Webster Elementary School

2014-15 School Improvement Plan

Webster Elementary School

349 S MARKET BLVD, Webster, FL 33597

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	84%

Alternative/ESE Center	Charter School	Minority
No	No	34%

School Grades History

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

School Board Approval

This plan is pending approval by the Sumter 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	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission statement:Webster Elementary School, teachers, staff, students, parents and community work as a team to enable all children to reach their potential by providing experiences which will maximize the growth of each child and staff member in a safe, challenging environment

Provide the school's vision statement

Webster Elementary School is a place "Where Everyone Shines!"

School Environment

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

Webster Elementary School learns about the students' cultures and builds relationships between teachers and students through the beginning of the year Orientation-meet and greet, Bilingual Liasion, Character Building Acitvities, interest surveys, Differentiate activities by interests, Recogize student's birthdays, AR books are chosen on studdent's interest.

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

Webster Elementary School has a Positive Behavior system, School wide Behavior Expectations, Scheduled Safety Drills, Daily expectations with (PBS)Postitive Behavior Support Pledge and teachers have to document teaching positive expectations in lesson plans. Students are rewarded for good behavior with Sunshine dollars.

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

Expectations:
Our PBS committee meets monthly to review school wide effectiveness of our PBS plan. Our school wide PBS expectations are posted in each classroom, on sidewalks, in the cafeteria, and are recited during assemblies. Our school PBS pledge is recited daily by all students:
As a Webster elementary Partner, I pledge to:
Show respect
Have a postive attitde,
Inspire others,
Nurture my education,
Endeavor to do my best,
Strive to safety.
The other school areas have expectations built on the SHINES acronym as well. These expectations for the other areas are reviewed on morning annoucements each nine weeks.
Disciplinary Protocols:
Each teacher must establish and teach classroom expectations, which must be submitted to the administration for approval. These expectations, which vary by age group, must be based on our

school wide PBS expectations. Teachers are expected and encouraged to handle discipline issues in their classrooms through clear PBS expectations, clear consequences, PBS and individual teacher rewards, and required communication with parents. When a situation does not improve or is too severe to go through the normal behavior steps, teachers may use our Alternative Education room for time out, and further refer the child on a long discipine form to an administrator.

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

WES ensures the social-emotional needs of all students are being met through Homeroom teacher with safety and personal issues, The CCOS (Children Clincial On-site Sevices), The Daily Tier 2 Check in and Check out system and the Guidance Counselor provides guidance lessons individually and in groups. The Guidance Counselor also provides anti-bullying lessons for the students and the Help Box is posted in a general location for students. The Guidance Counselor also collaborates with other professional providers (Guardian ad litem, and case managers) to ensure that the student's needs are met. She also communicates the student's needs with the district Parent Education Specialist and utilizies community organizations to assist with the needs of the students. She also makes sure the Homeless students are provided with the necessary benefits that they are entitled to, to make sure it is a smooth transition into the educational environment.

Early Warning Systems

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

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

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
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/48909.

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

Webster Elementary builds partnerships with the community by using all available resources effectively to achieve what is in the best interest of our students. Our school collaborates with our School Advisory Council quarterly about funds, input for Student/Parent handbooks, Student Achievement Data, and etc.... Webster Elementary encourgaes open input/feedback from the council on topics that are discussed at the meetings to meet the needs of our students.

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
McMullen, Teeter	Assistant Principal
Bishop, Nancy	Other
Garrepy, Christina	Teacher, K-12
Goodson, Eileen	Principal
Kedzior, Adam	Teacher, K-12
Lanham, Linda	Teacher, K-12
Nash, Cindy	Other
Osborne, Tina	Teacher, K-12
Rogers, Patsy	Instructional Coach
Roush, Patricia	Teacher, K-12
Smith, Christina	Teacher, K-12
Woodend, Theresa	Teacher, ESE
Piwowar, Jennifer	Instructional Coach

Duties

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

The school-based leadership team meets periodically with general education teachers who have students in the MTSS process, to review intervention implementation, effectiveness, and data collections. The team meets quarterly to review school-wide and class-wide academic and behavioral

data. In addition, the team utilizes current data and problem solving techniques to identify needed academic and /or behavioral changes at the classroom and school level.

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

Universal screening (FSA) Florida Standards Assessment, FCAT, SESAT, SAT 10) is conducted by school staff in all core academic areas. This data is used to identify "at-risk" students by comparing an individual student's performance and progress to that of his peer group. Throughout the MTSS process frequent assessments (Teacher observation, Successmaker data, Weekly Reading and Fluency Test, Sight word evaluations, Discovery Ed. Assessments, etc.) are given to identify small changes in the student's performance. The MTSS TIPS Team uses this data to identify if changes to interventions or goals are needed.
Title I, Part A
All Title 1 schools in the Sumter County district have schoolwide programs. The Title 1 funds that are distributed to the schools are used to implement comprehensive strategies that address the needs of the students and to improve the educational programs for the entire school population with a direct focus on the most academically at-risk students. In addition, these funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, parent involvement activities, opportunities for data analysis and review, and revision of curriculum.
Title II
Webster Elementary School is allotted Title II funds to be used for teacher training based on the School Improvement Plan goals, teacher Individual Professional Development Plans, district mandates, and surveys, all of which are based on student data and research based strategies. Title II school based funds are used to support the IPDPs of teachers, which correlate to the SIP and district research based initiatives. The oversight of all professional development comes from the district.
Title III
The ESOL (English for Speakers of Other Languages) is coordinated through the district, using district guidelines, district developed forms, and a district ESOL coordinator to facilitate all ESOL meetings. Entrance and exit standards are based on state requirements and county guidelines. Webster Elementary's ESOL program and use of ESOL aides follow county and state guidelines.
Title X- Homeless
All new student registrations include a "Residency Questionnaire" which helps to determine if the student is living under homeless conditions, as per the state definition of homeless. If a student is determined to be living under homeless conditions, the guidance counselor, in coordination with the district homeless contact, work with parents to use district homeless resources to meet student and parent needs, as appropriate.
Violence Prevention Programs
All Webster Elementary students participate in the monthly "Character Connex" program which teaches character education. This program is provided by a local church through a grant by the Division of Juvenile Justice. The district has a no tolerance policy for bullying. Teachers, students and parents are all given training and documents on anti-Bullying. Fifth grade students are provided a survey to complete during the school year. Surveys are reviewed and policies are updated to continue the no tolerance policy for bullying. Webster Elementary also implements a school-wide positive behavior support plan throughout the school year.
Nutrition Programs
Schools participate in the Department of Agriculture's National Lunch Program and are provided the opportunity to receive food service for breakfast and lunch. Students who participate in the afterschool academic enrichment program are also eligible to receive a snack provided through the

National Lunch Program.
Voluntary Pre-Kindergarten
Voluntary Pre-Kindergarten is offered at each of the four elementary schools to ensure a smooth transition in to Kindergarten and an early start to learning. Students participate in VPK five full school days per week and are exposed to literature, social skills, mathematics content, and a print rich environment.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Teeter McMullen	Teacher
Crystal Ayala	Parent
Rosa Arredondo	Parent
Kay Dobson	Parent
Donella Farfaglia	Parent
Sandra Franklin	Parent
Erin Moore	Teacher
Roy Mitchell	Business/Community
Cindy Nash	Teacher
Gisela Orrach	Teacher
Tim Walleker	Business/Community
Leslie Mancini	Teacher
Eileen Goodson	Principal

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council reviews the information on data, student achievement, and results of district/state-wide results in the School Improvement plan. Then the committee looks at each section meticulously for any changes or additions throughout the plan. After the Council comes to an conclusive decision about the school improvement plan, the SAC votes to approve plan.

Development of this school improvement plan

Throughout the year, SAC members meet 4 times a year to review and discuss student achievement. Data such as FCAT 2.0/FSA results and district-wide assessments are shared with the SAC members. Members collaborate and provide suggestions to address the current student achievement scores. All of the information is gathered from the meetings and summarized in the school improvement plan. Once the plan is completed, the plan is presented to SAC members to review. SAC members add their input or suggested modifications. The SAC then approves the plan.

Preparation of the school's annual budget and plan

The School Advisory Council's duties in preparing for school's annual budget and plan is to give suggestions and feedback on ways the budget can be utilized in the best interest of the school and students. Then the committee votes on the budget for approval.

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

SAC funds will be allocated and disbursed upon recommendation of the principal and majority vote of the SAC membership. The amount of funding will be equivalent to $3,000.

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
McMullen, Teeter	Assistant Principal
Goodson, Eileen	Principal
Daniels, Westah	Teacher, K-12
Strickland, Joella	Instructional Media
Simmons, Natalie	Teacher, K-12
Bennett, Donna	Teacher, K-12
Brannen, Christina	Teacher, PreK
Furtado, Peggy	Teacher, K-12
Plummer, Elizabeth	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The primary function of the team is to disaggregate data of all assessments, such as district assessments, Successmaker, and standardized testing. The team also collaborates on the development and implementation of Literacy Week, along with any other special projects throughout the school year. In addition, the team will focus on implementing Florida Standards in the classroom and incorporate close reading strategies during reading instruction. The team is also responsible for providing extended reading passages to teachers on campus. They help establish guidelines for Accelerated Reader and provide a resource to content area teachers to help support ELA standards.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The strategies that Webster Elementary School have in place to encourage positive working relationships between teachers are Weekly Grade level meetings, Professional Learning Communities

on ELA, Math, Science, and other Grade level concerns. District Trainings and workshops where teachers share ideas and collaborate on a variety of topics for specific grade levels. Teachers also meet with the MTSS (Multi-Tiered System of Support) Facilitator to plan interventions that will meet student's needs to be successful with instruction. WES also has a big "Thank You" Sunshine where teachers are recognized for their postive input and helpful actions towards others.

Our school provides professional development for teachers about many topics. We strive for excellence to equip teachers with tools and strategies to meet the needs of the students.

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

Teacher to Teachers and Troops to Teachers are used as a recruiting process. Potential teachers seek positions that are available on the county site and complete an online application. Certification Checks are completed prior to hiring.

Responsible Personnel: Lisa Whitman/Allison Nave

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

The mentee (new teacher) is assigned to a mentor (experienced teacher). Mentor teachers are selected based on teacher experience and understanding of the state standards and district-wide curriculum.

The planned mentoring activities include: Complete Sumter County School District New Teacher Program, utilize guided meetings, peer observations, and monthly checklists of teaching responsibilities.

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

The District has adopted only materials that have a Florida correlation and we are using Test Specs and deconstructed standards. When adminstrators conduct walkthroughs they are looking for the Florida Standards that are being implemented in classroom lessons.

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

Teacher use a variety of data (state and district assessments, formative data, Successmaker, AR, etc) to guide instruction and to set up flexible grouping within the classroom. Students who need additional support receive a Progress Monitoring Plan (PMP) or MTSS interventions.

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: 3,500

For those children who need to arrive before 7:40 a.m., supervised learning time is available. Children in grades 2-5 work in the computer labs and work in small groups with the math resource teacher and the Successmaker program; younger children have A.R./reading time in the supervised early rooms. If funds are available.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

• The math resource teacher will monitor student results on the computer and utilizes the data to reinforce those skills that needs to be addressed.
• The classroom teacher will review student AR reports and data for student comprehension and to ensure that students are reading books within their reading level
• Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the evaluative tool

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

Voluntary Pre-Kindergarten is offered to ensure a smooth transition in to Kindergarten and an early start to learning. Students participate in VPK five full school days per week and are exposed to literature, social skills, mathematics content, and a print rich environment.
The 5th and 6th grade teachers observe each others' classrooms and meet to discuss curriculum and expectations. Fifth grade students visit the middle school during their 5th grade school year to assist in the transition.

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

Strategies that promote academic, character, and career planning include:
•Utilize business and professional individuals to share their experiences through programs presented throughout the year to demonstrate the transition from school to work.
•Utilize the Accelerated Reader Program to enhance life-long reading skills
•Participate in the county Math Field Day competing with students at the secondary level and 4th and 5th grade attends Science Fair at the high school level
•Continue the Safety Patrol to help students develop leadership roles, assume responsibility, and develop positive self-esteem.
•Character Education allows students to demonstrate characteristics required for leadership.
•Positive Behavior Support (PBS) helps all students throughout the school earn Sunshine Dollars

when demonstrating Respect, Role Model, Positive and Safety. Dollars are earned on campus on the school bus.

Webster Elementary teachers plan lessons based on district curriculum maps, state standards, and student needs and learning. During the ELA and math block, teachers incorporate centers to allow differentiated instruction. Teachers provide selections for students to choose as an individualized method for completing an assignment. In addition, to accommodate to the learning styles, teachers utilize visual aids such as the Learning Focused Boards, graphic organizers, and other means that will provide a visual representation for student learning as part of the teaching component. Teachers also integrate technology to enhance learning through use of Discovery Education videos, Brainpop and GoMath technology component. Students are also exposed to technology in a variety of ways. Technology is encompassed through the use of the doc cam and computer time. Teachers also share ideas through learning communities and teacher observation to obtain new ideas. Students in grades 2, 3, and 5 complete an interactive typing course to advance their skills with technology and to learn the basics.

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

Webster Elementary incorporates applied and integrated courses for students through looping methods. Students in grades K-5th grade have an ELA block and Math/Science block with 2 different teachers. Traditional kindergarten does not experience a change in teachers but they acquire the same curriculum as the other kindergarten classes. During the ELA block, students are learning to integrate reading, language arts, writing, spelling, and handwriting. Social Studies is also integrated with the reading component. During the math block, students are experiencing hands-on math, reading skills and science as a form of integration. Through these courses, students are able to find the connections between these subject areas.

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

Based on the High School Feedback Report, strategies for life-long learning are implemented in the classroom. Fifth grade students visit the high school science fair for exposure to higher-order thinking projects. In addition, fifth grade students visit the middle school to visit the campus and classrooms, attend a brief orientation to receive an overview of what to expect at the secondary level.

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.   Based on the analysis of the 2014 Reading FCAT 2.0 student achievement data, 62% of tested students in grades 3-5 achieved proficiency. 70% of students in grades 3-5 will achieve proficiency on the 2015 Reading Florida Standards Assessment.

G2.   Based on the analysis of the 2014 Math FCAT 2.0 student achievement data, 65% of tested students in grades 3-5 achieved proficiency. 70% of students in grades 3-5 will achieve proficiency on the 2015 Math FSA.

G3.   Based on the analysis of the 2014 Science FCAT 2.0 student achievement data, 62% of tested students in grades 3-5 achieved proficiency. 70% of students in grades 3-5 will achieve proficiency on the 2015 Science FSA.

G4.   Parent involvement in school activities will increase by 5% during the school year

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. Based on the analysis of the 2014 Reading FCAT 2.0 student achievement data, 62% of tested students in grades 3-5 achieved proficiency. 70% of students in grades 3-5 will achieve proficiency on the 2015 Reading Florida Standards Assessment. `1a`

🔍 G036477

Targets Supported `1b`

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0

Resources Available to Support the Goal `2`

- Learning communities: Plan and collaborate with other teachers and develop lesson plans that address student background knowledge weaknesses throughout a lesson

- Reading coach visitation to classrooms and working with students in the bottom quartile

- District involvement and walk-throughs with reading teachers throughout the year

- Core Connections Training for new teachers

Targeted Barriers to Achieving the Goal `3`

- Background knowledge and language skills deficit

- Limited Vocabulary knowledge

- Limited parent involvement and limited reading resources at home

- Limited organizing and structuring of vocabulary words and writing skills

Plan to Monitor Progress Toward G1. `8`

Reading Instruction

Person Responsible
Teeter McMullen

Schedule
Quarterly, from 8/11/2014 to 5/27/2015

Evidence of Completion
Results of 2015 FSA, and Discovery Education Assessment reports will be the evaluative tool.

G2. Based on the analysis of the 2014 Math FCAT 2.0 student achievement data, 65% of tested students in grades 3-5 achieved proficiency. 70% of students in grades 3-5 will achieve proficiency on the 2015 Math FSA. `1a`

Targets Supported `1b`

🔍 G036478

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	70.0

Resources Available to Support the Goal `2`

- 45 minutes of Successmaker math twice per week
- Use of the math resource teacher to provide mini-lessons on particular math topics throughout the year
- Plan and collaborate with other teachers and develop lesson plans that seek student background knowledge throughout a lesson
- GoMath textbook kit utilized with instruction

Targeted Barriers to Achieving the Goal `3`

- Math language and vocabulary deficit
- Limited parent involvement and limited math resources at home
- Transition to Florida Standards

Plan to Monitor Progress Toward G2. `8`

Math instruction

Person Responsible
Eileen Goodson

Schedule
Monthly, from 8/26/2014 to 5/27/2015

Evidence of Completion
Minutes for Learning Communities discussions with other math teachers and lesson plans

G3. Based on the analysis of the 2014 Science FCAT 2.0 student achievement data, 62% of tested students in grades 3-5 achieved proficiency. 70% of students in grades 3-5 will achieve proficiency on the 2015 Science FSA. `1a`

🔍 G036480

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal `2`

- Interactive Science textbooks

- Interactive Journals

- Technology: GIZMO, Brainpop, Study Island etc.

- Hands-on Experiments, meaningful assignments

- Science Fair projects required for all 4th and 5th grade students

Targeted Barriers to Achieving the Goal `3`

- Limited real life science experience and limited content exposure

Plan to Monitor Progress Toward G3. `8`

Science Instruction

Person Responsible
Eileen Goodson

Schedule
Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion
Lesson plans & walk-throughs

G4. Parent involvement in school activities will increase by 5% during the school year 1a

G036482

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Parent Involvement Activities Calendar

- Bilingual Translators for meetings, conferences, and backpack notes home

Targeted Barriers to Achieving the Goal 3

- Time Conflict of scheduled school events and work, limited transportation and child care

- Language Barrier

- Parent Notification

Plan to Monitor Progress Toward G4. 8

Open communication between parents and teachers

Person Responsible
Leslie Mancini

Schedule
Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion
Parent Sign-In sheets at varying activities and parent resource center, request and review parent involvement communication logs

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. Based on the analysis of the 2014 Reading FCAT 2.0 student achievement data, 62% of tested students in grades 3-5 achieved proficiency. 70% of students in grades 3-5 will achieve proficiency on the 2015 Reading Florida Standards Assessment. 1

🔑 G036477

G1.B1 Background knowledge and language skills deficit 2

🔑 B087348

G1.B1.S1 120 ELA block with Continuation of uninterrupted 90 minute reading block for each student, utilizing the district adopted SBR program, "McGraw Hill Reading Wonders" 4

🔑 S098074

Strategy Rationale

to meet legistative requirements

Action Step 1 5

Collaborating and planning with other reading teachers

Person Responsible

Westah Daniels

Schedule

Monthly, from 9/8/2014 to 5/27/2015

Evidence of Completion

Learning communities agendas and minutes of discussions

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

Effective use of the reading block for intense and rigorous reading instruction

Person Responsible

Teeter McMullen

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Classroom walkthroughs, lesson plans, instruction, and student engagement during the reading period

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

Effective reading instruction

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Results of 2015 Reading FSA, and Discovery Education reports will be the evaluative tool.

G1.B1.S2 Continue using extended passages in the reading classroom for all content areas. `4`

`S098075`

Strategy Rationale

to increase the reading endurance for longer passages

Action Step 1 `5`

Collaborating/planning with other reading teachers

Person Responsible

Westah Daniels

Schedule

Monthly, from 9/8/2014 to 5/27/2015

Evidence of Completion

Learning communities agenda & minutes of discussions

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

Effectiveness use of the reading passages for intense and rigorous reading instruction

Person Responsible

Teeter McMullen

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Classroom walkthroughs, Lesson Plans, instruction, student engagement during reading period

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

Effective reading instruction

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Results of 2015 FSA and Discovery Education Assessment Reports

G1.B1.S3 Classroom instruction focusing on higher order thinking questioning and activities and high yield, research-based strategies `4`

🔍 S098076

Strategy Rationale

to increase reading mastery in all content areas

Action Step 1 `5`

Collaborating/Planning with other reading teachers

Person Responsible

Westah Daniels

Schedule

Monthly, from 9/8/2014 to 5/27/2015

Evidence of Completion

Learning communities agenda and minutes of discussions

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

</div>

Effectiveness of the reading questions for higher level questioning and rigor in reading instruction

Person Responsible

Teeter McMullen

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Classroom walkthroughs, Lesson Plans, instruction, student engagement during reading period

<div style="background-color:#d4a437;">

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

</div>

Effective higher order questions during reading instruction

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Results of 2015 FSA and Discovery Education Assessment Reports

G1.B1.S4 Additional Reading opportunities: 45 minutes of Successmaker reading three times per week & increase level of AR in correlation with Florida Standards 4

Strategy Rationale

🔑 S098077

to differentiate the levels to student's abilities

Action Step 1 5

Collaborating/Planning with other teachers

Person Responsible

Westah Daniels

Schedule

Monthly, from 9/8/2014 to 5/27/2015

Evidence of Completion

Learning communities and minutes of discussions

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Effectiveness of the reading passages for intense and rigorous reading instruction

Person Responsible

Teeter McMullen

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Classroom walkthroughs, Lesson plans, instruction, student engagement during reading instruction

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Effective Reading instruction

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Results of 2015 FSA and Discovery Education Assessment Reports

G1.B2 Limited Vocabulary knowledge `2`

B087349

G1.B2.S1 Continuation of instruction utilizing Learning Focused Strategies in the reading classroom `4`

S098078

Strategy Rationale

to utilize extended reading passages and comprehension questions as daily reading practice, building in length, emphasis on complex vocabulary, and content progressively.

Action Step 1 `5`

Effective reading instruction with the use of LFS Strategies and emphasizing rigorous instruction

Person Responsible

Teeter McMullen

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Classroom walkthroughs, lesson plans, instruction, and student engagement during the reading period

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

Effective reading instruction with whole group and small centers focusing on vocabulary instruction

Person Responsible

Teeter McMullen

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Lesson plans, FSA Results, Discovery Ed Assessment and classroom data

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

Effective reading instruction

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Disaggregation of data from Discovery Education Assessments on a particular skill , student work displayed, and classroom data

G1.B3 Limited parent involvement and limited reading resources at home 2

B087350

G1.B3.S1 Maintain open communication with parents with regards to the reading curriculum 4

S098079

Strategy Rationale

to build relationships with parents and so that they will have updated information about the current reading program to assist with the needs of their student's learning.

Action Step 1 5

Provide parent resource materials through the Home School Parent Liaison and Title I school contact. Provide Accelerated Reader books for students to read in the home from the library. Provide Accelerated Reader nights at the end of every quarter

Person Responsible

Leslie Mancini

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

The effectiveness will be evidenced by parent attendance at conferences, communication with teachers; quality of work produced at home and parent participation in various parent nights.

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

Parent-teacher communication and student reading comprehension

Person Responsible

Leslie Mancini

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Review of AR reports with teachers on a bi-weekly basis

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

Parent-teacher communication and Accelerated Reading

Person Responsible

Leslie Mancini

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Sign in sheets at school events and the resource center, Student Accelerated Reader reports, notes in student planner, and student reading grades

G1.B4 Limited organizing and structuring of vocabulary words and writing skills [2]

🔑 B123299

G1.B4.S1 Instruction utilizing district mandate "Core Connections" program daily [4]

🔑 S135209

Strategy Rationale

to enhance the student's writing skills in the four criteria areas of wriitng

Action Step 1 [5]

Collaborating/Planning with other ELA teachers

Person Responsible

Westah Daniels

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Professional Learning communities and minutes of discussions

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

Effective use of writing in the areas of Focus, Organization, Support, and Conventions

Person Responsible

Teeter McMullen

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Classroom walkthroughs, Lesson Plans, Writing Samples, Writng journals, Student engagement during writing instruction

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Effective writing Instruction

Person Responsible

Eileen Goodson

Schedule

Biweekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Results of 2015 FSA and Write Score Reports

G1.B4.S2 Organize a 4th & 5th grade "Writing Camp" in January 4

S135239

Strategy Rationale

to bring focused and leveled writing instruction for an extended period of time

Action Step 1 5

Collaborating/Planning with other ELA teachers

Person Responsible

Westah Daniels

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Professional Learning Community agenda and minutes of discussions

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Effective use of writing in the four criteria areas

Person Responsible

Eileen Goodson

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Classroom walkthroughs, Lesson Plans, writing samples, writing journals, and student engagement during writing instruction

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 `7`

Effective writing instruction

Person Responsible

Eileen Goodson

Schedule

Biweekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Results of Writing FSA and Write Score Results

G1.B4.S3 Continue to emphasize Learning Focused Strategies `4`

🔍 S135245

Strategy Rationale

to enhance development in the areas of writing and reading by incorporating Robust Vocabulary words into daily ELA curriculum

Action Step 1 `5`

Collaborating/Planning with other ELA teachers

Person Responsible

Westah Daniels

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Learning communities agenda and minutes of discussions

Plan to Monitor Fidelity of Implementation of G1.B4.S3 `6`

Effective use of Writing in the four criteria areas

Person Responsible

Teeter McMullen

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Classroom walkthroughs, Lesson Plans, writing samples, writng journals, student engagement during writing instruction

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 `7`

Effective writing instruction

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Results of 2015 Writing FSA and Write Score Results

G1.B4.S4 Students in grades 2 ,3, 4, and 5 will be equipped with typing lessons in the classroom `4`

S135252

Strategy Rationale

to communicate messages with ease and allows students to cope with the technological base world

Action Step 1 `5`

Collaborating/Planning with ELA Teachers

Person Responsible

Westah Daniels

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Professional Learning Communities agendas and minutes of discussions

Plan to Monitor Fidelity of Implementation of G1.B4.S4 `6`

Effective use of Writng in the four criteria areas

Person Responsible

Teeter McMullen

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Classroom walkthroughs, writing samples, writing journals, Lesson plans, and student engagement during writing instruction

Plan to Monitor Effectiveness of Implementation of G1.B4.S4 `7`

Effective writing instruction

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Results of Writing FSA and Write Score Reports

G2. Based on the analysis of the 2014 Math FCAT 2.0 student achievement data, 65% of tested students in grades 3-5 achieved proficiency. 70% of students in grades 3-5 will achieve proficiency on the 2015 Math FSA. `1`

🔍 G036478

G2.B1 Math language and vocabulary deficit `2`

🔍 B087351

G2.B1.S1 Continuation of dedicated 90 minute math block for each student, utilizing the district adopted Go Math textbook `4`

🔍 S098080

Strategy Rationale

Allows time to differentiate instruction and have student practice skills

Action Step 1 `5`

Provide effective Math Instruction and implementation of Florida Standards, collaborating and planning lessons

Person Responsible

Eileen Goodson

Schedule

Daily, from 8/11/2014 to 5/27/2015

Evidence of Completion

Lesson plans, walk-throughs, Discussion Minutes

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

Effective Math Instruction, use of differentiated instruction

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Lesson plans, Math Probes Grade 3-5, Discovery Ed reports

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

Effective math instruction and student academic acheivement in math

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Walk-throughs and analyzing student data based on state and district assessments

G2.B2 Limited parent involvement and limited math resources at home 2

🔑 B087352

G2.B2.S1 Provide parent resource materials through the Home School Parent Liaison, Title I school contact, and classroom teacher 4

🔑 S098083

Strategy Rationale

to inform parents about the upcoming activities and inform them about activities that can help students at home in content areas as well as at school

Action Step 1 5

Provide resources at home for parents to utilize

Person Responsible

Jennifer Piwowar

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Teachers reviewing homework assignments and using these grades to reinforce skills that are not mastered, student grades

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Math resources for home use and practice of math skills

Person Responsible

Jennifer Piwowar

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Classroom grades reflecting homework assignments

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Homework and providing math resources for home use

Person Responsible

Jennifer Piwowar

Schedule

Weekly, from 8/11/2014 to 5/20/2015

Evidence of Completion

Reviewing of the homework assignments and using homework as a form of reinforcement and intervention if necessary

G2.B3 Transition to Florida Standards `2`

🔑 B087353

G2.B3.S1 Provide teacher resources and training to assist with the transition `4`

🔑 S098084

Strategy Rationale

So teachers will know and understand the standards and learn effective strategies to teach them

Action Step 1 `5`

We will continue transitioning to Florida Standards for math

Person Responsible

Jennifer Piwowar

Schedule

Biweekly, from 8/11/2014 to 5/20/2015

Evidence of Completion

Sign-in sheets

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

Instruction with the Florida Standards

Person Responsible

Jennifer Piwowar

Schedule

Biweekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Collaboration and Lesson Planning throughout the year for Florida standards, Sign-In Sheets for PLCs, Sign-In Sheets from math or LFS trainings

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

Teaching the Florida Standards during Math instruction and implementing the standards of mathematical practices

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Lesson plans, Learning Communities Minutes and Agendas, Faculty Meeting minutes and sign in sheets

G2.B3.S2 Incorporate AVID WICOR strategies 4

S135372

Strategy Rationale

AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies are proven best practices which integrate reading, writing, and inquiry into the math classroom. These are areas of focus for the Florida Standards

Action Step 1 5

AVID: integrate WICOR across disciplines

Person Responsible

Peggy Furtado

Schedule

Daily, from 9/22/2014 to 5/27/2015

Evidence of Completion

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

Person Responsible

Eileen Goodson

Schedule

Weekly, from 9/15/2014 to 5/27/2015

Evidence of Completion

Walkthroughs, AVID PLC minutes and agendas, lesson plans, AVID evaluation instruments

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

AVID evaluation tools

Person Responsible

Eileen Goodson

Schedule

Quarterly, from 9/15/2014 to 5/27/2015

Evidence of Completion

Successfully meeting our AVID goals using the evaluation rubric

G3. Based on the analysis of the 2014 Science FCAT 2.0 student achievement data, 62% of tested students in grades 3-5 achieved proficiency. 70% of students in grades 3-5 will achieve proficiency on the 2015 Science FSA. 1

🔍 G036480

G3.B1 Limited real life science experience and limited content exposure 2

🔍 B087355

G3.B1.S1 Utilization of Science journal to role play the life of a scientist and practice use of the scientific process and focus on vocbulary 4

🔍 S098088

Strategy Rationale

Provide sense and meaning to science content

Action Step 1 5

Science Journals

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/27/2014 to 5/20/2015

Evidence of Completion

Student work samples, lesson plans, walk-thru documentation

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Science Journals

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/27/2014 to 5/20/2015

Evidence of Completion

Lesson plans, student work, walk-thru documentation

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Vocabulary Usage and Journals

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Discovery Education Assessments, results of Science FSA (5th), walk-thru documentation, teacher observation and evaluation of student work produced

G3.B1.S2 Classroom instruction focusing on high-order questioning and extending thinking assignments with reading and writing components `4`

🔑 S098089

Strategy Rationale

To integrating content knowledge from multiple areas

Action Step 1 `5`

Effective Science Instruction and implementation of the Common Core, collaborating and planning lessons

Person Responsible

Adam Kedzior

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Lesson Plans

Person Responsible

Teeter McMullen

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Walk-throughs, Lesson plan documentation, PLC Agendas

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Science Instruction

Person Responsible

Adam Kedzior

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Walk-through documentation

G3.B1.S3 Integrate AVID WICOR strategies into the science classroom 4

S135373

Strategy Rationale

AVID strategies are focused on inquiry, organization, reading, collaboration, and writing which are all essential components of the scientific process and high engaging science classrooms

Action Step 1 5

AVID: Integerate WICOR across content areas

Person Responsible

Peggy Furtado

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Professional Learning Communities agendas and minutes of discussions

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Effective use of WICOR with rigor in the content areas

Person Responsible

Teeter McMullen

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Classroom walkthroughs, Science journals, Lesson Plans, and student engagement during science instruction

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Effective AVID strategies with WICOR implemented

Person Responsible

Eileen Goodson

Schedule

Weekly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Results of Science FSA, and DEA Reports

G4. Parent involvement in school activities will increase by 5% during the school year `1`

G036482

G4.B1 Time Conflict of scheduled school events and work, limited transportation and child care `2`

B087357

G4.B1.S1 Provide access to activities at varying times of day `4`

S098091

Strategy Rationale

to accommodate conflicts with work schedules, transportation, and child care

Action Step 1 `5`

Faculty Meeting: School~Teacher~Parent~Student Partnership

Person Responsible

Teeter McMullen

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Faculty meeting with a focus on the importance of parent involvement

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

Parent involvement and open communication

Person Responsible

Leslie Mancini

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Parent Sign-In sheets at varying activities and parent resource center, request and review parent involvement communication logs

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

Open communication between parents and teachers

Person Responsible

Leslie Mancini

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Parent Sign-In sheets at varying activities and parent resource center, request and review parent involvement communication logs

G4.B2 Language Barrier 2

B087358

G4.B2.S1 Provide access to Parent Resource Center to all parents, staffed by a bilingual parent liaison Provide translators at all school events 4

S098092

Strategy Rationale

to accomodate parents so that they will be able to understand the information presented to them at school functions

Action Step 1 5

Translated documents and communication efforts

Person Responsible

Teeter McMullen

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Review of documents during evaluation process

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Documentation of translations

Person Responsible

Teeter McMullen

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Faculty meeting discussions

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Open communication with all parents

Person Responsible

Leslie Mancini

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Review of documentation during the evaluation process

G4.B3 Parent Notification 2

B087359

G4.B3.S1 Provide multiple notices home and provide ample amount of time to plan attendance Post on Digital Announcement Board in front of school 4

S098093

Strategy Rationale

to increase parent involvement and the attendance of parents at activty nights

Action Step 1 5

Parent notification with regards to parent activities and other important information

Person Responsible

Leslie Mancini

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Principal and assistant principal will monitor office notifications

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Parent communication

Person Responsible

Leslie Mancini

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Teacher documentation logs and call logs

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Parent Notice distribution

Person Responsible

Teeter McMullen

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Evidence of Completion

Parent notices send home, documented on the marque in front of the school, parent input, sign-in sheets

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Collaborating and planning with other reading teachers	Daniels, Westah	9/8/2014	Learning communities agendas and minutes of discussions	5/27/2015 monthly
G1.B1.S2.A1	Collaborating/planning with other reading teachers	Daniels, Westah	9/8/2014	Learning communities agenda & minutes of discussions	5/27/2015 monthly
G1.B2.S1.A1	Effective reading instruction with the use of LFS Strategies and emphasizing rigorous instruction	McMullen, Teeter	8/11/2014	Classroom walkthroughs, lesson plans, instruction, and student engagement during the reading period	5/27/2015 weekly
G1.B3.S1.A1	Provide parent resource materials through the Home School Parent Liaison and Title I school contact. Provide Accelerated Reader books for students to read in the home from the library. Provide Accelerated Reader nights at the end of every quarter	Mancini, Leslie	8/11/2014	The effectiveness will be evidenced by parent attendance at conferences, communication with teachers; quality of work produced at home and parent participation in various parent nights.	5/27/2015 monthly

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 effective Math Instruction and implementation of Florida Standards, collaborating and planning lessons	Goodson, Eileen	8/11/2014	Lesson plans, walk-throughs, Discussion Minutes	5/27/2015 daily
G2.B2.S1.A1	Provide resources at home for parents to utilize	Piwowar, Jennifer	8/11/2014	Teachers reviewing homework assignments and using these grades to reinforce skills that are not mastered, student grades	5/27/2015 monthly
G2.B3.S1.A1	We will continue transitioning to Florida Standards for math	Piwowar, Jennifer	8/11/2014	Sign-in sheets	5/20/2015 biweekly
G3.B1.S1.A1	Science Journals	Goodson, Eileen	8/27/2014	Student work samples, lesson plans, walk-thru documentation	5/20/2015 weekly
G3.B1.S2.A1	Effective Science Instruction and implementation of the Common Core, collaborating and planning lessons	Kedzior, Adam	8/11/2014	Lesson Plans	5/27/2015 monthly
G4.B1.S1.A1	Faculty Meeting: School~Teacher~Parent~Student Partnership	McMullen, Teeter	8/11/2014	Faculty meeting with a focus on the importance of parent involvement	5/27/2015 monthly
G4.B2.S1.A1	Translated documents and communication efforts	McMullen, Teeter	8/11/2014	Review of documents during evaluation process	5/27/2015 monthly
G4.B3.S1.A1	Parent notification with regards to parent activities and other important information	Mancini, Leslie	8/11/2014	Principal and assistant principal will monitor office notifications	5/27/2015 monthly
G1.B1.S3.A1	Collaborating/Planning with other reading teachers	Daniels, Westah	9/8/2014	Learning communities agenda and minutes of discussions	5/27/2015 monthly
G1.B1.S4.A1	Collaborating/Planning with other teachers	Daniels, Westah	9/8/2014	Learning communities and minutes of discussions	5/27/2015 monthly
G1.B4.S1.A1	Collaborating/Planning with other ELA teachers	Daniels, Westah	8/11/2014	Professional Learning communities and minutes of discussions	5/27/2015 monthly
G1.B4.S2.A1	Collaborating/Planning with other ELA teachers	Daniels, Westah	8/11/2014	Professional Learning Community agenda and minutes of discussions	5/27/2015 monthly
G1.B4.S3.A1	Collaborating/Planning with other ELA teachers	Daniels, Westah	8/11/2014	Learning communities agenda and minutes of discussions	5/27/2015 monthly
G1.B4.S4.A1	Collaborating/Planning with ELA Teachers	Daniels, Westah	8/11/2014	Professional Learning Communities agendas and minutes of discussions	5/27/2015 monthly
G2.B3.S2.A1	AVID: integrate WICOR across disciplines	Furtado, Peggy	9/22/2014		5/27/2015 daily
G3.B1.S3.A1	AVID: Integerate WICOR across content areas	Furtado, Peggy	8/11/2014	Professional Learning Communities agendas and minutes of discussions	5/27/2015 monthly
G1.MA1	Reading Instruction	McMullen, Teeter	8/11/2014	Results of 2015 FSA, and Discovery Education Assessment reports will be the evaluative tool.	5/27/2015 quarterly
G1.B1.S1.MA1	Effective reading instruction	Goodson, Eileen	8/11/2014	Results of 2015 Reading FSA, and Discovery Education reports will be the evaluative tool.	5/27/2015 weekly
G1.B1.S1.MA1	Effective use of the reading block for intense and rigorous reading instruction	McMullen, Teeter	8/11/2014	Classroom walkthroughs, lesson plans, instruction, and student engagement during the reading period	5/27/2015 weekly
G1.B2.S1.MA1	Effective reading instruction	Goodson, Eileen	8/11/2014	Disaggregation of data from Discovery Education Assessments on a particular skill , student work displayed, and classroom data	5/27/2015 weekly
G1.B2.S1.MA1	Effective reading instruction with whole group and small centers focusing on vocabulary instruction	McMullen, Teeter	8/11/2014	Lesson plans, FSA Results, Discovery Ed Assessment and classroom data	5/27/2015 weekly
G1.B3.S1.MA1	Parent-teacher communication and Accelerated Reading	Mancini, Leslie	8/11/2014	Sign in sheets at school events and the resource center, Student Accelerated Reader reports, notes in student planner, and student reading grades	5/27/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Parent-teacher communication and student reading comprehension	Mancini, Leslie	8/11/2014	Review of AR reports with teachers on a bi-weekly basis	5/27/2015 monthly
G1.B4.S1.MA1	Effective writing Instruction	Goodson, Eileen	8/11/2014	Results of 2015 FSA and Write Score Reports	5/27/2015 biweekly
G1.B4.S1.MA1	Effective use of writing in the areas of Focus, Organization, Support, and Conventions	McMullen, Teeter	8/11/2014	Classroom walkthroughs, Lesson Plans, Writing Samples, Writng journals, Student engagement during writing instruction	5/27/2015 monthly
G1.B1.S2.MA1	Effective reading instruction	Goodson, Eileen	8/11/2014	Results of 2015 FSA and Discovery Education Assessment Reports	5/27/2015 weekly
G1.B1.S2.MA1	Effectiveness use of the reading passages for intense and rigorous reading instruction	McMullen, Teeter	8/11/2014	Classroom walkthroughs, Lesson Plans, instruction, student engagement during reading period	5/27/2015 weekly
G1.B4.S2.MA1	Effective writing instruction	Goodson, Eileen	8/11/2014	Results of Writing FSA and Write Score Results	5/27/2015 biweekly
G1.B4.S2.MA1	Effective use of writing in the four criteria areas	Goodson, Eileen	8/11/2014	Classroom walkthroughs, Lesson Plans, writing samples, writing journals, and student engagement during writing instruction	5/27/2015 monthly
G1.B1.S3.MA1	Effective higher order questions during reading instruction	Goodson, Eileen	8/11/2014	Results of 2015 FSA and Discovery Education Assessment Reports	5/27/2015 weekly
G1.B1.S3.MA1	Effectiveness of the reading questions for higher level questioning and rigor in reading instruction	McMullen, Teeter	8/11/2014	Classroom walkthroughs, Lesson Plans, instruction, student engagement during reading period	5/27/2015 weekly
G1.B4.S3.MA1	Effective writing instruction	Goodson, Eileen	8/11/2014	Results of 2015 Writing FSA and Write Score Results	5/27/2015 weekly
G1.B4.S3.MA1	Effective use of Writing in the four criteria areas	McMullen, Teeter	8/11/2014	Classroom walkthroughs, Lesson Plans, writing samples, writng journals, student engagement during writing instruction	5/27/2015 weekly
G1.B1.S4.MA1	Effective Reading instruction	Goodson, Eileen	8/11/2014	Results of 2015 FSA and Discovery Education Assessment Reports	5/27/2015 weekly
G1.B1.S4.MA1	Effectiveness of the reading passages for intense and rigorous reading instruction	McMullen, Teeter	8/11/2014	Classroom walkthroughs, Lesson plans, instruction, student engagement during reading instruction	5/27/2015 weekly
G1.B4.S4.MA1	Effective writing instruction	Goodson, Eileen	8/11/2014	Results of Writing FSA and Write Score Reports	5/27/2015 weekly
G1.B4.S4.MA1	Effective use of Writng in the four criteria areas	McMullen, Teeter	8/11/2014	Classroom walkthroughs, writing samples, writing journals, Lesson plans, and student engagement during writing instruction	5/27/2015 weekly
G2.MA1	Math instruction	Goodson, Eileen	8/26/2014	Minutes for Learning Communities discussions with other math teachers and lesson plans	5/27/2015 monthly
G2.B1.S1.MA1	Effective math instruction and student academic acheivement in math	Goodson, Eileen	8/11/2014	Walk-throughs and analyzing student data based on state and district assessments	5/27/2015 weekly
G2.B1.S1.MA1	Effective Math Instruction, use of differentiated instruction	Goodson, Eileen	8/11/2014	Lesson plans, Math Probes Grade 3-5, Discovery Ed reports	5/27/2015 weekly
G2.B2.S1.MA1	Homework and providing math resources for home use	Piwowar, Jennifer	8/11/2014	Reviewing of the homework assignments and using homework as a form of reinforcement and intervention if necessary	5/20/2015 weekly
G2.B2.S1.MA1	Math resources for home use and practice of math skills	Piwowar, Jennifer	8/11/2014	Classroom grades reflecting homework assignments	5/27/2015 weekly
G2.B3.S1.MA1	Teaching the Florida Standards during Math instruction and implementing the standards of mathematical practices	Goodson, Eileen	8/11/2014	Lesson plans, Learning Communities Minutes and Agendas, Faculty Meeting minutes and sign in sheets	5/27/2015 weekly
G2.B3.S1.MA1	Instruction with the Florida Standards	Piwowar, Jennifer	8/11/2014	Collaboration and Lesson Planning throughout the year for Florida	5/27/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				standards, Sign-In Sheets for PLCs, Sign-In Sheets from math or LFS trainings	
G2.B3.S2.MA1	AVID evaluation tools	Goodson, Eileen	9/15/2014	Successfully meeting our AVID goals using the evaluation rubric	5/27/2015 quarterly
G2.B3.S2.MA1	[no content entered]	Goodson, Eileen	9/15/2014	Walkthroughs, AVID PLC minutes and agendas, lesson plans, AVID evaluation instruments	5/27/2015 weekly
G3.MA1	Science Instruction	Goodson, Eileen	8/11/2014	Lesson plans & walk-throughs	5/27/2015 weekly
G3.B1.S1.MA1	Vocabulary Usage and Journals	Goodson, Eileen	8/11/2014	Discovery Education Assessments, results of Science FSA (5th), walk-thru documentation, teacher observation and evaluation of student work produced	5/27/2015 weekly
G3.B1.S1.MA1	Science Journals	Goodson, Eileen	8/27/2014	Lesson plans, student work, walk-thru documentation	5/20/2015 weekly
G3.B1.S2.MA1	Science Instruction	Kedzior, Adam	8/11/2014	Walk-through documentation	5/27/2015 monthly
G3.B1.S2.MA1	Lesson Plans	McMullen, Teeter	8/11/2014	Walk-throughs, Lesson plan documentation, PLC Agendas	5/27/2015 weekly
G3.B1.S3.MA1	Effective AVID strategies with WICOR implemented	Goodson, Eileen	8/11/2014	Results of Science FSA, and DEA Reports	5/27/2015 weekly
G3.B1.S3.MA1	Effective use of WICOR with rigor in the content areas	McMullen, Teeter	8/11/2014	Classroom walkthroughs, Science journals, Lesson Plans, and student engagement during science instruction	5/27/2015 weekly
G4.MA1	Open communication between parents and teachers	Mancini, Leslie	8/11/2014	Parent Sign-In sheets at varying activities and parent resource center, request and review parent involvement communication logs	5/27/2015 monthly
G4.B1.S1.MA1	Open communication between parents and teachers	Mancini, Leslie	8/11/2014	Parent Sign-In sheets at varying activities and parent resource center, request and review parent involvement communication logs	5/27/2015 monthly
G4.B1.S1.MA1	Parent involvement and open communication	Mancini, Leslie	8/11/2014	Parent Sign-In sheets at varying activities and parent resource center, request and review parent involvement communication logs	5/27/2015 monthly
G4.B2.S1.MA1	Open communication with all parents	Mancini, Leslie	8/11/2014	Review of documentation during the evaluation process	5/27/2015 monthly
G4.B2.S1.MA1	Documentation of translations	McMullen, Teeter	8/11/2014	Faculty meeting discussions	5/27/2015 monthly
G4.B3.S1.MA1	Parent Notice distribution	McMullen, Teeter	8/11/2014	Parent notices send home, documented on the marque in front of the school, parent input, sign-in sheets	5/27/2015 monthly
G4.B3.S1.MA1	Parent communication	Mancini, Leslie	8/11/2014	Teacher documentation logs and call logs	5/27/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Based on the analysis of the 2014 Reading FCAT 2.0 student achievement data, 62% of tested students in grades 3-5 achieved proficiency. 70% of students in grades 3-5 will achieve proficiency on the 2015 Reading Florida Standards Assessment.

G1.B4 Limited organizing and structuring of vocabulary words and writing skills

G1.B4.S1 Instruction utilizing district mandate "Core Connections" program daily

PD Opportunity 1

Collaborating/Planning with other ELA teachers

Facilitator

Reading Coach

Participants

ELA Teachers

Schedule

Monthly, from 8/11/2014 to 5/27/2015

G1.B4.S2 Organize a 4th & 5th grade "Writing Camp" in January

PD Opportunity 1

Collaborating/Planning with other ELA teachers

Facilitator

Reading Coach

Participants

ELA Teachers

Schedule

Monthly, from 8/11/2014 to 5/27/2015

G1.B4.S3 Continue to emphasize Learning Focused Strategies

PD Opportunity 1

Collaborating/Planning with other ELA teachers

Facilitator

Reading Coach

Participants

ELA Teachers

Schedule

Monthly, from 8/11/2014 to 5/27/2015

G1.B4.S4 Students in grades 2 ,3, 4, and 5 will be equipped with typing lessons in the classroom

PD Opportunity 1

Collaborating/Planning with ELA Teachers

Facilitator

Reading Coach

Participants

ELA Teachers

Schedule

Monthly, from 8/11/2014 to 5/27/2015

G2. Based on the analysis of the 2014 Math FCAT 2.0 student achievement data, 65% of tested students in grades 3-5 achieved proficiency. 70% of students in grades 3-5 will achieve proficiency on the 2015 Math FSA.

G2.B1 Math language and vocabulary deficit

G2.B1.S1 Continuation of dedicated 90 minute math block for each student, utilizing the district adopted Go Math textbook

PD Opportunity 1

Provide effective Math Instruction and implementation of Florida Standards, collaborating and planning lessons

Facilitator

Jennifer Piwowar

Participants

K-5 grade teachers

Schedule

Daily, from 8/11/2014 to 5/27/2015

G2.B3 Transition to Florida Standards

G2.B3.S1 Provide teacher resources and training to assist with the transition

PD Opportunity 1

We will continue transitioning to Florida Standards for math

Facilitator

Math Coach

Participants

Teachers

Schedule

Biweekly, from 8/11/2014 to 5/20/2015

G2.B3.S2 Incorporate AVID WICOR strategies

PD Opportunity 1

AVID: integrate WICOR across disciplines

Facilitator

Summer Bisignano, Peggy Furtado

Participants

4th and 5th grade teachers

Schedule

Daily, from 9/22/2014 to 5/27/2015

G3. Based on the analysis of the 2014 Science FCAT 2.0 student achievement data, 62% of tested students in grades 3-5 achieved proficiency. 70% of students in grades 3-5 will achieve proficiency on the 2015 Science FSA.

G3.B1 Limited real life science experience and limited content exposure

G3.B1.S3 Integrate AVID WICOR strategies into the science classroom

PD Opportunity 1

AVID: Integerate WICOR across content areas

Facilitator

AVID coordinator

Participants

AVID Teachers

Schedule

Monthly, from 8/11/2014 to 5/27/2015

G4. Parent involvement in school activities will increase by 5% during the school year

G4.B1 Time Conflict of scheduled school events and work, limited transportation and child care

G4.B1.S1 Provide access to activities at varying times of day

PD Opportunity 1

Faculty Meeting: School~Teacher~Parent~Student Partnership

Facilitator

Teeter McMullen

Participants

Teachers

Schedule

Monthly, from 8/11/2014 to 5/27/2015

Technical Assistance Items

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

G1. Based on the analysis of the 2014 Reading FCAT 2.0 student achievement data, 62% of tested students in grades 3-5 achieved proficiency. 70% of students in grades 3-5 will achieve proficiency on the 2015 Reading Florida Standards Assessment.

G1.B1 Background knowledge and language skills deficit

G1.B1.S1 120 ELA block with Continuation of uninterrupted 90 minute reading block for each student, utilizing the district adopted SBR program, "McGraw Hill Reading Wonders"

PD Opportunity 1

Collaborating and planning with other reading teachers

Facilitator

Reading Coach

Participants

Reading teachers

Schedule

Monthly, from 9/8/2014 to 5/27/2015

G1.B1.S2 Continue using extended passages in the reading classroom for all content areas.

PD Opportunity 1

Collaborating/planning with other reading teachers

Facilitator

Reading Coach

Participants

Reading Teachers

Schedule

Monthly, from 9/8/2014 to 5/27/2015

G1.B1.S3 Classroom instruction focusing on higher order thinking questioning and activities and high yield, research-based strategies

PD Opportunity 1

Collaborating/Planning with other reading teachers

Facilitator

Reading Coach

Participants

Reading teachers

Schedule

Monthly, from 9/8/2014 to 5/27/2015

G1.B1.S4 Additional Reading opportunities: 45 minutes of Successmaker reading three times per week & increase level of AR in correlation with Florida Standards

PD Opportunity 1

Collaborating/Planning with other teachers

Facilitator

Reading Coach

Participants

Reading teachers

Schedule

Monthly, from 9/8/2014 to 5/27/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: Based on the analysis of the 2014 Reading FCAT 2.0 student achievement data, 62% of tested students in grades 3-5 achieved proficiency. 70% of students in grades 3-5 will achieve proficiency on the 2015 Reading Florida Standards Assessment.	770
Goal 2: Based on the analysis of the 2014 Math FCAT 2.0 student achievement data, 65% of tested students in grades 3-5 achieved proficiency. 70% of students in grades 3-5 will achieve proficiency on the 2015 Math FSA.	770
Goal 3: Based on the analysis of the 2014 Science FCAT 2.0 student achievement data, 62% of tested students in grades 3-5 achieved proficiency. 70% of students in grades 3-5 will achieve proficiency on the 2015 Science FSA.	430
Grand Total	**1,970**

Goal 1: Based on the analysis of the 2014 Reading FCAT 2.0 student achievement data, 62% of tested students in grades 3-5 achieved proficiency. 70% of students in grades 3-5 will achieve proficiency on the 2015 Reading Florida Standards Assessment.		
Description	**Source**	**Total**
B1.S1.A1	Title II	770
Total Goal 1		**770**

Goal 2: Based on the analysis of the 2014 Math FCAT 2.0 student achievement data, 65% of tested students in grades 3-5 achieved proficiency. 70% of students in grades 3-5 will achieve proficiency on the 2015 Math FSA.		
Description	**Source**	**Total**
B1.S1.A1	Title II	770
Total Goal 2		**770**

Goal 3: Based on the analysis of the 2014 Science FCAT 2.0 student achievement data, 62% of tested students in grades 3-5 achieved proficiency. 70% of students in grades 3-5 will achieve proficiency on the 2015 Science FSA.		
Description	**Source**	**Total**
B1.S1.A1	Title II	430
Total Goal 3		**430**