Brentwood Elementary School

2014-15 School Improvement Plan

Brentwood Elementary School

2500 VINSON AVE, Sarasota, FL 34232

www.sarasotacountyschools.net/brentwood

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	68%

Alternative/ESE Center	Charter School	Minority
No	No	44%

School Grades History

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

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

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 at Brentwood Elementary is to instruct all students according to the Florida Standards and Sarasota County School Board curriculum. Differentiated instruction, including formative and summative assessments, will support students at all levels by enriching mastered skills and reinforcing emerging skills.

Provide the school's vision statement

We envision a school in which staff:
-unite to achieve a common purpose and goals,
-work together in collaborative teams,
-seek instructional strategies for improving student achievement on a continuing basis,
-monitor each student's progress, and
-demonstrate a personal commitment to the academic success and general well being of all students.

School Environment

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

Our teachers meet quarterly with parents to inform them of their child's progress. These conferences are individual between teacher and parents to allow for time to build rapport with the families and understand the family dynamics. Many of our teachers have completed professional learning on A Framework for Understanding Poverty which helps to better understand family dynamics of our students of lower social economic status. Through our ongoing Community of Caring and other family events, teachers build positive relationships with students and their families throughout the school year.

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

All staff members abide by the Positive Behavior Support Plan which declares a step-by-step process for dealing with negative behavior while promoting and celebrating when students make the right choices. This occurs from the moment students set foot on campus until they leave for the day. All students entering campus do so in one, secured entrance; all other access is closed. Parents must sign in through the office to enter campus at all times throughout the day. Each student wears a lanyard for dismissal stating the method of going home. The lanyard is taken from a staff member and is checked off once each child is dismissed.
During school, teachers utilize Restorative Strategies in their classrooms so each student voice can be heard. This builds empathy amongst students and teachers.

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

All staff members abide by the Positive Behavior Support Plan which declares a step-by-step process for dealing with negative behavior while promoting and celebrating when students make the right

choices. This occurs from the moment students set foot on campus until they leave for the day. Bi-weekly morning news segments highlight students who are showing STAR behavior: Stay safe, Take responsibility, Actively learn, Respect others and Stay positive. Staff are also trained in Crisis Prevention Interventions.

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

Kelso is being implemented in grades K-5 for conflict resolution. Students are instructed on how to use 9 strategies to solve their small problems. Students are instructed that for big problems that are dangerous, scary or somebody could or did get hurt to tell an adult immediately. A Peaceable Place is being implemented for K-2 on empathy, friendship, problem solving, assertive communication and skills for learning. Puppet shows and art activities help keep students engaged. Bucket Fillers is being implemented through various classrooms to help students develop character traits such as caring and friendship. Students build self-esteem through the experience of being kind to others. Community of Caring and Character Trait of the Month on the BWN: help build character such as care, trust, responsibility, respect and family. Lunch bunch: Groups of students get together when there is need to work on an area such as social skills, emotion management, responsibility and self-esteem. Guidance Counselors also conduct grief/loss and a family changes group so that youth do not feel isolated. Second Step is being implemented in grades 3-5 to promote empathy and skills for learning, emotion management and problem solving. Restorative practices and vignettes help keep students engaged.

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/111681.

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

Our School Advisory Committee (SAC) involves parents, staff and community members to make shared decisions for the school. Community business support our academic incentive programs and host family activities throughout the year. Through our Parent Teacher Organization (PTO), teachers and parents work together to plan family events and fundraisers. A Parent Involvement Coordinator is on staff to facilitate continued communication between school and families. The Parent Involvement Coordinator also coordinates a monthly e-newsletter that parents can access on our website. The newsletter highlights events at school and educates parents with research and information pertaining to their child's academic growth.

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
Weida, John	Principal
Brustad, Patti	Assistant Principal
Knouse, Sara	Instructional Coach
Ayrault, Kelly	Instructional Coach
Spence, Jill	Instructional Coach
Robertson, Caroline	Instructional Coach
Wasserman, Heather	Administrative Support

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 will employ continuous improvement process to create the SIP and monitor MTSS. A member of the leadership team is at every MTSS meeting to ensure that the interventions are done with fidelity. The leadership team is responsible for progress monitoring,

reviewing interventions, and ensure that teachers are making the best instructional decision for every child. Input will be gathered from the grade level teams, the SAC/SDMT and district teams composed of specialists in the areas of instructional need to guide our instructional decisions.

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 once a week to engage in the following activities: The team will review summative and formative data to identify school, grade, team, and class level academic needs. Individual student information will be reviewed. Based on the data reviewed, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and the effectiveness of the intervention. Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The district coordinates with Title II in ensuring staff development needs are provided. The district supports a Migrant Identifier/Recruiter who provides referral services and support to migrant students and families. The ID& R person coordinates with the Title I and other programs to ensure student and family needs are met. The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment. Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children
with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. Training is provided to make all teachers highly qualified. Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district. Homeless education case managers provide resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program provides on-going outreach, training and tutoring. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at
schools and offer credit retrieval and dropout prevention programs for high school students. The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided. Free and Reduced Lunch Program through federal funds.

School Advisory Council (SAC)

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

Name	Stakeholder Group
John Weida	Principal
Amber Jenkins	Parent
Sabrina Johnson	Parent
Johanna Caminero	Parent
Concepcion Caminero	Parent
Nogc Yam	Parent
Nick Mavrikas	Business/Community
Donna Forway	Education Support Employee
Monica Serino	Education Support Employee
Jill Spence	Teacher
Caroline Robertson	Teacher
Kelly Ayrault	Teacher
Sara Knouse	Teacher
	Student

Duties

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

Evaluation of last year's school improvement plan

At the end of the school year, SAC reviewed SIP plan. We did not have FCAT data at the time, but reviewed the progress monitoring data.

Development of this school improvement plan

We seek parental participation and input from our School Advisory Council during the school improvement plan development. SAC will review the data and goals, providing input and advice on funding.

Preparation of the school's annual budget and plan

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

School improvement funds will be allocated as follows:
School-wide Positive Behavior Support - 200
Community of Caring - 300
Renaissance - 400
Brentwood "Starbucks Store" - 300

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

In order to meet the requirements of 1001.452 (1a), We solicited volunteers through our PTO meetings, but did not get volunteers. Parents on the School Advisory Committee are sought out by the Principal.

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Weida, John	Principal
Brustad, Patti	Assistant Principal
Knouse, Sara	Instructional Coach
Ayrault, Kelly	Instructional Coach
Spence, Jill	Instructional Coach
Robertson, Caroline	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Disaggregating FAIR, I-Ready data, model lessons, Running Records and Oral Reading Fluency data as well as developing and assisting in implementing one-on-one and small group interventions.

Public and Collaborative Teaching

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

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

Professional development days
PLC by grade level
Bucket fillers and Community of Caring recognition for staff.

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

Our strategy for recruiting and retaining highly qualified teachers is providing support and encouragement throughout the year. We provide professional development for new staff to keep them current with best practices. We routinely celebrate their success and provide constructive criticism when it is neccessary. Administration is responsible for knowing the staff's certification areas and creating a positive culture on our campus.

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

Through the Sarasota's County Induction program, all new teachers receive a mentor. The mentor and mentee meet regularly to discuss strategies and facilitation skills. The pairings are made according to the area of expertise of the mentor. If the new hire is an exceptional education teacher we pair them up with a teacher who has a background in exceptional student education.

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

Sarasota County provides all instructional staff access to an Instructional Focus Guide that maps the Florida standards in all subjects and grade levels. Resources beyond adopted textbooks are linked to each standard. All instructional staff are trained to ensure the highest level of learning occurs in each classroom. Administrative observations monitor the standards and depth of knowledge are appropriate in each classroom. The school district provides quarterly math training for grade level teachers.

Instructional Strategies

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

The following data is accessible for instructional decision making: I-Ready, FAIR, Benchmark tests, Fact Fluency, Oral Reading Fluency, Running Records, and classroom observations.
The data allows teachers and support staff to arrange students into flexible groupings to meet specific targeted skills, based on data. Progress monitoring takes place throughout the year, making adjustments as needed.

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: 5,175

Brentwood's After School Learning club is an after school program designed to address the needs of our lowest 25% and students who need additional instruction in reading and math. The program will deliver instruction in a small group setting and focus on specific skill deficits of each student. The after-school club will consist of grades 3, 4 and 5.

Strategy Rationale

Additional support after the school day, focusing on instructional needs, will result in increased student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Brustad, Patti, patti.brustad@sarsotacountyschools.net

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

We will determine the effectiveness with a pre and post assessment on each student. We will also include our district assessments in the overall evaluation of the program. FAIR, I-Ready, Math Benchmark Asessment and bi-monthly tests will be recorded on an excel spreadsheet and reviewed weekly.

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

At the end of each school year, students transitioning from preschool to kindergarten are discussed at MTSS/CARE team meetings to plan for their needs at local elementary schools.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   By the year 2015, there will be a minimum of a four percentage point increase in Science, for 5th Grade - Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).

G2.   By the year 2015, there will be a minimum of a four percentage point increase in Reading, for Level 3 and above students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).

G3.   By the year 2015, there will be a minimum of a four percentage point increase, in Math, for all student subgroups when less than 70% are currently demonstrating proficiency.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By the year 2015, there will be a minimum of a four percentage point increase in Science, for 5th Grade - Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). 1a

🔍 G050627

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	61.0

Resources Available to Support the Goal 2

- Mad Science, district benchmark assessments, school-made grade level benchmark assessments.

Targeted Barriers to Achieving the Goal 3

- We do not have a consistent way to progress monitor science standards across the grade levels.

Plan to Monitor Progress Toward G1. 8

The first school wide Science benchmark assessment will be given mid year.

Person Responsible

Jill Spence

Schedule

On 12/17/2014

Evidence of Completion

Data from the Science Benchmark assessment will be documented in the school wide data collection spreadsheet.

G2. By the year 2015, there will be a minimum of a four percentage point increase in Reading, for Level 3 and above students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). `1a`

🔍 G037948

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - ELL	65.0
AMO Reading - SWD	60.0

Resources Available to Support the Goal `2`

- FAIR Assessment, Title I Reading Resource coach, Reading Benchmark assessment data, I-Ready data

Targeted Barriers to Achieving the Goal `3`

- Teachers have experienced difficulty allocating time for small group and 1:1 instruction in Reading.

- The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom

Plan to Monitor Progress Toward G2. `8`

I-Ready diagnostic and progress monitoring data, running record levels, oral reading fluency scores.

Person Responsible

Sara Knouse

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Monthly data collection of I-Ready diagnostic and progress monitoring data, running record levels, oral reading fluency scores.

G3. By the year 2015, there will be a minimum of a four percentage point increase, in Math, for all student subgroups when less than 70% are currently demonstrating proficiency. `1a`

`G037950`

Targets Supported `1b`

Indicator	Annual Target
AMO Math - White	81.0
AMO Math - ELL	71.0
AMO Math - SWD	57.0

Resources Available to Support the Goal `2`

- Title I Math Resource Teacher/Coach

Targeted Barriers to Achieving the Goal `3`

- Teachers are struggling teaching the new grade level Florida Standards while trying to remediate the prerequisite skills not mastered

Plan to Monitor Progress Toward G3. `8`

I-Ready diagnostic and progress monitoring assessments, fact fluency assessments, and benchmark assessments.

Person Responsible

Jill Spence

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

School wide data collection spreadsheets.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. By the year 2015, there will be a minimum of a four percentage point increase in Science, for 5th Grade - Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). [1]

🔑 G050627

G1.B1 We do not have a consistent way to progress monitor science standards across the grade levels. [2]

🔑 B126893

G1.B1.S1 Each grade level team will be responsible for writing and administering a science benchmark assessment, twice a year. [4]

🔑 S138865

Strategy Rationale

The benchmark assessment will give the school the ability to monitor student progress in all grade levels for Science.

Action Step 1 [5]

Grade level teams will create Science benchmark assessments covering the grade level standards.

Person Responsible

Jill Spence

Schedule

On 5/29/2015

Evidence of Completion

Copies of the Science benchmark assessments.

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

Grade level teams will work together to ensure the created assessments covered the appropriate standards, based on the District Instructional Focus Guide. School wide benchmark assessments are scheduled on the school's assessment calendar.

Person Responsible

Jill Spence

Schedule

Semiannually, from 9/1/2014 to 5/29/2015

Evidence of Completion

Data from the assessments will be documented in the school wide data collection spreadsheet.

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

Person Responsible

Schedule

Evidence of Completion

G2. By the year 2015, there will be a minimum of a four percentage point increase in Reading, for Level 3 and above students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). [1]

🔍 G037948

G2.B1 Teachers have experienced difficulty allocating time for small group and 1:1 instruction in Reading. [2]

🔍 B091238

G2.B1.S1 To provide time on their schedule for small group or individualized instruction for students experiencing difficulty in reading. Each teacher is assigned a 40 minute intervention block of time, daily. Students will be working on I-Ready while teacher provides 1:1 intervention. [4]

🔍 S102122

Strategy Rationale

I-Ready is a single adaptive Diagnostic for reading that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring will show whether students are on track to achieve end-of-year targets.

Action Step 1 [5]

Intervention Block built into the master schedule

Person Responsible

John Weida

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

Master schedule

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

Formal and Informal Observations

Person Responsible

John Weida

Schedule

Biweekly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Observations during intervention scheduled block

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

Progress Monitoring Data

Person Responsible

Patti Brustad

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Observation data from walk through during lab time

G2.B2 The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom [2]

🔑 B091240

G2.B2.S1 Implement I-Ready Adaptive Growth Measure and Diagnostic [4]

🔑 S102123

Strategy Rationale

A single adaptive Diagnostic for reading that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.

Action Step 1 [5]

Staff will be trained in progress monitoring, using I-Ready data reports, Oral reading fluency, and running records.

Person Responsible

John Weida

Schedule

On 9/9/2014

Evidence of Completion

Curriculum Associates staff will train all instructional staff on how to implement the I-Ready diagnostic and Instructional program.

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

Support staff will monitor the progress of students in these programs through the use of data reports.

Person Responsible

Sara Knouse

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Progress Monitoring reports and data from school wide data collection spreadsheet.

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

Teachers will up load monthly data into the school wide data collection sheet. Administrative support team will review the data and monitor student progress.

Person Responsible

Patti Brustad

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Evidence will be documented through support team meeting minutes.

G3. By the year 2015, there will be a minimum of a four percentage point increase, in Math, for all student subgroups when less than 70% are currently demonstrating proficiency. 1

🔍 G037950

G3.B1 Teachers are struggling teaching the new grade level Florida Standards while trying to remediate the prerequisite skills not mastered 2

🔍 B091244

G3.B1.S1 The school will use I-Ready Diagnostic and Instructional scores to monitor student progress 4

🔍 S102126

Strategy Rationale

A single adaptive Diagnostic for Math that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.

Action Step 1 5

Profesional Development Instruction in I-Ready reporting

Person Responsible

John Weida

Schedule

On 9/9/2014

Evidence of Completion

Curriculum Associates staff will train all instructional staff on how to implement the I-Ready diagnostic and Instructional program.

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

Progress Monitoring Data

Person Responsible

Jill Spence

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

I-Ready Data Reports

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

Teachers will up load monthly data into the school wide data collection sheet. Administrative support team will review the data and monitor student progress.

Person Responsible

Patti Brustad

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Evidence will be documented through support team meeting minutes.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Intervention Block built into the master schedule	Weida, John	8/25/2014	Master schedule	5/29/2015 daily
G3.B1.S1.A1	Profesional Development Instruction in I-Ready reporting	Weida, John	9/9/2014	Curriculum Associates staff will train all instructional staff on how to implement the I-Ready diagnostic and Instructional program.	9/9/2014 one-time
G2.B2.S1.A1	Staff will be trained in progress monitoring, using I-Ready data reports, Oral reading fluency, and running records.	Weida, John	9/9/2014	Curriculum Associates staff will train all instructional staff on how to implement the I-Ready diagnostic and Instructional program.	9/9/2014 one-time
G1.B1.S1.A1	Grade level teams will create Science benchmark assessments covering the grade level standards.	Spence, Jill	9/1/2014	Copies of the Science benchmark assessments.	5/29/2015 one-time
G1.MA1	The first school wide Science benchmark assessment will be given mid year.	Spence, Jill	12/17/2014	Data from the Science Benchmark assessment will be documented in the school wide data collection spreadsheet.	12/17/2014 one-time
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Grade level teams will work together to ensure the created assessments covered the appropriate standards, based on the District Instructional Focus Guide. School wide benchmark assessments are scheduled on the school's assessment calendar.	Spence, Jill	9/1/2014	Data from the assessments will be documented in the school wide data collection spreadsheet.	5/29/2015 semiannually
G2.MA1	I-Ready diagnostic and progress monitoring data, running record levels, oral reading fluency scores.	Knouse, Sara	9/1/2014	Monthly data collection of I-Ready diagnostic and progress monitoring data, running record levels, oral reading fluency scores.	5/29/2015 monthly
G2.B1.S1.MA1	Progress Monitoring Data	Brustad, Patti	9/1/2014	Observation data from walk through during lab time	5/29/2015 monthly
G2.B1.S1.MA1	Formal and Informal Observations	Weida, John	10/1/2014	Observations during intervention scheduled block	5/29/2015 biweekly
G2.B2.S1.MA1	Teachers will up load monthly data into the school wide data collection sheet.	Brustad, Patti	9/1/2014	Evidence will be documented through support team meeting minutes.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Administrative support team will review the data and monitor student progress.				
G2.B2.S1.MA1	Support staff will monitor the progress of students in these programs through the use of data reports.	Knouse, Sara	9/1/2014	Progress Monitoring reports and data from school wide data collection spreadsheet.	5/29/2015 monthly
G3.MA1	I-Ready diagnostic and progress monitoring assessments, fact fluency assessments, and benchmark assessments.	Spence, Jill	9/1/2014	School wide data collection spreadsheets.	5/29/2015 monthly
G3.B1.S1.MA1	Teachers will up load monthly data into the school wide data collection sheet. Administrative support team will review the data and monitor student progress.	Brustad, Patti	9/1/2014	Evidence will be documented through support team meeting minutes.	5/29/2015 monthly
G3.B1.S1.MA1	Progress Monitoring Data	Spence, Jill	9/1/2014	I-Ready Data Reports	5/29/2015 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.

G2. By the year 2015, there will be a minimum of a four percentage point increase in Reading, for Level 3 and above students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).

G2.B2 The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom

G2.B2.S1 Implement I-Ready Adaptive Growth Measure and Diagnostic

PD Opportunity 1

Staff will be trained in progress monitoring, using I-Ready data reports, Oral reading fluency, and running records.

Facilitator

Curriculum Associates staff/data coaches

Participants

All instructional staff

Schedule

On 9/9/2014

G3. By the year 2015, there will be a minimum of a four percentage point increase, in Math, for all student subgroups when less than 70% are currently demonstrating proficiency.

G3.B1 Teachers are struggling teaching the new grade level Florida Standards while trying to remediate the prerequisite skills not mastered

G3.B1.S1 The school will use I-Ready Diagnostic and Instructional scores to monitor student progress

PD Opportunity 1

Profesional Development Instruction in I-Ready reporting

Facilitator

Curriculum Associates staff/Instructional coaches

Participants

All instructional staff

Schedule

On 9/9/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 2: By the year 2015, there will be a minimum of a four percentage point increase in Reading, for Level 3 and above students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).	3,000
Grand Total	**3,000**

Goal 2: By the year 2015, there will be a minimum of a four percentage point increase in Reading, for Level 3 and above students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).		
Description	**Source**	**Total**
B1.S1.A1 - PD for implementation of I-Ready	Title I Part A	3,000
Total Goal 2		**3,000**