

Emma E. Booker Elementary School



2014-15 School Improvement Plan

Emma E. Booker Elementary School

2350 DR MARTIN LUTHER KING WAY, Sarasota, FL 34234

www.sarasotacountyschools.net/emmaebooker

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
94%

Alternative/ESE Center
No

Charter School
No

Minority
94%

School Grades History

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

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>.

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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

“High Expectations For All”

The community of Emma E. Booker Elementary School recognizes that students enter school with different backgrounds and experiences. It is our belief that all children can be successful when accepted at their level of development. By holding high expectations for parents, students, teachers and administrators and using a no fault approach, we believe we can lead every child toward becoming a productive and successful member of society.

Provide the school's vision statement

“Next Generation Learning”

NeXt Generation Learning is the district's strategic plan. It is a vision that adapts to today's reality and tomorrow's needs. It acknowledges changes in our economy, our workplace and our world. It embraces the next generation with its diverse face, digital upbringing and independent thinking. It treats every child as an individual, every educator as a professional and every parent as a customer.

“Emma E. Booker Mission Statement”

The community of Emma E. Booker Elementary School recognizes that students enter school with different backgrounds and experiences. It is our belief that all children can be successful when accepted at their level of development. By holding high expectations for parents, students, teachers and administrators and using a no fault approach, we believe we can lead every child toward becoming a productive and successful member of society.

School Environment

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

Emma E. Booker works to build lasting relationships between teachers and students throughout the school year. All teachers are trained in PBS techniques to respond appropriately to students and to work to build a classroom community. In addition multiple events are held throughout the year to improve and increase parent involvement and support. EEB has two parent conferences that over 90% of out families attend that help build relationships between teachers and families. Teachers work throughout the year getting to know families, conducting home visits and building lasting relationships with students.

In addition all classrooms learn the Booker B's as well as the behavior expectations that are positively reinforced throughout the day. Additionally upon registering, EEB gives all families a Home Language survey to collect information. When applicable, EEB sends all communication home in families native languages.

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

EEB teachers and staff work diligently to create an environment where students feel safe and respected throughout the day. Students are greeted at the door every morning by their classroom teacher. Throughout the day students are rewarded for positive choices and behaviors. Recognition ceremonies such as R&R and Principal's awards recognize students for making the right choice. After school programs such as Yreads, and Emma Extra provide students with a healthy dinner and instructional support that is needed for struggling students.

Additionally security measures occur for all families in visitors using our district approved RAPTOR system to ensure all visitors/guests are safe to be on campus.

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

EEB has a clear and comprehensive school wide PBS and behavior plan. School wide 24/7 expectations are posted throughout campus and in all classrooms. Classroom teachers teach, model, and positively reinforce school wide, grade level, and classroom expectations. Parents are sent updates to our PBS plan through Open House, as well as our Principal newsletter. EEB has recognition ceremonies to reward students who are positive examples of our PBS plan. Additionally our school guidance counselor works with grade levels to address grade level concerns and structures classroom and small group lessons as needed.

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

EEB offers numerous opportunities for students in relation to counseling services. All grade levels K-5 have classroom guidance lessons as well as small group lessons for those students in need. Our guidance staff works closely with families to offer school and community supports to families in crisis. EEB also employs a behavior specialist as well as a Home School social worker to ensure connection and resources to families.

EEB also partners with JFCS and has a mental health counselor on site to help students who need additional supports.

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

EEB has many set early warning systems in place to be able to address issues as quickly as possible.

Attendance: EEB has weekly CARE attendance meetings with the district truancy worker, school social worker, and Asst. Principal to monitor attendance. Students who have 5 or more days out of school are monitored for attendance improvements and teacher puts interventions in place as needed. A report from the ESD system is run weekly to monitor this area.

Regarding course failures, EEB has mandatory Q1 parent conferences to keep families up to date on student progress. In addition, progress reports are sent out at every grade level and interventions are put in place for students who are below mastery. These students are monitored at SWST meetings as well as with classroom teacher and MTSS facilitator.

Students who have a level 1 are placed in an additional intensive reading and math period to target skill weaknesses. In addition classroom teachers provide intensive interventions to help students who are struggling.

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	18	6	14	10	7	10	65
One or more suspensions	1	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	9	9	7	25

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

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	1	9	7	7	24

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

Classroom teachers provide Tier II and Tier III interventions to students in small group and/or one on one to work intensively with students who are behind. In addition students who are performing in the lowest quartile at each grade level are provided with additional intensive support.

This past school year SAC was instrumental in the input, development, and creation of a new intensive support offered for struggling students-Mini Max. Students in K-2 are identified as below grade level and support is provided in both a pull out model as well as an intensive push in model. MAX, another academic intervention is provided in the same model for grades three through five. Students are also discussed between classroom teacher as well as MTSS facilitator to ensure that students who may benefit from additional support are discussed at weekly SWST meetings.

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/207548>.

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

EEB proudly works to build partnerships with our families and the overall community. Particularly at the start of the school year, we purposefully collaborate with parents, volunteers, teachers and other members of the community to establish an academically focused, goal oriented school year. In

particular, our Annual Title I meeting, Open House, Donuts for Dads event, PTO and SAC meetings are times that a review of current school-wide student data occurs as well as establishing new programs.

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
Clayton, Dawn	Principal
Fairchild, Marya	Assistant Principal

Duties

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

Each member of the school based leadership team has a specific function and role as it relates to MTSS and SIP.

Dawn Clayton, Reviews progress monitoring and summative (Florida's statewide FCAT/FSA data) and engages stake-holders to make decisions to improve the quality of instructional programing. Collaborative conversations are held during SAC meetings, SDMT, amd LLT meetings to ensure that our school's SIP is a document that guides our school's instructional decisions. Active member of MTSS team to oversee and ensure Tier II and Tier III interventions are being properly implemented. Mrs. Clayton serves as the instructional leader of the school ensuring that all programs are implemented with fidelity.

Marya Fairchild Asst. Principal, Reviews progress monitoring and summative (Florida's statewide FCAT/FSA data) and engages stake-holders to make decisions to improve the quality of instructional programing. Active member of MTSS team to oversee and ensure Tier II and Tier III interventions are being properly implemented. In addition Marya supports Dawn and all instructional programs.

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

EEB's MTSS team meets weekly and looks at each grade level progress monitoring data. Each grade level has an MTSS facilitator that meets with grade level teams reguarly to plan for and implement Tier II and Tier III interventions. Additional instructional supports are offered in grades K-5 for students who are performing below level. There are three Title I teachers that support classroom teachers with providing additional supports to below level students through a newly developed program called MAX and mini-MAX-designed to look at frequent data points of each student and tailor instruction around their needs.

Title I Part A Flexible Direct instruction dollars are utilized to provide additional services to children. These services include a variety of instructional materials that are needed in classrooms to support engaging learning experiences that are aligned to adopted standards. The Flexible Direct Instruction also provides supplemental direct instruction to support students in reading and math. Other Title I monies include the professional development budget which provides support for professional development implementation of science, ela and math instruction. Title I Parent Involvement funds

will be utilized to increase parent participation in school activities designe to improve student achievement. The district's Food and Nutrition department provides a daily healthy fruit or vegetable to every child at EEB. Additionally, a full dinner is provided to every child in the afterschool programs ta EEB. EEB coordinates with the largest Head Start provider within the community (Children's First). EEB allows for two children's first classrooms to be housed at EEB. Children that will eventually attend EEB when they reach school age are identified and enrolled within these classrooms.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Tony Torrence	Business/Community
Dawn Clayton	Principal
Kate Kramer	Teacher
Theresa Marks	Education Support Employee
Carolyn Major-Harper	Business/Community
Marvin Smith	Parent
Mixi Canos	Parent
Misty Smith	Parent
Peggy Wiggins	Business/Community
Arsy Upshaw	Parent
Uma Williams	Parent
Howard Williams	Parent
Alfonsina Angeles	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

The SAC team meets monthly to review school wide programs and goals. At the end of the 13-14 school year, SAC met and reviewed its progress throughout the year. At the beginning of the 14-15 school year, school wide data was shared with SAC and the group collectively determined what academic and parent involvement areas would be a focus this year. Target areas in reading and math were a focal point and SAC recommended Emma Extra as an after school option for EEB students. EEB made great strides in many areas of our SIP. Our learning gains in both reading and math were areas of celebration. Continued focused efforts on overall proficiency will remain throughout the school year.

Development of this school improvement plan

The SAC committee meetings monthly. They are charged with routinely reviewing school-wide progress monitoring data and summative data (FCAT/FSA) of Florida's high-stakes testing. Recommendations for improving programs such as after-school or Saturday tutoring experiences have come from these meetings. The SAC committee also reviews and renders final approval of the yearly School Improvement Plan, the annual Parent Involvement Plan, budgets and other needs

assessment data such as the Title I surveys and the district's parent climate surveys. Once again, recommendations are rendered to improve the overall programs.

Preparation of the school's annual budget and plan

Every year the school budget is sent to EEB's Principal, Dawn Clayton. From there, SAC and SDMT are active participants in aligning dollars to instructional programs and needs. SAC discusses and has input into all areas and decision making through the budget process. Before the school budget is submitted to the district, it is approved and voted on by SAC.

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

Last year there were no new school improvement funds allocated. SAC did have some funds in reserve that were used to provide additional on Saturdays for 3rd, 4th, and 5th graders. This year SAC will meet and determine the instructional funds that have been allocated and determine as a committee how to best use these dollars for instruction.

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
Clayton, Dawn	Principal
Fairchild, Marya	Assistant Principal
kramer, kate	Teacher, K-12
washington, dwana	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

- The major initiatives of the LLT will be weekly contact with the lowest 25%.
- Providing current and relevant PD to all teachers.
- Collaborating weekly with teachers and progress monitoring grade level and class data.
- Promoting and tracking student participation in SSYRA books.
- Promoting and tracking AR points, percentages, and breakdown of non-fiction/fiction books.
- Use of Reading Wonders
- Implementation of Florida Standards
- AR rewards

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

EEB reserves every Thursday for weekly collaborative planning time for each grade level. These CPT sessions are driven directly by the needs of our staff and students. Teachers have the opportunity to plan and share lesson progress and development. In addition, Title I funds have been allocated for additional Math PD and planning for teachers to work together through the new math standards and expectations. In addition administration provides hands on professional development with district specialists for grade level teams to continue to work on best practices.

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

Sarasota County and EEB provide a SCIP mentoring program available to all new teachers. A teacher mentor is provided for the school year to help the new teacher with the transition to our school and/or the profession. Highly qualified teachers function as teacher mentors to provide the best mentoring experience possible. In addition the principal and assistant principal work dilligently to provide a climate in which teachers want to work here and grow as teacher leaders.

Dawn Clayton, Principal

Marya Fairchild, Asst. Principal

SCIP Lead teacher, Makaya Moran

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

Our school participates in the district wide SCIP mentoring program which provides all new teachers with an induction program to the district as well as a teacher mentor at our school. The mentor serves in the capacity to assist the new teacher with the transition to our school and/or the profession. Pairings are based on similar grade levels so mentor and mentee can plan together for instruction. There are monthly SCIP meetings to bring new teachers up to speed on district and school initiatives.

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, materials, and resources are all aligned with new Florida Standards. To ensure this, our school uses District approved programs such as Reading Wonders, On Core Math, and I-Ready. Each of these programs have been vetted through our district office to ensure alignment. In addition, we plan our instruction using our district Instructional Focus Guide which is directly aligned to the new Florida Standards, CPALMS, and other resources that have been district approved.

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

Instruction is differentiated in all classrooms based on how students are currently performing. Small groups are run daily targeting students in both reading and math and providing intensive instruction. Classroom teachers uses regular data points such as unit tests, quick checks, as well as district and state administered tests to ensure that instruction at each student level is being met. Instruction is modified for struggling students in many ways, examples being: providing scaffolded supports, guided

instruction from the classroom teacher, and intensive re-teaching as necessary. This is a constant process, teachers always looking to aide students whenever possible. In addition AWC (advanced work classes) are provided for those students who are above proficiency.

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: 13,500

Emma Extra our after school program enrolls students in grades 3-5 who are performing below level in reading and/or math. Teachers from our school site will use materials aligned with Common Core and NGSS standards to provide additional time and instruction to students in areas that they are below level.

Strategy Rationale

Emma Extra provides after school opportunities and additional academic assistance to our families that they might not otherwise be able to have. Many of the students in Emma Extra would otherwise be going home without the supports needed to help students be successful.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Clayton, Dawn, dawn.clayton@sarasotacountyschools.net

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

School wide progress monitoring data broken down by each student will be used to determine how students are performing towards mastery. Students were specifically chosen for Emma Extra if they were below proficiency in ELA or Math.

Strategy: Weekend Program

Minutes added to school year: 720

In the Spring EEB provides an FSA Academy, aimed at providing intensive Saturday instruction in the core areas of reading and math. All 3-5 students are invited to attend.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Clayton, Dawn, dawn.clayton@sarasotacountyschools.net

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

Summative FSA data will be used to determine effectiveness.

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

Every year we hold an annual K roundup that offers parents best practices, tips, and insight as to ways they can aide in effective transitions from Pre-K to K. We provide them with learning materials and offer activities they can be working on at home with their child. In addition EEB continues to have strong collaboration with the Children's First program, housing 2 Pre-k programs on our campus. We meet yearly with the leadersip of this organization and have worked to develop expectations for incoming K 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

This is not a requirement for Elementary Schools.

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

This is not a requirement for Elementary Schools.

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

This is not a requirement for Elementary Schools.

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

This is not a requirement for Elementary Schools.

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, the school will decrease the number of discipline incidents and increase positive student relationships.
- G2.** By the year 2015, the school will meet the proficiency goal set by the ambitious instructional reading targets.
- G3.** By the year 2015 the school will meet the proficiency goal set by the ambitious instructional math targets.
- G4.** By the year 2015, the school will meet the proficiency goal set by the ambitious instructional science targets.

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, the school will decrease the number of discipline incidents and increase positive student relationships. 1a

G050753

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	25.4

Resources Available to Support the Goal 2

- PBS program
- Restorative justice
- Behavior Specialist
- Guidance Counselor
- Intervention Teachers

Targeted Barriers to Achieving the Goal 3

- High number of discipline referrals in previous years
- School and social readiness

Plan to Monitor Progress Toward G1. 8

Yearly behavior data

Person Responsible

Marya Fairchild

Schedule

On 5/29/2015

Evidence of Completion

End of year data

G2. By the year 2015, the school will meet the proficiency goal set by the ambitious instructional reading targets. **1a**

G050750

Targets Supported **1b**

Indicator	Annual Target
Math Lowest 25% Gains	82.0
ELA/Reading Lowest 25% Gains	82.0
AMO Reading - All Students	63.0
AMO Reading - African American	60.0
AMO Reading - ED	62.0
AMO Reading - ELL	72.0
AMO Reading - Hispanic	67.0
AMO Reading - SWD	47.0
AMO Reading - White	67.0

Resources Available to Support the Goal **2**

- Reading Wonders series
- IFGs for the new Florida Standards
- MAX and mini MAX interventions
- I-Ready
- Study Island and Moby Max
- Continued PD with Thinking Maps

Targeted Barriers to Achieving the Goal **3**

- Students significantly below grade level
- Lack of Foundational Reading Skills
- Teacher knowledge of new Florida Standards

Plan to Monitor Progress Toward G2. **8**

PRIDE observations and Indicators for Success tool to document instructional strategies used in classrooms.

Person Responsible

Dawn Clayton

Schedule

Monthly, from 9/4/2014 to 5/28/2015

Evidence of Completion

PRIDE tools. Indicators for Success tools. CPT agendas and notes.

G3. By the year 2015 the school will meet the proficiency goal set by the ambitious instructional math targets. **1a**

G050747

Targets Supported **1b**

Indicator	Annual Target
Math Gains	72.0
AMO Math - African American	57.0
AMO Math - ED	56.0
AMO Math - ELL	77.0
AMO Math - Hispanic	61.0
AMO Math - SWD	45.0
AMO Math - White	53.0
AMO Math - All Students	57.0
Math Lowest 25% Gains	75.0

Resources Available to Support the Goal **2**

- Supplemental math materials, PD opportunities for reading wonders

Targeted Barriers to Achieving the Goal **3**

- Significant changes in standards requiring additional time and planning.

Plan to Monitor Progress Toward G3. **8**

PD documentation and implementation of strategies observed in classrooms.

Person Responsible

Dawn Clayton

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

PRIDE observation notes and PD documentation.

G4. By the year 2015, the school will meet the proficiency goal set by the ambitious instructional science targets. 1a

G050744

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	31.0

Resources Available to Support the Goal 2

- CPT planning times and teacher ongoing collaboration.
- Mad Science
- Study Island
- IFGs in Science

Targeted Barriers to Achieving the Goal 3

- Time for planning and creation of assessments.
- Science vocabulary and skill deficits

Plan to Monitor Progress Toward G4. 8

CPT meeings

Person Responsible

Dawn Clayton

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

1. Review of weekly CPT meetings
- 2) review of progress monitoring data.

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, the school will decrease the number of discipline incidents and increase positive student relationships. **1**

 G050753

G1.B2 High number of discipline referrals in previous years **2**

 B138309

G1.B2.S1 School wide PBS, regular review of data, small group re-teaching with selected students as needed. **4**

 S150299

Strategy Rationale

Students should be continually taught and reviewed behavior expectations. Those who need additional may require small group lessons.

Action Step 1 **5**

TPS data, discipline referral data

Person Responsible

Marya Fairchild

Schedule

Semiannually, from 12/19/2014 to 5/29/2015

Evidence of Completion

Comparative data from the 13-14 school year and the 14-15 school year, identify trends

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

Meet with support staff to review behavior data.

Person Responsible

Marya Fairchild

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

SWST notes, behavior data

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

Review of behavior data

Person Responsible

Marya Fairchild

Schedule

Quarterly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Data indicating behavior incidents

G1.B3 School and social readiness **2**

 B138310

G1.B3.S1 Small group instruction provided through guidance groups using the Second Step program as well as Kelso choices. **4**

 S151973

Strategy Rationale

Students who are struggling with the school wide PBS expectations, need additional teaching on school and social skills.

Action Step 1 **5**

Identify and teach students in small groups our PBS curriculum.

Person Responsible

Marya Fairchild

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Small group rosters as identified and recommended from their classroom teacher

Action Step 2 **5**

Referral to EDT services for extensive support services

Person Responsible

Marya Fairchild

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

EDT rosters

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

SWST team updates on small guidance groups

Person Responsible

kate kramer

Schedule

Monthly, from 10/7/2014 to 5/26/2015

Evidence of Completion

SWST meets weekly and reviews students who are in need of additional guidance and behavior supports.

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

Continued documentation of SWST records and notes

Person Responsible

kate kramer

Schedule

Weekly, from 9/26/2014 to 5/29/2015


Evidence of Completion

Student group meeting data is collected as well as behavior data monitored through the year.


G2. By the year 2015, the school will meet the proficiency goal set by the ambitious instructional reading targets. **1**

 G050750

G2.B1 Students significantly below grade level **2**

 B127232

G2.B1.S1 Intensive reading and math interventions **4**

 S139272

Strategy Rationale

Students who are performing below grade level need additional time and support with skill area weaknesses

Action Step 1 **5**

Daily intensive intervention assistance with struggling students.

Person Responsible

Dawn Clayton

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

Mini Max and MAX small group and progress monitoring data

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

Progress monitoring data of all classrooms and struggling students. Walkthroughs of Mini Max and Max groups

Person Responsible

dwana washington

Schedule

Monthly, from 9/2/2014 to 5/28/2015

Evidence of Completion

PRIDE notes, CPT notes, RTI data, Mini Max and MAX group lists

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

Progress monitoring data

Person Responsible

Dawn Clayton

Schedule

Monthly, from 10/1/2014 to 5/21/2015


Evidence of Completion

Regular progress monitoring of student data and discussions during curriculum team meetings

G2.B2 Lack of Foundational Reading Skills 2

 B138325

G2.B2.S1 Use of District approved I-Ready program. Students will take diagnostic assessment to determine progress of each student. 4

 S151983

Strategy Rationale

I-Ready is a individualized instructional tool that targets students instructional level and provides tailored instructional pathways.

Action Step 1 5

I-Ready to be used K-5 in classroom and lab use.

Person Responsible

dwana washington

Schedule

Daily, from 9/17/2014 to 5/28/2015

Evidence of Completion

I Ready school level reports

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

Data progress monitoring

Person Responsible

dwana washington

Schedule

Quarterly, from 9/17/2014 to 5/27/2015

Evidence of Completion

Progress monitoring 3X per year that identify student growth

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

Administrator access to the program and review of reports

Person Responsible

dwana washington

Schedule

Monthly, from 11/5/2014 to 5/29/2015

Evidence of Completion

Computer generated reports from I-Ready

G2.B3 Teacher knowledge of new Florida Standards 2

B138326

G2.B3.S1 Teacher trainings and resources provided through the new IFGs (such as Webbs DOK levels, deconstructed standards) to enhance their knowledge of the new Florida Standards. 4

S151972

Strategy Rationale

A truly deep understanding of the new standards will assist teachers in their planning as well as direct instruction of each student in their class. It will provide teachers with a better understanding of instructional decision making and determination of strengths and weaknesses of each student as they work towards mastery.

Action Step 1 5

CPT meetings on a weekly basis that are relevant to academic instruction and instructional strategies

Person Responsible

Dawn Clayton

Schedule

Weekly, from 9/4/2014 to 5/21/2015

Evidence of Completion

Agendas from CPT meetings

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

CPT agendas are emailed and collected to ensure meetings are instructionally driven

Person Responsible

Dawn Clayton

Schedule

Weekly, from 9/4/2014 to 5/21/2015

Evidence of Completion

CPT weekly meetings and collection of agendas. Administration will attend CPT meetings on a monthly basis to share relevant instructional information.

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

Classroom walkthroughs and PRIDE tools to ensure implementation of instructional practices

Person Responsible

Dawn Clayton

Schedule


Monthly, from 10/1/2014 to 5/20/2015

Evidence of Completion

Administration will use district approved PRIDE documentation to ensure effective instructional practices in classrooms.

G3. By the year 2015 the school will meet the proficiency goal set by the ambitious instructional math targets.


1

 G050747

G3.B1 Significant changes in standards requiring additional time and planning. 2

 B127223

G3.B1.S1 Additional PD offerings at EEB by EEB trainers. 4

 S139257

Strategy Rationale

PD offerings at school site arranged by teams will allow for more flexibility and better attendance.

Action Step 1 5

PD offering at EEB for new math and reading standards.

Person Responsible

Dawn Clayton

Schedule

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

Evidence of Completion

PD opportunities

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

PD offerings at EEB during CPT times. Administration will attend these trainings.

Person Responsible

Dawn Clayton

Schedule

Weekly, from 10/2/2014 to 5/14/2015

Evidence of Completion

PD agendas and trainings. Implementation of strategies in the classroom.

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

PRIDE walkthroughs and classroom observations. Indicators for Success tool to measure effectiveness. Review of class data with teachers.

Person Responsible

Dawn Clayton

Schedule

Semiannually, from 10/1/2014 to 5/21/2015

Evidence of Completion

Administration will meet with classroom teachers utilizing the PRIDE documents to provide coaching and feedback. Feedback will be specific to instructional strategies that as a staff we are working on through PD.


G4. By the year 2015, the school will meet the proficiency goal set by the ambitious instructional science targets. **1**

 G050744

G4.B1 Time for planning and creation of assessments. **2**

 B127219

G4.B1.S1 Science CPT planning **4**

 S139249

Strategy Rationale

Students continue to struggle with Science standards and are well below proficiency marks. Additional collaboration will help the entire 5th grade team.

Action Step 1 **5**

CPT planning times dedicated to instruction

Person Responsible

Dawn Clayton

Schedule

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

Evidence of Completion

Team Leaders

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

Classroom observation and PRIDE observations demonstrating common planning and quality lesson plans

Person Responsible

Dawn Clayton

Schedule

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

Evidence of Completion

PRIDE observations

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

Regular observations of classroom teachers

Person Responsible

Dawn Clayton

Schedule

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

Evidence of Completion

PRIDE observations

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	Daily intensive intervention assistance with struggling students.	Clayton, Dawn	9/2/2014	Mini Max and MAX small group and progress monitoring data	5/29/2015 daily
G3.B1.S1.A1	PD offering at EEB for new math and reading standards.	Clayton, Dawn	8/18/2014	PD opportunities	5/29/2015 quarterly
G4.B1.S1.A1	CPT planning times dedicated to instruction	Clayton, Dawn	8/18/2014	Team Leaders	5/29/2015 weekly
G1.B2.S1.A1	TPS data, discipline referral data	Fairchild, Marya	12/19/2014	Comparative data from the 13-14 school year and the 14-15 school year, identify trends	5/29/2015 semiannually
G2.B3.S1.A1	CPT meetings on a weekly basis that are relevant to academic instruction and instructional strategies	Clayton, Dawn	9/4/2014	Agendas from CPT meetings	5/21/2015 weekly
G1.B3.S1.A1	Identify and teach students in small groups our PBS curriculum.	Fairchild, Marya	9/26/2014	Small group rosters as identified and recommended from their classroom teacher	5/29/2015 monthly
G2.B2.S1.A1	I-Ready to be used K-5 in classroom and lab use.	washington, dwana	9/17/2014	I Ready school level reports	5/28/2015 daily
G1.B3.S1.A2	Referral to EDT services for extensive support services	Fairchild, Marya	9/26/2014	EDT rosters	5/29/2015 monthly
G1.MA1	Yearly behavior data	Fairchild, Marya	8/18/2014	End of year data	5/29/2015 one-time
G1.B2.S1.MA1	Review of behavior data	Fairchild, Marya	9/18/2014	Data indicating behavior incidents	5/29/2015 quarterly
G1.B2.S1.MA1	Meet with support staff to review behavior data.	Fairchild, Marya	9/15/2014	SWST notes, behavior data	5/29/2015 quarterly
G1.B3.S1.MA1	Continued documentation of SWST records and notes	kramer, kate	9/26/2014	Student group meeting data is collected as well as behavior data monitored through the year.	5/29/2015 weekly
G1.B3.S1.MA1	SWST team updates on small guidance groups	kramer, kate	10/7/2014	SWST meets weekly and reviews students who are in need of additional guidance and behavior supports.	5/26/2015 monthly
G2.MA1	PRIDE observations and Indicators for Success tool to document instructional strategies used in classrooms.	Clayton, Dawn	9/4/2014	PRIDE tools. Indicators for Success tools. CPT agendas and notes.	5/28/2015 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.MA1	Progress monitoring data	Clayton, Dawn	10/1/2014	Regular progress monitoring of student data and discussions during curriculum team meetings	5/21/2015 monthly
G2.B1.S1.MA1	Progress monitoring data of all classrooms and struggling students. Walkthroughs of Mini Max and Max groups	washington, dwana	9/2/2014	PRIDE notes, CPT notes, RTI data, Mini Max and MAX group lists	5/28/2015 monthly
G2.B3.S1.MA1	Classroom walkthroughs and PRIDE tools to ensure implementation of instructional practices	Clayton, Dawn	10/1/2014	Administration will use district approved PRIDE documentation to ensure effective instructional practices in classrooms.	5/20/2015 monthly
G2.B3.S1.MA1	CPT agendas are emailed and collected to ensure meetings are instructionally driven	Clayton, Dawn	9/4/2014	CPT weekly meetings and collection of agendas. Administration will attend CPT meetings on a monthly basis to share relevant instructional information.	5/21/2015 weekly
G2.B2.S1.MA1	Administrator access to the program and review of reports	washington, dwana	11/5/2014	Computer generated reports from I-Ready	5/29/2015 monthly
G2.B2.S1.MA1	Data progress monitoring	washington, dwana	9/17/2014	Progress monitoring 3X per year that identify student growth	5/27/2015 quarterly
G3.MA1	PD documentation and implementation of strategies observed in classrooms.	Clayton, Dawn	9/2/2014	PRIDE observation notes and PD documentation.	5/29/2015 quarterly
G3.B1.S1.MA1	PRIDE walkthroughs and classroom observations. Indicators for Success tool to measure effectiveness. Review of class data with teachers.	Clayton, Dawn	10/1/2014	Administration will meet with classroom teachers utilizing the PRIDE documents to provide coaching and feedback. Feedback will be specific to instructional strategies that as a staff we are working on through PD.	5/21/2015 semiannually
G3.B1.S1.MA1	PD offerings at EEB during CPT times. Administration will attend these trainings.	Clayton, Dawn	10/2/2014	PD agendas and trainings. Implementation of strategies in the classroom.	5/14/2015 weekly
G4.MA1	CPT meetings	Clayton, Dawn	9/2/2014	1. Review of weekly CPT meetings 2) review of progress monitoring data.	5/29/2015 monthly
G4.B1.S1.MA1	Regular observations of classroom teachers	Clayton, Dawn	8/18/2014	PRIDE observations	5/29/2015 quarterly
G4.B1.S1.MA1	Classroom observation and PRIDE observations demonstrating common planning and quality lesson plans	Clayton, Dawn	8/18/2014	PRIDE observations	5/29/2015 quarterly

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.

G3. By the year 2015 the school will meet the proficiency goal set by the ambitious instructional math targets.

G3.B1 Significant changes in standards requiring additional time and planning.

G3.B1.S1 Additional PD offerings at EEB by EEB trainers.

PD Opportunity 1

PD offering at EEB for new math and reading standards.

Facilitator

MATH PD reps for each grade level

Participants

K-5 teachers

Schedule

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

G4. By the year 2015, the school will meet the proficiency goal set by the ambitious instructional science targets.

G4.B1 Time for planning and creation of assessments.

G4.B1.S1 Science CPT planning

PD Opportunity 1

CPT planning times dedicated to instruction

Facilitator

Team Leaders

Participants

K-5 Teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: By the year 2015, the school will decrease the number of discipline incidents and increase positive student relationships.	2,000
Goal 2: By the year 2015, the school will meet the proficiency goal set by the ambitious instructional reading targets.	210,000
Goal 3: By the year 2015 the school will meet the proficiency goal set by the ambitious instructional math targets.	5,000
Grand Total	217,000

Goal 1: By the year 2015, the school will decrease the number of discipline incidents and increase positive student relationships.

Description	Source	Total
B1.S1.A1 - PTO	Other	2,000
Total Goal 1		2,000

Goal 2: By the year 2015, the school will meet the proficiency goal set by the ambitious instructional reading targets.

Description	Source	Total
B1.S1.A1 - Title I teachers	Title I Part A	210,000
Total Goal 2		210,000

Goal 3: By the year 2015 the school will meet the proficiency goal set by the ambitious instructional math targets.

Description	Source	Total
B1.S1.A1 - Title I dollars used for PD	Title I Part A	5,000
Total Goal 3		5,000