

Glenallen Elementary School

7050 GLENALLEN BLVD, North Port, FL 34287

www.sarasotacountyschools.net/glenallen

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
77%

Alternative/ESE Center
No

Charter School
No

Minority
39%

School Grades History

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

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

The mission of Glenallen Elementary School is to ensure successful learning experiences for all students by providing an academically challenging environment which is both caring and supportive.

Provide the school's vision statement

All students will develop intellectually, emotionally, and physically to their highest potential in a safe environment that is stimulating, caring, and supportive. All students, at the end of their elementary education, will have developed the necessary skills to function effectively in the community and meet the challenge of continuing their education into middle school.

School Environment

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

Upon registering, all families are given the Home-Language Survey to collect information. When applicable, documents are sent to families in their native languages. Students that qualify for ESOL program participate daily to weekly with this program. ESOL nights are planned throughout the year to celebrate diversity among our families.

As per Title I requirements, all teachers have at least one face-to-face conference with each family per school year where they can share student performance data, information on Title I programs, and the school compact. Families are able to share information about their students with teachers to help strengthen relationships between families, students and teachers.

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

The school follows district guidelines for allowing visitors on campus. Students are aware that all visitors on campus should have a RAPTOR badge. All staff members are expected to welcome and treat students with respect as per the staff handbook. All staff members have been trained in our tier I behavior management plan, CHAMPS.

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

School-wide and grade-level expectations are posted in each classroom and are carefully explained to students along with consequences for failure to follow these rules. The Code of Student Conduct signed by both student and parent should be referenced. Behavior which is inconsistent with the Code of Student Conduct will be corrected as needed. The disciplinary actions are described and explained in the Code of Student Conduct.

A concerted effort to accentuate the positive and eliminate the negative is a focus of the Glenallen PBS program. The school utilizes a tier I behavior management program called CHAMPS. This program creates a positive, proactive approach to discipline. The focus in all settings is the promotion of appropriate behaviors and the prevention of disciplinary problems before they occur.

The Second Steps program is being used to teach social skills to tier I and tier II students. The

program Conscious Discipline is used as needed with ESE cluster classrooms. Behavior discipline data is collected and analyzed on an ongoing basis by administration, behavior specialist and the support team. All staff members have been trained in CHAMPS and CPI.

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 counselor is used to provide support to students in multiple ways. Counseling is provided in small group settings and one-on-one sessions. CAARS is provided to students as indicated on their IEPs. Whole group lessons are also provided throughout the school year as appropriate. Outside agencies also provide support to our teachers and students through whole group lessons.

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

Student behavior and attendance data is tracked monthly. Interventions are planned to support students when necessary. Tier II and tier III academic, behavior and attendance interventions progress is monitored regularly. Interventions are tweaked as needed. The SWST/CARE process is used to problem solve as a team related to the early warning signs. Communication with families occurs throughout this process.

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 | 22 | 12 | 8 | 13 | 8 | 14 | 77 |
| One or more suspensions | 2 | 1 | 2 | 1 | 2 | 12 | 20 |
| Course failure in ELA or Math | 0 | 2 | 3 | 2 | 0 | 3 | 10 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 20 | 19 | 29 | 68 |

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

| Indicator | Grade Level | | Total |
|--|-------------|---|-------|
| | K | 5 | |
| Students exhibiting two or more indicators | 1 | 3 | 4 |

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

All staff members have been trained in the MTSS process. Teams meet weekly to discuss student performance data (academic, behavioral, and attendance). Progress monitoring spreadsheets are used to track performance and identify trends. Interventions are created by team members to best meet the needs of students. Results are reviewed regularly and interventions are tweaked as needed. The SWST/CARE team is used to help problem solve as needed.

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/203985>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school utilizes the PALS volunteer program and business partner program to solicit support for classrooms and school programs. We actively seek out new volunteers and business partners throughout the school year.

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 |
|---------------------|---------------------|
| Archer, Amy | Principal |
| Drum, Rebecca | Assistant Principal |
| Blomquist, Linda | Teacher, K-12 |
| Cifarelli, Michelle | Teacher, K-12 |
| Duffy, Darleen | Teacher, K-12 |
| Fisher, Lisa | Teacher, K-12 |
| Francini, Cathy | Teacher, K-12 |
| Gibson, Debbie | Teacher, K-12 |
| Shank, Kristen | Teacher, K-12 |
| Weber, Kim | Teacher, K-12 |
| Miccio, Nicole | Teacher, K-12 |
| Keim, Emily | Teacher, K-12 |

Duties

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

The Glenallen Leadership Team meets bi-monthly to ensure alignment of school resources with each grade level. School-wide trends are discussed and concerns are problem solved as a team. Team leaders facilitate grade level collaborative planning activities to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals and help every child succeed. They also facilitate collaborative analysis of student performance data to determine students in need of intervention and/or extension. Each team leader documents team discussion topics on the CPT Action Plans to Enhance Student Learning.

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

Student performance data and teacher observation is reviewed on an on-going basis. Support is provided during weekly CPTs, staff meetings and bi-monthly leadership meetings. Professional development proposals are submitted to the Title I department and the Executive Director of Elementary Schools for approval. Methods are taken to measure the effectiveness of approved professional development activities.

Title I, Part A

Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The district coordinates with Title II in ensuring staff development needs are provided to staff members.

Title I, Part C- Migrant

The district supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The ID& R person coordinates with the Title I and other programs to ensure student and family needs are met.

Title I, Part D

The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.

Title II

Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. Training is provided to make all teachers highly qualified.

Title III

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

Title X Homeless

Homeless education case managers provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Program provides on-going outreach, training and tutoring.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students.

Violence Prevention Programs

The district provides violence and drug prevention programs that incorporate bullying prevention,

suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided.

Nutrition Programs

Students attending extended learning programs participate in the Supper Club program. An additional meal consisting of a protein, grain, vegetable, fruit and milk is provided daily.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|------------------|----------------------------|
| Amy Archer | Principal |
| Jamisa Chesmond | Education Support Employee |
| Robyn DiNardi | Parent |
| Christine Doujar | Parent |
| Karen Goudreau | Teacher |
| Amanda Hagemann | Teacher |
| Stacy Lenz | Teacher |
| Lindsey Pagan | Education Support Employee |
| Myrette Rodney | Business/Community |
| Sandra Sarakinis | Education Support Employee |
| Eric Eastes | Business/Community |

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 2013-14 student performance data will be reviewed at our first SAC meeting.

Development of this school improvement plan

The School Advisory Committee works collaboratively to review the School Improvement Plan presented by administration. All school data and improvement goals are reviewed with the committee for input. Revisions are made based on feedback provided from SAC before being submitted for final approval.

Preparation of the school's annual budget and plan

SAC guidelines are followed when presenting the budget. A proposal for SAC for the establishment of a Glenallen Student Council will be presented at the October SAC meeting. The budget will be created after the proposal is approved.

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

Additional funds were eliminated from the School Advisory Committee's budget for the 2013-2014 school year. The SAC members voted to allocate \$1,000 of their remaining balance to support an expanded Positive Behavior Support Plan for 2013-2014.

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 |
|---------------------|---------------|
| Archer, Amy | Principal |
| Garcia, Natalie | Teacher, K-12 |
| Houser, Megan | Teacher, K-12 |
| Shiple, Rebecca | Teacher, K-12 |
| Blomquist, Linda | Teacher, K-12 |
| Pikula, Rene | Teacher, K-12 |
| Beninati-Smith, Dee | Teacher, K-12 |
| Cifarelli, Michelle | Teacher, K-12 |
| Dagan, Davida | Teacher, K-12 |
| Fisher, Lisa | Teacher, K-12 |
| LeFever, Andrea | Teacher, K-12 |
| Calia, Samantha | Teacher, ESE |
| Yurchak, Lisa | Teacher, ESE |

Duties

Describe how the LLT promotes literacy within the school

The primary initiative of the LLT will be monitoring the implementation of the Florida Standards in grades K-5. The team will also monitor effective implementation of the reading/language arts curriculum (Reading Wonders), monitor the implementation and pacing of the ELA Instructional Focus Guides and review school-wide reading progress monitoring data. The LLT will also create an incentive plan to encourage an increase in students' reading by implementing a new Reading Counts plan.

Public and Collaborative Teaching

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

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

The master school schedule is designed in a manner that allows for collaborative planning among grade level teachers. Teachers meet together once a week to plan instruction, common assessments, review standards and curriculum as well as analyze data.

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

School administration is responsible for hiring highly qualified staff members. Hiring is based on prior performance, knowledge of instructional and behavioral practices, current instructional trends, and the use of best practices.

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

Glenallen Elementary uses the SCIP mentoring program to support new teachers. All SCIP mentoring activities will be completed by new staff members with the support of his/her mentor. Documentation will be presented to administration as evidence of completion of this program. Currently, we have three new staff members that are paired with mentors. We have assigned mentors based on level alike programs in order to provide a high level of support for our new staff members.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school uses district adopted curriculum materials for core instruction. Grade level teams also use the district created Instructional Focus Guides to select appropriate resources aligned to the Florida Standards.

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 team uses common assessments. Progress monitoring spreadsheets have been created to track student performance data. Teams meet regularly to analyze data, plan intervention and extension activities and review progress of student interventions. The school utilizes the SWST/ CARE process as directed by Sarasota County Schools.

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: 1,500

Students invited to participate in the Extended Learning Program will be identified through teacher collaboration. Research-based strategies and materials will be used to provide individualized instruction and intervention.

Strategy Rationale

It is expected that when students receive additional instruction from highly effective teachers focused on the core curriculum, we will see an improvement in student achievement as evidenced on common assessments and state standards assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Fisher, Lisa, lisa.fisher@sarasotacountyschools.net

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

Data on student progress will be collected from instructional staff. Student performance data will also be monitored on progress monitoring spreadsheets.

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

Our school plans a Kindergarten Orientation in the spring of each year. We send information to local daycare and preschool facilities to invite families to attend this event. During this orientation, we provide an overview of what a day in kindergarten will look like at Glenallen Elementary School. Materials are provided to help parents and incoming kindergarten students practice school readiness skills in the all academic areas, fine/gross motor skills and adaptive skills. We also provide tours of our facility to better prepare families for the transition.

Upon enrolling at Glenallen, parents and students are given a tour of the campus and a brief orientation.

At Glenallen Elementary School all incoming Kindergarten students are assessed with the Florida Kindergarten Readiness Screener (FLKRS) during the first few weeks of school. Based on the screening results and on-going progress monitoring students participate in a challenging differentiated learning environment.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient.
- G2.** 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 (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient.
- G3.** By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
- G4.** 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 an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
- G5.** 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 (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5).
- G6.** By the year 2015, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.

Strategic Goals Detail

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

G1. By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 &4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. 1a

G038172

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------|---------------|
| AMO Reading - Hispanic | 84.0 |
| AMO Reading - African American | 69.0 |
| AMO Reading - White | 83.0 |
| AMO Reading - ELL | 68.0 |
| AMO Reading - SWD | 49.0 |
| AMO Reading - ED | 79.0 |

Resources Available to Support the Goal 2

- Reading Wonders Professional Development, Intervention Block in Master Schedule

Targeted Barriers to Achieving the Goal 3

- New LAFS Standards, Reading program is still relatively new to staff members

Plan to Monitor Progress Toward G1. 8

Review of progress monitoring data and PRIDE Observation Notes

Person Responsible

Amy Archer

Schedule

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

Evidence of Completion

Data Discussion Notes

G2. 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 (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. 1a

G038173

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| AMO Math - African American | 55.0 |
| AMO Math - Hispanic | 74.0 |
| AMO Math - White | 77.0 |
| AMO Math - SWD | 48.0 |
| AMO Math - ED | 73.0 |

Resources Available to Support the Goal 2

- Intervention Block in Master Schedule, On site professional development training in math

Targeted Barriers to Achieving the Goal 3

- New MAFS and IFGS

Plan to Monitor Progress Toward G2. 8

Review of progress monitoring data and PRIDE Observation Notes

Person Responsible

Amy Archer

Schedule

Monthly, from 9/15/2014 to 5/22/2015

Evidence of Completion

PRIDE Observation Notes, Student Achievement Data

G3. By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. 1a

G038174

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 76.0 |
| Math Lowest 25% Gains | 57.0 |

Resources Available to Support the Goal 2

- Reading Wonders Series, Extended Learning Program, iReady Computer Program, Title I Supplemental Support

Targeted Barriers to Achieving the Goal 3

- Lack of training to identify specific skill deficits to create individualized interventions for students with significant achievement gaps; New Standards; New Math IFGs; Teachers being responsible to create common summative assessments that accurately cover the standards (math only).

Plan to Monitor Progress Toward G3. 8

Progress Monitoring Data Review and Intervention Data Review

Person Responsible

Amy Archer

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Learning Gains Data, Student Achievement Data

G4. 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 an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain. 1a

G038176

Targets Supported 1b

| Indicator | Annual Target |
|-------------------|---------------|
| ELA/Reading Gains | 76.0 |
| Math Gains | 57.0 |

Resources Available to Support the Goal 2

- Reading Wonders, Wonder Works, enVision Math Program, iReady IFG (linked resources), Intervention Block in Master Schedule, Extended Learning Program, Title I Supplemental Support

Targeted Barriers to Achieving the Goal 3

- Lack of resources (time, instructional strategies, materials) to differentiate instruction for on/above level students

Plan to Monitor Progress Toward G4. 8

Review of progress monitoring data

Person Responsible

Amy Archer

Schedule

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

Evidence of Completion

Student Achievement Data

G5. 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 (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). 1a

G038178

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FCAT 2.0 Science Proficiency | 58.0 |

Resources Available to Support the Goal 2

- Science Lab Teacher, Mad Science, Science Fair, Departmentalization for some Grades 4 classes and all Grade 5 classes

Targeted Barriers to Achieving the Goal 3

- Lack of training in inquiry based instructional strategies

Plan to Monitor Progress Toward G5. 8

Review Progress Monitoring Data

Person Responsible

Amy Archer

Schedule

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

Evidence of Completion

Student Achievement Data

G6. By the year 2015, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%. 1a

 G038180

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| One or More Suspensions | 3.0 |
| Attendance Below 90% | 7.0 |

Resources Available to Support the Goal 2

- Behavior Specialist, Title I Support Staff, PBS Plan, CHAMPS Program School Counselor

Targeted Barriers to Achieving the Goal 3

- Effective implementation of PBS by all staff, Appropriate implementation of tier II & III behavior interventions, Accurate data tracking, Family situations, Learned behaviors

Plan to Monitor Progress Toward G6. 8

Administration will review discipline data to look for trends and patterns. Discussions will be held with teachers based on the data. Ongoing review of recognition events.

Person Responsible

Rebecca Drum

Schedule

Monthly, from 9/17/2014 to 5/29/2015

Evidence of Completion

Quarterly Award Ceremonies and attendance 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, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. **1**

 G038172

G1.B1 New LAFS Standards, Reading program is still relatively new to staff members **2**

 B091783

G1.B1.S1 Provide ongoing training on LAFS. Provide ongoing support with the implementation of Reading Wonders **4**

 S102675

Strategy Rationale

Teachers will need time to collaborate to learn about the new standards.

Action Step 1 **5**

Provide training on LAFS and provide time to collaborate about the implementation of the new standards

Person Responsible

Lisa Fisher

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

CPT Logs

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

Review and participate in LAFS trainings

Person Responsible

Lisa Fisher

Schedule

Quarterly, from 8/11/2014 to 5/22/2015

Evidence of Completion

CPD Agendas, CPT Action Logs, PD Training Presentations

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

Teacher feedback, Progress Monitoring Data, PRIDE Observation Notes, Implementation of the LAFS

Person Responsible

Amy Archer


Schedule

Monthly, from 9/11/2014 to 5/29/2015


Evidence of Completion

Progress Monitoring Data, CPT Action Logs, PRIDE Observation Notes

G2. 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 (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. **1**

 G038173

G2.B1 New MAFS and IFGS **2**

 B091784

G2.B1.S1 Provide ongoing professional development on the MAFS and IFGs **4**

 S102676

Strategy Rationale

Teachers will need time to collaborate to learn the new standards and how to best utilize the resources on the IFGs.

Action Step 1 **5**

Math Training/Book Study

Person Responsible

Sean Cheeseman

Schedule

Monthly, from 9/10/2014 to 12/9/2014

Evidence of Completion

CPT Action Logs, CPD Agendas, PD Opportunities

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

Attend professional development training sessions

Person Responsible

Amy Archer

Schedule

Monthly, from 9/10/2014 to 12/19/2014

Evidence of Completion

Professional Development Agendas, PRIDE Observations

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

Feedback from teachers and leadership team

Person Responsible

Amy Archer

Schedule

Monthly, from 9/11/2014 to 5/22/2015


Evidence of Completion

Data Discussion Notes, CPT Action Logs

G3. By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. 1

 G038174

G3.B1 Lack of training to identify specific skill deficits to create individualized interventions for students with significant achievement gaps; New Standards; New Math IFGs; Teachers being responsible to create common summative assessments that accurately cover the standards (math only). 2

 B091785

G3.B1.S1 Provide resources and training to support teachers with identification of specific skill deficits and provide support with designing and implementing interventions to close the achievement gap. 4

 S102677

Strategy Rationale

Once teachers can successfully identify skill deficits, they will be able to implement interventions to help fill in the learning gaps.

Action Step 1 5

Provide coaching and feedback for teachers when designing and implementing interventions

Person Responsible

Andrea LeFever

Schedule

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

Evidence of Completion

SWST notes

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

MTSS Portfolio Reviews

Person Responsible

Andrea LeFever

Schedule

Weekly, from 9/2/2014 to 5/12/2015

Evidence of Completion

CPT Action Logs, SWST Notes, Intervention paperwork, MTSS Portfolio checklists

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

Observations during the intervention block, SWST discussions and intervention paperwork

Person Responsible

Andrea LeFever

Schedule

Weekly, from 9/2/2014 to 5/12/2015

Evidence of Completion

SWST Notes

G4. 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 an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain. 1

G038176

G4.B1 Lack of resources (time, instructional strategies, materials) to differentiate instruction for on/above level students 2

B091787

G4.B1.S1 Provide resources to supplement instruction for students at or above grade level during the intervention/extension block 4

S102679

Strategy Rationale

Developing grade specific extension plans will maximize the use of all staff members.

Action Step 1 5

CPT/CPD focus on researched-based instructional strategies including differentiation

Person Responsible

Lisa Fisher

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

CPT Action Logs, CPD Agendas

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

Attend professional development training sessions, Classroom Observations

Person Responsible

Lisa Fisher

Schedule

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

Evidence of Completion

Professional Development Presentations, CPT Action Logs, CPD Agendas

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

Feedback from teachers and leadership team

Person Responsible

Lisa Fisher

Schedule

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


Evidence of Completion

CPT Action Logs

G5. 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 (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). 1

 G038178

G5.B1 Lack of training in inquiry based instructional strategies 2

 B091789

G5.B1.S1 Provide training on inquiry based delivery of instruction; Provide time for collaboration among science teachers to share best practices 4

 S102681

Strategy Rationale

Teachers can collaborate and learn from each other in order to improve their instructional practices.

Action Step 1 5

Collaborative Planning Times and professional development in the area of science

Person Responsible

Sean Cheeseman

Schedule

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

Evidence of Completion

CPD Agendas, CPT Action Logs, Professional Development Presentations

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Monitor and participate in training, Review/plan content of CPTs, Feedback from teachers

Person Responsible

Sean Cheeseman

Schedule

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

Evidence of Completion

CPT Action Logs, Classroom observations

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Progress Monitoring Data

Person Responsible

Sean Cheeseman

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Student Achievement Data

G6. By the year 2015, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%. 1

G038180

G6.B1 Effective implementation of PBS by all staff, Appropriate implementation of tier II & III behavior interventions, Accurate data tracking, Family situations, Learned behaviors 2

B091791

G6.B1.S1 Review of MTSS process related to behavior deficits, Provide training and support to staff members on behavior interventions and data tracking, provide CHAMPS training and review PBS plan with all staff, PBS Recognition Program 4

S102683

Strategy Rationale

Teachers will be provided support to implement the tier I PBS plan as well as tier II and III behavioral interventions, as necessary. Teachers will continue to recognize appropriate behaviors by reinforcing them with all students.

Action Step 1 5

Behavior Specialist and support team will provide a CHAMPS and CPI training for all new staff members and those requiring an update. Follow up sessions will occur during CPTs and as needed individually. Data collection will be reviewed at team meetings and SWST meetings. Support will be provided as needed based on teacher observation, data collected and feedback. A school-wide recognition program for positive behavior will continue to be implemented.

Person Responsible

Stacey Cheeseman

Schedule

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

Evidence of Completion

Preplanning week schedule, CPT meeting notes, data discussion logs, MTSS Behavior intervention data, organized recognition events

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Discipline data will be analyzed monthly

Person Responsible

Stacey Cheeseman

Schedule

Monthly, from 9/17/2014 to 5/29/2015

Evidence of Completion

Meeting notes, Discipline Data

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Administration will meet with Behavior Specialist to review behavioral responding, implementation of behavior interventions, data collection methods, and the school-wide implementation of PBS and CHAMPS. Referral reduction, staff, student, and parent feedback will also be monitored.

Person Responsible

Amy Archer


Schedule

Monthly, from 9/17/2014 to 5/29/2015

Evidence of Completion

Meeting notes, discipline data

G6.B1.S2 Review of attendance data and trends twice per quarter, support provided to staff members on the MTSS process as related to attendance, attendance letters mailed home to families 4

 S125387

Strategy Rationale

Students need to be present at school to learn.

Action Step 1 5

Student attendance reports will be reviewed twice per marking period

Person Responsible

Lauren Morales

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

MTSS attendance portfolios will be monitored

Person Responsible

Lauren Morales

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

MTSS portfolios

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

MTSS attendance portfolios will be monitored

Person Responsible

Lauren Morales

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

MTSS portfolios

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Support and/or training will be provided to staff members on MTSS attendance interventions as necessary

Person Responsible

Lauren Morales

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

MTSS attendance portfolios

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 | Provide training on LAFS and provide time to collaborate about the implementation of the new standards | Fisher, Lisa | 8/18/2014 | CPT Logs | 5/22/2015 monthly |
| G2.B1.S1.A1 | Math Training/Book Study | Cheeseman, Sean | 9/10/2014 | CPT Action Logs, CPD Agendas, PD Opportunities | 12/9/2014 monthly |
| G3.B1.S1.A1 | Provide coaching and feedback for teachers when designing and implementing interventions | LeFever, Andrea | 8/18/2014 | SWST notes | 5/29/2015 monthly |
| G4.B1.S1.A1 | CPT/CPD focus on researched-based instructional strategies including differentiation | Fisher, Lisa | 8/11/2014 | CPT Action Logs, CPD Agendas | 5/29/2015 monthly |
| G5.B1.S1.A1 | Collaborative Planning Times and professional development in the area of science | Cheeseman, Sean | 8/18/2014 | CPD Agendas, CPT Action Logs, Professional Development Presentations | 5/29/2015 weekly |
| G6.B1.S1.A1 | Behavior Specialist and support team will provide a CHAMPS and CPI training for all new staff members and those requiring an update. Follow up sessions will occur during CPTs and as needed individually. Data collection will be reviewed at team meetings and SWST meetings. Support will be provided as needed based on teacher observation, data collected and feedback. A school-wide recognition program for positive behavior will continue to be implemented. | Cheeseman, Stacey | 8/18/2014 | Preplanning week schedule, CPT meeting notes, data discussion logs, MTSS Behavior intervention data, organized recognition events | 5/29/2015 weekly |
| G6.B1.S2.A1 | Student attendance reports will be reviewed twice per marking period | Morales, Lauren | 8/18/2014 | | 5/29/2015 monthly |
| G1.MA1 | Review of progress monitoring data and PRIDE Observation Notes | Archer, Amy | 1/5/2015 | Data Discussion Notes | 5/29/2015 semiannually |
| G1.B1.S1.MA1 | Teacher feedback, Progress Monitoring Data, PRIDE Observation Notes, Implementation of the LAFS | Archer, Amy | 9/11/2014 | Progress Monitoring Data, CPT Action Logs, PRIDE Observation Notes | 5/29/2015 monthly |
| G1.B1.S1.MA1 | Review and participate in LAFS trainings | Fisher, Lisa | 8/11/2014 | CPD Agendas, CPT Action Logs, PD Training Presentations | 5/22/2015 quarterly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|-------------------|-------------------------------|--|--------------------|
| G2.MA1 | Review of progress monitoring data and PRIDE Observation Notes | Archer, Amy | 9/15/2014 | PRIDE Observation Notes, Student Achievement Data | 5/22/2015 monthly |
| G2.B1.S1.MA1 | Feedback from teachers and leadership team | Archer, Amy | 9/11/2014 | Data Discussion Notes, CPT Action Logs | 5/22/2015 monthly |
| G2.B1.S1.MA1 | Attend professional development training sessions | Archer, Amy | 9/10/2014 | Professional Development Agendas, PRIDE Observations | 12/19/2014 monthly |
| G3.MA1 | Progress Monitoring Data Review and Intervention Data Review | Archer, Amy | 9/30/2014 | Learning Gains Data, Student Achievement Data | 5/29/2015 monthly |
| G3.B1.S1.MA1 | Observations during the intervention block, SWST discussions and intervention paperwork | LeFever, Andrea | 9/2/2014 | SWST Notes | 5/12/2015 weekly |
| G3.B1.S1.MA1 | MTSS Portfolio Reviews | LeFever, Andrea | 9/2/2014 | CPT Action Logs, SWST Notes, Intervention paperwork, MTSS Portfolio checklists | 5/12/2015 weekly |
| G4.MA1 | Review of progress monitoring data | Archer, Amy | 8/18/2014 | Student Achievement Data | 5/29/2015 monthly |
| G4.B1.S1.MA1 | Feedback from teachers and leadership team | Fisher, Lisa | 8/18/2014 | CPT Action Logs | 5/29/2015 biweekly |
| G4.B1.S1.MA1 | Attend professional development training sessions, Classroom Observations | Fisher, Lisa | 8/18/2014 | Professional Development Presentations, CPT Action Logs, CPD Agendas | 5/29/2015 weekly |
| G5.MA1 | Review Progress Monitoring Data | Archer, Amy | 8/18/2014 | Student Achievement Data | 5/29/2015 monthly |
| G5.B1.S1.MA1 | Progress Monitoring Data | Cheeseman, Sean | 9/30/2014 | Student Achievement Data | 5/29/2015 monthly |
| G5.B1.S1.MA1 | Monitor and participate in training, Review/plan content of CPTs, Feedback from teachers | Cheeseman, Sean | 8/18/2014 | CPT Action Logs, Classroom observations | 5/29/2015 weekly |
| G6.MA1 | Administration will review discipline data to look for trends and patterns. Discussions will be held with teachers based on the data. Ongoing review of recognition events. | Drum, Rebecca | 9/17/2014 | Quarterly Award Ceremonies and attendance data | 5/29/2015 monthly |
| G6.B1.S1.MA1 | Administration will meet with Behavior Specialist to review behavioral responding, implementation of behavior interventions, data collection methods, and the school-wide implementation of PBS and CHAMPS. Referral reduction, staff, student, and parent feedback will also be monitored. | Archer, Amy | 9/17/2014 | Meeting notes, discipline data | 5/29/2015 monthly |
| G6.B1.S1.MA1 | Discipline data will be analyzed monthly | Cheeseman, Stacey | 9/17/2014 | Meeting notes, Discipline Data | 5/29/2015 monthly |
| G6.B1.S2.MA1 | Support and/or training will be provided to staff members on MTSS attendance interventions as necessary | Morales, Lauren | 8/18/2014 | MTSS attendance portfolios | 5/22/2015 monthly |
| G6.B1.S2.MA1 | MTSS attendance portfolios will be monitored | Morales, Lauren | 8/18/2014 | MTSS portfolios | 5/22/2015 monthly |
| G6.B1.S2.MA1 | MTSS attendance portfolios will be monitored | Morales, Lauren | 8/18/2014 | MTSS portfolios | 5/22/2015 monthly |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. 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 (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient.

G1.B1 New LAFS Standards, Reading program is still relatively new to staff members

G1.B1.S1 Provide ongoing training on LAFS. Provide ongoing support with the implementation of Reading Wonders

PD Opportunity 1

Provide training on LAFS and provide time to collaborate about the implementation of the new standards

Facilitator

Administration Title I Teacher District Curriculum Specialists

Participants

Instructional Staff

Schedule

Monthly, from 8/18/2014 to 5/22/2015

G2. 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 (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient.

G2.B1 New MAFS and IFGS

G2.B1.S1 Provide ongoing professional development on the MAFS and IFGs

PD Opportunity 1

Math Training/Book Study

Facilitator

Title I Teacher Exemplary Teachers

Participants

Instructional Staff

Schedule

Monthly, from 9/10/2014 to 12/9/2014

G4. 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 an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.

G4.B1 Lack of resources (time, instructional strategies, materials) to differentiate instruction for on/above level students

G4.B1.S1 Provide resources to supplement instruction for students at or above grade level during the intervention/extension block

PD Opportunity 1

CPT/CPD focus on researched-based instructional strategies including differentiation

Facilitator

Title I Teachers District Curriculum Specialists Supplemental Support

Participants

Instructional Staff

Schedule

Monthly, from 8/11/2014 to 5/29/2015

G5. 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 (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5).

G5.B1 Lack of training in inquiry based instructional strategies

G5.B1.S1 Provide training on inquiry based delivery of instruction; Provide time for collaboration among science teachers to share best practices

PD Opportunity 1

Collaborative Planning Times and professional development in the area of science

Facilitator

Title I Teacher District Curriculum Specialist

Participants

Instructional Staff

Schedule

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

G6. By the year 2015, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.

G6.B1 Effective implementation of PBS by all staff, Appropriate implementation of tier II & III behavior interventions, Accurate data tracking, Family situations, Learned behaviors

G6.B1.S1 Review of MTSS process related to behavior deficits, Provide training and support to staff members on behavior interventions and data tracking, provide CHAMPS training and review PBS plan with all staff, PBS Recognition Program

PD Opportunity 1

Behavior Specialist and support team will provide a CHAMPS and CPI training for all new staff members and those requiring an update. Follow up sessions will occur during CPTs and as needed individually. Data collection will be reviewed at team meetings and SWST meetings. Support will be provided as needed based on teacher observation, data collected and feedback. A school-wide recognition program for positive behavior will continue to be implemented.

Facilitator

Stacey Cheeseman

Participants

New staff members and other selected staff members

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 |
|--|---------------|
| <p>Goal 1: 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 (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient.</p> | 6,733 |
| <p>Goal 2: 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 (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient.</p> | 10,099 |
| <p>Goal 4: 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 an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.</p> | 6,733 |
| <p>Goal 5: 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 (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5).</p> | 7,605 |
| <p>Goal 6: By the year 2015, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.</p> | 0 |
| Grand Total | 31,170 |

Goal 1: 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 (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient.

| Description | Source | Total |
|------------------------|----------------|--------------|
| B1.S1.A1 - CPDs | Title I Part A | 6,733 |
| Total Goal 1 | | 6,733 |

Goal 2: 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 (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient.

| Description | Source | Total |
|---|----------------|---------------|
| B1.S1.A1 - Math trainings, CPDs and book study | Title I Part A | 10,099 |
| B1.S1.A1 | | 0 |
| Total Goal 2 | | 10,099 |

Goal 4: 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 an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.

| Description | Source | Total |
|---------------------|----------------|--------------|
| B1.S1.A1 - CPDs | Title I Part A | 6,733 |
| Total Goal 4 | | 6,733 |

Goal 5: 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 (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5).

| Description | Source | Total |
|------------------------|----------------|--------------|
| B1.S1.A1 - Mad Science | Title I Part A | 7,605 |
| Total Goal 5 | | 7,605 |

Goal 6: By the year 2015, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.

| Description | Source | Total |
|---------------------|--------|----------|
| B1.S1.A1 | | 0 |
| Total Goal 6 | | 0 |