

# Gulf Gate Elementary School



2014-15 School Improvement Plan

## Gulf Gate Elementary School

6500 S LOCKWOOD RIDGE RD, Sarasota, FL 34231

[www.sarasotacountyschools.net/gulfgate](http://www.sarasotacountyschools.net/gulfgate)

### School Demographics

<b>School Type</b>	<b>Title I</b>	<b>Free/Reduced Price Lunch</b>
Elementary	No	55%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>Minority</b>
No	No	32%

### School Grades History

<b>Year</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>
<b>Grade</b>	A	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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	18
Action Plan for Improvement	25
<b>Appendix 1: Implementation Timeline</b>	<b>35</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>37</b>
Professional Development Opportunities	38
Technical Assistance Items	41
<b>Appendix 3: Budget to Support Goals</b>	<b>42</b>

## 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	<a href="#">Jim Browder</a>
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 Gulf Gate School is to develop in all students their maximum potential by utilizing quality staff, supportive, involved parents, and a community geared toward helping students do their best today for a better tomorrow

##### **Provide the school's vision statement**

The students at Gulf Gate School will become lifelong learners, able to make decisions, solve problems, and lead healthful, responsible, productive lives

#### School Environment

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

Teachers have many opportunities to learn about their students' cultures and build positive relationships with their students. Before the beginning of the school year, classroom teachers are given "trail cards" that give them information about the incoming students to their class. This allows our teachers to have important background information before students come into their classrooms. Teachers also do cum reviews each year which gives them further background information on their students. All Special area teachers are given copies of student IEP/504 accommodations so appropriate strategies will be used during class. At PLC meetings, grade level teachers discuss their students' strengths and weaknesses. All of our teachers are trained in Positive Behavior Support which gives them a year-long plan to build relationships with their students. Parent conferences, ELL Evenings, Parent Information Nights, and PTA meetings are other ways we sustain positive relationships.

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

Gulf Gate Elementary School's Positive Behavior Support Plan outlines expectations for staff that includes keeping our students safe and treating them with respect. Emergency Drills are practiced monthly to ensure all staff and students know what to do in case of an emergency. A local church has partnered with Gulf Gate Elementary School and provides funding for our "Backpack Program" which allows us to give students meals to take home for the weekend.

##### **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**

Gulf Gate Elementary School is a Positive Behavior Support School. Our PBS plan is thorough and includes all stakeholders: staff, students, parents, and community members. Our Mission is for our school staff to address problem behavior using Positive Behavior Support within a Response to Intervention framework. What we do: Provide training and assistance to staff at Gulf Gate in the development and implementation of positive behavior supports at Tiers 1, 2, and 3.

GULF GATE ELEMENTARY BEHAVIOR PLAN  
DISCIPLINE STATEMENT



Students are expected to make good choices throughout the school day and understand that their choices result in consequences.

- When good choices are made, good things happen.
- When poor choices are made, problems happen.

#### GENERAL RULES (STARR)

1. Students will behave in a safe manner for themselves and others.
2. Students will arrive to school on time.
3. Students will be active learners.
4. Students are expected to be respectful to others and our school.
5. Students will be responsible for their own behavior and choices.

#### SPECIFIC RULES 24/7 STUDENT EXPECTATIONS

1. Hallways are quiet zones. Students are to walk in a quiet line at all times.
2. Students are to keep their hands, feet, and objects to themselves.
3. Students are to speak kindly to everyone.
4. Students are to respond to directions the first time they are given.

#### SPECIFIC RULES 24/7 TEACHER EXPECTATIONS

1. Actively supervise all students.
2. Communicate behavioral and academic concerns with students and parents in a timely manner.
3. Be on time.
4. Consistently teach, reward and reinforce the student expectations.

#### SPECIFIC RULES 24/7 PARENT EXPECTATIONS

1. Actively supervise your children for safety purposes by monitoring student expectations.
2. Ensure students arrive to school on time daily for the full day.
3. Read and sign agenda book daily.
4. Speak kindly to everyone.

#### INCENTIVES FOR POSITIVE BEHAVIOR

The Gulf Gate Elementary School learning community will provide positive reinforcement to students who make good choices. Faculty and staff will seek out students being good and provide:

1. Praise
2. Tickets
3. Positive notes to parents
4. Positive phone calls to parents
5. Special privileges
6. Good Choices Certificate
7. Student of the Week Certificate

#### CONSEQUENCES FOR AGGRESSIVE & DEFIANT BEHAVIOR

Each day, students from the Gulf Gate Elementary School learning community will begin on Level 0. When bad choices are made, the following procedures will be followed:

##### Level 1: Warnings

The teacher will:

1. Redirect the student's behavior.
2. If behavior continues, provide a verbal warning and a specified consequence.

##### Level 2: Consequences

The teacher will:

1. Relocate the student within the classroom to a new area (in close proximity to the teacher) to continue work. Be sure to restate their current expectations. Students will remain in the new area for no longer than:
  - a. 10 minutes for grades K-2.
  - b. 15 minutes for grades 3-5.
2. Provide next level consequences.

##### Level 3: Consequences

The teacher will:

1. Move the student to a co-teacher's classroom.

2. The student will be given a Behavior Planning Form (BPF) to complete.
  - a. What bad choice did you make?
  - b. What was your consequence?
  - c. List at least four better choices that you could make in the future?
3. Student will remain with co-teacher for no longer than:
  - a. 10 minutes for grades K-2.
  - b. 15 minutes for grades 3-5.
4. Teacher will discuss Behavior Plan with the student.
5. Missed assignments will be made up as homework.

Level 4: Consequences

The teacher will:

1. Contact parent to discuss the problem and officially warn the parent and student of possible future consequences (level 5).

Level 5: Consequences

The teacher will:

1. Complete and submit discipline referral form to principal.

**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**

Gulf Gate Elementary School currently has 1.6 school counselors. Using the "Second Step" curriculum, each of our counselors provides instruction to all students in grades 1-5 on a monthly basis. Our counselors also provide a weekly in-house news program to all students called, "Counselor's Cabana." During the program, the counselors use puppets to showcase different positive character traits. Our counselors also provide small group counseling to students who are experiencing family change or those who need work on social skills. Students are also given "blue forms" to fill out if they need to see a counselor at any time during the school day. Gulf Gate partners with Gulf Gate Church which provides mentors to those students who are identified through the EWS. Students and their mentors work together until after the child moves on to middle school.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

**Provide the following data related to the school's early warning system**

***The number of students by grade level that exhibit each early warning indicator:***

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

**Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

Open House, ELL Family Night, Bring Your Dad to School Week, PTA Meetings (monthly), IEP Meetings, Parent/Teacher Conferences, Parent Information Night, Backpack Program, Running Club, SAC Meetings (monthly), Evening Student Performances, Science Fair, and many PTA Family Events (Bingo Night, Movie Night, Fall Carnival, etc.), Website, Connect Ed phone messages.

**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**

Gulf Gate Elementary School has a volunteer Business Partner Coordinator. This person is responsible for making connections between the school and local businesses. Each year, many local businesses donate goods and/or services for the purpose of enhancing student achievement. Local churches provide food and supplies for needy families and also provide mentors for our students that have one or more of the Early Warning Signs.

**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
Miller, Kent	Administrative Support
Mazzarantani, Sandra	Teacher, ESE
Morey, Teresa	Guidance Counselor
Fournier, Elena	Psychologist
Emmett, Asheley	Other
Magac, Robin	Principal

### Duties

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

The school based MTSS leadership team is comprised of general education personnel that facilitate PBS/Rtl as a related but distinct service from the CARE eligibility determination process. The Rtl Leadership team is comprised of:

The Principal-Provides a common vision for the use of data-based decision making; ensures that the school based team is implementing rti; ensures implementation of intervention support and documentation to make sure of adequate professional development to support Rtl implementation; communicates with parents regarding school-based Rtl plans and activities.

Primary and Intermediate General Education Teachers-all provide information about core instruction, participate in student data collection by grade level, deliver Tier 1 instruction/intervention, collaborate with other staff members to implement Tier 2 interventions; integrate Tier 1 materials/instruction with Tier 2/3 activities; progress monitor all students by grade level.

ESE Teachers-participate in student data collection; integrate core materials/activities to Tier 3 instruction; collaborate with general education teachers.

School Psychologist/School Counselor/ESE Liaison/Administrative Intern-participate in student data collection; assists with the development of intervention plans when needed; provides assistance with problem solving; and facilitates data based decision making activities.

***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***

All students receive Tier 1 instruction. Based on student response to that instruction, Tier 2 instruction is given to those students in need. Small group instruction takes place 4 days a week during a 30 minute daily Intervention Block. Students whose data shows Tier 2 instruction is effective continue with support or move back to Tier 1 instruction without support. Those students whose data shows lack of response to Tier 2 instruction are then moved to Tier 3 instruction which involves individual interventions working one-on-one with a teacher.

Title II Dollars to be used for professional development; All Faith's Food Bank and a local church to provide resources for the Backpack Program which provides weekend meals to targeted children.

Neighborhood church provides mentors for students in need.

The team meets every Thursday during the school year.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Sandra Mazzarantani	Teacher
Suellen Taylor	Teacher
Marilyn Cafaro	Teacher
Judy Dafoulas	Teacher
Mary Compton	Teacher
Deborah Radek	Teacher
Robin Magac	Principal
Kimberly Klunder	Parent
Lavina Sachanandani	Parent
Nancy Sit	Parent
Agapito Carmona	Parent
Lisa Floriano	Parent
Daniela Mayl	Student
Jaelyn Hebdon	Student
Jill Lynch	Business/Community
Dianne Shuck	Business/Community
Shawn Kistonich	Business/Community
TerriJo Crego	Business/Community
Patricia Harrell	Teacher
Marci Flagg	Teacher
Despina Kasapakis	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*

During the SIP approval process, data and information from last year will be integrated into making improvements for the 2014-2015 school year.

*Development of this school improvement plan*

The draft of the SIP plan is carefully reviewed by all SAC members, edited, and then approved by all SAC members.

*Preparation of the school's annual budget and plan*

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

All SAC funds are used for professional development activities.

**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
Magac, Robin	Principal
Miller, Kent	Other
Mazzarantani, Sandra	Teacher, ESE
Morey, Teresa	Guidance Counselor

#### Duties

##### ***Describe how the LLT promotes literacy within the school***

One major initiative will be to assist classroom teachers with the implementation of the new district reading series, Wonders and to provide guidance as necessary.

### 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 teachers have common planning time. This gives each grade level teacher the opportunity to work closely and to create strong bonds with other teachers from his/her grade level. The teachers at Gulf Gate use their common planning times to have PLC meetings at least once a week. During those meetings, teacher collaborate on instructional planning for student success.

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

A trained SCIP mentor is paired with a teacher who is a first year teacher. The trained mentor provides modeling and coaching as well as visitation to other model classrooms. The mentor also assists in developing classroom procedures and instructional materials. Time is given for feedback, coaching, and planning.

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

A trained SCIP mentor is paired with a teacher who is a first year teacher. The trained mentor provides modeling and coaching as well as visitation to other model classrooms. The mentor also assists in developing classroom procedures and instructional materials. Time is given for feedback, coaching, and planning.

### 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 of the teachers at Gulf Gate School follow the school district's Instructional Focus Guides. All activities, materials, and resources listed in the IFG's follow 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**

Staff at Gulf Gate use a variety of data points throughout the school year to ensure student success. In reading, we use data from FAIR, STAR, Weekly Tests, and Success Maker to make instructional decisions. For example in kindergarten all students were given a readiness screener at the beginning of the school year. The lowest quartile of kindergarten students will be given intervention during the school day in the area of reading. Students in grades 1-5 are given 30 minutes of additional "intervention" instruction (Tier 2 and/or Tier 3) four days a week. This is based on student response to Tier 1 instruction and the data that is collected by the classroom teacher. This is done in reading and/or in math.

**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:** 0

N/A

**Strategy Rationale**

N/A

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

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

N/A

**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**

All kindergarten teachers use the state FLKRS assessment during the first few weeks of school to assess the readiness of incoming students. Information that is provided to us from local VPK providers is also reviewed. The kindergarten teachers meet weekly to discuss readiness skills and provide extra support to those students who come to school without those readiness skills as measured by FLKRS.

## 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.** READING GOALS - By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency
- G2.** READING LEARNING GAIN GOAL: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.
- G3.** READING LOWEST QUARTILE GOAL: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.** MATH GOALS By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency
- G5.** MATH LEARNING GAIN GOAL 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.
- G6.** MATH LOWEST QUARTILE GOAL: 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.
- G7.** SCIENCE GOAL: 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. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency

## Strategic Goals Detail

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

**G1. READING GOALS** - By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency 1a

G038187

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	85.0
AMO Reading - African American	52.0
AMO Reading - ED	80.0
AMO Reading - SWD	53.0
AMO Reading - ELL	55.0
AMO Reading - Hispanic	73.0
AMO Reading - White	89.0

**Resources Available to Support the Goal** 2

- Reading Wonders Professional Development provided by the school district, PLC meetings; Daily Intervention Block, SWST Assistance, Reading Volunteers, Instructional Focus Guides, Success Maker Program

**Targeted Barriers to Achieving the Goal** 3

- Grades 3-5 are now fully implementing the new Florida Standards. Teachers will need time to learn the new curriculum, research appropriate learning activities, and become familiar with new rigorous standards. Teachers and students do not know what to expect with the new Florida Standards Assessment--grade 5 will be taking the entire assessment on-line.

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

Review of students progress monitoring data during SWST meetings, CARE meetings, PLC meetings

**Person Responsible**  
 Robin Magac

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

**Evidence of Completion**  
 Agendas from SWST, CARE, PLC Meetings

**G2. READING LEARNING GAIN GOAL:**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

**Targets Supported** 1b

G049824

Indicator	Annual Target
ELA/Reading Gains	78.0

**Resources Available to Support the Goal** 2

- Intervention Block, Small Group Reading Instruction.

**Targeted Barriers to Achieving the Goal** 3

- New Florida Standards and new Florida Standards Assessment

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

Wonders Weekly Assessments, SM Data, STAR Data

**Person Responsible**

Robin Magac

**Schedule**

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

**Evidence of Completion**

Crosspointe gradebook; printed data sheets

**G3. READING LOWEST QUARTILE GOAL:**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

G049835

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	78.0

**Resources Available to Support the Goal** 2

- Intervention Block, SWST Team, CARE TEAM, School RTI Procedures, ESE Resource Teachers, ELL Teacher, Success Maker, Volunteers

**Targeted Barriers to Achieving the Goal** 3

- The majority of our lowest 25% of students in reading are our identified SWD and those identified as ELL.

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

RTI data for Tier 2 and Tier 3 students.

**Person Responsible**

Teresa Morey

**Schedule**

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

**Evidence of Completion**

Graphs of Tier 2 and Tier 3 data

**G4. MATH GOALS** By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency **1a**

 G038188

**Targets Supported** **1b**

Indicator	Annual Target
AMO Math - All Students	71.0
AMO Math - African American	40.0
AMO Math - ED	63.0
AMO Math - ELL	49.0
AMO Math - Hispanic	59.0
AMO Math - SWD	49.0
AMO Math - White	75.0

**Resources Available to Support the Goal** **2**

- Daily 30 minute intervention block for students receiving Tier 2 and/or Tier 3 interventions, PLC meetings among teachers, District Elementary Math Specialist, Instructional Focus Guides

**Targeted Barriers to Achieving the Goal** **3**

- Current district adopted math textbooks are not aligned to the new Florida Standards. Teachers are using the district's Instructional Focus Guides as the main point for curriculum. Teachers are unfamiliar with the new Florida Standards Assessment and many students will be taking the assessment on-line.

**Plan to Monitor Progress Toward G4.** **8**

Progress monitoring of students in math, data chats

**Person Responsible**

Robin Magac

**Schedule**

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

**Evidence of Completion**

Data Chat sheets, cross point data, IXL Data

**G5. MATH LEARNING GAIN GOAL** 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

**Targets Supported** 1b

G049842

Indicator	Annual Target
Math Gains	77.0

**Resources Available to Support the Goal** 2

- IXL Math Program

**Targeted Barriers to Achieving the Goal** 3

- The district does not have a "math" textbook that follows the new Florida Standards. Therefore teachers are using the district created Instructional Focus Guides to plan their math instruction.

**Plan to Monitor Progress Toward G5.** 8

IXL Data, District Math Benchmark Assessments, Weekly Math Tests

**Person Responsible**

Kent Miller

**Schedule**

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

**Evidence of Completion**

Data print outs from IXL, the district, and crosspoint gradebook.

**G6. MATH LOWEST QUARTILE GOAL:** 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

G049848

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	62.0

**Resources Available to Support the Goal** 2

- IXL Program, Intervention Block

**Targeted Barriers to Achieving the Goal** 3

- The district does not have a "math" textbook that follows the new Florida Standards. Therefore teachers are using the district created Instructional Focus Guides to plan their math instruction. Students in the lowest quartile are often students identified as SWD and as ELL.

**Plan to Monitor Progress Toward G6.** 8

IXL Data Reports, SWST Minutes, Tier 2 and Tier 3 data sheets, crosspoint gradebook

**Person Responsible**

Robin Magac

**Schedule**

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

**Evidence of Completion**

IXL printed data reports, SWST minutes, Tier 2 and Tier 3 graphs

**G7. SCIENCE GOAL:** 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. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency **1a**

**Targets Supported** **1b**

 G038189

Indicator	Annual Target
FCAT 2.0 Science Proficiency	69.0

**Resources Available to Support the Goal** **2**

- Science teacher on the specials wheel, science curriculum, IFG

**Targeted Barriers to Achieving the Goal** **3**

- The ELA and math block make up a large part of each classroom teacher's schedule; therefore Science must be integrated daily into other parts of the curriculum to ensure all of the standards are being covered. The science lab teacher must coordinate and communicate her lessons to all classroom teachers.

**Plan to Monitor Progress Toward G7.** **8**

District Science Assessments, FCAT Explorer Usage, Cross point grades

**Person Responsible**

Robin Magac

**Schedule**

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

**Evidence of Completion**

Grade book, on-line FCAT Explorer usage, assessment 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 GOALS - By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency **1**

 G038187

**G1.B1** Grades 3-5 are now fully implementing the new Florida Standards. Teachers will need time to learn the new curriculum, research appropriate learning activities, and become familiar with new rigorous standards. Teachers and students do not know what to expect with the new Florida Standards Assessment-grade 5 will be taking the entire assessment on-line. **2**

 B091798

**G1.B1.S1** Provide classroom teachers with professional development opportunities throughout the school year to ensure they have the information needed to make sound instructional decisions while using the Wonders materials. Provide common planning time so grade level teams can work together to learn the new rigorous Florida Standards. **4**

 S102693

### Strategy Rationale

Working together, teachers can collaborate to ensure effective instruction is taking place.

### Action Step 1 **5**

Share professional development opportunities with teachers as soon as these become available

#### Person Responsible

Kent Miller

#### Schedule

Monthly, from 8/18/2014 to 6/30/2015

#### Evidence of Completion

Emails/Flyers/Agendas

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

Review of evidence collected

**Person Responsible**

Kent Miller

**Schedule**

Biweekly, from 8/18/2014 to 6/30/2015

***Evidence of Completion***

Professional Development Rosters, Emails, Agendas

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

Weekly Wonders Assessments, on-going progress monitor assessments (FAIR), SM and STAR Data

**Person Responsible**

Robin Magac

**Schedule**

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

***Evidence of Completion***

Cross point grade book; FAIR assessment data, SM and STAR data

**G2. READING LEARNING GAIN GOAL:**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

G049824

**G2.B1** New Florida Standards and new Florida Standards Assessment 2

B124776

**G2.B1.S1** Share State and District information regarding the new FSA. Use State portal to view test examples. Share information with other staff, parents, and students. 4

S136685

### Strategy Rationale

By becoming familiar with the type of questions and the technology level that will be required by our students we can help prepare them as much as possible before taking the FSA.

### Action Step 1 5

Share information found on the state FSA portal.

#### Person Responsible

Robin Magac

#### Schedule

Monthly, from 8/18/2014 to 2/27/2015

#### Evidence of Completion

PLC Meeting Agendas, Professional Development Rosters, Staff Meeting Agendas

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

Principal will meet with teams to discuss information available on the state portal.

#### Person Responsible

Robin Magac

#### Schedule

Monthly, from 8/18/2014 to 2/27/2015

#### Evidence of Completion

PLC Minutes

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

Progress monitoring of students in Reading

**Person Responsible**

Robin Magac


**Schedule**

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


**Evidence of Completion**

SWST Minutes, PLC Minutes, Data Chats

**G3. READING LOWEST QUARTILE GOAL:**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

 G049835

**G3.B1** The majority of our lowest 25% of students in reading are our identified SWD and those identified as ELL. 2

 B124779

**G3.B1.S1** Use the SWST team to assist teachers with intervention strategies for students identified as SWD or ELL. 4

 S136690

**Strategy Rationale**

The SWST team members have a good knowledge base to assist teachers with planning interventions.

**Action Step 1** 5

SWST Team to meet weekly to discuss students.

**Person Responsible**

Teresa Morey

**Schedule**

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

**Evidence of Completion**

SWST Agendas/Minutes

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

The SWST team members will follow-up with all cases discussed at SWST.

**Person Responsible**

Teresa Morey

**Schedule**

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

***Evidence of Completion***

SWST Agenda/Minutes/CARE Agendas

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

Tier 2 and Tier 3 data will be collected throughout the year

**Person Responsible**

Teresa Morey


**Schedule**

On 5/29/2015


***Evidence of Completion***

RTI portfolios

**G4. MATH GOALS** By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency **1**

 G038188

**G4.B1** Current district adopted math textbooks are not aligned to the new Florida Standards. Teachers are using the district's Instructional Focus Guides as the main point for curriculum. Teachers are unfamiliar with the new Florida Standards Assessment and many students will be taking the assessment on-line. **2**

 B091799

**G4.B1.S1** Send grade level math representatives to professional development by the district math specialist to learn how to navigate the new Instructional Focus Guides. **4**

 S102694

### Strategy Rationale

By attending the district PD's on the IFG, all grade levels will have members who have an in-depth understanding of each quarter's goals/objectives and how to meet them.

### Action Step 1 **5**

Select dates for professional development for classroom teachers

#### Person Responsible

Robin Magac

#### Schedule

Quarterly, from 6/2/2014 to 5/29/2015

#### Evidence of Completion

Agendas, PD rosters

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

Administration will ensure grade level reps are made aware of PD opportunities and given time during team PLC's to pass information along to other grade level teachers.

#### Person Responsible

Robin Magac

#### Schedule

Quarterly, from 6/2/2014 to 5/29/2015

#### Evidence of Completion

Agendas, PD Rosters

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

Classroom walk thrus, lesson plans, quarterly math benchmark assessments, IXL data

**Person Responsible**

Robin Magac

**Schedule**

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


**Evidence of Completion**

Rosters/Agendas/PRIDE forms/IXL Reports

**G5. MATH LEARNING GAIN GOAL** 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

 G049842

**G5.B1** The district does not have a "math" textbook that follows the new Florida Standards. Therefore teachers are using the district created Instructional Focus Guides to plan their math instruction. 2

 B124786

**G5.B1.S1** Send select teachers to professional development offered by the school district for the use of the IFG's. 4

 S136707

**Strategy Rationale**

Teachers who become familiar with the IFGs will share their knowledge with other team members.

**Action Step 1 5**

Choose "math" representatives from each grade level

**Person Responsible**

Robin Magac

**Schedule**

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

**Evidence of Completion**

Emails

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

Classroom Walk Thrus and lesson plan review

**Person Responsible**

Robin Magac

**Schedule**

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

***Evidence of Completion***

Lesson Plans, Observation Data

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

PLC meetings will be used to discuss the IFG learning

**Person Responsible**

Robin Magac

**Schedule**

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

***Evidence of Completion***

PLC Minutes/Agendas



**G6. MATH LOWEST QUARTILE GOAL:** 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

G049848

**G6.B1** The district does not have a "math" textbook that follows the new Florida Standards. Therefore teachers are using the district created Instructional Focus Guides to plan their math instruction. Students in the lowest quartile are often students identified as SWD and as ELL. 2

B124795

**G6.B1.S1** Use the IXL program as a way to remediate the lowest quartile of students. 4

S136722

### Strategy Rationale

The IXL program will allow teacher to keep current data on student progress.

### Action Step 1 5

Purchase IXL program for math for grades PK-5.

#### Person Responsible

Robin Magac

#### Schedule

On 9/12/2014

#### Evidence of Completion

P.O.

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

IXL will be used during the intervention block for all students and one-on-one instruction can be used with students during this time.

#### Person Responsible

Kent Miller

#### Schedule

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

#### Evidence of Completion

IXL Data Collection Form/SWST Forms/Tier 2 and Tier 3 Student Data

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

Students who need direct instruction will stay with classroom teachers during the intervention block, others will use IXL during that block. IXL will also be used in the classroom and at home.

**Person Responsible**

Robin Magac

**Schedule**

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


**Evidence of Completion**

Tier 2 and Tier 3 data collections, IXL data reports

**G7. SCIENCE GOAL:** 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. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency 1

 G038189

**G7.B1** The ELA and math block make up a large part of each classroom teacher's schedule; therefore Science must be integrated daily into other parts of the curriculum to ensure all of the standards are being covered. The science lab teacher must coordinate and communicate her lessons to all classroom teachers. 2

 B091800

**G7.B1.S1** Provide teachers with information/strategies to allow for science instruction to take place during the ELA block (blended instruction) and provide time during PLC's for collaboration. 4

 S102695

**Strategy Rationale**

This will allow teachers to work together to plan effective lessons with blended instruction.

**Action Step 1 5**

Share strategies with classroom teachers during PLC meetings/ team leader meetings/share professional development calendar

**Person Responsible**

Robin Magac

**Schedule**

Monthly, from 8/18/2014 to 5/24/2015

**Evidence of Completion**

Agendas/PD Calendar

**Plan to Monitor Fidelity of Implementation of G7.B1.S1 6**

Agenda items; classroom teacher lesson plans

**Person Responsible**

Robin Magac

**Schedule**

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

**Evidence of Completion**

Agendas, lesson plans

**Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7**

District Benchmark Science Assessments, Classroom Assessments

**Person Responsible**

**Schedule**

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

**Evidence of Completion**

Reports/Assessments

**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	Share professional development opportunities with teachers as soon as these become available	Miller, Kent	8/18/2014	Emails/Flyers/Agendas	6/30/2015 monthly
G4.B1.S1.A1	Select dates for professional development for classroom teachers	Magac, Robin	6/2/2014	Agendas, PD rosters	5/29/2015 quarterly
G7.B1.S1.A1	Share strategies with classroom teachers during PLC meetings/ team leader meetings/share professional development calendar	Magac, Robin	8/18/2014	Agendas/PD Calendar	5/24/2015 monthly
G2.B1.S1.A1	Share information found on the state FSA portal.	Magac, Robin	8/18/2014	PLC Meeting Agendas, Professional Development Rosters, Staff Meeting Agendas	2/27/2015 monthly
G3.B1.S1.A1	SWST Team to meet weekly to discuss students.	Morey, Teresa	8/18/2014	SWST Agendas/Minutes	5/29/2015 weekly
G5.B1.S1.A1	Choose "math" representatives from each grade level	Magac, Robin	8/18/2014	Emails	5/29/2015 quarterly

**Sarasota - 0271 - Gulf Gate Elementary School - 2014-15 SIP**  
*Gulf Gate Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S1.A1	Purchase IXL program for math for grades PK-5.	Magac, Robin	8/18/2014	P.O.	9/12/2014 one-time
G1.MA1	Review of students progress monitoring data during SWST meetings, CARE meetings, PLC meetings	Magac, Robin	8/18/2014	Agendas from SWST, CARE, PLC Meetings	5/29/2015 weekly
G1.B1.S1.MA1	Weekly Wonders Assessments, on-going progress monitor assessments (FAIR), SM and STAR Data	Magac, Robin	8/18/2014	Cross point grade book; FAIR assessment data, SM and STAR data	5/29/2015 monthly
G1.B1.S1.MA1	Review of evidence collected	Miller, Kent	8/18/2014	Professional Development Rosters, Emails, Agendas	6/30/2015 biweekly
G2.MA1	Wonders Weekly Assessments, SM Data, STAR Data	Magac, Robin	8/18/2014	Crosspointe gradebook; printed data sheets	5/29/2015 monthly
G2.B1.S1.MA1	Progress monitoring of students in Reading	Magac, Robin	8/25/2014	SWST Minutes, PLC Minutes, Data Chats	5/29/2015 monthly
G2.B1.S1.MA1	Principal will meet with teams to discuss information available on the state portal.	Magac, Robin	8/18/2014	PLC Minutes	2/27/2015 monthly
G3.MA1	RTI data for Tier 2 and Tier 3 students.	Morey, Teresa	8/18/2014	Graphs of Tier 2 and Tier 3 data	5/29/2015 weekly
G3.B1.S1.MA1	Tier 2 and Tier 3 data will be collected throughout the year	Morey, Teresa	8/18/2014	RTI portfolios	5/29/2015 one-time
G3.B1.S1.MA1	The SWST team members will follow-up with all cases discussed at SWST.	Morey, Teresa	8/18/2014	SWST Agenda/Minutes/CARE Agendas	5/29/2015 weekly
G4.MA1	Progress monitoring of students in math, data chats	Magac, Robin	8/18/2014	Data Chat sheets, cross point data, IXL Data	5/29/2015 quarterly
G4.B1.S1.MA1	Classroom walk thrus, lesson plans, quarterly math benchmark assessments, IXL data	Magac, Robin	8/18/2014	Rosters/Agendas/PRIDE forms/IXL Reports	5/29/2015 monthly
G4.B1.S1.MA1	Administration will ensure grade level reps are made aware of PD opportunities and given time during team PLC's to pass information along to other grade level teachers.	Magac, Robin	6/2/2014	Agendas, PD Rosters	5/29/2015 quarterly
G5.MA1	IXL Data, District Math Benchmark Assessments, Weekly Math Tests	Miller, Kent	8/18/2014	Data print outs from IXL, the district, and crosspoint gradebook.	5/29/2015 monthly
G5.B1.S1.MA1	PLC meetings will be used to discuss the IFG learning	Magac, Robin	8/18/2014	PLC Minutes/Agendas	5/29/2015 weekly
G5.B1.S1.MA1	Classroom Walk Thrus and lesson plan review	Magac, Robin	8/18/2014	Lesson Plans, Observation Data	5/29/2015 monthly
G6.MA1	IXL Data Reports, SWST Minutes, Tier 2 and Tier 3 data sheets, crosspoint gradebook	Magac, Robin	8/18/2014	IXL printed data reports, SWST minutes, Tier 2 and Tier 3 graphs	5/29/2015 monthly
G6.B1.S1.MA1	Students who need direct instruction will stay with classroom teachers during the intervention block, others will use IXL during that block. IXL will also be used in the classroom and at home.	Magac, Robin	8/18/2014	Tier 2 and Tier 3 data collections, IXL data reports	5/29/2015 monthly
G6.B1.S1.MA1	IXL will be used during the intervention block for all students and one-on-one instruction can be used with students during this time.	Miller, Kent	8/18/2014	IXL Data Collection Form/SWST Forms/ Tier 2 and Tier 3 Student Data	5/29/2015 weekly
G7.MA1	District Science Assessments, FCAT Explorer Usage, Cross point grades	Magac, Robin	8/18/2014	Grade book, on-line FCAT Explorer usage, assessment data	5/29/2015 quarterly
G7.B1.S1.MA1	District Benchmark Science Assessments, Classroom Assessments		8/18/2014	Reports/Assessments	5/29/2015 quarterly
G7.B1.S1.MA1	Agenda items; classroom teacher lesson plans	Magac, Robin	8/18/2014	Agendas, lesson plans	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 GOALS** - By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency

**G1.B1** Grades 3-5 are now fully implementing the new Florida Standards. Teachers will need time to learn the new curriculum, research appropriate learning activities, and become familiar with new rigorous standards. Teachers and students do not know what to expect with the new Florida Standards Assessment-grade 5 will be taking the entire assessment on-line.

**G1.B1.S1** Provide classroom teachers with professional development opportunities throughout the school year to ensure they have the information needed to make sound instructional decisions while using the Wonders materials. Provide common planning time so grade level teams can work together to learn the new rigorous Florida Standards.

### PD Opportunity 1

Share professional development opportunities with teachers as soon as these become available

#### Facilitator

School District/Classroom Teachers

#### Participants

Classroom Teachers

#### Schedule

Monthly, from 8/18/2014 to 6/30/2015

**G4. MATH GOALS** By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency

**G4.B1** Current district adopted math textbooks are not aligned to the new Florida Standards. Teachers are using the district's Instructional Focus Guides as the main point for curriculum. Teachers are unfamiliar with the new Florida Standards Assessment and many students will be taking the assessment on-line.

**G4.B1.S1** Send grade level math representatives to professional development by the district math specialist to learn how to navigate the new Instructional Focus Guides.

**PD Opportunity 1**

Select dates for professional development for classroom teachers

**Facilitator**

District Elementary Math Curriculum Specialist/Grade Level Representatives

**Participants**

Classroom Teachers

**Schedule**

Quarterly, from 6/2/2014 to 5/29/2015

**G5. MATH LEARNING GAIN GOAL** 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.B1** The district does not have a "math" textbook that follows the new Florida Standards. Therefore teachers are using the district created Instructional Focus Guides to plan their math instruction.

**G5.B1.S1** Send select teachers to professional development offered by the school district for the use of the IFG's.

**PD Opportunity 1**

Choose "math" representatives from each grade level

**Facilitator**

District Elementary Math Curriculum Leader

**Participants**

Grade Level Teachers

**Schedule**

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

**G6. MATH LOWEST QUARTILE GOAL:** 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.

**G6.B1** The district does not have a "math" textbook that follows the new Florida Standards. Therefore teachers are using the district created Instructional Focus Guides to plan their math instruction. Students in the lowest quartile are often students identified as SWD and as ELL.

**G6.B1.S1** Use the IXL program as a way to remediate the lowest quartile of students.

**PD Opportunity 1**

Purchase IXL program for math for grades PK-5.

**Facilitator**

IXL Professional Development for Program

**Participants**

Classroom Teachers

**Schedule**

On 9/12/2014

**G7. SCIENCE GOAL:** 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. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency

**G7.B1** The ELA and math block make up a large part of each classroom teacher's schedule; therefore Science must be integrated daily into other parts of the curriculum to ensure all of the standards are being covered. The science lab teacher must coordinate and communicate her lessons to all classroom teachers.

**G7.B1.S1** Provide teachers with information/strategies to allow for science instruction to take place during the ELA block (blended instruction) and provide time during PLC's for collaboration.

**PD Opportunity 1**

Share strategies with classroom teachers during PLC meetings/ team leader meetings/share professional development calendar

**Facilitator**

Robin Magac

**Participants**

Classroom Teachers

**Schedule**

Monthly, from 8/18/2014 to 5/24/2015



## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1: READING GOALS</b> - 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. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency	0
<b>Goal 4: MATH GOALS</b> 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. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency	8,500
<b>Goal 6: MATH LOWEST QUARTILE GOAL:</b> 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.	1,000
<b>Grand Total</b>	<b>9,500</b>

**Goal 1: READING GOALS** - By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency

Description	Source	Total
<b>B1.S1.A1</b> - Professional Development for Collins Writing Program	School Improvement Funds	0
<b>Total Goal 1</b>		<b>0</b>

**Goal 4: MATH GOALS** By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency

Description	Source	Total
<b>B1.S1.A1</b> - IXL Math Program	Other	3,500
<b>B1.S1.A1</b> - Substitutes for classroom teachers for collaboration, if necessary	Other	5,000
<b>Total Goal 4</b>		<b>8,500</b>

**Goal 6: MATH LOWEST QUARTILE GOAL:** 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.

Description	Source	Total
<b>B1.S1.A1</b> - Professional Development	School Improvement Funds	1,000
<b>Total Goal 6</b>		<b>1,000</b>