

Garden Elementary School

700 CENTER RD, Venice, FL 34285

www.sarasotacountyschools.net/garden

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	56%

Alternative/ESE Center	Charter School	Minority
No	No	25%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	28
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	31

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

The mission of the Garden Elementary community is to provide students with meaningful learning experiences through the use of individualized instruction, technology, collaborative learning, and community involvement. Student success will be measured by ongoing assessment. Garden's mission will be accomplished through the collaboration of students, staff, and parents.

Provide the school's vision statement

The Garden Elementary community is dedicated to providing a supportive environment where all children have the opportunity to achieve their highest potential.

School Environment

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

This process is multi-tiered. A school wide "homework assignment" assigned by the Assistant Principal has each student identify family cultural traditions, likes and interests and other positive aspects that allows other students and staff to become educated and appreciative of our student population as individuals. These assignments are initially posted on bulletin boards and eventually kept in a notebook accessible to staff that considers the needs of individual students via school wide support teams (SWST), children at risk in education (CARE), or individual grade level collaborative planning teams (CPT's).

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

"Garden Grows Character" is a character education program that identifies and recognizes 8 areas of character development that are essential to develop good productive citizens above and beyond the realm of academics.

Eight character traits (August/September – Responsibility, October – Friendship, November/December – Caring, January – Respect, February – Honesty, March – Courtesy, April – Courage, May – gratitude) are presented and integrated throughout the curriculum. Students are nominated by staff members who recognize that month's character trait in the everyday activities of the nominated students. Students are recognized on our morning news program, on a prominent hallway display and celebrated at a monthly parent attended breakfast. Magnetic bumper stickers remind the community that the occupant of the car they adorn have been recognized at Garden Elementary as an exemplar citizen.

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

The Positive Behavior Support (PBS) system overseen by the Assistant Principal and School Counselor and implemented by the Support Team and Curriculum Leaders, identifies and communicates behavior expectations (Garden's A, B, C's: Active Learning, Be Respectful, Come Prepared, Do your Best, Everyone be Safe) and code of conduct at the beginning of the year and

again at mid-year. "Caught Being Good" coins are distributed by staff members when desired behaviors are witnessed. These coins are redeemable at monthly "coin corner" shopping days for prizes and trinkets. Identified students are also recognized weekly on our morning news broadcast and periodically scheduled celebration throughout the year.

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

The School Wide Support Team, grade level Collaborative Planning Team's and Children at Risk in Education teams monitor, collaborate and implement strategies of interventions to meet the social, emotional and academic needs of the student body. These interventions are progress monitored, graphed and modified as needed to facilitate the successful implementation of the collaborative plan. District appointed psychologists, social workers and county health nurses participate with staff in this process.

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

Garden Elementary teachers meet once a week for PLC meetings. During these meetings, teachers discuss students who are having academic/behavior difficulty. Based on grade level discussion, teachers will begin Tier 2 interventions and document student progress. At the end of the interventions, those students who do not respond positively to the interventions will be brought to the SWST team. The classroom teacher will discuss student progress. The SWST team will assist the classroom teacher in writing the Tier 3 interventions. The teacher will implement these for a minimum of 4 weeks. If, after that amount of time, there is not positive response to Tier 3 instruction, the student will be placed on the CARE agenda. The CARE team will review the student's academic/behavior history and make decisions based on student need.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parents are encouraged to participate in the PTSO, volunteer in classrooms and chaperone field trips, as well as perform non academic clerical assistance from home or in the school. Grade level parent information nights are scheduled to address the increased rigor of the Florida Standards, changes in report cards, and the on-line parent portal that can be used to monitor progress.

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

Garden Elementary has sustained a multi-year relationship with the local YMCA to co-sponsor an after school remedial reading tutorial program that identifies at risk readers and provides trained community volunteers to assist struggling students with research based reading strategies to help address their learning gaps. Additionally an "Adopt-A- Class" program is maintained that allows individual or businesses to adopt a classroom or program and monetarily assist in the purchase of needed classroom supplies or resources. Our PTSO solicits business partnerships that permits them to support classroom initiatives like educational field trips, curricular support materials and assemblies.

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
McQueen, John	Principal
Heim, Holly	Assistant Principal
Serrano, Carmen	Teacher, ESE
O'Berry, Gabrielle	Guidance Counselor
Mather, Rich	Administrative Support

Duties

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

The responsibility of each school based leadership member is described below. The SIP plan is primarily the responsibility of the Principal with input from the leadership team, SAC, and Curriculum Leaders.

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

Each support team member is assigned one or more grade levels to progress monitor assessments, attend PLC meetings and facilitate discussion of Tier II students to determine if they should be brought up to SWST. The support team member assists the classroom teacher(s) during SWST meetings and monitor progress and facilitate the move to Tier III if warranted. Collection, disaggregation, and graphing of data is completed, presented and discussed during the SWST process.

Title II, and PTSSO allocations will provide staff professional development and contracted services. Backpack program, Snackpack program, Food Pantry, and Cooking Matters Instruction all facilitated by the All Faiths Food Bank will address the hunger needs of over 55% of Garden students.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Melanie Buckalter	Teacher
John McQueen	Principal
Lisa Saul	Education Support Employee
Susan Hanks	Business/Community
Mischa Kirby	Parent
Drew Carney	Parent
John Dunbar	Business/Community
Jackie Spielman	Parent
Kathy Rule	Education Support Employee

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

School Improvement Plan is shared with SAC before submission for their input. School Grade results are shared as they relate to the previous year's SIP.

Development of this school improvement plan

Advise and consent

Preparation of the school's annual budget and plan

Budget spreadsheet is presented to a joint meeting of SAC and our Shared Decision Making Team for their consent.

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

\$900 for substitute teachers for Reading Wonders workshop
\$500 Character Ed program

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
Heim, Holly	Assistant Principal
McQueen, John	Principal
Kingsbury, Jennifer	Teacher, K-12
Bellanca, Stacy	Teacher, K-12
Davis, Diana	Teacher, K-12
Kern, Lori	Teacher, K-12
Krizen, Michelle	Teacher, K-12
Hallman, Rachel	Teacher, K-12
Serrano, Carmen	Teacher, ESE
Tausan, Carol	Teacher, K-12
O'Berry, Gabrielle	Guidance Counselor
Mather, Rich	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

Garden's LLT communicates to their team decisions and policies as it relates to the implementation of the new Florida Standards and information relating to the Florida Standards Assessment. They solicit needs for staff development relating to the new standards and assessment and encourage attendance at related staff in-services and collaboration and communication of needs to drive instruction.

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

District contracted mandate of one Professional Learning Community(PLC) meeting per week is utilized to progress monitor and implement the MTSS/SWST process to identify struggling students and assign Tiers of interventions to address identified learning challenges. Additionally the school wide Individual Professional Development Plan now includes a second (PLC) identified as the opportunity to discuss the implementation of the new Florida Standards in preparation for the new Florida Standard Assessment.

This time is also utilized to identify materials and resources to support the new standards and Instructional Focus Guide.

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

Care is taken to select SCIP mentors that are a good match for our new teachers, ensuring success not only in the classroom but also to ensure professional integration with the entire staff. The school openly encourages local universities to send us interns. These interns are offered real world PRIDE observation feedback and mock interviews to further enhance their intern experience and provide insight to administration for talented candidates for future positions.

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

SCIP mentors meet with their mentees weekly to cover the SCIP program and then as a group to discuss common challenges and share successes and strategies that are effective. Support team members progress monitor student achievement to ensure proper pacing and fidelity of instruction. Mentors and mentees are paired either by common grade level, compatible personalities, or common experiences.

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

We utilize the Instructional Focus Guide as a resource to guide instruction. The second weekly PLC (professional Learning Community) is utilized to research materials and resources. Monthly staff in-services are designed around feedback from the 2nd weekly PLC's.

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

Each grade level submits assessment data to the Assistant Principal who then creates a spreadsheet illustrating progress monitoring efforts on summative assessments. Examples of these assessments are FAIR, Reading Wonders Unit and Benchmark tests, District Math Benchmark tests, FLKRS, and other sub test that measure fluency.

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: 1,800

Using individualized instructional system (SuccessMaker Enterprise) students who are identified via progress monitoring will be invited to attend before school sessions from November through March and participate in Math and Reading individualized computer exercises geared to the areas data demonstrates as areas that the student is struggling in.

Strategy Rationale

Additional time to rigorously address areas identified by progress monitoring as challenging or deficit for identified students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McQueen, John, john.mcqueen@sarasotacountyschools.net

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

Reports are run and analyzed each week and assigned programs are adjusted accordingly. Program facilitators meet with individual or small groups of students to reinforce areas of difficulty identified by data analysis.

Strategy: Extended School Day

Minutes added to school year: 5,000

Additional targeted instruction in small groups driven by data driven progress monitoring.

Strategy Rationale

Research based data and past experiences with additional small group instruction's effect on summative assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McQueen, John, john.mcqueen@sarasotacountyschools.net

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

Benchmark assessments, formative assessments completed by Y READS staff, and classroom observations will drive future instruction.

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

FLKRS assessment is administered within the first 30 days of school and local assessment administered prior to school starting helps determine classroom placement and provides valuable information on readiness skills for incoming kindergarten students. Fifth grade students are bused to the local middle school to acquaint themselves with the physical campus and observe 6th graders engaged in classes. School counselor and ESE liaison meet with middle school personnel to share special learning and emotional needs of select students bound for their 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.** READING GOALS - By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and when less than 75% are making a learning gain.

- G2.** MATH GOALS - By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and when less than 75% are making a learning gain.

- G3.** SCIENCE GOAL; There will be a minimum of a four percent increase for all student subgroups when less than 70% are currently demonstrating proficiency and when less than 75% are making a learning gain.

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. READING GOALS - By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and when less than 75% are making a learning gain. **1a**

G038168

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	85.0
AMO Reading - ELL	69.0
AMO Reading - ED	85.0

Resources Available to Support the Goal **2**

- The Reading series from McGraw Hill "Reading Wonders" will address ELA goals along with the plethora of on-line resources and assessments it provides. The IFG will provide suggestions on how to reach mastery of new Florida Standards objectives.
- Faculty meetings have been replaced with optional in-service opportunities that relate to Common Core instruction. The addition of a second weekly PLC will assist teachers to identify and share effective strategies and resources to respond to new Florida Standards.
- Intervention/enrichment blocks have been added to the Instructional day to allot targeted instruction on specific skills to identified students utilizing progress monitoring and assessment results.
- To prepare students for the upcoming computer based assessments, 2nd grade students will be instructed in keyboarding skills in an attempt to eliminate typing skills as an unintended roadblock to assess genuine achievement on high stakes assessments.

Targeted Barriers to Achieving the Goal **3**

- Learning the proper pacing and sequencing is always challenging. The heavy dependency on technology could prevent issues if there are issues with the user friendliness of the programs. The paradigm change of teaching toward mastery, presenting material that is an inch wide but a mile deep will be challenging to staff, students and parents.
- Writing instruction has always been instructed and assessed (4th grade) in isolation during previous FCAT years. Now both 4th and 5th grade will be assessed as a component of the ELA Florida Standards assessment. Information and resources regarding the make-up and expectations of this writing component have been elusive.

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

Monitor fidelity to CCSS/, MTSS interventions, and IEP implementation across the grade levels.

Person Responsible

Holly Heim

Schedule

Monthly, from 9/2/2014 to 5/1/2015

Evidence of Completion

Progress Monitoring Reports, graphs, charts, assessments, journals, PLC logs.

G2. MATH GOALS - By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and when less than 75% are making a learning gain. 1a

G038169

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	81.0
AMO Math - ED	78.0
AMO Math - ELL	81.0

Resources Available to Support the Goal 2

- Primarily the Envision math series will provide the majority of the hands on and on-line resources to address our math goal.
- Faculty meetings have been replaced with optional in-service opportunities that relate to Florida Standards Math instruction. District resources like Sue D'Angelo are scheduled for whole staff in-services and individual grade level PLC trainings. 2nd weekly PLC has been re-established with the primary focus on researching Depth of Knowledge investigations and collaborative efforts on math resources and strategies to assist with the application of the new Florida Standards.
- Instructional Focus Guides, On-Core
- Math journaling with written rationale and explanations are strongly encouraged and monitored on math classes. To be able to explain thought processes and explore alternative paths strengthens student comprehension and application of math concepts.

Targeted Barriers to Achieving the Goal 3

- The Envision series is not aligned with Florida Standards forcing instructors to supplement their instruction with resources and strategies not readily available without research and professional colleague collaboration.

Plan to Monitor Progress Toward G2. 8

Monitor fidelity to Florida Standards instruction, MTSS interventions, and IEP implementation across the grade levels.

Person Responsible

Holly Heim

Schedule

Monthly, from 9/2/2014 to 5/26/2015

Evidence of Completion

Progress Monitoring Reports, graphs, charts, assessments, journals, PLC logs

G3. sSCIENCE GOAL; There will be a minimum of a four percent increase for all student subgroups when less than 70% are currently demonstrating proficiency and when less than 75% are making a learning gain.

1a

G038170

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	69.0

Resources Available to Support the Goal 2

- Science Lab is on the wheel and taught by a certified teacher that scaffolds instruction K-5
- Grades 4 and 5 have departmentalized allowing targeted instruction in Science for a full 60 minutes every day.
- Science classes and AWP classes have initiated garden projects that will facilitate hands on experiences with life sciences.

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G3. 8

Monitor progress in Science instruction student achievement, and application of skills

Person Responsible

John McQueen

Schedule

Quarterly, from 9/2/2014 to 5/26/2015

Evidence of Completion

assessments, observations, PLC reports.

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. READING GOALS - By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and when less than 75% are making a learning gain. **1**

 G038168

G1.B1 Learning the proper pacing and sequencing is always challenging. The heavy dependency on technology could prevent issues if there are issues with the user friendliness of the programs. The paradigm change of teaching toward mastery, presenting material that is an inch wide but a mile deep will be challenging to staff, students and parents. **2**

 B091779

G1.B1.S1 A second weekly PLC has been added at each grade level specifically designed to have teachers collaborate and share strategies and resources that assist them teach to mastery and present materials that are an inch wide but a mile deep. Grade level parent information nights have been scheduled to address the increased rigor and higher expectations the new Florida Standards require. Support staff members will be assigned to specific grade levels to attend PLC's to monitor and assist with progress monitoring, implementation of MTSS interventions and documentation of progress. **4**

 S102674

Strategy Rationale

Communication and collaboration are the key to successfully implement the new standards; teacher to teacher, teacher to student, and teacher to parent.

Action Step 1 **5**

1. Professional Development planned and scheduled and flexible to the identified needs communicated out of the 2nd weekly PLC. 3. Support staff assigned to specific grade levels for assistance during PLC's

Person Responsible

John McQueen

Schedule

Weekly, from 9/2/2014 to 5/26/2015

Evidence of Completion

PD sign in rosters, PLC weekly documentation reports, and SWST notes

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

Monitor PD opportunities

Person Responsible

Holly Heim

Schedule

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

Evidence of Completion

In-service credit roster

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

Classroom observations and visits, PLC log reports

Person Responsible

John McQueen

Schedule

Monthly, from 9/8/2014 to 5/1/2015

Evidence of Completion

PRIDE observations and PLC spreadsheets on progress monitoring.

G1.B1.S2 Writing expectations and applications at levels K-5 have been enhanced. In addition to responding to prompts, students are being exposed to exercises that require text based evidence retrieval, and journaling. 4

 S139123

Strategy Rationale

Writing applications and assessments have changed drastically. Real world application of the writing process prepares students for assessments and enhances the application of all ELA skills.

Action Step 1 5

Support team will monitor PLC's and Administration will document during observations that pacing is adequate and professional development elements are being applied.

Person Responsible

John McQueen

Schedule

Evidence of Completion

1. both weekly PLC report forms 2. weekly support team meeting discussions 3. observation comments

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

Classroom observations and PLC discussions

Person Responsible

John McQueen

Schedule

Evidence of Completion

Weekly monitoring of PLC reports and ongoing observations.

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

Improved classroom observations, and proficient standardized test scores

Person Responsible

John McQueen

Schedule


Evidence of Completion

Final PRIDE observations and FST assessment.

G1.B2 Writing instruction has always been instructed and assessed (4th grade) in isolation during previous FCAT years. Now both 4th and 5th grade will be assessed as a component of the ELA Florida Standards assessment. Information and resources regarding the make-up and expectations of this writing component have been elusive. 2

 B127108

G1.B2.S1 Continue a strong emphasis on K-5 writing instruction to include inclusion of text based evidence and comparisons of multiple texts. Recognize and reward exemplar writing by displaying in classrooms, hallways, and recognition on morning news program. Emphasize writing across the curriculum with math journals, written exit tickets, etc. 4

 S139537

Strategy Rationale

Successful writing progression can not begin in the year it is assessed. Like Reading it needs to be scaffolded and sequential starting at Kindergarten.

Action Step 1 5

Administration will monitor classroom instruction, classroom and hallway displays and the utilization of cross curricular journaling as a component of everyday walk-throughs and formal observations.

Person Responsible

John McQueen

Schedule

Evidence of Completion

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

Administration will monitor classroom instruction, classroom and hallway displays and the utilization of cross curricular journaling as a component of everyday walk-throughs and formal observations.

Person Responsible

John McQueen

Schedule

Evidence of Completion

Classroom and hallway writing samples, cross curricular journals, quarterly newsletter, observation notes.

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

Administration will monitor classroom instruction, classroom and hallway displays and the utilization of cross curricular journaling as a component of everyday walk-throughs and formal observations.

Person Responsible


John McQueen

Schedule


Evidence of Completion

Classroom and hallway writing samples, cross curricular journals, quarterly newsletter, observation notes.

G2. MATH GOALS - By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and when less than 75% are making a learning gain. **1**

 G038169

G2.B1 The Envision series is not aligned with Florida Standards forcing instructors to supplement their instruction with resources and strategies not readily available without research and professional colleague collaboration. **2**

 B091780

G2.B1.S1 Establishment of the 2nd weekly PLC with the expressed intent of identifying successful strategies and resources to instruct the new Florida Standards and use the feedback from these PLC to plan future scheduled professional development. **4**

 S139482

Strategy Rationale

Communication and feedback is the most effective way to deliver professional development matched to the instructional need.

Action Step 1 **5**

Monitor the fidelity of the 2nd PLC and its impact on planning effective professional development

Person Responsible

John McQueen

Schedule

Evidence of Completion

PIC reports and professional development surveys.

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

PLC report reviews and staff development survey results

Person Responsible

Holly Heim

Schedule

Evidence of Completion

PLC forms and survey results.

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

Improved observation notes and proficient results on FSA assessments.

Person Responsible

John McQueen

Schedule

Evidence of Completion

PLC reports

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	1. Professional Development planned and scheduled and flexible to the identified needs communicated out of the 2nd weekly PLC. 3. Support staff assigned to specific grade levels for assistance during PLC's	McQueen, John	9/2/2014	PD sign in rosters, PLC weekly documentation reports, and SWST notes	5/26/2015 weekly
G1.B1.S2.A1	Support team will monitor PLC's and Administration will document during observations that pacing is adequate and professional development elements are being applied.	McQueen, John	1. both weekly PLC report forms 2. weekly support team meeting discussions 3. observation comments	monthly	
G2.B1.S1.A1	Monitor the fidelity of the 2nd PLC and its impact on planning effective professional development	McQueen, John	PIC reports and professional development surveys.	monthly	
G1.B2.S1.A1	Administration will monitor classroom instruction, classroom and hallway displays and the utilization of cross curricular journaling as a component of everyday walk-throughs and formal observations.	McQueen, John		weekly	
G1.MA1	Monitor fidelity to CCSS/ MTSS interventions, and IEP implementation across the grade levels.	Heim, Holly	9/2/2014	Progress Monitoring Reports, graphs, charts, assessments, journals, PLC logs.	5/1/2015 monthly
G1.B1.S1.MA1	Classroom observations and visits, PLC log reports	McQueen, John	9/8/2014	PRIDE observations and PLC spreadsheets on progress monitoring.	5/1/2015 monthly
G1.B1.S1.MA1	Monitor PD opportunities	Heim, Holly	9/2/2014	In-service credit roster	5/5/2015 monthly
G1.B2.S1.MA1	Administration will monitor classroom instruction, classroom and hallway displays and the utilization of cross curricular journaling as a component of	McQueen, John	Classroom and hallway writing samples, cross	weekly	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	everyday walk-throughs and formal observations.		curricular journals, quarterly newsletter, observation notes.		
G1.B2.S1.MA1	Administration will monitor classroom instruction, classroom and hallway displays and the utilization of cross curricular journaling as a component of everyday walk-throughs and formal observations.	McQueen, John	Classroom and hallway writing samples, cross curricular journals, quarterly newsletter, observation notes.	weekly	
G1.B1.S2.MA1	Improved classroom observations, and proficient standardized test scores	McQueen, John	Final PRIDE observations and FST assessment.	annually	
G1.B1.S2.MA1	Classroom observations and PLC discussions	McQueen, John	Weekly monitoring of PLC reports and ongoing observations.	weekly	
G2.MA1	Monitor fidelity to Florida Standards instruction, MTSS interventions, and IEP implementation across the grade levels.	Heim, Holly	9/2/2014	Progress Monitoring Reports, graphs, charts, assessments, journals, PLC logs	5/26/2015 monthly
G2.B1.S1.MA1	Improved observation notes and proficient results on FSA assessments.	McQueen, John	PLC reports	every-6-weeks	
G2.B1.S1.MA1	PLC report reviews and staff development survey results	Heim, Holly	PLC forms and survey results.	monthly	
G3.MA1	Monitor progress in Science instruction student achievement, and application of skills	McQueen, John	9/2/2014	assessments, observations, PLC reports.	5/26/2015 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.

G1. READING GOALS - By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and when less than 75% are making a learning gain.

G1.B1 Learning the proper pacing and sequencing is always challenging. The heavy dependency on technology could prevent issues if there are issues with the user friendliness of the programs. The paradigm change of teaching toward mastery, presenting material that is an inch wide but a mile deep will be challenging to staff, students and parents.

G1.B1.S1 A second weekly PLC has been added at each grade level specifically designed to have teachers collaborate and share strategies and resources that assist them teach to mastery and present materials that are an inch wide but a mile deep. Grade level parent information nights have been scheduled to address the increased rigor and higher expectations the new Florida Standards require. Support staff members will be assigned to specific grade levels to attend PLC's to monitor and assist with progress monitoring, implementation of MTSS interventions and documentation of progress.

PD Opportunity 1

1. Professional Development planned and scheduled and flexible to the identified needs communicated out of the 2nd weekly PLC. 3. Support staff assigned to specific grade levels for assistance during PLC's

Facilitator

John McQueen Holly Heim Sue D'Angelo and select PD presenters as identified by on going 2nd weekly PLC

Participants

Garden Instructional Staff

Schedule

Weekly, from 9/2/2014 to 5/26/2015

G1.B1.S2 Writing expectations and applications at levels K-5 have been enhanced. In addition to responding to prompts, students are being exposed to exercises that require text based evidence retrieval, and journaling.

PD Opportunity 1

Support team will monitor PLC's and Administration will document during observations that pacing is adequate and professional development elements are being applied.

Facilitator

John McQueen/Holly Heim/Sue DAngelo/TBA

Participants

Garden staff

Schedule

G2. MATH GOALS - By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency and when less than 75% are making a learning gain.

G2.B1 The Envision series is not aligned with Florida Standards forcing instructors to supplement their instruction with resources and strategies not readily available without research and professional colleague collaboration.

G2.B1.S1 Establishment of the 2nd weekly PLC with the expressed intent of identifying successful strategies and resources to instruct the new Florida Standards and use the feedback from these PLC to plan future scheduled professional development.

PD Opportunity 1

Monitor the fidelity of the 2nd PLC and its impact on planning effective professional development

Facilitator

McQueen/Heim/DAngelo/ TBA

Participants

Garden staff

Schedule

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0