

# Alta Vista Elementary School



2014-15 School Improvement Plan

## Alta Vista Elementary School

801 SCENIC HWY S, Haines City, FL 33844

<http://schools.polk-fl.net/altavista>

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

62%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

87%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

C

B

B

D

### School Board Approval

This plan is pending approval by the Polk 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>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
<b>Appendix 1: Implementation Timeline</b>	<b>23</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>24</b>
Professional Development Opportunities	25
Technical Assistance Items	28
<b>Appendix 3: Budget to Support Goals</b>	<b>29</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**

The Alta Vista Elementary School Mission is to prepare students for the 21st Century global economy by developing critical thinking skills.

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

We, the Alta Vista family, commit to working together to increase student achievement and make reflective decisions, thus creating an environment where all children love to learn and all teachers love to teach,

#### School Environment

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

Cooperative learning is utilized in all subject areas, creating a venue for communication and relationship building techniques. Additionally during the first week of school, teachers survey the students to gather relationship building information and create class building activities to develop a class culture of high expectations and respect for each other.

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

Student well being is a priority at Alta Vista Elementary. The entire campus is surrounded by fencing with entry portals protected by push-bar, locked gates. All gates are closed and locked when the tardy bell rings and reopened at the end of the day for dismissal. The only access to the school during the day is through the front office after supplying acceptable identification and/or credentials. Anytime the gates are open adults are stationed throughout the entire campus. Students navigate in pairs during the school day if individual movement is necessary.

All Alta Vista students are made aware that there is a zero tolerance for bullying and are encouraged to report instances when bullying may have occurred. There are bullying boxes located in central locations around the school for ease access as well as online. Additionally, the school wide PBS system emphasizes C.A.R.E. which represent Citizenship, Active Participation, Respect, and Excel.

##### **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**

Alta Vista utilizes the Positive Behavior Support program (PBS) designed by the University of South Florida throughout the campus. PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. The PBS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines. PBS provides a positive and effective alternative to the traditional methods of discipline.



**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**

Alta Vista offers comprehensive assistance for students and their families including counseling, psychological, and social services; health services; healthy school climate (i.e., safe & drug free schools, violence prevention, school attendance); comprehensive school health education; nutrition education; health promotion for staff and students; and parent/family and community partnerships in school health.

Based on careful analysis of student needs, evidenced-based programs and services are implemented, monitored, and evaluated in an effort to increase student achievement. Many of the programs and services offered are federal, state, and/or locally mandated.

**Early Warning Systems**

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

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

The early warning system for Alta Vista Elementary includes careful bi-weekly monitoring, and cross referencing of, key indicators including attendance dropping below 90%, tardiness, days suspended, over-age, and/or state testing results beneath grade level. Interventions are initiated for any student falling into two or more categories as well as for any student with escalating or persistent single indicators.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	20	8	7	15	16	19	85
One or more suspensions	3	3	4	1	4	2	17
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	29	54	90

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

Indicator	Grade Level			Total
	2	4	5	
Students exhibiting two or more indicators	1	4	9	14

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

Interventions for students identified by the early warning systems at Alta Vista are tiered. Tier 1 students all receive an extended Reading Block, participate with the Positive Behavior System, and are subject to receiving an attendance letter for 5 or more accumulated absences.

In addition to Tier 1 services, Tier 2 early warning students are also included in daily, data driven, differentiated small group instruction for Reading and/or Math, receive weekly services from Math or Reading Interventionists as indicated by data, have behavior "Check In/Check Out" or behavior contracts arranged by the Guidance Department, and if accumulated absences reach 10 or more the Guidance department conducts a conference with the parents and student. Attendance "Bingo" may

be incorporated if it appears it will be an incentive.

Tier 3 early warning students are eligible to receive all of the student appropriate services described in Tier 1 and 2. In addition, skill targeted, intensive remedial academic interventions are administered by inclusion specialists, functional behavioral assessments are done to create an individual positive behavior plan, and excessive absences are referred to the school social worker or to outside agencies.

## 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/180671>.

#### **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**

The school involves stakeholders by holding four open house nights to build support of community and to promote academic understanding. Additionally, students are provided opportunities 3 times a year to participate with community events. Alta Vista also enjoys support from many of the surrounding businesses, churches, and other organizations. These relationships are built by attending Chamber of Commerce meetings, direct solicitation, and offers to help from the various entities. The relationships are nourished by expressions of appreciation including using the marquee to acknowledge contributions, thank you cards, invitations to join SAC and invites to school events.

## Effective Leadership

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

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Sharp, Deneece	Principal
Davis, Karen	Teacher, K-12
Dickey, Laura	Instructional Media
Gamez, Sandra	Instructional Coach
Huston, Blaze	Teacher, K-12
Johnson, Emily	Guidance Counselor
Langford, Barbara	Instructional Media
Gray, Rodrick	Teacher, K-12
Myers, Lisa	Assistant Principal

## Duties

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

Principal: The Principal provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure; conducts assessment of the skills of school staff; ensures implementation of high yield instructional strategies, collaborative learning, intervention support and documentation; provides adequate professional learning opportunities; develops a culture of expectation with the school staff; ensures resources are assigned to those areas in most need; and communicates with parents as necessary.

Assistant Principal: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of implementation of intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery.

Math Coach: Assists teachers with the interpretation of Common Core Standards and provides instructional support to include preparation of lesson plans, content delivery methods, and instructional modeling. Assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development.

Guidance Counselor: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities. Provides quality services and expertise on issues ranging from IEP development to intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Technology Specialist: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display. Maintains a current inventory of all technology related resources.

Interventionist: Provides Math or Reading interventions for students identified as performing in the Lowest 25% of either subject. Assists the team with the design and implementation for progress monitoring, data collection, and data analysis for assigned students.

Media Specialist: Provides instructional support and resources to teachers, maintains an inventory of those resources including text books, library books, leveled readers, professional development materials, recommends additional resource acquisition based on data analysis during team meetings, delivers research and reference instruction to students.

### ***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 team meets, with the guidance and direction of the Principal, monthly to review data, identify target, enrichment, and intensive students, discuss curriculum, review instructional strategies and resources. Refinements and adjustments to instruction and resource allocation are made as the review indicates. Resource inventory is maintained by the Media Specialist and Technology Specialist.

Title I, Part A funds school-wide services to Alta Vista Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, resources for parents, a Math Coach, as well as Reading and Math Interventionists.

Title II Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Professional development resources are available to Title 1 schools through Title II funds. At Alta Vista these funds will be used to provide substitutes, or Special Activities Pay, to facilitate curriculum development.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Deneece Sharp	Principal
Waleska Rivera	Parent
Lisa Morales-Arroyo	Parent
Araseli Farias	Parent
Petra Frias	Parent
Wanda Sanchez	Parent

#### Duties

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

##### *Evaluation of last year's school improvement plan*

SAC met quarterly to review Progress Monitoring Data and to compare it to the student achievement goals set forth in the School Improvement Plan. The final review of last year's SIP will take place during the first quarterly meeting this year, utilizing the reported results of the 2014 FCAT 2.0.

##### *Development of this school improvement plan*

The School Improvement Plan is developed by discussion with SAC of goals, strategies, and barriers related to FCAT data. During meetings results of FCAT 2.0 are submitted to SAC for review, then the committee is asked to share recommendations for the 2014-15 school year. The suggestions are considered and a draft of the SIP is presented to SAC for review and editing before the plan is submitted to the state. SAC continually helps to monitor the activities and progress of the current School Improvement Plan (SIP) SAC by meeting and reviewing progress monitoring data.

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

SAC also helped to develop the school's annual budget. This includes but not limited to lottery allocations and school recognition funds. SAC assists in the development of the budget by meeting and reviewing data. After reviewing data recommendations for the budget are given to student achievement and progress then monitored to make sure the program is successful.

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

N/A

Lottery funds were received from the state but not used during the 2013-14 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
Sharp, Deneece	Principal
Myers, Lisa	Assistant Principal
Langford, Barbara	Instructional Media
Davis, Karen	Teacher, K-12
Hernandez, Grisselle	Teacher, K-12
Greene, Marlyne	Teacher, K-12
Stripling, Katie	Teacher, K-12
Powers, Heather	Teacher, K-12
Holbrook, Angel	Teacher, K-12
Rivera, Tova	Teacher, K-12

**Duties**

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

The team meets monthly to review data, identify target, enrichment, and intensive students, discuss curriculum, review instructional strategies and refine/adjust as indicated.

**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**

All grade levels have a common planning time and are encouraged to share ideas, lesson plans, and trouble shoot during that block. All coaches and interventionist are also scheduled throughout the week to work with teachers on the use of the standards and curriculum development.

Positive relationships are built by providing spirit days which build cohesiveness within large grade levels, early release passes for attending work shops, and other positive menus .

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

Alta Vista scheduling includes:

1. Teacher mentors are assigned to all first year teachers.
2. Professional Learning Communities
3. Common planning time for grade levels.
4. Book studies to build knowledge and academic success.
5. Vertical teaming to facilitate collaboration among grade levels

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

Based on experience and field expertise the Leadership Team (Principal, Assistant Principal, Math Coach, Media Specialist, and Guidance Counselor) assists both first year and struggling teachers with content knowledge, behavior, and professional development. Planned activities include help with curriculum development, classroom management, parent/teacher conferences, Pinnacle and progress monitoring with data collection. The school's mentoring team will work with first year teachers to develop effective instruction by providing coaching opportunities, observations in highly effective teachers classrooms, data chats, and other instructional strategies as needed.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

All instructional programs and materials have either been purchased by, or approved by, the Polk County School Board and were acquired specifically to align with LAFS and MAFS.

#### **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***

Both summative and formative data is gathered and analyzed to determine instructional needs. Differentiated instruction is incorporated by an analysis of performance data such as STAR, FAIR, and diagnostic assessments to place students into guided groups, tutorial instruction, intensive instruction, and accelerated learning.

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



**Strategy: Extended School Day**

**Minutes added to school year: 5,400**

30 minutes SSR with journal response through rigorous questions.

**Strategy Rationale**

To increase comprehension and expectations of standards.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Sharp, Deneece, deneece.sharp@polk-fl.net

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

Journals and FAIR

**Strategy: Weekend Program**

**Minutes added to school year: 1,440**

Tutoring

**Strategy Rationale**

To provide an opportunity to build academic proficiency for students who are performing below grade level.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Myers, Lisa, lisa.myers@polk-fl.net

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

Pre/Post assessment based on standards being taught.

**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**

Alta Vista houses one Title 1 pre-school site and two ESE units. ESE Pre K students are continuously progress monitored and work within each one of the Individual Educational Plans (IEP). All Preschool teachers complete a data analysis sheet, on each student, for administration to describe specific skills and knowledge as well as the ability to form meaningful relationships. Those with low readiness receive intensive intervention with Speech and Language program plus assistance from local

programs such as Head Start. In April, Pre K parents are encouraged to attend a Kindergarten Round-Up. Parents with their children are able to tour Kindergarten classrooms and meet teachers. Pre K parents are also given an orientation to assist in the transition by going over state mandates, district expectations, and Next Generation Sunshine State Standards. Within the first 20 days of Kindergarten, students receive FLKRS, FAIR, and Pre/Post Assessments to measure academic and physical capabilities. After receiving data PreK and Kindergarten teachers meet to discuss strengths and weaknesses of the students. These results assist PreK teachers in a needs assessment of last year's outcomes. It also gives Kindergarten teachers a foundation of the student's academic knowledge. Funding for the Pre-K program comes entirely from the District budget. At the end of the school year fifth grade students and their families are encouraged to attend Open House events being held by surrounding middle schools. Middle school representatives come to Alta Vista to discuss expectations and registration procedures with students.

### College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Teachers will engage students in rigorous curriculum and instruction aligned with the Florida Standards in all content areas.

## 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 engage students in rigorous curriculum and instruction aligned with the Florida Standards in all content areas. 1a

G037797

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	51.0
Math Gains	57.0

**Resources Available to Support the Goal** 2

- 100 Book Challenge
- Coach and Interventionist Teachers
- Reflex Math
- Reading Wonders
- Go Math
- Computer Devices
- After School Tutoring
- 

**Targeted Barriers to Achieving the Goal** 3

- Teachers' understanding of the expectations and rigor of LAFS and MAFS.
- Teachers' understanding of the new test format, rubrics, and scoring of the Florida Standards Assessment .

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

Monitoring items will be Pre and Post Tests, FAIR, Standards assessments as related to Grade Level standards expectations.

**Person Responsible**

Deneece Sharp

**Schedule**

Monthly, from 9/2/2014 to 6/3/2015

**Evidence of Completion**

Evidence will be collected through Data chats, progress monitoring data charts, and the PMRN monitoring tool.

## 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 engage students in rigorous curriculum and instruction aligned with the Florida Standards in all content areas. **1**

 **G037797**

**G1.B1** Teachers' understanding of the expectations and rigor of LAFS and MAFS. **2**

 **B090928**

**G1.B1.S1** Teachers understanding of the expectations and rigor of the Florida Standards as related to LAFS and MAFS. **4**

 **S111539**

### Strategy Rationale

To assist teachers with their understanding, application, and analysis of the rigorous expectations set in LAFS and MAFS which will increase student achievement.

### Action Step 1 **5**

Professional Development on structure, development, components, and expectations of the LAFS and MAFS.

### Person Responsible

Deneece Sharp

### Schedule

Weekly, from 8/12/2014 to 5/29/2015

### Evidence of Completion

Understanding of LAFS and MAFS will be evident in lesson plans and classroom observations of instruction by coaches and administration.

## Action Step 2 5

Professional Development on understanding task alignments to the Florida Standards and the differentiation between them.

### **Person Responsible**

Deneece Sharp

### **Schedule**

Weekly, from 8/18/2014 to 5/29/2015

### **Evidence of Completion**

Aligned task will be evident in Lesson Plans and Observations both by the coach and administration

## Action Step 3 5

Book Study and Application of Reciprocal Teaching in Grades K-5 including ESE

### **Person Responsible**

Deneece Sharp

### **Schedule**

Weekly, from 8/22/2014 to 5/29/2015

### **Evidence of Completion**

Reciprocal teaching will be evident in lesson plans, classroom walkthroughs, and student authentic use.

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

Lesson plans with use of standards applied and classroom observations of instruction. Coaching of standards in and out of the classroom with the Math Coach

### **Person Responsible**

Deneece Sharp

### **Schedule**

Daily, from 8/18/2014 to 6/3/2015

### **Evidence of Completion**

Lesson plans, student learning maps, assessment and observation data.

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

The principal and leadership team will monitor teacher and student data including FAIR, Pre/Post Assessment, and other formative assessments based on standards to increase academic achievement.

### Person Responsible

Deneece Sharp


### Schedule

Quarterly, from 8/18/2014 to 6/3/2015

### Evidence of Completion

Coaching logs, data analysis of student and teacher progress.

## G1.B2 Teachers' understanding of the new test format, rubrics, and scoring of the Florida Standards Assessment . 2

 B090929

## G1.B2.S1 Teachers understanding of the new test format, use of rubrics, and scoring of the Florida Standards Assessment 4

 S138126

### Strategy Rationale

Teachers ability to evaluate and grade work according to state guidelines and expectations.

## Action Step 1 5

Understanding of the New Test Item Specifications as broken down by the state.

### Person Responsible

Sandra Gamez

### Schedule

Monthly, from 8/18/2014 to 5/29/2015

### Evidence of Completion

School Assessments for Progress Monitoring, Classroom assessments aligned to new test items specs.

### Action Step 2 5

Reviewing test item specs with grade levels as correlated to their created or given assessments.

**Person Responsible**

Deneece Sharp

**Schedule**

Monthly, from 8/25/2014 to 3/6/2015

***Evidence of Completion***

### Action Step 3 5

District personnel reviewing new learned information regarding test item specifications

**Person Responsible**

Deneece Sharp

**Schedule**

Quarterly, from 8/18/2014 to 2/27/2015

***Evidence of Completion***

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

Administration will monitor all assessments and data to check for understanding of new test format, use of rubrics and scoring as defined by the Florida Standards Assessment.

**Person Responsible**

Deneece Sharp

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Evidence collected will be the actual assessments itself; data that supports the understanding of that assessment, and lesson plans to make sure assessment is being instructed to support it.

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

Monitoring of rubrics used in alignment with state expectations on writing and throughout each content area as observed through work samples posted on Student Learning Maps and work samples sent in for feedback through the coach and interventionist.

**Person Responsible**

Deneece Sharp

**Schedule**

Monthly, from 8/18/2014 to 2/27/2015

**Evidence of Completion**

Evidence of teacher correct use of rubrics and/or assessments will be monitored through student work samples.

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

The effectiveness of the professional development will be monitored through data collection of student growth.

**Person Responsible**

Deneece Sharp

**Schedule**

On 5/29/2015

**Evidence of Completion**

Evidence collected will be monitored through data chats, data collection of student work samples, and charts of student progress in Pinnacle.

**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	Professional Development on structure, development, components, and expectations of the LAFS and MAFS.	Sharp, Deneece	8/12/2014	Understanding of LAFS and MAFS will be evident in lesson plans and classroom observations of instruction by coaches and administration.	5/29/2015 weekly
G1.B2.S1.A1	Understanding of the New Test Item Specifications as broken down by the state.	Gamez, Sandra	8/18/2014	School Assessments for Progress Monitoring, Classroom assessments aligned to new test items specs.	5/29/2015 monthly
G1.B1.S1.A2	Professional Development on understanding task alignments to the Florida Standards and the differentiation between them.	Sharp, Deneece	8/18/2014	Aligned task will be evident in Lesson Plans and Observations both by the coach and administration	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A2	Reviewing test item specs with grade levels as correlated to their created or given assessments.	Sharp, Deneece	8/25/2014		3/6/2015 monthly
G1.B1.S1.A3	Book Study and Application of Reciprocal Teaching in Grades K-5 including ESE	Sharp, Deneece	8/22/2014	Reciprocal teaching will be evident in lesson plans, classroom walkthroughs, and student authentic use.	5/29/2015 weekly
G1.B2.S1.A3	District personnel reviewing new learned information regarding test item specifications	Sharp, Deneece	8/18/2014		2/27/2015 quarterly
G1.MA1	Monitoring items will be Pre and Post Tests, FAIR, Standards assessments as related to Grade Level standards expectations.	Sharp, Deneece	9/2/2014	Evidence will be collected through Data chats, progress monitoring data charts, and the PMRN monitoring tool.	6/3/2015 monthly
G1.B1.S1.MA1	The principal and leadership team will monitor teacher and student data including FAIR, Pre/Post Assessment, and other formative assessments based on standards to increase academic achievement.	Sharp, Deneece	8/18/2014	Coaching logs, data analysis of student and teacher progress.	6/3/2015 quarterly
G1.B1.S1.MA1	Lesson plans with use of standards applied and classroom observations of instruction. Coaching of standards in and out of the classroom with the Math Coach	Sharp, Deneece	8/18/2014	Lesson plans, student learning maps, assessment and observation data.	6/3/2015 daily
G1.B2.S1.MA1	The effectiveness of the professional development will be monitored through data collection of student growth.	Sharp, Deneece	8/18/2014	Evidence collected will be monitored through data chats, data collection of student work samples, and charts of student progress in Pinnacle.	5/29/2015 one-time
G1.B2.S1.MA1	Administration will monitor all assessments and data to check for understanding of new test format, use of rubrics and scoring as defined by the Florida Standards Assessment.	Sharp, Deneece	8/18/2014	Evidence collected will be the actual assessments itself; data that supports the understanding of that assessment, and lesson plans to make sure assessment is being instructed to support it.	5/29/2015 monthly
G1.B2.S1.MA2	Monitoring of rubrics used in alignment with state expectations on writing and throughout each content area as observed through work samples posted on Student Learning Maps and work samples sent in for feedback through the coach and interventionist.	Sharp, Deneece	8/18/2014	Evidence of teacher correct use or rubrics and/or assessments will be monitored through student work samples.	2/27/2015 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 Opportunities

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

**G1.** Teachers will engage students in rigorous curriculum and instruction aligned with the Florida Standards in all content areas.

**G1.B1** Teachers' understanding of the expectations and rigor of LAFS and MAFS.

**G1.B1.S1** Teachers understanding of the expectations and rigor of the Florida Standards as related to LAFS and MAFS.

### PD Opportunity 1

Professional Development on structure, development, components, and expectations of the LAFS and MAFS.

#### Facilitator

Principal and Coach/Interventionist

#### Participants

All Teachers (including Specials, ESE, and Resource)

#### Schedule

Weekly, from 8/12/2014 to 5/29/2015

### PD Opportunity 2

Professional Development on understanding task alignments to the Florida Standards and the differentiation between them.

#### Facilitator

Principal and Coach/Interventionist

#### Participants

All Teachers (including Specials, ESE, and Resource) with additional training provided to Para Professionals

#### Schedule

Weekly, from 8/18/2014 to 5/29/2015

### PD Opportunity 3

Book Study and Application of Reciprocal Teaching in Grades K-5 including ESE

#### Facilitator

Principal and Coach

#### Participants

All Teachers (including Specials, ESE, and Resource) with additional training provided to Para Professionals

#### Schedule

Weekly, from 8/22/2014 to 5/29/2015

**G1.B2** Teachers' understanding of the new test format, rubrics, and scoring of the Florida Standards Assessment .

**G1.B2.S1** Teachers understanding of the new test format, use of rubrics, and scoring of the Florida Standards Assessment

### PD Opportunity 1

Understanding of the New Test Item Specifications as broken down by the state.

#### Facilitator

Principal and Coach

#### Participants

All Teachers (including Specials, ESE, and Resource) with additional training provided to Para Professionals

#### Schedule

Monthly, from 8/18/2014 to 5/29/2015

### PD Opportunity 2

Reviewing test item specs with grade levels as correlated to their created or given assessments.

#### Facilitator

Principal, Coach and Interventionist

#### Participants

All Teachers (including Specials, ESE, and Resource) with additional training provided to Para Professionals

#### Schedule

Monthly, from 8/25/2014 to 3/6/2015

### **PD Opportunity 3**

District personnel reviewing new learned information regarding test item specifications

#### **Facilitator**

District Facilitator / Coaches

#### **Participants**

All Teachers (including Specials, ESE, and Resource)

#### **Schedule**

Quarterly, from 8/18/2014 to 2/27/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Teachers will engage students in rigorous curriculum and instruction aligned with the Florida Standards in all content areas.	478,047
<b>Grand Total</b>	<b>478,047</b>

### Goal 1: Teachers will engage students in rigorous curriculum and instruction aligned with the Florida Standards in all content areas.

Description	Source	Total
<b>B1.S1.A1</b> - Coach	Title I Part A	56,856
<b>B1.S1.A1</b> - Interventionists	Title I Part A	181,430
<b>B1.S1.A2</b> - Coach	Title I Part A	56,856
<b>B1.S1.A2</b> - Interventionist	Title I Part A	181,430
<b>B1.S1.A3</b> - Reciprocal Teaching Books	General Fund	1,475
<b>Total Goal 1</b>		<b>478,047</b>