

Gocio Elementary School



2014-15 School Improvement Plan

Gocio Elementary School

3450 GOCIO RD, Sarasota, FL 34235

www.sarasotacountyschools.net/gocio

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	86%

Alternative/ESE Center	Charter School	Minority
No	No	75%

School Grades History

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

Our Mission at Gocio Elementary School is to maximize academic success and responsible citizenship of all students through our passionate commitment to excellence.

Provide the school's vision statement

The Gocio Elementary School community values all children and is dedicated to nurturing and challenging students to reach their maximum learning potential.

School Environment

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

Gocio has a high percentage of ESOL students. Communication to our families is done in Spanish and English. We plan ESOL nights with our parents and provide interpreters. Our Diversity committee plans several events throughout the year to celebrate our students' heritage. Gocio's teachers schedule conferences to meet with each family to discuss their child's progress. We also hold a Title I meeting each year to provide information on our programs.

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

Gocio is now fenced which also assures that visitors must report to the office where they are signed in through RAPTOR. All staff members are expected to be respectful to students. The school has implemented a school wide "Be Wise" program which emphasizes respect, responsibility and safety.

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

Gocio Elementary is a Positive Behavior Support school. We emphasize recognizing students that are following school-wide expectations. These expectations are posted on our campus and classrooms. Gocio currently has a behavior system for our lunchtime and for classrooms. Teachers have also received CPI training.

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

Gocio has 1.6 school counselors. They provide small group and classroom counseling. An independent Mental Health professional is contracted to provide additional services to select students and their families.

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

Attendance below 90 percent
 One or more suspensions
 Level 1 on statewide assessment
 Course failure in ELA or Mathematics

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	13	16	8	6	7	8	58
One or more suspensions	7	1	5	9	9	11	42
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	35	19	38	92

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

Indicator	Grade Level				Total	
	K	3	4	5		
Students exhibiting two or more indicators		1	4	5	4	14

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

Gocio Elementary provides individual and small group intensive services for targeted students. Our ESE and ESOL teachers provide instruction based on student IEP and LEP goals. We also provide daily classroom intervention instruction for students that need remediation. The attendance committee regularly monitors students attendance and identifies those students with excessive tardies or absences.

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 available at the school site.

Description

Gocio strives to provide more opportunities for families to attend school wide functions. Gocio conducts conferences and meetings at different times to meet families' needs. We provide interpreters for all of our meetings and programs. All written communication is done in dual

languages. We offer ESOL and grade level parent nights, Fall Festival, Hispanic Heritage Night, Book Fair, Movie Nights, Art Fair and Spring Fling. Also, teachers meet with families to discuss student 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

Gocio has partnerships with All Faiths Food Bank for our Backpack Kids and Food Pantry to provide nutritional food on a regular basis. The Rotary Club provides backpacks for our students. The Manasota Track Club provides support to our running program and 100 Mile Club for healthy bodies. Gocio has worked with the Sarasota Ballet, North County Library and the Baltimore Orioles to provide a thematic study that correlates ballet and baseball. The local arts community supports our fine arts department through donation of props, costumes, materials and lighting and staging. FST provides instruction in language arts.

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
Buchanan, Pamela	Principal
Rozelle, Mary	Assistant Principal
Kocur, Heidi	Teacher, K-12
Ellis, Tamara	Teacher, K-12
Smithson, Angela	Teacher, K-12
Hradek, Kelli	Teacher, K-12
Harrell, Julie	Teacher, K-12
Baldwin, Amy	Teacher, K-12
Swasey, Sarah	Teacher, K-12
Burns, Dawn	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 administration engages grade level curriculum leaders to provide quality lesson plan designs, curriculum mapping and implementation of the state standards. Grade levels meet weekly during their common planning time, under the facilitation of the curriculum leader to conduct professional discussions on curriculum, data, and lesson design and interventions for struggling learners.

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

Through data analysis of students' academic achievement, a strategic plan is designed to maximize each learning day. All human resources are aligned to maximize instruction and provide remediation and enrichment for identified students, above and beyond daily instructional lessons delivered by each classroom teacher. The school's administration recruits additional support personnel to assist with data management, designing and delivery of interventions for reluctant learners. and researching best practices for improving student achievement with large ESOL populations.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Pamela Buchanan	Principal
Robert Kanotz	Teacher
Rana Hodges	Teacher
Heather Messenger	Teacher
Jessica Harris	Teacher
Amy Baldwin	Teacher
Martha Samuelson	Teacher
Michele Guzman	Business/Community
Katrina Ward	Business/Community
Melissa Barber	Business/Community
Lisa Crosby	Parent
Jean Wallace	Parent
Hai Vu	Parent
Dinorah Rizzo	Education Support Employee
Sandy Billingsley	Teacher
Oflia Guzman	Parent
Angelo Lauria	Parent
Lili Cristiani	Parent
Sabrina Fordham	Parent
Carla Sachetti	Parent
Turquoise Dillard	Parent
April Ammeson	Teacher
Kelli Hradek	Teacher
Debra Voege	Teacher

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 data from 2013-14 school year is reviewed and discussed with SAC, twice a year.

Development of this school improvement plan

The SAC meets monthly to advise the principal on various school operations, including budget, academic programs, parent involvement activities, positive behavior support and more. The SAC also reviews the school-wide assessment data to determine the academic needs of the students and the feedback is included in the School Improvement Plan.

Preparation of the school's annual budget and plan

Once the school district provides our school with the allotted annual budget, the principal reviews the budget and creates a draft to present to faculty, staff, and SAC. Input is sought from stakeholders and adjustments are made to the budget as a result of the recommendations made. The budget is then finalized once consensus has been reached.

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

All school improvement funds were designated to fund the daily agendas for students. The SAC/SDMT reached consensus on this expenditure as it promotes communication between school and home. The funds for the agenda books was \$3608.00.

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

Gocio recognizes that the membership of the SAC must represent the composition of the student body. Every effort is being made to recruit members that represent the diverse population of our school.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Buchanan, Pamela	Principal
Rozelle, Mary	Assistant Principal
Kocur, Heidi	Teacher, K-12
Collins, Julie	Teacher, K-12
Williams, Sarah	Teacher, K-12
Haberman, Barbara	Teacher, K-12
Hradek, Kelli	Teacher, K-12
Billingsley, Sandy	Teacher, K-12
Erikzon, Karen	Teacher, K-12
Ward, Jamie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

We will implement the Wonders Reading Series and Florida Standards. The team plans reading events, celebrations and reading intervention programs. The team supports the school-wide reading incentive program to document the number of minutes students read monthly. The team supports the Sunshine State Readers program. At least 50% or more of the administration and faculty hold membership to the Sarasota Reading Council and Florida Reading Association.

Public and Collaborative Teaching

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

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

All grade level teams have a daily common planning time. One common planning time each week is designated for a PLC where the teams focus on instructional and intervention strategies, data and progress monitoring.

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

The administration hired staff that were highly qualified and provided recommendations of high levels of performance in their prior schools. We support beginning teachers thru the SCIP Mentoring program. One of our teachers, Julie Collins, is the Lead Mentor. She facilitates meetings and provides on-going support for the teachers. Each new teacher is assigned a trained SCIP Mentor, who provides support.

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

Provide partnering of new teachers with veteran staff.
Regular meetings with new teachers following the SCIP mentoring program
Use of the Teacher Evaluation System

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All teachers follow the District Instructional Focus Guide that aligns with the Florida Standards. Additionally, all adopted series follow the standards. Lesson plans are closely monitored to ensure that lessons are 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

Teachers input student data (FAIR, running records, enVision math, Benchmarks, SuccessMaker) and monitor their progress throughout the year. Teachers meet with the administration and support team three times annually to discuss the data. The teachers also use this data to identify students needing remediation or enrichment and to determine those students needing more assistance through MTSS.

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: Weekend Program

Minutes added to school year: 2,520

We offer a Saturday School to work with students that are academically struggling in grades 3-5. In addition, an after-school tutorial service is provided for selected students twice weekly for 12 weeks.

Strategy Rationale

Remediation

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rozelle, Mary, mary.rozelle@sarasotacountyschools.net

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

Formative and summative data is collected and monitored.

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 implements a summer screening process to identify student readiness. Gocio also presents a Kindergarten Round-Up for incoming kindergarten students. Our 5th grade students attend an orientation at their proposed middle school.

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 AMO - By the year 2015, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

- G2.** Math AMO-By the year 2015, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

- G3.** Science - By the year 2015, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating 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 AMO - By the year 2015, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain. 1a

G038181

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	69.0
AMO Reading - African American	66.0
AMO Reading - ED	66.0
AMO Reading - ELL	57.0
AMO Reading - Hispanic	62.0
AMO Reading - SWD	53.0
ELA/Reading Lowest 25% Gains	
ELA/Reading Gains	

Resources Available to Support the Goal 2

- Reading Wonders Professional Development, Collaborative Planning and Curriculum Nights
- Instructional Focus Guide

Targeted Barriers to Achieving the Goal 3

- Classroom teachers are often focused on remediation

Plan to Monitor Progress Toward G1. 8

Progress Monitoring throughout the year

Person Responsible

Pamela Buchanan

Schedule

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

Evidence of Completion

State and district assessments

G2. Math AMO-By the year 2015, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain. 1a

G038182

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	67.0
AMO Math - African American	56.0
AMO Math - ED	64.0
AMO Math - ELL	57.0
AMO Math - Hispanic	64.0
AMO Math - SWD	51.0
Math Gains	
Math Lowest 25% Gains	

Resources Available to Support the Goal 2

- enVision Math program, Professional Development, Rocket Math Fluency, iReady, MobyMax

Targeted Barriers to Achieving the Goal 3

- Wide range of ability levels in classroom; Due to the migration of our families, many students arrive on campus working below grade level

Plan to Monitor Progress Toward G2. 8

Quarterly Progress Monitoring meetings

Person Responsible

Pamela Buchanan

Schedule

Quarterly, from 10/20/2014 to 5/15/2015

Evidence of Completion

Progress Monitoring data

G3. Science - By the year 2015, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain. 1a

G038183

Targets Supported 1b

Indicator	Annual Target
FAA Science Proficiency	47.0

Resources Available to Support the Goal 2

- Science Fair, Departmentalized 5th grade classes, Science on the Specials Wheel, Fusion Science K-5, High Touch High Tech

Targeted Barriers to Achieving the Goal 3

- Wide range of ability levels in classroom, consistent science instruction across grade levels

Plan to Monitor Progress Toward G3. 8

Effectiveness of Fusion

Person Responsible

Pamela Buchanan

Schedule

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

Evidence of Completion

Progress monitoring data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Reading AMO - By the year 2015, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.


1

 G038181

G1.B1 Classroom teachers are often focused on remediation **2**

 B091792

G1.B1.S1 On-going professional development **4**

 S102684

Strategy Rationale

Action Step 1 **5**

On-going monitoring of data and lesson plans

Person Responsible

Pamela Buchanan

Schedule

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

Evidence of Completion

Lesson plans, classroom observations, progress monitoring data

Action Step 2 5

On-going monitoring of remediation and intervention strategies

Person Responsible

Pamela Buchanan

Schedule

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

Evidence of Completion

Progress Monitoring data

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

Progress Monitoring meetings; PLC's

Person Responsible

Pamela Buchanan

Schedule

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

Evidence of Completion

State and district assessments

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

Student assessment data results

Person Responsible

Pamela Buchanan

Schedule

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

Evidence of Completion

Final assessment results

G1.B1.S2 Scheduling to implement remediation strategies 4

S102685

Strategy Rationale

Action Step 1 5

On-going monitoring

Person Responsible

Pamela Buchanan

Schedule

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

Evidence of Completion

Progress Monitoring

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

Progress Monitoring, Classroom Walk-thrus

Person Responsible

Pamela Buchanan

Schedule

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

Evidence of Completion

Student assessment data results

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

District Benchmark assessments

Person Responsible

Mary Rozelle


Schedule

Quarterly, from 10/15/2014 to 4/30/2015

Evidence of Completion

TES observations, assessment results

G1.B1.S3 Use of text complexity and higher order questioning 4

 S102686

Strategy Rationale

Action Step 1 5

Fidelity to Reading Wonders

Person Responsible

Pamela Buchanan

Schedule

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

Evidence of Completion

Lesson Plans, observations, progress monitoring data

Action Step 2 5

Reading Wonders implementation

Person Responsible

Pamela Buchanan

Schedule

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

Evidence of Completion

Lesson Plans, Observations

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Progress Monitoring

Person Responsible

Pamela Buchanan

Schedule

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

Evidence of Completion

Review of data

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Monitor data

Person Responsible

Pamela Buchanan


Schedule

On 5/29/2015

Evidence of Completion

Progress monitoring data

G1.B1.S4 Differentiated instruction during ELA block 4

 S102687

Strategy Rationale

Action Step 1 5

Differentiated ELA instruction

Person Responsible

Pamela Buchanan

Schedule

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

Evidence of Completion

Lesson plans, teacher observations

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Differentiated instruction focus

Person Responsible

Pamela Buchanan

Schedule

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

Evidence of Completion

Lesson plans, teacher observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Differentiated instruction focus

Person Responsible


Schedule

Evidence of Completion


Lesson plans, teacher observations

G2. Math AMO-By the year 2015, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

1

 G038182

G2.B1 Wide range of ability levels in classroom; Due to the migration of our families, many students arrive on campus working below grade level 2

 B091793

G2.B1.S1 On-going Professional Development and teacher collaborations 4

 S102688

Strategy Rationale

Action Step 1 5

Collaborative planning and teacher workshops

Person Responsible

Pamela Buchanan

Schedule

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

Evidence of Completion

Lesson plans, teacher observations, progress monitoring data, iReady

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

Implementation of research-based math strategies

Person Responsible

Pamela Buchanan

Schedule

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

Evidence of Completion

Lesson plans, teacher observations

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

Progress Monitoring data

Person Responsible

Pamela Buchanan


Schedule

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

Evidence of Completion

Benchmark tests, FCAT data, formative assessments

G2.B1.S2 90 minute daily Math block 4

 S145533

Strategy Rationale

Action Step 1 5

Team collaboration on Math instruction, math professional development, Focus Guide

Person Responsible

Pamela Buchanan

Schedule

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

Evidence of Completion

Benchmark assessments, lesson plans, teacher observations

Action Step 2 5

Person Responsible

Schedule


Evidence of Completion

G3. Science - By the year 2015, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

1

 G038183

G3.B1 Wide range of ability levels in classroom, consistent science instruction across grade levels 2

 B091794

G3.B1.S1 Fusion Science K-5, High Touch High Tech 4

 S102689

Strategy Rationale

Action Step 1 5

Benchmark Assessments

Person Responsible

Pamela Buchanan

Schedule

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

Evidence of Completion

Progress Monitoring data

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

Monitoring of science data

Person Responsible

Pamela Buchanan

Schedule

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

Evidence of Completion

Benchmark Assessments

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

Progress monitoring

Person Responsible

Pamela Buchanan

Schedule

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

Evidence of Completion

Benchmark data

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	On-going monitoring of data and lesson plans	Buchanan, Pamela	8/18/2014	Lesson plans, classroom observations, progress monitoring data	5/29/2015 monthly
G1.B1.S2.A1	On-going monitoring	Buchanan, Pamela	8/18/2014	Progress Monitoring	5/29/2015 monthly
G1.B1.S3.A1	Fidelity to Reading Wonders	Buchanan, Pamela	8/18/2014	Lesson Plans, observations, progress monitoring data	5/29/2015 monthly
G1.B1.S4.A1	Differentiated ELA instruction	Buchanan, Pamela	8/18/2014	Lesson plans, teacher observations	5/29/2015 monthly
G2.B1.S1.A1	Collaborative planning and teacher workshops	Buchanan, Pamela	8/18/2014	Lesson plans, teacher observations, progress monitoring data, iReady	5/29/2015 monthly
G3.B1.S1.A1	Benchmark Assesments	Buchanan, Pamela	8/18/2014	Progress Monitoring data	5/29/2015 semiannually
G2.B1.S2.A1	Team collaboration on Math instruction, math professional development, Focus Guide	Buchanan, Pamela	8/18/2014	Benchmark assessments, lesson plans, teacher observations	5/29/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	On-going monitoring of remediation and intervention strategies	Buchanan, Pamela	8/18/2014	Progress Monitoring data	5/29/2015 monthly
G1.B1.S3.A2	Reading Wonders implementation	Buchanan, Pamela	8/18/2014	Lesson Plans, Observations	5/29/2015 monthly
G2.B1.S2.A2	[no content entered]			one-time	
G1.MA1	Progress Monitoring throughout the year	Buchanan, Pamela	8/18/2014	State and district assessments	5/29/2015 quarterly
G1.B1.S1.MA1	Student assessment data results	Buchanan, Pamela	8/18/2014	Final assessment results	5/29/2015 monthly
G1.B1.S1.MA1	Progress Monitoring meetings; PLC's	Buchanan, Pamela	8/18/2014	State and district assessments	5/29/2015 monthly
G1.B1.S2.MA1	District Benchmark assessments	Rozelle, Mary	10/15/2014	TES observations, assessment results	4/30/2015 quarterly
G1.B1.S2.MA1	Progress Monitoring, Classroom Walk-thrus	Buchanan, Pamela	8/18/2014	Student assessment data results	5/29/2015 monthly
G1.B1.S3.MA1	Monitor data	Buchanan, Pamela	8/18/2014	Progress monitoring data	5/29/2015 one-time
G1.B1.S3.MA1	Progress Monitoring	Buchanan, Pamela	8/18/2014	Review of data	5/29/2015 monthly
G1.B1.S4.MA1	Differentiated instruction focus		Lesson plans, teacher observations	once	
G1.B1.S4.MA1	Differentiated instruction focus	Buchanan, Pamela	8/18/2014	Lesson plans, teacher observations	5/29/2015 monthly
G2.MA1	Quarterly Progress Monitoring meetings	Buchanan, Pamela	10/20/2014	Progress Monitoring data	5/15/2015 quarterly
G2.B1.S1.MA1	Progress Monitoring data	Buchanan, Pamela	8/18/2014	Benchmark tests, FCAT data, formative assessments	5/29/2015 monthly
G2.B1.S1.MA1	Implementation of research-based math strategies	Buchanan, Pamela	8/18/2014	Lesson plans, teacher observations	5/29/2015 monthly
G3.MA1	Effectiveness of Fusion	Buchanan, Pamela	8/18/2014	Progress monitoring data	5/29/2015 semiannually
G3.B1.S1.MA1	Progress monitoring	Buchanan, Pamela	8/18/2014	Benchmark data	5/29/2015 semiannually
G3.B1.S1.MA1	Monitoring of science data	Buchanan, Pamela	8/18/2014	Benchmark Assessments	5/29/2015 semiannually

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 AMO - By the year 2015, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

G1.B1 Classroom teachers are often focused on remediation

G1.B1.S1 On-going professional development

PD Opportunity 1

On-going monitoring of remediation and intervention strategies

Facilitator

Terry Heidger

Participants

Staff

Schedule

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

G2. Math AMO-By the year 2015, there will be a 4% increase for all student subgroups in proficiency and learning gain. There will be a 4% increase for all students in the lowest quartile demonstrating a learning gain.

G2.B1 Wide range of ability levels in classroom; Due to the migration of our families, many students arrive on campus working below grade level

G2.B1.S1 On-going Professional Development and teacher collaborations

PD Opportunity 1

Collaborative planning and teacher workshops

Facilitator

Angie Su, Ph.D

Participants

Classroom teachers, Grades K - 5

Schedule

Monthly, 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
Grand Total	0