established check in and check out system for students who are in need of additional behavioral supports. Teachers and support staff have received training of the implementation and tracking of the student outcomes.

**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**

We have an active problem solving team that meets frequently to address the needs of students such as academic, behavioral, mentoring, counseling, and other services that are needed. Kindergarten is using Second Step program; we cooperate with community Mental Health agencies; referrals to the mental health collaborative; Big Brothers and Big Sisters; Too Good for Drugs and school guidance counselor provide valuable intervention strategies for our students.

**Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/180209>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Floresta involves parents and community organizations to support teaching and learning such as: Big Brothers and Big Sisters they provide mentors to support students in reading; Council on Aging provides Foster Grandparents to work with struggling primary students in the areas of reading, writing, and math. In the area of truancy, Big Brothers and Big Sisters provides a truancy representative to work closely with our school staff, students and parent to increase student attendance during academic school year. Floresta Elementary has established a partnership with the St. Lucie County Parent Academy to provide monthly parent/student workshop in science, math, and reading. In the area of the arts: Fantasy Theatre Factory provides informative entertainment for children emphasize ecology, and environmental concerns. Riverside Children Theatre they make fairy tales and myths come alive with engaging theatre productions with emphasize on reading.

**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
Floyd, Bernadette	Principal

**Duties**

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

Floresta elementary school leadership team consist of leaders from kindergarten to fifth grade, resource team leader, math coach, literacy coach, teacher leader, guidance counselor, and ESE student support specialist. We meet on a monthly basis to discuss our action plan for the school year which includes: core instruction, quality teaching and learning framework, review of data, collaborative planning, and differentiated instruction. In addition, administration, literacy and math coaches are meeting weekly with each grade level and department to discuss in more detail the needs of students based on the district, school level, and grade level data by teachers to revise our instructional approach and strategies to meet the needs of the students. This school year, all leaders are modeling for their peers how to: nurture positive attitudes, foster excitement to be a part of Floresta and share it in the community; address adverse situations in a positive manner, seek for understanding/clarification with concerns; affirm your team/school; model positive interpersonal relationships with staff members; model leadership qualities/professional ethics; be a mentor/role model for teachers/parents/students; and promote promptness/ timeliness/organization.

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

The school leadership team meets at least once per month to review universal screening data and progress monitoring data. Based on this information, the team will identify specific students and subgroups of students who are not meeting identified academic goals. Based on the data and discussion, the team will identify students and/or subgroup of students who are in need of additional and/or behavioral support and will provide that information to the Problem Solving Team (PBIS). The core team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each interventionist will have support documented in the intervention plan, and the interventionist and the support person will report back on all data collected for further discussion at future meetings. The team will collaborate with SAC, PBIS Team, and school literacy team. Core team members will serve as members of the smaller PBIS and schedule meetings weekly. Core teams will communicate with parents/community to facilitate the understanding of Response to Instruction/Intervention.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Bernadette L. Floyd	Principal
Geraldine Martinez- Wills	Teacher
Alexis Roldan	Teacher
Martha Ensley	Teacher
Shelby Reborra	Business/Community
	Student

**Duties**

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

*Evaluation of last year's school improvement plan*

It is an ongoing agenda item at the monthly SAC meeting. The following topics are reviewed and discussed: assessment data; budget; MtSS (Rtl) review; individual team action plans; professional development; literacy council activities; and family events as designated in the Parent Involvement plan. Input and feedback from the council members are utilized to gain opinions and thoughts on current events relating to the School Improvement Plan and to better plan events more suited for our parents /students.

*Development of this school improvement plan*

The school's leadership team participated in the planning of this year's year by reviewing the data and determining specific goal(s) for the this year's plan. Our focused will be on improving achievement with our subgroups based on the data; interventions will be implemented based on individual student needs; and professional development will be designed to reflect teacher and student needs. The school improvement funds allocated for the 2014-2015 school year will be only expended on programs or projects selected by the school advisory council.

*Preparation of the school's annual budget and plan*

The draft budget will be developed after the leadership team extensively reviews the data to determine our needs and focus for the 2014-2015 school year. The information will shared at the School Advisory Council meeting for review and feedback before final budget is determined. Floresta Elementary is a designated Title 1 school. The allocation received pays the salary for our Literacy and math coaches. The remainder of the funds are used for professional development, collaborative planning activities; substitutes for teacher professional development; and resource materials to support to student achievement activities.

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

N/A No funds allocated for School Improvement for the 2013-2014 school year.

***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
Floyd, Bernadette	Principal
	Instructional Technology

**Duties**

***Describe how the LLT promotes literacy within the school***

The school based literacy team at Floresta consists of the literacy coach, principal, assistant principal, media specialist and one representative from each grade level and ESE support specialist. The team will need to determine the needs of the teachers as they implement the new Florida Standards especially in grades 3-5 and determine professional development aligned to those needs. The team

will collaborate with the School Advisory Council to promote literacy within the school, home, and community at large.

## 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**

Based on prior feedback from last year, teachers requested more time to work collaboratively as team to design and implement quality units that will address what we are teaching, what will we accept as quality student work; and how will we teach it. A new schedule was put into place for the current school year which allowed for personal planning and collaborative planning daily. Title 1 funding will be utilized for substitutes periodically throughout the school year to allow for full day planning with literacy and math coaches for all grade groups.

In addition, plans are being formulated to address the needs of our inclusion teachers and ESE student support facilitators to best meet the needs of our identified ESE students. We recognize the need to strength our delivery of instruction for our ELL students. Therefore specific planning pursuits will initiated between the classroom and ESOL para-professionals.

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

By taking the time to meet individually with teachers to gain feedback on planning time, resources, reviewed data was valuable in developing the school-wide schedule. Teachers had a voice in the development of the current schedule based on their needs. What is important, the administrative team listened to what teachers felt strongly about. In turn, administration in consultation with the leadership team developed a schedule to address their primary concern for planning. The leadership team and mentors will all demonstrate these qualities:

- ? Nurture Positive Attitudes
- ? Foster the excitement to be a part of Floresta and share it in the community
- ? Address adverse situations in a positive manner
- ? Seek for understanding/clarification with concerns
- ? Affirm your team/school
- ? Model positive interpersonal relationships with staff members
- ? Model leadership qualities/Professional Ethics
- ? Be a mentor/role model for teachers/parents/students
- ? Promote promptness/timeliness/organization

It is the administration expectations this will go long way to recruit, develop, and retain highly qualified, certified-in-field effective teachers to Floresta Elementary.

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

Mentors are selected within the grade group to provide grade specific support who have demonstrated high quality relationships skills and desire to help the beginning teacher to be successful. They provide support for the entire year based on needs specific to our school site. Mentors frequently observe new teachers and vice versa to provide feedback to become an effective teacher in the classroom. Monthly nest meetings are held to help new teachers become familiar with the framework for quality teaching and learning.

## 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 program materials and resources are aligned to the Florida Standards per district school board policy. Strong core instruction ensures that all skills are properly sequenced and mastered at the appropriate time and are taught explicitly (I do, We do, You do) and systematically (scope and sequence) across all levels of learners. Powerful classroom instruction does not simply teach page by page or in the same way for all students; but rather they differentiate instruction to meet the specific needs of all students. As evidenced by administrative informal and formal walkthroughs; grade level collaboration/and with math and literacy coaches; lesson planning; and developing common assessments.

## Instructional Strategies

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

Universal data is used to evaluate and analyze student performance. Specifically looking at strength and weakness to determine which skills students are not proficient so that instruction can be differentiated and adapted to meet student needs. Bi-weekly progress monitoring, RTI tiered intervention and enrichment; and after school tutoring. A 30 minute walk to intervention block is done daily Monday thru Friday which focuses on students needing additional support in reading and math. Differentiated instruction is done daily in reading and math to meet the specific needs of the students in the classroom. Teachers are using data to teach essential skills and strategies; provide differentiated instruction based on assessment results and adapt instruction to meet students' needs; explicit and systematic instruction with lots of practice and re-teaching; opportunities to apply skills and strategies in the core content areas of learning; and monitor student progress and re-teach as necessary.

### ***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:** After School Program

**Minutes added to school year:**

***Strategy Rationale***

***Strategy Purpose(s)***

""

***Person(s) responsible for monitoring implementation of the strategy***

Zsiga, Peter, peter.zsiga@stlucieschools.org

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

## 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***

Students who attend private pre-schools will have the opportunity to transition into the elementary school environment. The private pre-schools that serve our school will be invited to bring their pre-kindergarten class to visit our kindergarten classrooms and tour our school. A welcome kindergarten bag will be given to each parent as they enroll their child at our school. The bag includes kindergarten transition materials and other pertinent Floresta information. A kindergarten orientation is also held each Spring for incoming students and their parents. This is a time to meet the teacher, tour classroom, and learn about our kindergarten program. Throughout the year, parent nights are held at Floresta and parents who have pre-school aged children are encouraged to attend. A kindergarten open house takes places before the start of school so children and families can meet their teacher.

### **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.** Teachers will collaboratively plan high quality and engaging lessons incorporating higher level questions and tasks based on data.

## 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.** Teachers will collaboratively plan high quality and engaging lessons incorporating higher level questions and tasks based on data. 1a

G043083

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	69.0
AMO Reading - All Students	71.0
FCAT 2.0 Science Proficiency	75.0

**Resources Available to Support the Goal** 2

- Literacy Coach and Math Coach
- Lafs and Mafs Florida Standards and progressions
- SLPS Framework for Quality Teaching and Learning
- Professional Development
- Collaborative Planning

**Targeted Barriers to Achieving the Goal** 3

- Time for Planning
- Professional Development Resources
- Assessment writing aligned to Florida Standards

**Plan to Monitor Progress Toward G1.** 8

On going data chats with all teachers, lesson plans, administrative informal and formal observations, district assessments, teacher made assessments, and universal assessments.

**Person Responsible**

Bernadette Floyd

**Schedule**

Weekly, from 9/4/2014 to 5/29/2015

**Evidence of Completion**

Student proficiency results from formative and summative assessments.

## 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.** Teachers will collaboratively plan high quality and engaging lessons incorporating higher level questions and tasks based on data. **1**

 G043083

**G1.B2** Time for Planning **2**

 B105320

**G1.B2.S1** Daily collaborative planning built into their schedule, increased math instructional time; and professional development **4**

 S116621

### Strategy Rationale

Teachers will have collaborative time to create high quality plans driven by data

### Action Step 1 **5**

Analyze and evaluate data generated from teacher made assessments, district assessments, and universal assessments throughout the 2014-2015 school year.

### Person Responsible

Bernadette Floyd

### Schedule

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

### Evidence of Completion

Meeting agendas and minutes from data chats, MTSS data, progress monitoring, and grade level collaborative planning form.

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

On going meetings with grade level teams, lesson plans, data chats, and informal and formal observations

**Person Responsible**

Bernadette Floyd

**Schedule**

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

***Evidence of Completion***

informal and formal written observation, minutes from meetings with grade level teams, progress monitoring results.

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

Formal meetings with teachers to review results of the data, to determine what is working and needs to be changed.

**Person Responsible**

Bernadette Floyd

**Schedule**

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

***Evidence of Completion***

Performance matter will be used to monitor the data, informal and formal observations, and individual teacher data results.

**G1.B3 Professional Development Resources** 2

 B105321

**G1.B3.S1 Literacy Coach and Math Coach modeling and providing support and feedback.** 4

 S116624

**Strategy Rationale**

Increase teacher content knowledge and teaching high yield strategies to increase student performance

**Action Step 1** 5

Professional development will be provided throughout the school year concentrating on Florida Standards and item spec, and scope and sequence.

**Person Responsible**

Bernadette Floyd

**Schedule**

On 5/29/2015

***Evidence of Completion***

Increase in student achievement scores based on formative and summative assessments.

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

Professional development calendar will be used to monitor events offered to teachers throughout the year.

**Person Responsible**

Bernadette Floyd

**Schedule**

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

***Evidence of Completion***

In-service points will be provided for teachers participation for all professional development activities. With the result of increased student performance.

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

Feedback from teachers, classroom observation, and student conferencing.

**Person Responsible**

Bernadette Floyd

**Schedule**

Quarterly, from 9/5/2014 to 9/5/2014

**Evidence of Completion**

Exit ticket, parking lot information.

**G1.B4 Assessment writing aligned to Florida Standards** 2

 B105322

**G1.B4.S1** To design higher level questions and tasks on formative and summative assessments designed by teachers. 4

 S116627

**Strategy Rationale**

To increase student performance as outlined by the Florida Standards.

**Action Step 1** 5

Increase teachers skills in designing questions and tasks to assess students thinking aligned with the new Florida Standards.

**Person Responsible**

Bernadette Floyd

**Schedule**

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

**Evidence of Completion**

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

Analyze teacher written assessments

**Person Responsible**

Bernadette Floyd

**Schedule**

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

**Evidence of Completion**

Data spreadsheets and written test questions.

**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.B2.S1.A1	Analyze and evaluate data generated from teacher made assessments, district assessments, and universal assessments throughout the 2014-2015 school year.	Floyd, Bernadette	9/5/2014	Meeting agendas and minutes from data chats, MTSS data, progress monitoring, and grade level collaborative planning form.	5/29/2015 weekly
G1.B3.S1.A1	Professional development will be provided throughout the school year concentrating on Florida Standards and item spec, and scope and sequence.	Floyd, Bernadette	9/5/2014	Increase in student achievement scores based on formative and summative assessments.	5/29/2015 one-time
G1.B4.S1.A1	Increase teachers skills in designing questions and tasks to assess students thinking aligned with the new Florida Standards.	Floyd, Bernadette	9/5/2014		5/29/2015 monthly
G1.MA1	On going data chats with all teachers, lesson plans, administrative informal and formal observations, district assessments, teacher made assessments, and universal assessments.	Floyd, Bernadette	9/4/2014	Student proficiency results from formative and summative assessments.	5/29/2015 weekly
G1.B2.S1.MA1	Formal meetings with teachers to review results of the data, to determine what is working and needs to be changed.	Floyd, Bernadette	9/5/2014	Performance matter will be used to monitor the data, informal and formal observations, and individual teacher data results.	5/29/2015 monthly
G1.B2.S1.MA1	On going meetings with grade level teams, lesson plans, data chats, and informal and formal observations	Floyd, Bernadette	9/5/2014	informal and formal written observation, minutes from meetings with grade level teams, progress monitoring results.	5/29/2015 weekly
G1.B3.S1.MA1	Feedback from teachers, classroom observation, and student conferencing.	Floyd, Bernadette	9/5/2014	Exit ticket, parking lot information.	9/5/2014 quarterly
G1.B3.S1.MA1	Professional development calendar will be used to monitor events offered to teachers throughout the year.	Floyd, Bernadette	9/5/2014	In-service points will be provided for teachers participation for all professional development activities. With the result of increased student performance.	5/29/2015 monthly
G1.B4.S1.MA1	Analyze teacher written assessments	Floyd, Bernadette	9/5/2014	Data spreadsheets and written test questions.	5/29/2015 biweekly

## 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.** Teachers will collaboratively plan high quality and engaging lessons incorporating higher level questions and tasks based on data.

### **G1.B3** Professional Development Resources

**G1.B3.S1** Literacy Coach and Math Coach modeling and providing support and feedback.

#### **PD Opportunity 1**

Professional development will be provided throughout the school year concentrating on Florida Standards and item spec, and scope and sequence.

##### **Facilitator**

Leadership team, Literacy and Math coaches, and administration

##### **Participants**

All teachers including resource teachers K-5

##### **Schedule**

On 5/29/2015

### **G1.B4** Assessment writing aligned to Florida Standards

**G1.B4.S1** To design higher level questions and tasks on formative and summative assessments designed by teachers.

#### **PD Opportunity 1**

Increase teachers skills in designing questions and tasks to assess students thinking aligned with the new Florida Standards.

##### **Facilitator**

Administration, Literacy and Math coaches, and leadership team

##### **Participants**

All teachers and resource teachers K-5

##### **Schedule**

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

## Technical Assistance Items

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

**G1.** Teachers will collaboratively plan high quality and engaging lessons incorporating higher level questions and tasks based on data.

### **G1.B2** Time for Planning

**G1.B2.S1** Daily collaborative planning built into their schedule, increased math instructional time; and professional development

#### **PD Opportunity 1**

Analyze and evaluate data generated from teacher made assessments, district assessments, and universal assessments throughout the 2014-2015 school year.

#### **Facilitator**

Literacy and Math Coaches

#### **Participants**

All teachers and resource teachers K-5

#### **Schedule**

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Teachers will collaboratively plan high quality and engaging lessons incorporating higher level questions and tasks based on data.	96,357
<b>Grand Total</b>	<b>96,357</b>

### Goal 1: Teachers will collaboratively plan high quality and engaging lessons incorporating higher level questions and tasks based on data.

Description	Source	Total
<b>B2.S1.A1</b> - Literacy Coach	Title I Part A	51,243
<b>B2.S1.A1</b> - Math Coach	Title I Part A	45,114
<b>Total Goal 1</b>		<b>96,357</b>